UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

June 30, 2021

The Honorable Michael F. Rice
Superintendent of Public Instruction
Michigan Department of Education
608 West Allegan Street, P.O. Box 30008
Lansing, MI 48909

Dear Superintendent Rice:

I am writing in response to an issue raised by the Michigan Department of Education (MDE) concerning action under consideration by the Michigan Legislature.

HB-4411, as passed by the Michigan House of Representatives on June 24, 2021, directs MDE to exclude certain local educational agencies (LEAs) from eligibility to receive any benefit from the funds MDE must reserve under section 2001(f) of the American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund under the American Rescue Plan Act of 2021 (ARP Act). Specifically, under HB-4411, only a district that receives an ARP ESSER formula subgrant of less than $1,093.00 per pupil would be eligible for funds that the State reserves under section 2001(f) of the ARP Act. If enacted, this would exclude LEAs in Michigan that serve the highest percentages of children from low-income families, those that have been hardest hit by the pandemic, from eligibility. (The disproportionate impact of the pandemic on students from low-income backgrounds is described in Volume 2 of the Department's COVID-19 Handbook.)

Under section 2001(f)(1), (2), and (3) of the ARP Act, the specific activities that a State educational agency (SEA) carries out with funds under each of its required ARP ESSER reservations (i.e., to address "learning loss," fund summer learning and enrichment programs, and fund comprehensive afterschool programs) must "address the disproportionate impact of the coronavirus on the student populations described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 [e.g., students from low-income families, students of color, children with disabilities, English learners, and migratory students], students experiencing homelessness, and children and youth in foster care." These provisions are essential to ensuring that this historic investment can appropriately meet the urgent needs of students most impacted by the pandemic.

HB-4411 directs ARP ESSER reserve funds to the wealthier school districts in the state, excluding high-poverty LEAs from receiving any benefit from these ARP ESSER State

reservations. The legislation's per pupil allocation eligibility threshold does not appear to take into account the "disproportionate impact" of the pandemic on underserved populations as required by section 2001(f) of the ARP Act.

We are available to answer any questions that you and your staff may have in addressing our concerns, and we look forward to working with you to ensure that Federal education funds are used to meet the critical needs of students, particularly groups of students disproportionately impacted by the pandemic as required by statute.

Sincerely,



Ian Rosenblum
Deputy Assistant Secretary for Policy and Programs
Delegated the Authority to Perform the
Functions and Duties of the Assistant Secretary
Office of Elementary and Secondary Education



Interim Guidance for Athletics issued May 24, 2021

Recent Updates

- Based on the most current CDC Guidance:
    - All individuals can gather outdoors for purposes of organized sports without wearing face masks. This applies to both contact and non-contact organized sports.
        - MDHHS recommends that individuals who are not fully vaccinated continue to wear face masks while participating in contact sports both outdoors and indoors.
    - Fully vaccinated individuals can gather indoors for the purposes of organized sports without wearing face masks. This applies to both contact and non-contact organized sports.
    - Unvaccinated individuals participating in outdoor organized contact sports without face masks do not need to test more frequently than weekly.

Executive Summary

- Organized sports, like other activities where participants gather and interact in close proximity across households, pose COVID-19 risks. Depending on COVID-19 infection rates, sports may need certain mitigation measures to avoid exposing participants to unacceptable infection risk and risk of accelerated virus transmission in their communities.

- Different restrictions and mitigation measures may be needed for unvaccinated individuals based on the particular risk of each sport and current rates of transmission:

    - Contact sports, such as football, lacrosse, and wrestling, pose a higher risk of transmitting COVID-19 to participants, coaches, and the general community, than non-contact sports;

    - Indoor sports pose higher risks than outdoor sports; and

  - Sports where a face mask cannot be safely worn, such as wrestling and water polo, pose higher risks than sports where participants can wear face masks throughout play.

- Mitigation measures are described below for non-contact sports and contact sports. Additional mitigation measures, including more frequent testing, are described for contact sports in which unvaccinated individuals cannot safely wear face masks indoors or when community transmission is high.

Mandatory Provisions

The following provisions are mandatory pursuant to the Gatherings and Face Mask Order issued on May 24, 2021:

Testing Requirements for Unvaccinated Participants

- Unvaccinated participants ages 13 – 19 participating in contact and non-contact organized sports must test for SARS-CoV-2 on at least a weekly basis. These requirements apply to both school and non-school sponsored sports.

  - Unvaccinated participants ages 13 – 19 can only participate in organized sports with proof of a negative diagnostic test (antigen or RT-PCR) on at least a weekly basis.

- Participants who have recovered from confirmed COVID-19 in the past three months and remain symptom-free may gather for purposes of sports practice or competition without testing if:

  - they can provide a letter from their doctor attesting that they fall into this category, or

  - they have proof of a positive antigen or RT-PCR diagnostic test within three months. An antibody test is not sufficient.

- Fully vaccinated persons are not subject to the sports testing requirements set forth in Section 3(a) of the Gatherings and Face Masks Order unless they have COVID-19-like symptoms.

Face Mask Requirements

Unvaccinated Individuals:

- Unvaccinated participants, coaches, and other team personnel must wear a face mask at all times when indoors, unless a sports organizer has determined that wearing face masks would be unsafe and all participants have been tested and received negative tests as outlined above in the **Testing Requirements** section.
- For non-contact and contact sports practice and competition, face masks are not required for unvaccinated individuals when conducted outdoors.

Fully Vaccinated Individuals:

- Fully vaccinated participants, coaches, and other team personnel do not need to wear face masks while participating in organized sports, indoors and outdoors. This applies to both contact and non-contact organized sports.

NOTE: The testing and face mask requirements set forth above are minimum requirements and should not be understood to override or supplant any stricter protocols that a sports organizer may require for its members or participants.

Recommended Practices

1. **Individuals Should Continue to Wear Face Masks while Participating in Contact Sport Activities.**
    - While face masks are not required for organized sports practice or competition outdoors, MDHHS strongly recommends that individuals who are not fully vaccinated participating in contact sports activities remain masked outdoors.
2. **Isolate or Quarantine Away from Others if Symptoms or Exposure to COVID-19**
    - Individuals, including those who are fully vaccinated, should not play or practice while symptomatic even with a negative COVID-19 test, per current CDC guidelines.
    - Teams should institute a screen for symptoms before play or practice. Teams may sign up for and use the free MI Symptoms tool to complete self-screening for COVID-19 symptoms.
    - Unvaccinated individuals should not play or practice while a member of their household is exhibiting any signs or symptoms of COVID-19.

- Unvaccinated individuals should not play or practice if deemed a close contact of someone infected with COVID-19 and should quarantine at home as required by the local health department.

- Sports team staff should maintain prompt follow-up for case investigation and full contact tracing (including affected contacts outside of the team).

- If any individual tests positive:

    - **with an antigen test**: that individual should not gather for the purposes of competitive or team activities for the duration of their infectious period as determined by current CDC guidance, unless that individual is asymptomatic and obtains a negative RT-PCR test within 48 hours of the initial positive antigen test.

    - **with a RT-PCR test**: that individual should not gather for purposes of competitive or team activities for the duration of their infectious period, defined as 10 days from date of first positive test (if asymptomatic) or as determined by current CDC guidance (if symptomatic).

3. Practice Safer Individual Behaviors

- Wash hands frequently and cover coughs and sneezes.

- Do not share items that are difficult to clean, sanitize, or disinfect. Use separate towels, clothing, or other items used to wipe faces or hands.

- Individuals should use their own gear/equipment and minimize sharing equipment.

- Individuals are encouraged to provide their own food, drinks, and/or water.

- Refrain from handshakes, hugs, fist bumps, high fives or contact celebrations.

- Refrain from spitting, chewing gum or tobacco in the event areas.

- During the two weeks before and after unmasked practice or competition, unvaccinated participants should completely avoid participation in non-team social gatherings, which should be strictly enforced by team staff and coaches.

- For younger participants, it may be beneficial for parents or other household members to monitor their children, make sure they follow social distancing and take other protective actions (e.g., younger children could sit with parents or caregivers instead of in a dugout or group area).

4. Clean and Disinfect Often

- Ensure enough time between each practice or competition to allow for proper cleaning and disinfection of the facilities and shared equipment.
- Ensure adequate supplies to support healthy hygiene practices for participants, spectators, and employees, including soap, hand sanitizer with at least 60 percent alcohol content, paper towels, and tissues.
- Identify an adult staff member or volunteer to ensure proper cleaning and disinfection of objects and equipment, particularly for any shared equipment or frequently touched surfaces.
- When disinfecting, use products that meet EPA's criteria for use against SARS-CoV-2 and that are appropriate for the surface. Prior to wiping the surface, allow the disinfectant to sit for the necessary contact time recommended by the manufacturer. Train staff on proper cleaning procedures to ensure safe and correct application of disinfectants.
- Provide individual disinfectant wipes in bathrooms.

5. Choose Safer Options for Practices and Competitions for Unvaccinated Individuals

- Prioritize outdoor, as opposed to indoor, practice and play as much as possible.
- If playing inside, ensure ventilation systems or fans operate properly. Increase circulation of outdoor air as much as possible, for example by opening windows and doors. Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling or triggering asthma symptoms) to participants or others using the facility.
- Avoid areas with poor ventilation (weight rooms, small spaces) where social distancing cannot be implemented.
- Prioritize non-contact activity, like conditioning and drills, where social distancing can be maintained.
- Small groups may help reduce the risk of teamwide COVID-19 outbreaks as they allow for greater social distancing, easier contact tracing, and reducing the number of participants that need to be quarantined.
- Minimize travel to other communities and regions for practices and competition.

- Limit the use of carpools, buses, or other shared transportation between all persons outside the same household. When riding in an automobile to a practice or competition, encourage individuals to ride with persons living in their same household and to always wear a face mask if traveling with persons outside the same household. The CDC recommends use of masks by all in planes, trains, busses and other forms of communal transportation.

- The total capacity of stadiums and arenas may be limited by local or state regulation. Find the latest state regulations at www.Michigan.gov/coronavirus.

6. **Utilize Safer Face Mask Options**

   - Adjusting the level and intensity of physical activity and taking frequent rest breaks can improve toleration of a face mask.

   - Any face mask that becomes saturated with sweat should be changed immediately.

7. **Utilize Additional Testing**

   - Even where it is not required, sports organizers are encouraged to administer a testing program as specified in the **Testing Requirements** section above.

   - Testing of unvaccinated individuals is recommended before any inter-team competition, especially before participants come into close contact with other participants from outside the local community.

Resources for Sports Testing

MDHHS is here to support testing your participants and keeping your sports programs safe. Please visit our MI Safer Sports Testing Program website for information including enrollment forms, antigen test result reporting, test order surveys, training videos, and FAQs.

For additional resources on mitigation measures and resources available to participants and teams, please see the following links:

- MDHHS COVID-19 Information and Resources for Athletics (URL: bit.ly/3pXCwMI)
- MDHHS Organized Sports Testing Frequently Asked Questions (URL: bit.ly/3vGjux4)
- MI Safer Sports Testing Program (URL: bit.ly/3qYFsIB)

- CDC: Playing Sports (URL: bit.ly/3rJbyZZ)
- CDC: Considerations for Youth Sports Administrators (URL: bit.ly/3aFfynm)
- MDHHS Antigen Tests FAQ and Resources (URL: bit.ly/3cEMAEQ)
- American Academy of Pediatrics face masking recommendations for contact sports (URL: bit.ly/2LsSbEO)

For the latest information on Michigan's response to COVID-19, please visit Michigan.gov/Coronavirus. You may also call the COVID-19 Hotline at 888-535-6136 or email COVID19@michigan.gov.

Note: on May 26, 2021, a link on page 2 of this document was updated to correctly refer to the Gatherings and Face Mask order issued on May 24, 2021

Act No. 48
Public Acts of 2021
Approved by the Governor*
July 13, 2021
Filed with the Secretary of State
July 13, 2021
EFFECTIVE DATE: July 13, 2021

* Item Vetoes
Sec. 34a.
Entire Section.

Sec. 78.
Entire Section.

STATE OF MICHIGAN
101ST LEGISLATURE
REGULAR SESSION OF 2021

Introduced by Reps. Paquette and Albert

ENROLLED HOUSE BILL No. 4411

AN ACT to amend 1979 PA 94, entitled "An act to make appropriations to aid in the support of the public schools, the intermediate school districts, community colleges, and public universities of the state; to make appropriations for certain other purposes relating to education; to provide for the disbursement of the appropriations; to authorize the issuance of certain bonds and provide for the security of those bonds; to prescribe the powers and duties of certain state departments, the state board of education, and certain other boards and officials; to create certain funds and provide for their expenditure; to prescribe penalties; and to repeal acts and parts of acts," by amending sections 4, 6, 6a, 11, 11a, 11j, 11k, 11m, 11n, 11s, 15, 18, 19, 20, 20d, 20f, 21f, 21h, 22a, 22b, 22d, 22m, 22p, 24, 24a, 25f, 25g, 25i, 26a, 26b, 26c, 28, 29a, 31a, 31d, 31f, 31j, 31m, 31n, 32d, 32p, 35a, 35b, 35d, 35e, 35f, 39, 39a, 41, 51a, 51c, 51d, 51f, 53a, 54, 54b, 54d, 55, 56, 61a, 61b, 61c, 61d, 62, 65, 67, 67a, 74, 81, 94, 94a, 95b, 98, 98d, 99h, 99i, 99s, 99t, 99u, 99w, 99x, 101, 104, 104a, 104c, 104f, 104g, 105, 105c, 107, 147, 147a, 147b, 147c, 147e, 152a, and 152b (MCL 388.1604, 388.1606, 388.1606a, 388.1611, 388.1611a, 388.1611j, 388.1611k, 388.1611m, 388.1611n, 388.1611s, 388.1615, 388.1618, 388.1619, 388.1620, 388.1620d, 388.1620f, 388.1621f, 388.1621h, 388.1622a, 388.1622b, 388.1622d, 388.1622m, 388.1622p, 388.1624, 388.1624a, 388.1625f, 388.1625g, 388.1625i, 388.1626a, 388.1626b, 388.1626c, 388.1628, 388.1629a, 388.1631a, 388.1631d, 388.1631f, 388.1631j, 388.1631m, 388.1631n, 388.1632d, 388.1632p, 388.1635a, 388.1635b, 388.1635d, 388.1635e, 388.1635f, 388.1639, 388.1639a, 388.1641, 388.1651a, 388.1651c, 388.1651d, 388.1651f, 388.1653a, 388.1654, 388.1654b, 388.1654d, 388.1655, 388.1656, 388.1661a, 388.1661b, 388.1661c, 388.1661d, 388.1662, 388.1665, 388.1667, 388.1667a, 388.1674, 388.1681, 388.1694, 388.1694a, 388.1695b, 388.1698, 388.1698d, 388.1699h, 388.1699i, 388.1699s, 388.1699t, 388.1699u, 388.1699w, 388.1699x, 388.1701, 388.1704, 388.1704a, 388.1704c, 388.1704f, 388.1704g, 388.1705, 388.1705c, 388.1707, 388.1747, 388.1747a, 388.1747b, 388.1747c, 388.1747e, 388.1752a, and 388.1752b), sections 4 and 104c as amended by 2019 PA 58, sections 6, 11a, 11j, 11k, 11m, 11s, 15, 18, 20, 20d, 20f, 21h, 22a, 22b, 22d, 22m, 22p, 24, 24a, 25f, 25g, 26a, 26b, 26c, 28, 31a, 31d, 31f, 31j, 32d, 32p, 35a, 35b, 39, 39a, 41, 51a, 51c, 51d, 51f, 53a, 54, 54b, 54d, 55, 56, 61a, 61b, 61d, 62, 65, 67, 74, 81, 94, 94a, 95b, 98, 99h, 99s, 99t, 99u, 99w, 99x, 101, 104, 105, 105c, 107, 147, 147a, 147c, 147e, and 152a as amended and sections 25i, 29a, 35d, 35e, 35f, 67a, 98d, 99i, 104f, and 104g as added by 2020 PA 165, section 6a as amended by 2020 PA 149, sections 11, 21f, and 31n as amended and sections 11n and 104a as added by 2021 PA 3, and sections 19, 61c, 147b, and 152b as amended and section 31m as added by 2018 PA 265, and by adding sections 11t, 20m, 22c, 22g, 26d, 31o, 31p, 31y, 31z, 34a, 35g, 35h, 41a, 51g, 61g, 67b, 78, 94c, 94d, 97, 97a, 98b, 99aa, 99bb, and 104h; and to repeal acts and parts of acts.

The People of the State of Michigan enact:

Sec. 4. (1) "Elementary pupil" means a pupil in membership in grades K to 8 in a district not maintaining classes above grade 8 or in grades K to 6 in a district maintaining classes above grade 8 or a child enrolled and in regular attendance in a publicly funded prekindergarten setting.

(2) "Extended school year" means an educational program conducted by a district in which pupils must be enrolled but not necessarily in attendance on the pupil membership count day in an extended year program. The mandatory clock hours must be completed by each pupil not more than 365 calendar days after the pupil's first day of classes for the school year prescribed. The department shall prescribe pupil, personnel, and other reporting requirements for the educational program.

(3) "Fiscal year" means the state fiscal year that commences October 1 and continues through September 30.

(4) "High school equivalency certificate" means a certificate granted for the successful completion of a high school equivalency test.

(5) "High school equivalency test" means the G.E.D. test developed by the GED Testing Service, the HISET exam developed by Educational Testing Service (ETS), or another comparable test approved by the department of labor and economic opportunity.

(6) "High school equivalency test preparation program" means a program that has high school level courses in English language arts, social studies, science, and mathematics and that prepares an individual to successfully complete a high school equivalency test.

(7) "High school pupil" means a pupil in membership in grades 7 to 12, except in a district not maintaining grades above grade 8.

Sec. 6. (1) "Center program" means a program operated by a district or by an intermediate district for special education pupils from several districts in programs for pupils with autism spectrum disorder, pupils with severe cognitive impairment, pupils with moderate cognitive impairment, pupils with severe multiple impairments, pupils with hearing impairment, pupils with visual impairment, and pupils with physical impairment or other health impairment. Programs for pupils with emotional impairment housed in buildings that do not serve regular education pupils also qualify. Unless otherwise approved by the department, a center program either serves all constituent districts within an intermediate district or serves several districts with less than 50% of the pupils residing in the operating district. In addition, special education center program pupils placed part-time in noncenter programs to comply with the least restrictive environment provisions of section 1412 of the individuals with disabilities education act, 20 USC 1412, may be considered center program pupils for pupil accounting purposes for the time scheduled in either a center program or a noncenter program.

(2) "District and high school graduation rate" means the annual completion and pupil dropout rate that is calculated by the center pursuant to nationally recognized standards.

(3) "District and high school graduation report" means a report of the number of pupils, excluding adult education participants, in the district for the immediately preceding school year, adjusted for those pupils who have transferred into or out of the district or high school, who leave high school with a diploma or other credential of equal status.

(4) "Membership", except as otherwise provided in this subsection or this article, means for a district, a public school academy, or an intermediate district the sum of the product of .90 times the number of full-time equated pupils in grades K to 12 actually enrolled and in regular daily attendance in the district, public school academy, or intermediate district on the pupil membership count day for the current school year, plus the product of .10 times the final audited count from the supplemental count day of full-time equated pupils in grades K to 12 actually enrolled and in regular daily attendance in the district, public school academy, or intermediate district for the immediately preceding school year. A district's, public school academy's, or intermediate district's membership is adjusted as provided under section 25e for pupils who enroll after the pupil membership count day in a strict discipline academy operating under sections 1311b to 1311m of the revised school code, MCL 380.1311b to 380.1311m. For 2021-2022 only, membership means for a district, a public school academy, or an intermediate district, the sum of the product of .90 times the number of full-time equated pupils in grades K to 12 actually enrolled and in regular daily attendance in the district, public school academy, or intermediate district on the pupil membership count day for the current school year and the product of .10 times the final audited count of the number of full-time equated pupils engaged in pandemic learning for spring 2021, or, for a public school academy that operates as a cyber school, as that term is defined in section 551 of the revised school code, MCL 380.551, the final audited count from the supplemental count day of full-time equated pupils in grades K to 12 actually enrolled and in regular daily attendance in the public school academy for the immediately preceding school year. All pupil counts used in this subsection are as determined by the department and calculated by adding the number of pupils registered for attendance plus pupils received by transfer and minus pupils lost as defined by rules promulgated by the superintendent, and as corrected by a subsequent department audit. The amount of the foundation allowance for a pupil in membership is determined under section 20. In making the calculation of membership, all of the following, as applicable, apply to determining the membership of a district, a public school academy, or

an intermediate district:

(a) Except as otherwise provided in this subsection, and pursuant to subsection (6), a pupil is counted in membership in the pupil's educating district or districts. An individual pupil must not be counted for more than a total of 1.0 full-time equated membership.

(b) If a pupil is educated in a district other than the pupil's district of residence, if the pupil is not being educated as part of a cooperative education program, if the pupil's district of residence does not give the educating district its approval to count the pupil in membership in the educating district, and if the pupil is not covered by an exception specified in subsection (6) to the requirement that the educating district must have the approval of the pupil's district of residence to count the pupil in membership, the pupil is not counted in membership in any district.

(c) A special education pupil educated by the intermediate district is counted in membership in the intermediate district.

(d) A pupil placed by a court or state agency in an on-grounds program of a juvenile detention facility, a child caring institution, or a mental health institution, or a pupil funded under section 53a, is counted in membership in the district or intermediate district approved by the department to operate the program.

(e) A pupil enrolled in the Michigan Schools for the Deaf and Blind is counted in membership in the pupil's intermediate district of residence.

(f) A pupil enrolled in a career and technical education program supported by a millage levied over an area larger than a single district or in an area vocational-technical education program established under section 690 of the revised school code, MCL 380.690, is counted in membership only in the pupil's district of residence.

(g) A pupil enrolled in a public school academy is counted in membership in the public school academy.

(h) For the purposes of this section and section 6a, for a cyber school, as that term is defined in section 551 of the revised school code, MCL 380.551, that is in compliance with section 553a of the revised school code, MCL 380.553a, a pupil's participation in the cyber school's educational program is considered regular daily attendance, and for a district or public school academy, a pupil's participation in a virtual course as that term is defined in section 21f is considered regular daily attendance. For the purposes of this subdivision, for a pupil enrolled in a cyber school and utilizing sequential learning, participation means that term as defined in the pupil accounting manual, section 5-O-D: requirements for counting pupils in membership-subsection 10.

(i) For a new district or public school academy beginning its operation after December 31, 1994, membership for the first 2 full or partial fiscal years of operation is determined as follows:

(*i*) If operations begin before the pupil membership count day for the fiscal year, membership is the average number of full-time equated pupils in grades K to 12 actually enrolled and in regular daily attendance on the pupil membership count day for the current school year and on the supplemental count day for the current school year, as determined by the department and calculated by adding the number of pupils registered for attendance on the pupil membership count day plus pupils received by transfer and minus pupils lost as defined by rules promulgated by the superintendent, and as corrected by a subsequent department audit, plus the final audited count from the supplemental count day for the current school year, and dividing that sum by 2.

(*ii*) If operations begin after the pupil membership count day for the fiscal year and not later than the supplemental count day for the fiscal year, membership is the final audited count of the number of full-time equated pupils in grades K to 12 actually enrolled and in regular daily attendance on the supplemental count day for the current school year.

(j) If a district is the authorizing body for a public school academy, then, in the first school year in which pupils are counted in membership on the pupil membership count day in the public school academy, the determination of the district's membership excludes from the district's pupil count for the immediately preceding supplemental count day any pupils who are counted in the public school academy on that first pupil membership count day who were also counted in the district on the immediately preceding supplemental count day.

(k) For an extended school year program approved by the superintendent, a pupil enrolled, but not scheduled to be in regular daily attendance, on a pupil membership count day, is counted in membership.

(*l*) To be counted in membership, a pupil must meet the minimum age requirement to be eligible to attend school under section 1147 of the revised school code, MCL 380.1147, or must be enrolled under subsection (3) of that section, and must be less than 20 years of age on September 1 of the school year except as follows:

(*i*) A special education pupil who is enrolled and receiving instruction in a special education program or service approved by the department, who does not have a high school diploma, and who is less than 26 years of age as of September 1 of the current school year is counted in membership.

(*ii*) A pupil who is determined by the department to meet all of the following may be counted in membership:

(A) Is enrolled in a public school academy or an alternative education high school diploma program, that is primarily focused on educating pupils with extreme barriers to education, such as being homeless as that term is defined under 42 USC 11302.

(B) Had dropped out of school.

(C) Is less than 22 years of age as of September 1 of the current school year.

(*iii*) If a child does not meet the minimum age requirement to be eligible to attend school for that school year under section 1147 of the revised school code, MCL 380.1147, but will be 5 years of age not later than December 1 of that school year, the district may count the child in membership for that school year if the parent or legal guardian has notified the district in writing that he or she intends to enroll the child in kindergarten for that school year.

(m) An individual who has achieved a high school diploma is not counted in membership. An individual who has achieved a high school equivalency certificate is not counted in membership unless the individual is a student with a disability as that term is defined in R 340.1702 of the Michigan Administrative Code. An individual participating in a job training program funded under former section 107a or a jobs program funded under former section 107b, administered by the department of labor and economic opportunity, or participating in any successor of either of those 2 programs, is not counted in membership.

(n) If a pupil counted in membership in a public school academy is also educated by a district or intermediate district as part of a cooperative education program, the pupil is counted in membership only in the public school academy unless a written agreement signed by all parties designates the party or parties in which the pupil is counted in membership, and the instructional time scheduled for the pupil in the district or intermediate district is included in the full-time equated membership determination under subdivision (q) and section 101. However, for pupils receiving instruction in both a public school academy and in a district or intermediate district but not as a part of a cooperative education program, the following apply:

(*i*) If the public school academy provides instruction for at least 1/2 of the class hours required under section 101, the public school academy receives as its prorated share of the full-time equated membership for each of those pupils an amount equal to 1 times the product of the hours of instruction the public school academy provides divided by the number of hours required under section 101 for full-time equivalency, and the remainder of the full-time membership for each of those pupils is allocated to the district or intermediate district providing the remainder of the hours of instruction.

(*ii*) If the public school academy provides instruction for less than 1/2 of the class hours required under section 101, the district or intermediate district providing the remainder of the hours of instruction receives as its prorated share of the full-time equated membership for each of those pupils an amount equal to 1 times the product of the hours of instruction the district or intermediate district provides divided by the number of hours required under section 101 for full-time equivalency, and the remainder of the full-time membership for each of those pupils is allocated to the public school academy.

(o) An individual less than 16 years of age as of September 1 of the current school year who is being educated in an alternative education program is not counted in membership if there are also adult education participants being educated in the same program or classroom.

(p) The department shall give a uniform interpretation of full-time and part-time memberships.

(q) The number of class hours used to calculate full-time equated memberships must be consistent with section 101. In determining full-time equated memberships for pupils who are enrolled in a postsecondary institution or for pupils engaged in an internship or work experience under section 1279h of the revised school code, MCL 380.1279h, a pupil is not considered to be less than a full-time equated pupil solely because of the effect of his or her postsecondary enrollment or engagement in the internship or work experience, including necessary travel time, on the number of class hours provided by the district to the pupil.

(r) Full-time equated memberships for pupils in kindergarten are determined by dividing the number of instructional hours scheduled and provided per year per kindergarten pupil by the same number used for determining full-time equated memberships for pupils in grades 1 to 12. However, to the extent allowable under federal law, for a district or public school academy that provides evidence satisfactory to the department that it used federal title I money in the 2 immediately preceding school fiscal years to fund full-time kindergarten, full-time equated memberships for pupils in kindergarten are determined by dividing the number of class hours scheduled and provided per year per kindergarten pupil by a number equal to 1/2 the number used for determining full-time equated memberships for pupils in grades 1 to 12. The change in the counting of full-time equated memberships for pupils in kindergarten that took effect for 2012-2013 is not a mandate.

(s) For a district or a public school academy that has pupils enrolled in a grade level that was not offered by the district or public school academy in the immediately preceding school year, the number of pupils enrolled in that grade level to be counted in membership is the average of the number of those pupils enrolled and in regular daily attendance on the pupil membership count day and the supplemental count day of the current school year. Membership is calculated by adding the number of pupils registered for attendance in that grade level on the pupil membership count day plus pupils received by transfer and minus pupils lost as defined by rules promulgated by the superintendent, and as corrected by subsequent department audit, plus the final audited count from the supplemental count day for the current school year, and dividing that sum by 2.

(t) A pupil enrolled in a cooperative education program may be counted in membership in the pupil's district

of residence with the written approval of all parties to the cooperative agreement.

(u) If, as a result of a disciplinary action, a district determines through the district's alternative or disciplinary education program that the best instructional placement for a pupil is in the pupil's home or otherwise apart from the general school population, if that placement is authorized in writing by the district superintendent and district alternative or disciplinary education supervisor, and if the district provides appropriate instruction as described in this subdivision to the pupil at the pupil's home or otherwise apart from the general school population, the district may count the pupil in membership on a pro rata basis, with the proration based on the number of hours of instruction the district actually provides to the pupil divided by the number of hours required under section 101 for full-time equivalency. For the purposes of this subdivision, a district is considered to be providing appropriate instruction if all of the following are met:

(*i*) The district provides at least 2 nonconsecutive hours of instruction per week to the pupil at the pupil's home or otherwise apart from the general school population under the supervision of a certificated teacher.

(*ii*) The district provides instructional materials, resources, and supplies that are comparable to those otherwise provided in the district's alternative education program.

(*iii*) Course content is comparable to that in the district's alternative education program.

(*iv*) Credit earned is awarded to the pupil and placed on the pupil's transcript.

(v) If a pupil was enrolled in a public school academy on the pupil membership count day, if the public school academy's contract with its authorizing body is revoked or the public school academy otherwise ceases to operate, and if the pupil enrolls in a district within 45 days after the pupil membership count day, the department shall adjust the district's pupil count for the pupil membership count day to include the pupil in the count.

(w) For a public school academy that has been in operation for at least 2 years and that suspended operations for at least 1 semester and is resuming operations, membership is the sum of the product of .90 times the number of full-time equated pupils in grades K to 12 actually enrolled and in regular daily attendance on the first pupil membership count day or supplemental count day, whichever is first, occurring after operations resume, plus the product of .10 times the final audited count from the most recent pupil membership count day or supplemental count day that occurred before suspending operations, as determined by the superintendent.

(x) If a district's membership for a particular fiscal year, as otherwise calculated under this subsection, would be less than 1,550 pupils, the district has 4.5 or fewer pupils per square mile, as determined by the department, and the district does not receive funding under section 22d(2), the district's membership is considered to be the membership figure calculated under this subdivision. If a district educates and counts in its membership pupils in grades 9 to 12 who reside in a contiguous district that does not operate grades 9 to 12 and if 1 or both of the affected districts request the department to use the determination allowed under this sentence, the department shall include the square mileage of both districts in determining the number of pupils per square mile for each of the districts for the purposes of this subdivision. If a district has established a community engagement advisory committee in partnership with the department of treasury, is required to submit a deficit elimination plan or an enhanced deficit elimination plan under section 1220 of the revised school code, MCL 380.1220, and is located in a city with a population between 9,000 and 11,000, as determined by the department, that is in a county with a population between 150,000 and 160,000, as determined by the department, the district's membership is considered to be the membership figure calculated under this subdivision. The membership figure calculated under this subdivision is the greater of the following:

(*i*) The average of the district's membership for the 3-fiscal-year period ending with that fiscal year, calculated by adding the district's actual membership for each of those 3 fiscal years, as otherwise calculated under this subsection, and dividing the sum of those 3 membership figures by 3.

(*ii*) The district's actual membership for that fiscal year as otherwise calculated under this subsection.

(y) Full-time equated memberships for special education pupils who are not enrolled in kindergarten but are enrolled in a classroom program under R 340.1754 of the Michigan Administrative Code are determined by dividing the number of class hours scheduled and provided per year by 450. Full-time equated memberships for special education pupils who are not enrolled in kindergarten but are receiving early childhood special education services under R 340.1755 or R 340.1862 of the Michigan Administrative Code are determined by dividing the number of hours of service scheduled and provided per year per pupil by 180.

(z) A pupil of a district that begins its school year after Labor Day who is enrolled in an intermediate district program that begins before Labor Day is not considered to be less than a full-time pupil solely due to instructional time scheduled but not attended by the pupil before Labor Day.

(aa) For the first year in which a pupil is counted in membership on the pupil membership count day in a middle college program, the membership is the average of the full-time equated membership on the pupil membership count day and on the supplemental count day for the current school year, as determined by the department. If a pupil described in this subdivision was counted in membership by the operating district on the immediately preceding supplemental count day, the pupil is excluded from the district's immediately preceding supplemental count for the purposes of determining the district's membership.

(bb) A district or public school academy that educates a pupil who attends a United States Olympic Education Center may count the pupil in membership regardless of whether or not the pupil is a resident of this state.

(cc) A pupil enrolled in a district other than the pupil's district of residence under section 1148(2) of the revised school code, MCL 380.1148, is counted in the educating district.

(dd) For a pupil enrolled in a dropout recovery program that meets the requirements of section 23a, the pupil is counted as 1/12 of a full-time equated membership for each month that the district operating the program reports that the pupil was enrolled in the program and was in full attendance. However, if the special membership counting provisions under this subdivision and the operation of the other membership counting provisions under this subsection result in a pupil being counted as more than 1.0 FTE in a fiscal year, the payment made for the pupil under sections 22a and 22b must not be based on more than 1.0 FTE for that pupil, and any portion of an FTE for that pupil that exceeds 1.0 is instead paid under section 25g. The district operating the program shall report to the center the number of pupils who were enrolled in the program and were in full attendance for a month not later than 30 days after the end of the month. A district shall not report a pupil as being in full attendance for a month unless both of the following are met:

(*i*) A personalized learning plan is in place on or before the first school day of the month for the first month the pupil participates in the program.

(*ii*) The pupil meets the district's definition under section 23a of satisfactory monthly progress for that month or, if the pupil does not meet that definition of satisfactory monthly progress for that month, the pupil did meet that definition of satisfactory monthly progress in the immediately preceding month and appropriate interventions are implemented within 10 school days after it is determined that the pupil does not meet that definition of satisfactory monthly progress.

(ee) A pupil participating in a virtual course under section 21f is counted in membership in the district enrolling the pupil.

(ff) If a public school academy that is not in its first or second year of operation closes at the end of a school year and does not reopen for the next school year, the department shall adjust the membership count of the district or other public school academy in which a former pupil of the closed public school academy enrolls and is in regular daily attendance for the next school year to ensure that the district or other public school academy receives the same amount of membership aid for the pupil as if the pupil were counted in the district or other public school academy on the supplemental count day of the preceding school year.

(gg) If a special education pupil is expelled under section 1311 or 1311a of the revised school code, MCL 380.1311 and 380.1311a, and is not in attendance on the pupil membership count day because of the expulsion, and if the pupil remains enrolled in the district and resumes regular daily attendance during that school year, the district's membership is adjusted to count the pupil in membership as if he or she had been in attendance on the pupil membership count day.

(hh) A pupil enrolled in a community district is counted in membership in the community district.

(ii) A part-time pupil enrolled in a nonpublic school in grades K to 12 in accordance with section 166b must not be counted as more than 0.75 of a full-time equated membership.

(jj) A district that borders another state or a public school academy that operates at least grades 9 to 12 and is located within 20 miles of a border with another state may count in membership a pupil who is enrolled in a course at a college or university that is located in the bordering state and within 20 miles of the border with this state if all of the following are met:

(*i*) The pupil would meet the definition of an eligible student under the postsecondary enrollment options act, 1996 PA 160, MCL 388.511 to 388.524, if the course were an eligible course under that act.

(*ii*) The course in which the pupil is enrolled would meet the definition of an eligible course under the postsecondary enrollment options act, 1996 PA 160, MCL 388.511 to 388.524, if the course were provided by an eligible postsecondary institution under that act.

(*iii*) The department determines that the college or university is an institution that, in the other state, fulfills a function comparable to a state university or community college, as those terms are defined in section 3 of the postsecondary enrollment options act, 1996 PA 160, MCL 388.513, or is an independent nonprofit degree-granting college or university.

(*iv*) The district or public school academy pays for a portion of the pupil's tuition at the college or university in an amount equal to the eligible charges that the district or public school academy would pay to an eligible postsecondary institution under the postsecondary enrollment options act, 1996 PA 160, MCL 388.511 to 388.524, as if the course were an eligible course under that act.

(*v*) The district or public school academy awards high school credit to a pupil who successfully completes a course as described in this subdivision.

(kk) A pupil enrolled in a middle college program may be counted for more than a total of 1.0 full-time equated membership if the pupil is enrolled in more than the minimum number of instructional days and hours required under section 101 and the pupil is expected to complete the 5-year program with both a high school diploma and at least 60 transferable college credits or is expected to earn an associate's degree in fewer than 5 years.

(*ll*) If a district's or public school academy's membership for a particular fiscal year, as otherwise calculated under this subsection, includes pupils counted in membership who are enrolled under section 166b, all of the following apply for the purposes of this subdivision:

(*i*) If the district's or public school academy's membership for pupils counted under section 166b equals or exceeds 5% of the district's or public school academy's membership for pupils not counted in membership under section 166b in the immediately preceding fiscal year, then the growth in the district's or public school academy's membership for pupils counted under section 166b must not exceed 10%.

(*ii*) If the district's or public school academy's membership for pupils counted under section 166b is less than 5% of the district's or public school academy's membership for pupils not counted in membership under section 166b in the immediately preceding fiscal year, then the district's or public school academy's membership for pupils counted under section 166b must not exceed the greater of the following:

(A) 5% of the district's or public school academy's membership for pupils not counted in membership under section 166b.

(B) 10% more than the district's or public school academy's membership for pupils counted under section 166b in the immediately preceding fiscal year.

(*iii*) If 1 or more districts consolidate or are parties to an annexation, then the calculations under subparagraphs (*i*) and (*ii*) must be applied to the combined total membership for pupils counted in those districts for the fiscal year immediately preceding the consolidation or annexation.

(5) "Public school academy" means that term as defined in section 5 of the revised school code, MCL 380.5.

(6) "Pupil" means an individual in membership in a public school. A district must have the approval of the pupil's district of residence to count the pupil in membership, except approval by the pupil's district of residence is not required for any of the following:

(a) A nonpublic part-time pupil enrolled in grades K to 12 in accordance with section 166b.

(b) A pupil receiving 1/2 or less of his or her instruction in a district other than the pupil's district of residence.

(c) A pupil enrolled in a public school academy.

(d) A pupil enrolled in a district other than the pupil's district of residence if the pupil is enrolled in accordance with section 105 or 105c.

(e) A pupil who has made an official written complaint or whose parent or legal guardian has made an official written complaint to law enforcement officials and to school officials of the pupil's district of residence that the pupil has been the victim of a criminal sexual assault or other serious assault, if the official complaint either indicates that the assault occurred at school or that the assault was committed by 1 or more other pupils enrolled in the school the pupil would otherwise attend in the district of residence or by an employee of the district of residence. A person who intentionally makes a false report of a crime to law enforcement officials for the purposes of this subdivision is subject to section 411a of the Michigan penal code, 1931 PA 328, MCL 750.411a, which provides criminal penalties for that conduct. As used in this subdivision:

(*i*) "At school" means in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event whether or not it is held on school premises.

(*ii*) "Serious assault" means an act that constitutes a felony violation of chapter XI of the Michigan penal code, 1931 PA 328, MCL 750.81 to 750.90h, or that constitutes an assault and infliction of serious or aggravated injury under section 81a of the Michigan penal code, 1931 PA 328, MCL 750.81a.

(f) A pupil whose district of residence changed after the pupil membership count day and before the supplemental count day and who continues to be enrolled on the supplemental count day as a nonresident in the district in which he or she was enrolled as a resident on the pupil membership count day of the same school year.

(g) A pupil enrolled in an alternative education program operated by a district other than his or her district of residence who meets 1 or more of the following:

(*i*) The pupil has been suspended or expelled from his or her district of residence for any reason, including, but not limited to, a suspension or expulsion under section 1310, 1311, or 1311a of the revised school code, MCL 380.1310, 380.1311, and 380.1311a.

(*ii*) The pupil had previously dropped out of school.

(*iii*) The pupil is pregnant or is a parent.

(*iv*) The pupil has been referred to the program by a court.

(h) A pupil enrolled in the Michigan Virtual School, for the pupil's enrollment in the Michigan Virtual School.

(i) A pupil who is the child of a person who works at the district or who is the child of a person who worked at the district as of the time the pupil first enrolled in the district but who no longer works at the district due to a workforce reduction. As used in this subdivision, "child" includes an adopted child, stepchild, or legal ward.

(j) An expelled pupil who has been denied reinstatement by the expelling district and is reinstated by another school board under section 1311 or 1311a of the revised school code, MCL 380.1311 and 380.1311a.

(k) A pupil enrolled in a district other than the pupil's district of residence in a middle college program if the pupil's district of residence and the enrolling district are both constituent districts of the same intermediate district.

(*l*) A pupil enrolled in a district other than the pupil's district of residence who attends a United States Olympic Education Center.

(m) A pupil enrolled in a district other than the pupil's district of residence under section 1148(2) of the revised school code, MCL 380.1148.

(n) A pupil who enrolls in a district other than the pupil's district of residence as a result of the pupil's school not making adequate yearly progress under the no child left behind act of 2001, Public Law 107-110, or the every student succeeds act, Public Law 114-95.

However, if a district educates pupils who reside in another district and if the primary instructional site for those pupils is established by the educating district after 2009-2010 and is located within the boundaries of that other district, the educating district must have the approval of that other district to count those pupils in membership.

(7) "Pupil membership count day" of a district or intermediate district means:

(a) Except as provided in subdivision (b), the first Wednesday in October each school year or, for a district or building in which school is not in session on that Wednesday due to conditions not within the control of school authorities, with the approval of the superintendent, the immediately following day on which school is in session in the district or building.

(b) For a district or intermediate district maintaining school during the entire school year, the following days:

(*i*) Fourth Wednesday in July.

(*ii*) First Wednesday in October.

(*iii*) Second Wednesday in February.

(*iv*) Fourth Wednesday in April.

(8) "Pupils in grades K to 12 actually enrolled and in regular daily attendance" means pupils in grades K to 12 in attendance and receiving instruction in all classes for which they are enrolled on the pupil membership count day or the supplemental count day, as applicable. Except as otherwise provided in this subsection, a pupil who is absent from any of the classes in which the pupil is enrolled on the pupil membership count day or supplemental count day and who does not attend each of those classes during the 10 consecutive school days immediately following the pupil membership count day or supplemental count day, except for a pupil who has been excused by the district, is not counted as 1.0 full-time equated membership. A pupil who is excused from attendance on the pupil membership count day or supplemental count day and who fails to attend each of the classes in which the pupil is enrolled within 30 calendar days after the pupil membership count day or supplemental count day is not counted as 1.0 full-time equated membership. In addition, a pupil who was enrolled and in attendance in a district, intermediate district, or public school academy before the pupil membership count day or supplemental count day of a particular year but was expelled or suspended on the pupil membership count day or supplemental count day is only counted as 1.0 full-time equated membership if the pupil resumed attendance in the district, intermediate district, or public school academy within 45 days after the pupil membership count day or supplemental count day of that particular year. A pupil not counted as 1.0 full-time equated membership due to an absence from a class is counted as a prorated membership for the classes the pupil attended. For purposes of this subsection, "class" means either of the following, as applicable:

(a) A period of time in 1 day when pupils and an individual who is appropriately placed under a valid certificate, substitute permit, authorization, or approval issued by the department, are together and instruction is taking place. This subdivision does not apply for the 2020-2021 and 2021-2022 school years.

(b) For the 2020-2021 and 2021-2022 school years only, a period of time in 1 day when pupils and a certificated teacher, a teacher engaged to teach under section 1233b of the revised school code, MCL 380.1233b, or an individual working under a valid substitute permit, authorization, or approval issued by the department are together and instruction is taking place.

(9) "Pupils engaged in pandemic learning for-spring 2021" means that term as defined in section 6a.

(10) "Rule" means a rule promulgated pursuant to the administrative procedures act of 1969, 1969 PA 306, MCL 24.201 to 24.328.

(11) "The revised school code" means the revised school code, 1976 PA 451, MCL 380.1 to 380.1852.

(12) "School district of the first class", "first class school district", and "district of the first class" mean, for the purposes of this article only, a district that had at least 40,000 pupils in membership for the immediately preceding fiscal year.

(13) "School fiscal year" means a fiscal year that commences July 1 and continues through June 30.

(14) "State board" means the state board of education.

(15) "Superintendent", unless the context clearly refers to a district or intermediate district superintendent, means the superintendent of public instruction described in section 3 of article VIII of the state constitution of 1963.

(16) "Supplemental count day" means the day on which the supplemental pupil count is conducted under section 6a or the day specified as supplemental count day under section 6a.

(17) "Tuition pupil" means a pupil of school age attending school in a district other than the pupil's district of residence for whom tuition may be charged to the district of residence. Tuition pupil does not include a pupil who is a special education pupil, a pupil described in subsection (6)(d) to (n), or a pupil whose parent or guardian voluntarily enrolls the pupil in a district that is not the pupil's district of residence. A pupil's district of residence shall not require a high school tuition pupil, as provided under section 111, to attend another school district after the pupil has been assigned to a school district.

(18) "State school aid fund" means the state school aid fund established in section 11 of article IX of the state constitution of 1963.

(19) "Taxable value" means, except as otherwise provided in this article, the taxable value of property as determined under section 27a of the general property tax act, 1893 PA 206, MCL 211.27a.

(20) "Textbook" means a book, electronic book, or other instructional print or electronic resource that is selected and approved by the governing board of a district and that contains a presentation of principles of a subject, or that is a literary work relevant to the study of a subject required for the use of classroom pupils, or another type of course material that forms the basis of classroom instruction.

(21) "Total state aid" or "total state school aid", except as otherwise provided in this article, means the total combined amount of all funds due to a district, intermediate district, or other entity under this article.

Sec. 6a. (1) Except as otherwise provided in this subsection and this act, in addition to the pupil membership count day, there is a supplemental pupil count of the number of full-time equated pupils in grades K-12 actually enrolled and in regular daily attendance in a district or intermediate district on the second Wednesday in February or, for a district that is not in session on that day due to conditions not within the control of school authorities, with the approval of the superintendent, the immediately following day on which the district is in session, but, for 2020-2021 only, in addition to the pupil membership count day, there is a supplemental pupil count of the number of full-time equated pupils engaged in pandemic learning for spring 2021 or, for a district that operates as a cyber school, as that term is defined in section 551 of the revised school code, MCL 380.551, the number of full-time equated pupils in grades K to 12 actually enrolled and in regular attendance in the district on 2020-2021 supplemental count day. For the purposes of this act, and except as otherwise provided in this subsection, the day on which the supplemental pupil count is conducted is the supplemental count day. For 2020-2021, for purposes of this act, and except as otherwise specifically provided in this article, supplemental count day is the second Wednesday in February or, for a district that is not in session on that day due to conditions not within the control of school authorities, with the approval of the superintendent, the immediately following day on which the district is in session. A district is considered to be in session for purposes of this subsection when the district is providing pupil instruction pursuant to an extended COVID-19 learning plan approved under section 98a.

(2) As used in this section, "pupils engaged in pandemic learning for spring 2021" means pupils in grades K to 12 who are enrolled in a district, excluding a district that operates as a cyber school, as that term is defined in section 551 of the revised school code, MCL 380.551, or intermediate district and to which any of the following apply:

(a) For a pupil who is not learning sequentially, any of the following occurs for each of the pupil's scheduled courses:

(*i*) The pupil attends a live lesson from the pupil's teacher or at least 1 of the pupil's teachers on 2020-2021 supplemental count day.

(*ii*) The pupil logs into an online or virtual lesson or lesson activity on 2020-2021 supplemental count day and the login can be documented by the district or intermediate district.

(*iii*) The pupil and the pupil's teacher or at least 1 of the pupil's teachers engage in a subject-oriented telephone conversation on 2020-2021 supplemental count day.

(*iv*) The district or intermediate district documents that an email dialogue occurred between the pupil and the pupil's teacher or at least 1 of the pupil's teachers on 2020-2021 supplemental count day.

(b) For a pupil who is using sequential learning, any of the following occurs for each of the pupil's scheduled courses:

(*i*) The pupil attends a virtual course where synchronous, live instruction occurs with the pupil's teacher or at least 1 of the pupil's teachers on 2020-2021 supplemental count day and the attendance is documented by the district or intermediate district.

(*ii*) The pupil completes a course assignment on 2020-2021 supplemental count day and the completion is documented by the district or intermediate district.

(*iii*) The pupil completes a course lesson or lesson activity on 2020-2021 supplemental count day and the completion is documented by the district or intermediate district.

(*iv*) The pupil accesses an ongoing lesson that is not a login on 2020-2021 supplemental count day and the access is documented by the district or intermediate district.

(c) At a minimum, 1 2-way interaction has occurred between the pupil and the pupil's teacher or at least 1 of the pupil's teachers or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress during the week on which 2020-2021 supplemental count day falls and during each week for the 3 consecutive weeks after the week on which 2020-2021 supplemental count day falls. A district may utilize 2-way interactions that occur under this subdivision toward meeting the requirement under section 101(3)(h). As used in this subdivision:

(*i*) "2-way interaction" means a communication that occurs between a pupil and the pupil's teacher or at least 1 of the pupil's teachers or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress, where 1 party initiates communication and a response from the other party follows that communication, and that is relevant to course progress or course content for at least 1 of the courses in which the pupil is enrolled or relevant to the pupil's overall academic progress or grade progression. Responses, as described in this subparagraph, must be to communication initiated by the teacher, by another district employee who has responsibility for the pupil's learning, grade progression, or academic progress, or by the pupil, and not some other action taken. The communication described in this subparagraph may occur through, but is not limited to, any of the following means:

(A) Email.

(B) Telephone.

(C) Instant messaging.

(D) Face-to-face conversation.

(*ii*) "Week" means a period beginning on Wednesday and ending on the following Tuesday.

(d) The pupil has not participated or completed an activity described in subdivision (a), (b), or (c) and the pupil was not excused from participation or completion, but the pupil participates in or completes an activity described in subdivision (a) or (b) during the 10 consecutive school days immediately following the 2020-2021 supplemental count day.

(e) The pupil has not participated or completed an activity described in subdivision (a), (b), or (c) and the pupil was excused from participation or completion, but the pupil participates in or completes an activity described in subdivision (a) or (b) during the 30 calendar days immediately following the 2020-2021 supplemental count day.

(f) The pupil meets the criteria of pupils in grades K to 12 actually enrolled and in regular daily attendance.

Sec. 11. (1) For the fiscal year ending September 30, 2021, there is appropriated for the public schools of this state and certain other state purposes relating to education the sum of $13,715,807,900.00 from the state school aid fund, the sum of $54,464,600.00 from the general fund, an amount not to exceed $79,800,000.00 from the community district education trust fund created under section 12 of the Michigan trust fund act, 2000 PA 489, MCL 12.262, and an amount not to exceed $100.00 from the water emergency reserve fund. For the fiscal year ending September 30, 2022, there is appropriated for the public schools of this state and certain other state purposes relating to education the sum of $14,797,232,100.00 from the state school aid fund, the sum of $85,400,000.00 from the general fund, an amount not to exceed $72,000,000.00 from the community district education trust fund created under section 12 of the Michigan trust fund act, 2000 PA 489, MCL 12.262, and an amount not to exceed $100.00 from the water emergency reserve fund. In addition, all available federal funds are only appropriated as allocated in this article for the fiscal years ending September 30, 2021 and September 30, 2022.

(2) The appropriations under this section are allocated as provided in this article. Money appropriated under this section from the general fund must be expended to fund the purposes of this article before the expenditure of money appropriated under this section from the state school aid fund.

(3) Any general fund allocations under this article that are not expended by the end of the fiscal year are transferred to the school aid stabilization fund created under section 11a.

Sec. 11a. (1) The school aid stabilization fund is created as a separate account within the state school aid fund.

(2) The state treasurer may receive money or other assets from any source for deposit into the school aid stabilization fund. The state treasurer shall deposit into the school aid stabilization fund all of the following:

(a) Unexpended and unencumbered state school aid fund revenue for a fiscal year that remains in the state school aid fund as of the bookclosing for that fiscal year.

(b) Money statutorily dedicated to the school aid stabilization fund.

(c) Money appropriated to the school aid stabilization fund.

(3) Money available in the school aid stabilization fund may not be expended without a specific appropriation from the school aid stabilization fund. Money in the school aid stabilization fund must be expended only for purposes for which state school aid fund money may be expended.

(4) The state treasurer shall direct the investment of the school aid stabilization fund. The state treasurer shall credit to the school aid stabilization fund interest and earnings from fund investments.

(5) Money in the school aid stabilization fund at the close of a fiscal year remains in the school aid stabilization fund and does not lapse to the unreserved school aid fund balance or the general fund.

(6) If the maximum amount appropriated under section 11 from the state school aid fund for a fiscal year exceeds the amount available for expenditure from the state school aid fund for that fiscal year, there is appropriated from the school aid stabilization fund to the state school aid fund an amount equal to the projected shortfall as determined by the department of treasury, but not to exceed available money in the school aid stabilization fund. If the money in the school aid stabilization fund is insufficient to fully fund an amount equal to the projected shortfall, the state budget director shall notify the legislature as required under section 296(2) and state payments in an amount equal to the remainder of the projected shortfall must be prorated in the manner provided under section 296(3).

(7) For 2021-2022, in addition to the appropriations in section 11, there is appropriated from the school aid stabilization fund to the state school aid fund the amount necessary to fully fund the allocations under this article.

Sec. 11j. From the state school aid fund money appropriated in section 11, there is allocated an amount not to exceed $111,000,000.00 for 2021-2022 for payments to the school loan bond redemption fund in the department of treasury on behalf of districts and intermediate districts. Notwithstanding section 296 or any other provision of this act, funds allocated under this section are not subject to proration and must be paid in full.

Sec. 11k. For 2021-2022, there is appropriated from the general fund to the school loan revolving fund an amount equal to the amount of school bond loans assigned to the Michigan finance authority, not to exceed the total amount of school bond loans held in reserve as long-term assets. As used in this section, "school loan revolving fund" means that fund created in section 16c of the shared credit rating act, 1985 PA 227, MCL 141.1066c.

Sec. 11m. From the state school aid fund money appropriated in section 11, there is allocated for 2020-2021 an amount not to exceed $8,700,000.00 and there is allocated for 2021-2022 an amount not to exceed $9,500,000.00 for fiscal year cash-flow borrowing costs solely related to the state school aid fund established under section 11 of article IX of the state constitution of 1963.

Sec. 11n. (1) From the federal funds appropriated under section 11, there is allocated for 2020-2021 an amount not to exceed $115,658,900.00 from the federal funding awarded to this state from the governor's emergency education relief (GEER) fund under the coronavirus response and relief supplemental appropriations act, 2021, division M of Public Law 116-260, and there is allocated for 2020-2021 an amount not to exceed $1,656,308,300.00 from the federal funding awarded to this state from the elementary and secondary school emergency relief (ESSER) fund under the coronavirus response and relief supplemental appropriations act, 2021, division M of Public Law 116-260.

(2) From the federal funds appropriated under section 11, there is allocated for 2020-2021 an amount not to exceed $3,712,213,800.00 from the federal funding awarded to this state from the elementary and secondary school emergency relief (ESSER) fund under the American rescue plan act of 2021, title II, subtitle A, part 1 of Public Law 117-2, there is allocated for 2020-2021 an amount not to exceed $93,023,000.00 from the federal funding awarded to this state under section 2002 of the American rescue plan act of 2021, title II, subtitle A, part 1 of Public Law 117-2, for emergency assistance to nonpublic schools, and there is allocated for 2021-2022 an

amount not to exceed $357,000,000.00 from the federal funding awarded to this state from the coronavirus state fiscal recovery fund under the American rescue plan act of 2021, title IX, subtitle M of Public Law 117-2.

(3) From the funds allocated under subsection (2), $2,380,800.00 from the federal funding awarded to this state from the elementary and secondary school emergency relief (ESSER) fund under the American rescue plan act of 2021, title II, subtitle A, part 1 of Public Law 117-2, is allocated for payments to districts as provided under this subsection. The department shall distribute the funds allocated under this subsection in the same manner as funds under section 11r(8) were distributed and for the purposes described under section 11r(9).

Sec. 11s. (1) From the state school aid fund money appropriated in section 11, there is allocated $5,000,000.00 for 2021-2022 and from the general fund money appropriated in section 11, there is allocated $3,075,000.00 for 2021-2022 for the purpose of providing services and programs to children who reside within the boundaries of a district with the majority of its territory located within the boundaries of a city for which an executive proclamation of emergency concerning drinking water is issued in the current or immediately preceding 6 fiscal years under the emergency management act, 1976 PA 390, MCL 30.401 to 30.421. From the funding appropriated in section 11, there is allocated for 2021-2022 $100.00 from the water emergency reserve fund for the purposes of this section.

(2) From the general fund money allocated in subsection (1), there is allocated to a district with the majority of its territory located within the boundaries of a city for which an executive proclamation of emergency concerning drinking water is issued in the current or immediately preceding 6 fiscal years and that has at least 4,500 pupils in membership for the 2016-2017 fiscal year or has at least 3,000 pupils in membership for a fiscal year after 2016-2017, an amount not to exceed $2,425,000.00 for 2021-2022 for the purpose of employing school nurses, classroom aides, and school social workers. The district shall provide a report to the department in a form, manner, and frequency prescribed by the department. The department shall provide a copy of that report to the governor, the house and senate school aid subcommittees, the house and senate fiscal agencies, and the state budget director within 5 days after receipt. The report must provide at least the following information:

(a) How many personnel were hired using the funds allocated under this subsection.

(b) A description of the services provided to pupils by those personnel.

(c) How many pupils received each type of service identified in subdivision (b).

(d) Any other information the department considers necessary to ensure that the children described in subsection (1) received appropriate levels and types of services.

(3) For 2020-2021, from the state school aid fund money appropriated in section 11, there is allocated $2,400,000.00, and, for 2021-2022, from the state school aid fund money allocated in subsection (1), there is allocated an amount not to exceed $2,000,000.00 to an intermediate district that has a constituent district described in subsection (2) to provide state early intervention services for children described in subsection (1) who are between age 3 and age 5. The intermediate district shall use these funds to provide state early intervention services that are similar to the services described in the early on Michigan state plan.

(4) From the state school aid fund money allocated in subsection (1), there is allocated an amount not to exceed $1,000,000.00 for 2021-2022 to the intermediate district described in subsection (3) to enroll children described in subsection (1) in school-day great start readiness programs, regardless of household income eligibility requirements contained in section 32d. The department shall administer this funding consistent with all other provisions that apply to great start readiness programs under sections 32d and 39.

(5) For 2021-2022, from the general fund money allocated in subsection (1), there is allocated an amount not to exceed $650,000.00 for nutritional services to children described in subsection (1).

(6) For 2021-2022, from the state school aid fund money allocated in subsection (1), there is allocated an amount not to exceed $2,000,000.00 to the intermediate district described in subsection (3) for interventions and supports for students in K to 12 who were impacted by an executive proclamation of emergency described in subsection (1) concerning drinking water. Funds under this subsection must be used for behavioral supports, social workers, counselors, psychologists, nursing services, including, but not limited to, vision and hearing services, transportation services, parental engagement, community coordination, and other support services.

(7) In addition to the allocation under subsection (1), from the general fund money appropriated under section 11, there is allocated an amount not to exceed $1,000,000.00 for 2021-2022 only for an early childhood collaborative that serves students located in a county with a population of not less than 400,000 or more than 500,000. The funds allocated under this subsection must be used to continue the expansion of early childhood services in response to an executive proclamation of emergency described in this section concerning drinking water.

(8) In addition to the allocation under subsection (1), from the general fund money appropriated under section 11, there is allocated an amount not to exceed $1,384,900.00 for 2021-2022 only for the early childhood collaborative described in subsection (7) to be used in support of enrollment software and staff. The collaborative described in this subsection may use back-office supports from Genesee Intermediate School District and the Genesee County Community Action Resource Department to reduce project costs for purposes of this subsection. The collaborative described in this subsection must ensure that all of the following are met:

(a) It chooses an enrollment program for purposes of this subsection that provides families with all of the following:

(*i*) A coordinated information campaign.

(*ii*) Coordinated eligibility determination and preferences.

(*iii*) A coordinated application.

(*iv*) Highly qualified full-time and seasonal enrollment and analytics staff.

(*v*) Content built with language services, program overhead, equipment, and supplies.

(b) The enrollment program selected by the collaborative for purposes of this subsection has a record of improving enrollment in New Orleans.

(c) The enrollment program selected by the collaborative for purposes of this subsection received funds from the C.S. Mott Foundation for the project.

(d) It complies with application and reporting requirements as determined by the department.

(e) It allocates the funds received under this subsection over 3 phases, to provide explicit, targeted enrollment within an individualized enrollment system that continually adjusts to a family's needs.

(9) In addition to other funding allocated and appropriated in this section, there is appropriated an amount not to exceed $5,000,000.00 for 2021-2022 for state restricted contingency funds. These contingency funds are not available for expenditure until they have been transferred to a section within this article under section 393(2) of the management and budget act, 1984 PA 431, MCL 18.1393.

(10) Notwithstanding section 17b, the department shall make payments under this section on a schedule determined by the department.

Sec. 11t. (1) From the federal funds allocated under section 11n, there is allocated for 2020-2021 an amount not to exceed $361,983,300.00 from the federal funding awarded to this state from the elementary and secondary school emergency relief (ESSER) fund under the American rescue plan act of 2021, title II, subtitle A, part 1 of Public Law 117-2, to eligible districts as provided in this section. The department shall pay each eligible district under this subsection an amount equal to the product of the district's 2020-2021 pupils in membership multiplied by the difference between $1,093.00 and the district's ESSER III formula payment per pupil. A district that has an ESSER III formula payment per pupil that is less than $1,093.00 is an eligible district under this subsection.

(2) Both of the following apply to the funding under subsection (1):

(a) An eligible district shall dedicate the following percentages of a payment received under subsection (1) as follows, in accordance with the requirements under section 2001(f) of the American rescue plan act of 2021, title II, subtitle A, part 1 of Public Law 117-2:

(*i*) At least 51.4% for activities to address learning loss by supporting the implementation of evidence-based interventions.

(*ii*) At least 10.3% for the implementation of evidence-based summer enrichment programs.

(*iii*) At least 10.3% for the implementation of evidence-based comprehensive after-school programs.

(b) In accordance with section 2001(f) of the American rescue plan act of 2021, title II, subtitle A, part 1 of Public Law 117-2, an eligible district must ensure that the interventions, activities, and programs under subdivision (a) respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on the student subgroups described in section 6311(b)(2)(B)(xi) of 20 USC 6311; students experiencing homelessness; and children and youth in foster care.

(3) In order to receive funding under subsection (1), a district must submit a spending plan to the department by not later than 45 days after the effective date of the amendatory act that added this section. A spending plan described in this subsection must include the district's estimated spending of funds received under subsection (1) for the purposes described under subsection (2), disaggregated by the type of service provided. A district shall also post the spending plan described in this subsection on its website.

(4) As used in this section, "ESSER III formula payment per pupil" means an amount equal to the amount of funds the district receives under section 11r(8) divided by the district's pupils in membership for the 2020-2021 school year as calculated under section 6.

Sec. 15. (1) If a district or intermediate district fails to receive its proper apportionment, the department, upon satisfactory proof that the district or intermediate district was entitled justly, shall apportion the deficiency in the next apportionment. Subject to subsections (2) and (3), if a district or intermediate district has received more than its proper apportionment, the department, upon satisfactory proof, shall deduct the excess in the next apportionment. Notwithstanding any other provision in this article, state aid overpayments to a district, other than overpayments in payments for special education or special education transportation, may be recovered from any payment made under this article other than a special education or special education transportation payment, from the proceeds of a loan to the district under the emergency municipal loan act, 1980 PA 243, MCL 141.931 to 141.942, or from the proceeds of millage levied or pledged under section 1211 of the revised school code, MCL 380.1211. State aid overpayments made in special education or special education transportation payments may be recovered from subsequent special education or special education transportation payments, from the proceeds of a loan to the district under the emergency municipal loan act, 1980 PA 243, MCL 141.931 to 141.942, or from the proceeds of millage levied or pledged under section 1211 of the revised school code, MCL 380.1211.

(2) If the result of an audit conducted by or for the department affects the current fiscal year membership, the department shall adjust affected payments in the current fiscal year. A deduction due to an adjustment made as a result of an audit conducted by or for the department, or as a result of information obtained by the department from the district, an intermediate district, the department of treasury, or the office of auditor general, must be deducted from the district's apportionments when the adjustment is finalized. At the request of the district and upon the district presenting evidence satisfactory to the department of the hardship, the department may grant up to an additional 4 years for the adjustment and may advance payments to the district otherwise authorized under this article if the district would otherwise experience a significant hardship in satisfying its financial obligations. However, a district that presented satisfactory evidence of hardship and was undergoing an extended adjustment during 2018-2019 may continue to use the period of extended adjustment as originally granted by the department.

(3) If, based on an audit by the department or the department's designee or because of new or updated information received by the department, the department determines that the amount paid to a district or intermediate district under this article for the current fiscal year or a prior fiscal year was incorrect, the department shall make the appropriate deduction or payment in the district's or intermediate district's allocation in the next apportionment after the adjustment is finalized. The department shall calculate the deduction or payment according to the law in effect in the fiscal year in which the incorrect amount was paid. If the district does not receive an allocation for the fiscal year or if the allocation is not sufficient to pay the amount of any deduction, the amount of any deduction otherwise applicable must be satisfied from the proceeds of a loan to the district under the emergency municipal loan act, 1980 PA 243, MCL 141.931 to 141.942, or from the proceeds of millage levied or pledged under section 1211 of the revised school code, MCL 380.1211, as determined by the department.

(4) If the department makes an adjustment under this section based in whole or in part on a membership audit finding that a district or intermediate district employed an educator in violation of certification requirements under the revised school code and rules promulgated by the department, the department shall prorate the adjustment according to the period of noncompliance with the certification requirements.

(5) The department may conduct audits, or may direct audits by designee of the department, for the current fiscal year and the immediately preceding fiscal year of all records related to a program for which a district or intermediate district has received funds under this article.

(6) Expenditures made by the department under this article that are caused by the write-off of prior year accruals may be funded by revenue from the write-off of prior year accruals.

(7) In addition to funds appropriated in section 11 for all programs and services, there is appropriated for 2021-2022 for obligations in excess of applicable appropriations an amount equal to the collection of overpayments, but not to exceed amounts available from overpayments.

Sec. 18. (1) Except as provided in another section of this article, each district or other entity shall apply the money received by the district or entity under this article to salaries and other compensation of teachers and other employees, tuition, transportation, lighting, heating, ventilation, water service, the purchase of textbooks, other supplies, and any other school operating expenditures defined in section 7. However, not more than 20% of the total amount received by a district under sections 22a and 22b or received by an intermediate district under section 81 may be transferred by the board to either the capital projects fund or to the debt retirement fund for debt service. A district or other entity shall not apply or take the money for a purpose other than as provided in this section. The department shall determine the reasonableness of expenditures and may withhold from a recipient of funds under this article the apportionment otherwise due upon a violation by the recipient. A district must not be prohibited or limited from using funds appropriated or allocated under this article that are permitted for use for noninstructional services to contract or subcontract with an intermediate district, third party, or vendor for the noninstructional services.

(2) A district or intermediate district shall adopt an annual budget in a manner that complies with the uniform budgeting and accounting act, 1968 PA 2, MCL 141.421 to 141.440a. Within 15 days after a district board adopts its annual operating budget for the following school fiscal year, or after a district board adopts a subsequent revision to that budget, the district shall make all of the following available through a link on its website homepage, or may make the information available through a link on its intermediate district's website homepage, in a form and manner prescribed by the department:

(a) The annual operating budget and subsequent budget revisions.

(b) Using data that have already been collected and submitted to the department, a summary of district expenditures for the most recent fiscal year for which they are available, expressed in the following 2 visual displays:

(*i*) A chart of personnel expenditures, broken into the following subcategories:

(A) Salaries and wages.

(B) Employee benefit costs, including, but not limited to, medical, dental, vision, life, disability, and long-term care benefits.

(C) Retirement benefit costs.

(D) All other personnel costs.

(*ii*) A chart of all district expenditures, broken into the following subcategories:

(A) Instruction.

(B) Support services.

(C) Business and administration.

(D) Operations and maintenance.

(c) Links to all of the following:

(*i*) The current collective bargaining agreement for each bargaining unit.

(*ii*) Each health care benefits plan, including, but not limited to, medical, dental, vision, disability, long-term care, or any other type of benefits that would constitute health care services, offered to any bargaining unit or employee in the district.

(*iii*) The audit report of the financial audit conducted under subsection (4) for the most recent fiscal year for which it is available.

(*iv*) The bids required under section 5 of the public employees health benefit act, 2007 PA 106, MCL 124.75.

(*v*) The district's written policy governing procurement of supplies, materials, and equipment.

(*vi*) The district's written policy establishing specific categories of reimbursable expenses, as described in section 1254(2) of the revised school code, MCL 380.1254.

(*vii*) Either the district's accounts payable check register for the most recent school fiscal year or a statement of the total amount of expenses incurred by board members or employees of the district that were reimbursed by the district for the most recent school fiscal year.

(d) The total salary and a description and cost of each fringe benefit included in the compensation package for the superintendent of the district and for each employee of the district whose salary exceeds $100,000.00.

(e) The annual amount spent on dues paid to associations.

(f) The annual amount spent on lobbying or lobbying services. As used in this subdivision, "lobbying" means that term as defined in section 5 of 1978 PA 472, MCL 4.415.

(g) Any deficit elimination plan or enhanced deficit elimination plan the district was required to submit under the revised school code.

(h) Identification of all credit cards maintained by the district as district credit cards, the identity of all individuals authorized to use each of those credit cards, the credit limit on each credit card, and the dollar limit, if any, for each individual's authorized use of the credit card.

(i) Costs incurred for each instance of out-of-state travel by the school administrator of the district that is fully or partially paid for by the district and the details of each of those instances of out-of-state travel, including at least identification of each individual on the trip, destination, and purpose.

(3) For the information required under subsection (2)(a), (2)(b)(*i*), and (2)(c), an intermediate district shall provide the same information in the same manner as required for a district under subsection (2).

(4) For the purposes of determining the reasonableness of expenditures, whether a district or intermediate district has received the proper amount of funds under this article, and whether a violation of this article has occurred, all of the following apply:

(a) The department shall require that each district and intermediate district have an audit of the district's or intermediate district's financial and pupil accounting records conducted at least annually, and at such other times as determined by the department, at the expense of the district or intermediate district, as applicable. The audits must be performed by a certified public accountant or by the intermediate district superintendent, as may be

required by the department, or in the case of a district of the first class by a certified public accountant, the intermediate superintendent, or the auditor general of the city. A district or intermediate district shall retain these records for the current fiscal year and from at least the 3 immediately preceding fiscal years.

(b) If a district operates in a single building with fewer than 700 full-time equated pupils, if the district has stable membership, and if the error rate of the immediately preceding 2 pupil accounting field audits of the district is less than 2%, the district may have a pupil accounting field audit conducted biennially but must continue to have desk audits for each pupil count. The auditor must document compliance with the audit cycle in the pupil auditing manual. As used in this subdivision, "stable membership" means that the district's membership for the current fiscal year varies from the district's membership for the immediately preceding fiscal year by less than 5%.

(c) A district's or intermediate district's annual financial audit must include an analysis of the financial and pupil accounting data used as the basis for distribution of state school aid.

(d) The pupil and financial accounting records and reports, audits, and management letters are subject to requirements established in the auditing and accounting manuals approved and published by the department.

(e) All of the following must be done not later than November 1 each year for reporting the prior fiscal year data:

(*i*) A district shall file the annual financial audit reports with the intermediate district and the department.

(*ii*) The intermediate district shall file the annual financial audit reports for the intermediate district with the department.

(*iii*) The intermediate district shall enter the pupil membership audit reports for its constituent districts and for the intermediate district, for the pupil membership count day and supplemental count day, in the Michigan student data system.

(f) The annual financial audit reports and pupil accounting procedures reports must be available to the public in compliance with the freedom of information act, 1976 PA 442, MCL 15.231 to 15.246.

(g) Not later than January 31 of each year, the department shall notify the state budget director and the legislative appropriations subcommittees responsible for review of the school aid budget of districts and intermediate districts that have not filed an annual financial audit and pupil accounting procedures report required under this section for the school year ending in the immediately preceding fiscal year.

(5) By the first business day in November of each fiscal year, each district and intermediate district shall submit to the center, in a manner prescribed by the center, annual comprehensive financial data consistent with the district's or intermediate district's audited financial statements and consistent with accounting manuals and charts of accounts approved and published by the department. For an intermediate district, the report must also contain the website address where the department can access the report required under section 620 of the revised school code, MCL 380.620. The department shall ensure that the prescribed Michigan public school accounting manual chart of accounts includes standard conventions to distinguish expenditures by allowable fund function and object. The functions must include at minimum categories for instruction, pupil support, instructional staff support, general administration, school administration, business administration, transportation, facilities operation and maintenance, facilities acquisition, and debt service; and must include object classifications of salary, benefits, including categories for active employee health expenditures, purchased services, supplies, capital outlay, and other. A district shall report the required level of detail consistent with the manual as part of the comprehensive annual financial report.

(6) By the last business day in September of each year, each district and intermediate district shall file with the center the special education actual cost report, known as "SE-4096", on a form and in the manner prescribed by the center. An intermediate district shall certify the audit of a district's report.

(7) By not later than 1 week after the last business day in September of each year, each district and intermediate district shall file with the center the audited transportation expenditure report, known as "SE-4094", on a form and in the manner prescribed by the center. An intermediate district shall certify the audit of a district's report.

(8) The department shall review its pupil accounting and pupil auditing manuals at least annually and shall periodically update those manuals to reflect changes in this article. Any changes to the pupil accounting manual that are applicable for the school year that begins after March 31 of a fiscal year must be published by not later than March 31 of that fiscal year. However, if legislation is enacted that necessitates adjustments to the pupil accounting manual after March 31 of a fiscal year, and a district incurs a violation of the amended pupil accounting manual in the subsequent fiscal year, the department must notify the district of that violation and allow the district 30 days to correct the violation before the department is allowed to impose financial penalties under this act related to the violation.

(9) If a district that is a public school academy purchases property using money received under this article, the public school academy shall retain ownership of the property unless the public school academy sells the property at fair market value.

(10) If a district or intermediate district does not comply with subsections (4), (5), (6), (7), and (12), or if the department determines that the financial data required under subsection (5) are not consistent with audited financial statements, the department shall withhold all state school aid due to the district or intermediate district under this article, beginning with the next payment due to the district or intermediate district, until the district or intermediate district complies with subsections (4), (5), (6), (7), and (12). If the district or intermediate district does not comply with subsections (4), (5), (6), (7), and (12) by the end of the fiscal year, the district or intermediate district forfeits the amount withheld.

(11) If a district or intermediate district does not comply with subsection (2), the department may withhold up to 10% of the total state school aid due to the district or intermediate district under this article, beginning with the next payment due to the district or intermediate district, until the district or intermediate district complies with subsection (2). If the district or intermediate district does not comply with subsection (2) by the end of the fiscal year, the district or intermediate district forfeits the amount withheld.

(12) By November 1 of each year, if a district or intermediate district offers virtual learning under section 21f, or for a school of excellence that is a cyber school, as defined in section 551 of the revised school code, MCL 380.551, the district or intermediate district shall submit to the department a report that details the per-pupil costs of operating the virtual learning by vendor type and virtual learning model. The report must include information concerning the operation of virtual learning for the immediately preceding school fiscal year, including information concerning summer programming. Information must be collected in a form and manner determined by the department and must be collected in the most efficient manner possible to reduce the administrative burden on reporting entities.

(13) By March 31 of each year, the department shall submit to the house and senate appropriations subcommittees on state school aid, the state budget director, and the house and senate fiscal agencies a report summarizing the per-pupil costs by vendor type of virtual courses available under section 21f and virtual courses provided by a school of excellence that is a cyber school, as defined in section 551 of the revised school code, MCL 380.551.

(14) As used in subsections (12) and (13), "vendor type" means the following:

(a) Virtual courses provided by the Michigan Virtual University.

(b) Virtual courses provided by a school of excellence that is a cyber school, as defined in section 551 of the revised school code, MCL 380.551.

(c) Virtual courses provided by third party vendors not affiliated with a public school in this state.

(d) Virtual courses created and offered by a district or intermediate district.

(15) An allocation to a district or another entity under this article is contingent upon the district's or entity's compliance with this section.

(16) The department shall annually submit to the senate and house subcommittees on school aid and to the senate and house standing committees on education an itemized list of allocations under this article to any association or consortium consisting of associations in the immediately preceding fiscal year. The report must detail the recipient or recipients, the amount allocated, and the purpose for which the funds were distributed.

Sec. 19. (1) A district or intermediate district shall comply with all applicable reporting requirements specified in state and federal law. Data provided to the center, in a form and manner prescribed by the center, shall be aggregated and disaggregated as required by state and federal law. In addition, a district or intermediate district shall cooperate with all measures taken by the center to establish and maintain a statewide P-20 longitudinal data system.

(2) Each district shall furnish to the center not later than 5 weeks after the pupil membership count day and by the last business day in June of the school fiscal year ending in the fiscal year, in a manner prescribed by the center, the information necessary for the preparation of the district and high school graduation report, information regarding completion of early middle college credentials obtained and postsecondary credits obtained in any college acceleration program, and information necessary for the preparation of the state and federal accountability reports. This information shall meet requirements established in the pupil auditing manual approved and published by the department. The center shall calculate an annual graduation and pupil dropout rate for each high school, each district, and this state, in compliance with nationally recognized standards for these calculations. The center shall report all graduation and dropout rates to the senate and house education committees and appropriations committees, the state budget director, and the department not later than 30 days after the publication of the list described in subsection (5). Before reporting these graduation and dropout rates, the department shall allow a school or district to appeal the calculations. The department shall consider and act upon the appeal within 30 days after it is submitted and shall not report these graduation and dropout rates until after all appeals have been considered and decided.

(3) By the first business day in December and by the last business day in June of each year, a district shall furnish to the center, in a manner prescribed by the center, information related to educational personnel as necessary for reporting required by state and federal law. For the purposes of this subsection, the center shall only require districts and intermediate districts to report information that is not already available from the office of retirement services in the department of technology, management, and budget.

(4) If a district or intermediate district fails to meet the requirements of this section, the department shall withhold 5% of the total funds for which the district or intermediate district qualifies under this article until the district or intermediate district complies with this section. If the district or intermediate district does not comply with this section by the end of the fiscal year, the department shall place the amount withheld in an escrow account until the district or intermediate district complies with this section.

(5) Before publishing a list of school or district accountability designations as required by the no child left behind act of 2001, Public Law 107-110, or the every student succeeds act, Public Law 114-95, and utilizing data that were certified as accurate and complete after districts and intermediate districts adhered to deadlines, data quality reviews, and correction processes leading to local certification of final student data in subsection (2), the department shall allow a school or district to appeal any calculation errors used in the preparation of accountability metrics. The department shall consider and act upon the appeal within 30 days after it is submitted and shall not publish the list until after all appeals have been considered and decided.

(6) The department shall implement statewide standard reporting requirements for education data approved by the department in conjunction with the center. The department shall work with the center, intermediate districts, districts, and other interested stakeholders to implement this policy change. A district or intermediate district shall implement the statewide standard reporting requirements not later than 2017-2018 or when a district or intermediate district updates its education data reporting system, whichever is later.

Sec. 20. (1) For 2021-2022, both of the following apply:

(a) The target foundation allowance is $8,700.00.

(b) The minimum foundation allowance is $8,700.00.

(2) The department shall calculate the amount of each district's foundation allowance as provided in this section, using a target foundation allowance in the amount specified in subsection (1).

(3) Except as otherwise provided in this section, the department shall calculate the amount of a district's foundation allowance as follows, using in all calculations the total amount of the district's foundation allowance as calculated before any proration:

(a) Except as otherwise provided in this subdivision, except for 2021-2022, for a district that had a foundation allowance for the immediately preceding fiscal year that was at least equal to the minimum foundation allowance for the immediately preceding fiscal year, but less than the target foundation allowance for the immediately preceding fiscal year, the district receives a foundation allowance in an amount equal to the sum of the district's foundation allowance for the immediately preceding fiscal year plus the difference between twice the dollar amount of the adjustment from the immediately preceding fiscal year to the current fiscal year made in the target foundation allowance and [(the difference between the target foundation allowance for the current fiscal year and target foundation allowance for the immediately preceding fiscal year minus $40.00) times (the difference between the district's foundation allowance for the immediately preceding fiscal year and the minimum foundation allowance for the immediately preceding fiscal year) divided by the difference between the target foundation allowance for the current fiscal year and the minimum foundation allowance for the immediately preceding fiscal year.] The foundation allowance for a district that had less than the target foundation allowance for the immediately preceding fiscal year must not exceed the target foundation allowance for the current fiscal year. For 2021-2022, for a district that had a foundation allowance for the immediately preceding fiscal year that was at least equal to the minimum foundation allowance for the immediately preceding fiscal year, but less than the target foundation allowance for the immediately preceding fiscal year, the district's foundation allowance is $8,700.00.

(b) Except as otherwise provided in this subsection, for a district that in the immediately preceding fiscal year had a foundation allowance in an amount equal to the amount of the target foundation allowance for the immediately preceding fiscal year, the district receives a foundation allowance for 2021-2022 in an amount equal to the target foundation allowance for 2021-2022.

(c) For a district that had a foundation allowance for the immediately preceding fiscal year that was greater than the target foundation allowance for the immediately preceding fiscal year, the district's foundation allowance is an amount equal to the sum of the district's foundation allowance for the immediately preceding fiscal year plus the lesser of the increase in the target foundation allowance for the current fiscal year, as compared to the immediately preceding fiscal year, or the product of the district's foundation allowance for the immediately preceding fiscal year times the percentage increase in the United States Consumer Price Index in the calendar

year ending in the immediately preceding fiscal year as reported by the May revenue estimating conference conducted under section 367b of the management and budget act, 1984 PA 431, MCL 18.1367b.

(d) For a district that has a foundation allowance that is not a whole dollar amount, the department shall round the district's foundation allowance up to the nearest whole dollar.

(4) Except as otherwise provided in this subsection, beginning in 2021-2022, the state portion of a district's foundation allowance is an amount equal to the district's foundation allowance or the target foundation allowance for the current fiscal year, whichever is less, minus the local portion of the district's foundation allowance. For a district that has a millage reduction required under section 31 of article IX of the state constitution of 1963, the department shall calculate the state portion of the district's foundation allowance as if that reduction did not occur. For a receiving district, if school operating taxes continue to be levied on behalf of a dissolved district that has been attached in whole or in part to the receiving district to satisfy debt obligations of the dissolved district under section 12 of the revised school code, MCL 380.12, the taxable value per membership pupil of property in the receiving district used for the purposes of this subsection does not include the taxable value of property within the geographic area of the dissolved district. For a community district, if school operating taxes continue to be levied by a qualifying school district under section 12b of the revised school code, MCL 380.12b, with the same geographic area as the community district, the taxable value per membership pupil of property in the community district to be used for the purposes of this subsection does not include the taxable value of property within the geographic area of the community district.

(5) The allocation calculated under this section for a pupil is based on the foundation allowance of the pupil's district of residence. For a pupil enrolled under section 105 or 105c in a district other than the pupil's district of residence, the allocation calculated under this section is based on the lesser of the foundation allowance of the pupil's district of residence or the foundation allowance of the educating district. For a pupil in membership in a K-5, K-6, or K-8 district who is enrolled in another district in a grade not offered by the pupil's district of residence, the allocation calculated under this section is based on the foundation allowance of the educating district if the educating district's foundation allowance is greater than the foundation allowance of the pupil's district of residence. The calculation under this subsection must take into account a district's per-pupil allocation under section 20m.

(6) Except as otherwise provided in this subsection, for pupils in membership, other than special education pupils, in a public school academy, the allocation calculated under this section is an amount per membership pupil other than special education pupils in the public school academy equal to the minimum foundation allowance specified in subsection (1). Notwithstanding section 101, for a public school academy that begins operations after the pupil membership count day, the amount per membership pupil calculated under this subsection must be adjusted by multiplying that amount per membership pupil by the number of hours of pupil instruction provided by the public school academy after it begins operations, as determined by the department, divided by the minimum number of hours of pupil instruction required under section 101(3). The result of this calculation must not exceed the amount per membership pupil otherwise calculated under this subsection.

(7) For pupils in membership, other than special education pupils, in a community district, the allocation calculated under this section is an amount per membership pupil other than special education pupils in the community district equal to the foundation allowance of the qualifying school district, as described in section 12b of the revised school code, MCL 380.12b, that is located within the same geographic area as the community district.

(8) Subject to subsection (4), for a district that is formed or reconfigured after June 1, 2002 by consolidation of 2 or more districts or by annexation, the resulting district's foundation allowance under this section beginning after the effective date of the consolidation or annexation is the lesser of the sum of the average of the foundation allowances of each of the original or affected districts, calculated as provided in this section, weighted as to the percentage of pupils in total membership in the resulting district who reside in the geographic area of each of the original or affected districts plus $100.00 or the highest foundation allowance among the original or affected districts. This subsection does not apply to a receiving district unless there is a subsequent consolidation or annexation that affects the district. The calculation under this subsection must take into account a district's per-pupil allocation under section 20m.

(9) The department shall round each fraction used in making calculations under this section to the fourth decimal place and shall round the dollar amount of an increase in the target foundation allowance to the nearest whole dollar.

(10) State payments related to payment of the foundation allowance for a special education pupil are not calculated under this section but are instead calculated under section 51a.

(11) To assist the legislature in determining the target foundation allowance for the subsequent fiscal year, each revenue estimating conference conducted under section 367b of the management and budget act, 1984 PA 431, MCL 18.1367b, must calculate a pupil membership factor, a revenue adjustment factor, and an index as follows:

(a) The pupil membership factor is computed by dividing the estimated membership in the school year ending in the current fiscal year, excluding intermediate district membership, by the estimated membership for the school year ending in the subsequent fiscal year, excluding intermediate district membership. If a consensus membership factor is not determined at the revenue estimating conference, the principals of the revenue estimating conference shall report their estimates to the house and senate subcommittees responsible for school aid appropriations not later than 7 days after the conclusion of the revenue conference.

(b) The revenue adjustment factor is computed by dividing the sum of the estimated total state school aid fund revenue for the subsequent fiscal year plus the estimated total state school aid fund revenue for the current fiscal year, adjusted for any change in the rate or base of a tax the proceeds of which are deposited in that fund and excluding money transferred into that fund from the countercyclical budget and economic stabilization fund under the management and budget act, 1984 PA 431, MCL 18.1101 to 18.1594, by the sum of the estimated total school aid fund revenue for the current fiscal year plus the estimated total state school aid fund revenue for the immediately preceding fiscal year, adjusted for any change in the rate or base of a tax the proceeds of which are deposited in that fund. If a consensus revenue factor is not determined at the revenue estimating conference, the principals of the revenue estimating conference shall report their estimates to the house and senate subcommittees responsible for school aid appropriations not later than 7 days after the conclusion of the revenue conference.

(c) The index is calculated by multiplying the pupil membership factor by the revenue adjustment factor. If a consensus index is not determined at the revenue estimating conference, the principals of the revenue estimating conference shall report their estimates to the house and senate subcommittees responsible for state school aid appropriations not later than 7 days after the conclusion of the revenue conference.

(12) Payments to districts and public school academies are not made under this section. Rather, the calculations under this section are used to determine the amount of state payments under section 22b.

(13) If an amendment to section 2 of article VIII of the state constitution of 1963 allowing state aid to some or all nonpublic schools is approved by the voters of this state, each foundation allowance or per-pupil payment calculation under this section may be reduced.

(14) As used in this section:

(a) "Certified mills" means the lesser of 18 mills or the number of mills of school operating taxes levied by the district in 1993-94.

(b) "Combined state and local revenue" means the aggregate of the district's state school aid received by or paid on behalf of the district under this section and the district's local school operating revenue.

(c) "Combined state and local revenue per membership pupil" means the district's combined state and local revenue divided by the district's membership excluding special education pupils.

(d) "Current fiscal year" means the fiscal year for which a particular calculation is made.

(e) "Dissolved district" means a district that loses its organization, has its territory attached to 1 or more other districts, and is dissolved as provided under section 12 of the revised school code, MCL 380.12.

(f) "Immediately preceding fiscal year" means the fiscal year immediately preceding the current fiscal year.

(g) "Local portion of the district's foundation allowance" means an amount that is equal to the difference between (the sum of the product of the taxable value per membership pupil of all property in the district that is nonexempt property times the district's certified mills and, for a district with certified mills exceeding 12, the product of the taxable value per membership pupil of property in the district that is commercial personal property times the certified mills minus 12 mills) and (the quotient of the product of the captured assessed valuation under tax increment financing acts times the district's certified mills divided by the district's membership excluding special education pupils).

(h) "Local school operating revenue" means school operating taxes levied under section 1211 of the revised school code, MCL 380.1211. For a receiving district, if school operating taxes are to be levied on behalf of a dissolved district that has been attached in whole or in part to the receiving district to satisfy debt obligations of the dissolved district under section 12 of the revised school code, MCL 380.12, local school operating revenue does not include school operating taxes levied within the geographic area of the dissolved district.

(i) "Local school operating revenue per membership pupil" means a district's local school operating revenue divided by the district's membership excluding special education pupils.

(j) "Membership" means the definition of that term under section 6 as in effect for the particular fiscal year for which a particular calculation is made.

(k) "Nonexempt property" means property that is not a principal residence, qualified agricultural property, qualified forest property, supportive housing property, industrial personal property, commercial personal property, or property occupied by a public school academy.

(*l*) "Principal residence", "qualified agricultural property", "qualified forest property", "supportive housing property", "industrial personal property", and "commercial personal property" mean those terms as defined in section 1211 of the revised school code, MCL 380.1211.

(m) "Receiving district" means a district to which all or part of the territory of a dissolved district is attached under section 12 of the revised school code, MCL 380.12.

(n) "School operating purposes" means the purposes included in the operation costs of the district as prescribed in sections 7 and 18 and purposes authorized under section 1211 of the revised school code, MCL 380.1211.

(o) "School operating taxes" means local ad valorem property taxes levied under section 1211 of the revised school code, MCL 380.1211, and retained for school operating purposes.

(p) "Tax increment financing acts" means parts 2, 3, 4, and 6 of the recodified tax increment financing act, 2018 PA 57, MCL 125.4201 to 125.4420 and 125.4602 to 125.4629, or the brownfield redevelopment financing act, 1996 PA 381, MCL 125.2651 to 125.2670.

(q) "Taxable value per membership pupil" means taxable value, as certified by the county treasurer and reported to the department, for the calendar year ending in the current state fiscal year divided by the district's membership excluding special education pupils for the school year ending in the current state fiscal year.

Sec. 20d. In making the final determination required under former section 20a of a district's combined state and local revenue per membership pupil in 1993-94 and in making calculations under section 20 for 2021-2022, the department and the department of treasury shall comply with all of the following:

(a) For a district that had combined state and local revenue per membership pupil in the 1994-95 fiscal year of $6,500.00 or more and served as a fiscal agent for a state board designated area vocational education center in the 1993-94 school year, total state school aid received by or paid on behalf of the district under this act in 1993-94 excludes payments made under former section 146 and under section 147 on behalf of the district's employees who provided direct services to the area vocational education center. Not later than June 30, 1996, the department shall make an adjustment under this subdivision to the district's combined state and local revenue per membership pupil in the 1994-95 fiscal year and the department of treasury shall make a final certification of the number of mills that may be levied by the district under section 1211 of the revised school code, MCL 380.1211, as a result of the adjustment under this subdivision.

(b) If a district had an adjustment made to its 1993-94 total state school aid that excluded payments made under former section 146 and under section 147 on behalf of the district's employees who provided direct services for intermediate district center programs operated by the district under former section 51 and sections 51a to 56, if nonresident pupils attending the center programs were included in the district's membership for purposes of calculating the combined state and local revenue per membership pupil for 1993-94, and if there is a signed agreement by all constituent districts of the intermediate district agreeing to an adjustment under this subdivision, the department shall calculate the foundation allowances for 1995-96 and 1996-97 of all districts that had pupils attending the intermediate district center program operated by the district that had the adjustment as if their combined state and local revenue per membership pupil for 1993-94 included resident pupils attending the center program and excluded nonresident pupils attending the center program.

Sec. 20f. (1) From the state school aid fund money appropriated in section 11, there is allocated an amount not to exceed $18,000,000.00 for 2021-2022 for payments to eligible districts under this section.

(2) The funding under this subsection is from the allocation under subsection (1). A district is eligible for funding under this subsection if the district received a payment under this section as it was in effect for 2013-2014. A district was eligible for funding in 2013-2014 if the sum of the following was less than $5.00:

(a) The increase in the district's foundation allowance or per-pupil payment as calculated under section 20 from 2012-2013 to 2013-2014.

(b) The district's equity payment per membership pupil under former section 22c for 2013-2014.

(c) The quotient of the district's allocation under section 147a for 2012-2013 divided by the district's membership pupils for 2012-2013 minus the quotient of the district's allocation under section 147a for 2013-2014 divided by the district's membership pupils for 2013-2014.

(3) The amount allocated to each eligible district under subsection (2) is an amount per membership pupil equal to the amount per membership pupil the district received under this section in 2013-2014.

(4) The funding under this subsection is from the allocation under subsection (1). A district is eligible for funding under this subsection if the sum of the following is less than $25.00:

(a) The increase in the district's foundation allowance or per-pupil payment as calculated under section 20 from 2014-2015 to 2015-2016.

(b) The decrease in the district's best practices per-pupil funding under former section 22f from 2014-2015 to 2015-2016.

(c) The decrease in the district's pupil performance per-pupil funding under former section 22j from 2014-2015 to 2015-2016.

(d) The quotient of the district's allocation under section 31a for 2015-2016 divided by the district's membership pupils for 2015-2016 minus the quotient of the district's allocation under section 31a for 2014-2015 divided by the district's membership pupils for 2014-2015.

(5) The amount allocated to each eligible district under subsection (4) is an amount per membership pupil equal to $25.00 minus the sum of the following:

(a) The increase in the district's foundation allowance or per-pupil payment as calculated under section 20 from 2014-2015 to 2015-2016.

(b) The decrease in the district's best practices per-pupil funding under former section 22f from 2014-2015 to 2015-2016.

(c) The decrease in the district's pupil performance per-pupil funding under former section 22j from 2014-2015 to 2015-2016.

(d) The quotient of the district's allocation under section 31a for 2015-2016 divided by the district's membership pupils for 2015-2016 minus the quotient of the district's allocation under section 31a for 2014-2015 divided by the district's membership pupils for 2014-2015.

(6) If the allocation under subsection (1) is insufficient to fully fund payments under subsections (3) and (5) as otherwise calculated under this section, the department shall prorate payments under this section on an equal per-pupil basis.

Sec. 20m. (1) Foundation allowance supplemental payments for the current fiscal year to districts that in the immediately preceding fiscal year had a foundation allowance greater than the target foundation allowance must be calculated under this section.

(2) The per-pupil allocation to each district under this section is the difference between the dollar amount of the adjustment from the immediately preceding fiscal year to the current fiscal year in the target foundation allowance minus the dollar amount of the adjustment from the immediately preceding fiscal year to the current fiscal year in a qualifying district's foundation allowance.

(3) If a district's local revenue per pupil does not exceed the sum of its foundation allowance under section 20 plus the per-pupil allocation under subsection (2), the total payment to the district calculated under this section is the product of the per-pupil allocation under subsection (2) multiplied by the district's membership, excluding special education pupils. If a district's local revenue per pupil exceeds the foundation allowance under section 20 but does not exceed the sum of the foundation allowance under section 20 plus the per-pupil allocation under subsection (2), the total payment to the district calculated under this section is the product of the difference between the sum of the foundation allowance under section 20 plus the per-pupil allocation under subsection (2) minus the local revenue per pupil multiplied by the district's membership, excluding special education pupils. If a district's local revenue per pupil exceeds the sum of the foundation allowance under section 20 plus the per-pupil allocation under subsection (2), there is no payment calculated under this section for the district.

(4) Payments to districts must not be made under this section. Rather, the calculations under this section are used to determine the amount of state payments that are made under section 22b.

(5) As used in this section, "qualifying district" means a district where the millage limitation in section 1211(3) of the revised school code, MCL 380.1211, is applied due to the increase in the target foundation allowance from the immediately preceding fiscal year to the current fiscal year exceeding the percentage increase in the general price level in the immediately preceding calendar year applied to the district's immediately preceding fiscal year foundation allowance.

Sec. 21f. (1) A primary district shall enroll an eligible pupil in virtual courses in accordance with the provisions of this section. A primary district shall not offer a virtual course to an eligible pupil unless the virtual course is published in the primary district's catalog of board-approved courses or in the statewide catalog of virtual courses maintained by the Michigan Virtual University pursuant to section 98. The primary district shall also provide on its publicly accessible website a link to the statewide catalog of virtual courses maintained by the Michigan Virtual University. Unless the pupil is at least age 18 or is an emancipated minor, a pupil must not be enrolled in a virtual course without the consent of the pupil's parent or legal guardian.

(2) Subject to subsection (3), a primary district shall enroll an eligible pupil in up to 2 virtual courses as requested by the pupil during an academic term, semester, or trimester.

(3) A pupil may be enrolled in more than 2 virtual courses in a specific academic term, semester, or trimester if all of the following conditions are met:

(a) The primary district has determined that it is in the best interest of the pupil.

(b) The pupil agrees with the recommendation of the primary district.

(c) The primary district, in collaboration with the pupil, has developed an education development plan, in a form and manner specified by the department, that is kept on file by the district. This subdivision does not apply to a pupil enrolled as a part-time pupil under section 166b.

(4) If the number of applicants eligible for acceptance in a virtual course does not exceed the capacity of the provider to provide the virtual course, the provider shall accept for enrollment all of the applicants eligible for acceptance. If the number of applicants exceeds the provider's capacity to provide the virtual course, the provider shall use a random draw system, subject to the need to abide by state and federal antidiscrimination laws and court orders. A primary district that is also a provider shall determine whether or not it has the capacity to accept applications for enrollment from nonresident applicants in virtual courses and may use that limit as the reason for refusal to enroll a nonresident applicant.

(5) A primary district may not establish additional requirements beyond those specified in this subsection that would prohibit a pupil from taking a virtual course. A pupil's primary district may deny the pupil enrollment in a virtual course if any of the following apply, as determined by the district:

(a) The pupil is enrolled in any of grades K to 5.

(b) The pupil has previously gained the credits that would be provided from the completion of the virtual course.

(c) The virtual course is not capable of generating academic credit.

(d) The virtual course is inconsistent with the remaining graduation requirements or career interests of the pupil.

(e) The pupil has not completed the prerequisite coursework for the requested virtual course or has not demonstrated proficiency in the prerequisite course content.

(f) The pupil has failed a previous virtual course in the same subject during the 2 most recent academic years.

(g) The virtual course is of insufficient quality or rigor. A primary district that denies a pupil enrollment request for this reason shall enroll the pupil in a virtual course in the same or a similar subject that the primary district determines is of acceptable rigor and quality.

(h) The cost of the virtual course exceeds the amount identified in subsection (10), unless the pupil or the pupil's parent or legal guardian agrees to pay the cost that exceeds this amount.

(i) The request for a virtual course enrollment did not occur within the same timelines established by the primary district for enrollment and schedule changes for regular courses.

(j) The request for a virtual course enrollment was not made in the academic term, semester, trimester, or summer preceding the enrollment. This subdivision does not apply to a request made by a pupil who is newly enrolled in the primary district.

(6) If a pupil is denied enrollment in a virtual course by the pupil's primary district, the primary district shall provide written notification to the pupil of the denial, the reason or reasons for the denial under subsection (5), and a description of the appeal process. The pupil may appeal the denial by submitting a letter to the superintendent of the intermediate district in which the pupil's primary district is located. The letter of appeal must include the reason provided by the primary district for not enrolling the pupil and the reason why the pupil is claiming that the enrollment should be approved. The intermediate district superintendent or designee shall respond to the appeal within 5 days after it is received. If the intermediate district superintendent or designee determines that the denial of enrollment does not meet 1 or more of the reasons specified in subsection (5), the primary district shall enroll the pupil in the virtual course.

(7) To provide a virtual course to an eligible pupil under this section, a provider must do all of the following:

(a) Ensure that the virtual course has been published in the pupil's primary district's catalog of board-approved courses or published in the statewide catalog of virtual courses maintained by the Michigan Virtual University.

(b) Assign to each pupil a teacher of record and provide the primary district with the personnel identification code assigned by the center for the teacher of record. If the provider is a community college, the virtual course must be taught by an instructor employed by or contracted through the providing community college.

(c) Offer the virtual course on an open entry and exit method, or aligned to a semester, trimester, or accelerated academic term format.

(d) If the virtual course is offered to eligible pupils in more than 1 district, the following additional requirements must also be met:

(*i*) Provide the Michigan Virtual University with a course syllabus that meets the definition under subsection (14)(g) in a form and manner prescribed by the Michigan Virtual University for inclusion in a statewide catalog of virtual courses.

(*ii*) Not later than October 1 of each fiscal year, provide the Michigan Virtual University with an aggregated count of enrollments for each virtual course the provider delivered to pupils under this section during the immediately preceding school year, and the number of enrollments in which the pupil earned 60% or more of the total course points for each virtual course.

(8) To provide a virtual course under this section, a community college shall ensure that each virtual course it provides under this section generates postsecondary credit.

(9) For any virtual course a pupil enrolls in under this section, the pupil's primary district must assign to the pupil a mentor and shall supply the provider with the mentor's contact information.

(10) For a pupil enrolled in 1 or more virtual courses, the primary district shall use foundation allowance or per-pupil funds calculated under section 20 to pay for the expenses associated with the virtual course or courses. A primary district is not required to pay toward the cost of a virtual course an amount that exceeds 6.67% of the minimum foundation allowance for the current fiscal year as calculated under section 20.

(11) A virtual learning pupil has the same rights and access to technology in his or her primary district's school facilities as all other pupils enrolled in the pupil's primary district. The department shall establish standards for hardware, software, and internet access for pupils who are enrolled in more than 2 virtual courses under this section in an academic term, semester, or trimester taken at a location other than a school facility.

(12) If a pupil successfully completes a virtual course, as determined by the pupil's primary district, the pupil's primary district shall grant appropriate academic credit for completion of the course and shall count that credit toward completion of graduation and subject area requirements. A pupil's school record and transcript must identify the virtual course title as it appears in the virtual course syllabus.

(13) The enrollment of a pupil in 1 or more virtual courses must not result in a pupil being counted as more than 1.0 full-time equivalent pupils under this article. The minimum requirements to count the pupil in membership are those established by the pupil accounting manual as it was in effect for the 2015-2016 school year or as subsequently amended by the department if the department notifies the legislature about the proposed amendment at least 60 days before the amendment becomes effective.

(14) As used in this section:

(a) "Instructor" means an individual who is employed by or contracted through a community college.

(b) "Mentor" means a professional employee of the primary district who monitors the pupil's progress, ensures the pupil has access to needed technology, is available for assistance, and ensures access to the teacher of record. A mentor may also serve as the teacher of record if the primary district is the provider for the virtual course and the mentor meets the requirements under subdivision (e).

(c) "Primary district" means the district that enrolls the pupil and reports the pupil for pupil membership purposes.

(d) "Provider" means the district, intermediate district, or community college that the primary district pays to provide the virtual course or the Michigan Virtual University if it is providing the virtual course. Beginning on the first day of the 2020-2021 school year through August 31, 2021, "provider" also includes any other institution or individual that the primary district pays to provide the virtual course.

(e) "Teacher of record" means a teacher who meets all of the following:

(*i*) Holds a valid Michigan teaching certificate or a teaching permit recognized by the department.

(*ii*) If applicable, is endorsed in the subject area and grade of the virtual course.

(*iii*) Is responsible for providing instruction, determining instructional methods for each pupil, diagnosing learning needs, assessing pupil learning, prescribing intervention strategies and modifying lessons, reporting outcomes, and evaluating the effects of instruction and support strategies.

(*iv*) Has a personnel identification code provided by the center.

(*v*) If the provider is a community college, is an instructor employed by or contracted through the providing community college.

(f) "Virtual course" means a course of study that is capable of generating a credit or a grade and that is provided in an interactive learning environment where the majority of the curriculum is delivered using the internet and in which pupils may be separated from their instructor or teacher of record by time or location, or both.

(g) "Virtual course syllabus" means a document that includes all of the following:

(*i*) An alignment document detailing how the course meets applicable state standards or, if the state does not have state standards, nationally recognized standards.

(*ii*) The virtual course content outline.

(*iii*) The virtual course required assessments.

(*iv*) The virtual course prerequisites.

(*v*) Expectations for actual instructor or teacher of record contact time with the virtual learning pupil and other communications between a pupil and the instructor or teacher of record.

(*vi*) Academic support available to the virtual learning pupil.

(*vii*) The virtual course learning outcomes and objectives.

(*viii*) The name of the institution or organization providing the virtual content.

(*ix*) The name of the institution or organization providing the instructor or teacher of record.

(*x*) The course titles assigned by the provider and the course titles and course codes from the National Center for Education Statistics (NCES) school codes for the exchange of data (SCED).

(*xi*) The number of eligible pupils that will be accepted by the provider in the virtual course. A primary district that is also the provider may limit the enrollment to those pupils enrolled in the primary district.

(*xii*) The results of the virtual course quality review using the guidelines and model review process published by the Michigan Virtual University.

(h) "Virtual learning pupil" means a pupil enrolled in 1 or more virtual courses.

Sec. 21h. (1) From the state school aid fund money appropriated in section 11, there is allocated $6,137,400.00 for 2021-2022 for assisting districts assigned by the superintendent to participate in a partnership and districts that have established a community engagement advisory committee in partnership with the department of treasury, are required to submit a deficit elimination plan or an enhanced deficit elimination plan under section 1220 of the revised school code, MCL 380.1220, and are located in a city with a population between 9,000 and 11,000, as determined by the department, that is in a county with a population between 150,000 and 160,000, as determined by the department, to improve student achievement and district financial stability. The superintendent shall collaborate with the state treasurer to identify any conditions that may be contributing to low academic performance within a district being considered for assignment to a partnership. The purpose of the partnership is to identify district needs, develop intervention plans, and partner with public, private, and nonprofit organizations to coordinate resources and improve student achievement. Assignment of a district to a partnership is made by the superintendent in consultation with the state treasurer.

(2) A district described in subsection (1) is eligible for funding under this section if the district includes at least 1 school that has been identified as low performing under the approved federal accountability system or the state accountability system. A district described in this subsection must do all of the following to be eligible for funding under this section:

(a) For a partnership district under this section, within 90 days of assignment to the partnership described in this section, and for a district described in subsection (1) that is not a partnership district under this section, by October 15 of each year, complete a comprehensive needs assessment or evaluation in collaboration with an intermediate district, community members, education organizations, and postsecondary institutions, as applicable, that is approved by the superintendent. The comprehensive needs assessment or evaluation must include at least all of the following:

(*i*) A review of the district's implementation and utilization of a multi-tiered system of supports to ensure that it is used to appropriately inform instruction.

(*ii*) A review of the district and school building leadership and educator capacity to substantially improve student outcomes.

(*iii*) A review of classroom, instructional, and operational practices and curriculum to ensure alignment with research-based instructional practices and state curriculum standards.

(b) Develop an academic and financial operating or intervention plan that has been approved by the superintendent and that addresses the needs identified in the comprehensive needs assessment or evaluation completed under subdivision (a). The intervention plan must include at least all of the following:

(*i*) Specific actions that will be taken by the district and each of its partners to improve student achievement.

(*ii*) Specific measurable benchmarks that will be met within 18 months to improve student achievement and identification of expected student achievement outcomes to be attained within 3 years after assignment to the partnership.

(c) Craft academic goals that put pupils on track to meet or exceed grade level proficiency.

(3) Upon approval of the academic and financial operating or intervention plan developed under subsection (2), the department, in collaboration with the department of treasury, shall assign a team of individuals with expertise in comprehensive school and district reform to partner with the district, the intermediate district, community organizations, education organizations, and postsecondary institutions identified in the academic and financial operating or intervention plan to review the district's use of existing financial resources to ensure that those resources are being used as efficiently and effectively as possible to improve student academic achievement and to ensure district financial stability. The superintendent of public instruction may waive burdensome

administrative rules for a partnership district for the duration of the partnership agreement and for a district described in subsection (1) that is not a partnership district under this section and that receives funding under this section in the current fiscal year.

(4) Funds allocated under this section, excluding funds allocated under subsection (5), may be used to pay for district expenditures approved by the superintendent to improve student achievement. Funds may be used for professional development for teachers or district or school leadership, increased instructional time, teacher mentors, or other expenditures that directly impact student achievement and cannot be paid from existing district financial resources. An eligible district must not receive funds under this section for more than 3 years. Notwithstanding section 17b, the department shall make payments to districts under this section on a schedule determined by the department.

(5) From the funds allocated under subsection (1), there is allocated for 2021-2022 an amount not to exceed $137,400.00 for the purchase of a data analytics tool to be used by districts described in subsection (1). The superintendent of public instruction shall require districts described in subsection (1) to purchase a data analytics tool funded under this subsection as part of the agreements described in this section.

(6) The department, in consultation with the department of treasury, shall annually report to the legislature on the activities funded under this section and how those activities impacted student achievement in districts that received funds under this section. To the extent possible, participating districts receiving funding under this section shall participate in the report.

Sec. 22a. (1) From the state school aid fund money appropriated in section 11, there is allocated an amount not to exceed $4,836,000,000.00 for 2020-2021 and there is allocated an amount not to exceed $4,742,000,000.00 for 2021-2022 for payments to districts and qualifying public school academies to guarantee each district and qualifying public school academy an amount equal to its 1994-95 total state and local per-pupil revenue for school operating purposes under section 11 of article IX of the state constitution of 1963. Pursuant to section 11 of article IX of the state constitution of 1963, this guarantee does not apply to a district in a year in which the district levies a millage rate for school district operating purposes less than it levied in 1994. However, subsection (2) applies to calculating the payments under this section. Funds allocated under this section that are not expended in the fiscal year for which they were allocated, as determined by the department, may be used to supplement the allocations under sections 22b and 51c to fully fund those allocations for the same fiscal year. For each fund transfer as described in the immediately preceding sentence that occurs, the state budget director shall send notification of the transfer to the house and senate appropriations subcommittees on state school aid and the house and senate fiscal agencies by not later than 14 calendar days after the transfer occurs.

(2) To ensure that a district receives an amount equal to the district's 1994-95 total state and local per-pupil revenue for school operating purposes, there is allocated to each district a state portion of the district's 1994-95 foundation allowance in an amount calculated as follows:

(a) Except as otherwise provided in this subsection, the state portion of a district's 1994-95 foundation allowance is an amount equal to the district's 1994-95 foundation allowance or $6,500.00, whichever is less, minus the difference between the sum of the product of the taxable value per membership pupil of all property in the district that is nonexempt property times the district's certified mills and, for a district with certified mills exceeding 12, the product of the taxable value per membership pupil of property in the district that is commercial personal property times the certified mills minus 12 mills and the quotient of the ad valorem property tax revenue of the district captured under tax increment financing acts divided by the district's membership. For a district that has a millage reduction required under section 31 of article IX of the state constitution of 1963, the department shall calculate the state portion of the district's foundation allowance as if that reduction did not occur. For a receiving district, if school operating taxes are to be levied on behalf of a dissolved district that has been attached in whole or in part to the receiving district to satisfy debt obligations of the dissolved district under section 12 of the revised school code, MCL 380.12, taxable value per membership pupil of all property in the receiving district that is nonexempt property and taxable value per membership pupil of property in the receiving district that is commercial personal property do not include property within the geographic area of the dissolved district; ad valorem property tax revenue of the receiving district captured under tax increment financing acts does not include ad valorem property tax revenue captured within the geographic boundaries of the dissolved district under tax increment financing acts; and certified mills do not include the certified mills of the dissolved district. For a community district, the department shall reduce the allocation as otherwise calculated under this section by an amount equal to the amount of local school operating tax revenue that would otherwise be due to the community district if not for the operation of section 386 of the revised school code, MCL 380.386, and the amount of this reduction is offset by the increase in funding under section 22b(2).

(b) For a district that had a 1994-95 foundation allowance greater than $6,500.00, the state payment under this subsection is the sum of the amount calculated under subdivision (a) plus the amount calculated under this subdivision. The amount calculated under this subdivision must be equal to the difference between the district's 1994-95 foundation allowance minus $6,500.00 and the current year hold harmless school operating taxes per pupil. If the result of the calculation under subdivision (a) is negative, the negative amount is an offset against any state payment calculated under this subdivision. If the result of a calculation under this subdivision is negative, there is not a state payment or a deduction under this subdivision. The taxable values per membership pupil used in the calculations under this subdivision are as adjusted by ad valorem property tax revenue captured under tax increment financing acts divided by the district's membership. For a receiving district, if school operating taxes are to be levied on behalf of a dissolved district that has been attached in whole or in part to the receiving district to satisfy debt obligations of the dissolved district under section 12 of the revised school code, MCL 380.12, ad valorem property tax revenue captured under tax increment financing acts do not include ad valorem property tax revenue captured within the geographic boundaries of the dissolved district under tax increment financing acts.

(3) For pupils in membership in a qualifying public school academy, there is allocated under this section to the authorizing body that is the fiscal agent for the qualifying public school academy for forwarding to the qualifying public school academy an amount equal to the 1994-95 per-pupil payment to the qualifying public school academy under section 20.

(4) A district or qualifying public school academy may use funds allocated under this section in conjunction with any federal funds for which the district or qualifying public school academy otherwise would be eligible.

(5) Except as otherwise provided in this subsection, for a district that is formed or reconfigured after June 1, 2000 by consolidation of 2 or more districts or by annexation, the resulting district's 1994-95 foundation allowance under this section beginning after the effective date of the consolidation or annexation is the average of the 1994-95 foundation allowances of each of the original or affected districts, calculated as provided in this section, weighted as to the percentage of pupils in total membership in the resulting district in the fiscal year in which the consolidation takes place who reside in the geographic area of each of the original districts. If an affected district's 1994-95 foundation allowance is less than the 1994-95 basic foundation allowance, the amount of that district's 1994-95 foundation allowance is considered for the purpose of calculations under this subsection to be equal to the amount of the 1994-95 basic foundation allowance. This subsection does not apply to a receiving district unless there is a subsequent consolidation or annexation that affects the district.

(6) Payments under this section are subject to section 25g.

(7) As used in this section:

(a) "1994-95 foundation allowance" means a district's 1994-95 foundation allowance calculated and certified by the department of treasury or the superintendent under former section 20a as enacted in 1993 PA 336 and as amended by 1994 PA 283.

(b) "Certified mills" means the lesser of 18 mills or the number of mills of school operating taxes levied by the district in 1993-94.

(c) "Current fiscal year" means the fiscal year for which a particular calculation is made.

(d) "Current year hold harmless school operating taxes per pupil" means the per-pupil revenue generated by multiplying a district's 1994-95 hold harmless millage by the district's current year taxable value per membership pupil. For a receiving district, if school operating taxes are to be levied on behalf of a dissolved district that has been attached in whole or in part to the receiving district to satisfy debt obligations of the dissolved district under section 12 of the revised school code, MCL 380.12, taxable value per membership pupil does not include the taxable value of property within the geographic area of the dissolved district.

(e) "Dissolved district" means a district that loses its organization, has its territory attached to 1 or more other districts, and is dissolved as provided under section 12 of the revised school code, MCL 380.12.

(f) "Hold harmless millage" means, for a district with a 1994-95 foundation allowance greater than $6,500.00, the number of mills by which the exemption from the levy of school operating taxes on a principal residence, qualified agricultural property, qualified forest property, supportive housing property, industrial personal property, commercial personal property, and property occupied by a public school academy could be reduced as provided in section 1211 of the revised school code, MCL 380.1211, and the number of mills of school operating taxes that could be levied on all property as provided in section 1211(2) of the revised school code, MCL 380.1211, as certified by the department of treasury for the 1994 tax year. For a receiving district, if school operating taxes are to be levied on behalf of a dissolved district that has been attached in whole or in part to the receiving district to satisfy debt obligations of the dissolved district under section 12 of the revised school code, MCL 380.12, school operating taxes do not include school operating taxes levied within the geographic area of the dissolved district.

(g) "Membership" means the definition of that term under section 6 as in effect for the particular fiscal year for which a particular calculation is made.

(h) "Nonexempt property" means property that is not a principal residence, qualified agricultural property, qualified forest property, supportive housing property, industrial personal property, commercial personal property, or property occupied by a public school academy.

(i) "Principal residence", "qualified agricultural property", "qualified forest property", "supportive housing property", "industrial personal property", and "commercial personal property" mean those terms as defined in section 1211 of the revised school code, MCL 380.1211.

(j) "Qualifying public school academy" means a public school academy that was in operation in the 1994-95 school year and is in operation in the current fiscal year.

(k) "Receiving district" means a district to which all or part of the territory of a dissolved district is attached under section 12 of the revised school code, MCL 380.12.

(*l*) "School operating taxes" means local ad valorem property taxes levied under section 1211 of the revised school code, MCL 380.1211, and retained for school operating purposes as defined in section 20.

(m) "Tax increment financing acts" means parts 2, 3, 4, and 6 of the recodified tax increment financing act, 2018 PA 57, MCL 125.4201 to 125.4420 and 125.4602 to 125.4629, or the brownfield redevelopment financing act, 1996 PA 381, MCL 125.2651 to 125.2670.

(n) "Taxable value per membership pupil" means each of the following divided by the district's membership:

(*i*) For the number of mills by which the exemption from the levy of school operating taxes on a principal residence, qualified agricultural property, qualified forest property, supportive housing property, industrial personal property, commercial personal property, and property occupied by a public school academy may be reduced as provided in section 1211 of the revised school code, MCL 380.1211, the taxable value of principal residence, qualified agricultural property, qualified forest property, supportive housing property, industrial personal property, commercial personal property, and property occupied by a public school academy for the calendar year ending in the current fiscal year. For a receiving district, if school operating taxes are to be levied on behalf of a dissolved district that has been attached in whole or in part to the receiving district to satisfy debt obligations of the dissolved district under section 12 of the revised school code, MCL 380.12, mills do not include mills within the geographic area of the dissolved district.

(*ii*) For the number of mills of school operating taxes that may be levied on all property as provided in section 1211(2) of the revised school code, MCL 380.1211, the taxable value of all property for the calendar year ending in the current fiscal year. For a receiving district, if school operating taxes are to be levied on behalf of a dissolved district that has been attached in whole or in part to the receiving district to satisfy debt obligations of the dissolved district under section 12 of the revised school code, MCL 380.12, school operating taxes do not include school operating taxes levied within the geographic area of the dissolved district.

Sec. 22b. (1) For discretionary nonmandated payments to districts under this section, there is allocated for 2020-2021 an amount not to exceed $4,478,200,000.00 from the state school aid fund and general fund appropriations in section 11 and an amount not to exceed $79,800,000.00 from the community district education trust fund appropriation in section 11, and there is allocated for 2021-2022 an amount not to exceed $5,132,000,000.00 from the state school aid fund and general fund appropriations in section 11 and an amount not to exceed $72,000,000.00 from the community district education trust fund appropriation in section 11. Of the funds allocated under this section for 2021-2022, $13,600,000.00 represents the amount of the general fund revenue deposited into the state school aid fund to reimburse the state school aid fund for community district education trust fund costs in excess of $72,000,000.00. Except for money allocated under this section from the community district education trust fund appropriation in section 11, funds allocated under this section that are not expended in the fiscal year for which they were allocated, as determined by the department, may be used to supplement the allocations under sections 22a and 51c to fully fund those allocations for the same fiscal year. For each fund transfer as described in the immediately preceding sentence that occurs, the state budget director shall send notification of the transfer to the house and senate appropriations subcommittees on state school aid and the house and senate fiscal agencies by not later than 14 calendar days after the transfer occurs.

(2) Subject to subsection (3) and section 296, the allocation to a district under this section is an amount equal to the sum of the amounts calculated under sections 20, 20m, 51a(2), 51a(3), and 51a(11), minus the sum of the allocations to the district under sections 22a and 51c. For a community district, the allocation as otherwise calculated under this section is increased by an amount equal to the amount of local school operating tax revenue that would otherwise be due to the community district if not for the operation of section 386 of the revised school code, MCL 380.386, and this increase must be paid from the community district education trust fund allocation in subsection (1) in order to offset the absence of local school operating revenue in a community district in the funding of the state portion of the foundation allowance under section 20(4).

(3) In order to receive an allocation under subsection (1), each district must do all of the following:

(a) Comply with section 1280b of the revised school code, MCL 380.1280b.

(b) Comply with sections 1278a and 1278b of the revised school code, MCL 380.1278a and 380.1278b.

(c) Furnish data and other information required by state and federal law to the center and the department in the form and manner specified by the center or the department, as applicable.

(d) Comply with section 1230g of the revised school code, MCL 380.1230g.

(e) Comply with section 21f.

(f) For a district that has entered into a partnership agreement with the department, comply with section 22p.

(4) Districts are encouraged to use funds allocated under this section for the purchase and support of payroll, human resources, and other business function software that is compatible with that of the intermediate district in which the district is located and with other districts located within that intermediate district.

(5) From the allocation in subsection (1), the department shall pay up to $1,000,000.00 in litigation costs incurred by this state related to commercial or industrial property tax appeals, including, but not limited to, appeals of classification, that impact revenues dedicated to the state school aid fund.

(6) From the allocation in subsection (1), the department shall pay up to $1,000,000.00 in litigation costs incurred by this state associated with lawsuits filed by 1 or more districts or intermediate districts against this state. If the allocation under this section is insufficient to fully fund all payments required under this section, the payments under this subsection must be made in full before any proration of remaining payments under this section.

(7) It is the intent of the legislature that all constitutional obligations of this state have been fully funded under sections 22a, 31d, 51a, 51c, and 152a. If a claim is made by an entity receiving funds under this article that challenges the legislative determination of the adequacy of this funding or alleges that there exists an unfunded constitutional requirement, the state budget director may escrow or allocate from the discretionary funds for nonmandated payments under this section the amount as may be necessary to satisfy the claim before making any payments to districts under subsection (2). If funds are escrowed, the escrowed funds are a work project appropriation and the funds are carried forward into the following fiscal year. The purpose of the work project is to provide for any payments that may be awarded to districts as a result of litigation. The work project is completed upon resolution of the litigation.

(8) If the local claims review board or a court of competent jurisdiction makes a final determination that this state is in violation of section 29 of article IX of the state constitution of 1963 regarding state payments to districts, the state budget director shall use work project funds under subsection (7) or allocate from the discretionary funds for nonmandated payments under this section the amount as may be necessary to satisfy the amount owed to districts before making any payments to districts under subsection (2).

(9) If a claim is made in court that challenges the legislative determination of the adequacy of funding for this state's constitutional obligations or alleges that there exists an unfunded constitutional requirement, any interested party may seek an expedited review of the claim by the local claims review board. If the claim exceeds $10,000,000.00, this state may remove the action to the court of appeals, and the court of appeals has and shall exercise jurisdiction over the claim.

(10) If payments resulting from a final determination by the local claims review board or a court of competent jurisdiction that there has been a violation of section 29 of article IX of the state constitution of 1963 exceed the amount allocated for discretionary nonmandated payments under this section, the legislature shall provide for adequate funding for this state's constitutional obligations at its next legislative session.

(11) If a lawsuit challenging payments made to districts related to costs reimbursed by federal title XIX Medicaid funds is filed against this state, then, for the purpose of addressing potential liability under such a lawsuit, the state budget director may place funds allocated under this section in escrow or allocate money from the funds otherwise allocated under this section, up to a maximum of 50% of the amount allocated in subsection (1). If funds are placed in escrow under this subsection, those funds are a work project appropriation and the funds are carried forward into the following fiscal year. The purpose of the work project is to provide for any payments that may be awarded to districts as a result of the litigation. The work project is completed upon resolution of the litigation. In addition, this state reserves the right to terminate future federal title XIX Medicaid reimbursement payments to districts if the amount or allocation of reimbursed funds is challenged in the lawsuit. As used in this subsection, "title XIX" means title XIX of the social security act, 42 USC 1396 to 1396w-5.

Sec. 22c. From the state school aid fund money appropriated in section 11, there is allocated for 2021-2022 an amount not to exceed $3,000,000.00 for payments to eligible districts as provided under this section. The payment for an eligible district under this section must be in an amount per membership pupil equal to $171.00. As used in this section:

(a) "Eligible district" means a district for which the local school operating revenue per membership pupil exceeds the district's foundation allowance as calculated under section 20.

(b) "Local school operating revenue per membership pupil" means that term as defined in section 20.

Sec. 22d. (1) From the state school aid fund money appropriated under section 11, an amount not to exceed $8,420,000.00 is allocated for 2021-2022 for supplemental payments to rural districts under this section.

(2) From the allocation under subsection (1), there is allocated for 2021-2022 an amount not to exceed $1,557,300.00 for payments under this subsection to districts that meet all of the following:

(a) Operates grades K to 12.

(b) Has fewer than 250 pupils in membership.

(c) Each school building operated by the district meets at least 1 of the following:

(*i*) Is located in the Upper Peninsula at least 30 miles from any other public school building.

(*ii*) Is located on an island that is not accessible by bridge.

(3) The amount of the additional funding to each eligible district under subsection (2) is determined under a spending plan developed as provided in this subsection and approved by the superintendent of public instruction. The spending plan must be developed cooperatively by the intermediate superintendents of each intermediate district in which an eligible district is located. The intermediate superintendents shall review the financial situation of each eligible district, determine the minimum essential financial needs of each eligible district, and develop and agree on a spending plan that distributes the available funding under subsection (2) to the eligible districts based on those financial needs. The intermediate superintendents shall submit the spending plan to the superintendent of public instruction for approval. Upon approval by the superintendent of public instruction, the amounts specified for each eligible district under the spending plan are allocated under subsection (2) and must be paid to the eligible districts in the same manner as payments under section 22b.

(4) Subject to subsection (7), from the allocation in subsection (1), there is allocated for 2021-2022 an amount not to exceed $6,042,700.00 for payments under this subsection to districts that have fewer than 10.0 pupils per square mile as determined by the department.

(5) The funds allocated under subsection (4) are allocated as follows:

(a) An amount equal to $5,200,000.00 is allocated to districts with fewer than 8.0 pupils per square mile, as determined by the department, on an equal per-pupil basis.

(b) The balance of the funding under subsection (4) is allocated as follows:

(*i*) For districts with at least 8.0 but fewer than 9.0 pupils per square mile, as determined by the department, the allocation is an amount per pupil equal to 75% of the per-pupil amount allocated to districts under subdivision (a).

(*ii*) For districts with at least 9.0 but fewer than 10.0 pupils per square mile, as determined by the department, the allocation is an amount per pupil equal to 50% of the per-pupil amount allocated to districts under subdivision (a).

(c) If the total funding allocated under subdivision (b) is not sufficient to fully fund payments as calculated under that subdivision, the department shall prorate payments to districts under subdivision (b) on an equal per-pupil basis.

(6) From the allocation in subsection (1), there is allocated an amount not to exceed $820,000.00 for payments under this subsection to districts that have greater than 250 square miles and that do not receive funding under subsection (2) or (4). The funds allocated under this subsection must be allocated on an equal per-pupil basis.

(7) A district receiving funds allocated under subsection (2) is not eligible for funding allocated under subsection (4).

Sec. 22g. (1) From the state school aid fund money appropriated under section 11, there is allocated for 2021-2022 an amount not to exceed $25,500,000.00 to a qualifying intermediate district for paying the outstanding operating debt and accrued school bond loan fund interest of a dissolved school district. For purposes of this subsection, an intermediate district is a qualifying intermediate district if it is required to perform the functions and satisfy the responsibilities of a dissolved school district under section 12(3) of the revised school code, MCL 380.12. The department of treasury shall determine which qualifying intermediate district is eligible for payments under this section based on the ability of the dissolved school district to repay the balance of accrued school bond loan fund interest.

(2) Notwithstanding section 17b, the department shall make payments to a qualifying intermediate district under this section on a schedule determined by the department.

(3) As used in this section, "dissolved school district" means a school district that has been declared dissolved under section 12 of the revised school code, MCL 380.12.

Sec. 22m. (1) From the state school aid fund money appropriated in section 11, there is allocated for 2021-2022 an amount not to exceed $2,200,000.00 for supporting the integration of local data systems into the Michigan data hub network based on common standards and applications that are in compliance with section 19(6).

(2) An entity that is the fiscal agent for no more than 5 consortia of intermediate districts that previously received funding from the technology readiness infrastructure grant under former section 22i for the purpose of establishing regional data hubs that are part of the Michigan data hub network is eligible for funding under this section.

(3) The center shall work with an advisory committee composed of representatives from intermediate districts within each of the data hub regions to coordinate the activities of the Michigan data hub network.

(4) The center, in collaboration with the Michigan data hub network, shall determine the amount of funds distributed under this section to each participating regional data hub within the network, based upon a competitive grant process. The center shall ensure that the entities receiving funding under this section represent geographically diverse areas in this state.

(5) Notwithstanding section 17b, the department shall make payments under this section on a schedule determined by the center.

(6) To receive funding under this section, a regional data hub must have a governance model that ensures local control of data, data security, and student privacy issues. The integration of data within each of the regional data hubs must provide for the actionable use of data by districts and intermediate districts through common reports and dashboards and for efficiently providing information to meet state and federal reporting purposes.

(7) Participation in a data hub region in the Michigan data hub network under this section is voluntary and is not required.

(8) Entities receiving funding under this section shall use the funds for all of the following:

(a) Creating an infrastructure that effectively manages the movement of data between data systems used by intermediate districts, districts, and other educational organizations in Michigan based on common data standards to improve student achievement.

(b) Utilizing the infrastructure to put in place commonly needed integrations, reducing cost and effort to do that work while increasing data accuracy and usability.

(c) Promoting the use of a more common set of applications by promoting systems that integrate with the Michigan data hub network.

(d) Promoting 100% district adoption of the Michigan data hub network by September 30, 2022.

(e) Ensuring local control of data, data security, and student data privacy.

(f) Utilizing the infrastructure to promote the actionable use of data through common reports and dashboards that are consistent statewide.

(g) Creating a governance model to facilitate sustainable operations of the infrastructure in the future, including administration, legal agreements, documentation, staffing, hosting, and funding.

(h) Evaluating future data initiatives at all levels to determine whether the initiatives can be enhanced by using the standardized environment in the Michigan data hub network.

(9) Not later than January 1 of each fiscal year, the center shall prepare a summary report of information provided by each entity that received funds under this section that includes measurable outcomes based on the objectives described under this section and a summary of compiled data from each entity to provide a means to evaluate the effectiveness of the project. The center shall submit the report to the house and senate appropriations subcommittees on school aid and to the house and senate fiscal agencies.

Sec. 22p. (1) Subject to subsection (2), in order to receive funding under section 22b, a district or public school academy that is assigned by the superintendent of public instruction as a partnership district must have a signed 3-year partnership agreement with the department that includes all of the following:

(a) Measurable academic outcomes that the district or public school academy will achieve for each school operated by the district or public school academy that is subject to the partnership agreement after 18 months and after 36 months from the date the agreement was originally signed. Measurable academic outcomes under this subdivision must include all of the following:

(*i*) Outcomes that put pupils on track to meet or exceed grade level proficiency and that are based on district or public school academy needs identified as required under section 21h.

(*ii*) Either of the following, as applicable:

(A) At least 1 proficiency or growth outcome based on state assessments described in section 104b or 104c.

(B) At least 1 proficiency or growth outcome based on a benchmark assessment described in section 104a.

(b) Accountability measures to be imposed if the district or public school academy does not achieve the measurable academic outcomes described in subdivision (a) for each school operated by the district or public school academy that is subject to the partnership agreement. For a district assigned as a partnership district as described in this subsection, accountability measures under this subdivision must include the reconstitution of the school. For a public school academy assigned as a partnership district as described in this subsection, accountability measures under this subdivision may include the reconstitution of the school.

(c) For a public school academy assigned as a partnership district as described in this subsection, a requirement that, if reconstitution is imposed on a school that is operated by the public school academy and that is subject to the partnership agreement, the school must be reconstituted as described in section 507, 528, or 561, as applicable, of the revised school code, MCL 380.507, 380.528, and 380.561.

(d) For a district assigned as a partnership district as described in this subsection, a provision that, if reconstitution is imposed on a school that is operated by the district and that is subject to the partnership agreement, reconstitution may require closure of the school building, but, if the school building remains open, reconstitution must include, but is not limited to, all of the following:

(*i*) The district shall make significant changes to the instructional and noninstructional programming of the school based on the needs identified through a comprehensive review of data in compliance with section 21h.

(*ii*) The district shall review whether the current principal of the school should remain as principal or be replaced.

(*iii*) The reconstitution plan for the school must require the adoption of goals similar to the goals included in the partnership agreement, with a limit of 3 years to achieve the goals. If the goals are not achieved within 3 years, the superintendent of public instruction shall impose a second reconstitution plan.

(2) If a district or public school academy is assigned as a partnership district as described in subsection (1) during the current fiscal year, it shall ensure that it has a signed partnership agreement as described in subsection (1) in place by not later than 90 days after the date that it is assigned as a partnership district. If a district or public school academy described in this subsection does not comply with this subsection, the department shall withhold funding under section 22b for that district or public school academy until the district or public school academy has a signed partnership agreement as described in subsection (1) in place.

Sec. 24. (1) From the state school aid fund money appropriated in section 11, there is allocated for 2020-2021an amount not to exceed $7,650,000.00 and there is allocated for 2021-2022 an amount not to exceed $7,650,000.00 for payments to the educating district or intermediate district for educating pupils assigned by a court or the department of health and human services to reside in or to attend a juvenile detention facility or child caring institution licensed by the department of health and human services and approved by the department to provide an on-grounds education program. The amount of the payment under this section to a district or intermediate district is calculated as prescribed under subsection (2).

(2) The department shall allocate the total amount allocated under this section by paying to the educating district or intermediate district an amount equal to the lesser of the district's or intermediate district's added cost or the department's approved per-pupil allocation for the district or intermediate district. For the purposes of this subsection:

(a) "Added cost" means 100% of the added cost each fiscal year for educating all pupils assigned by a court or the department of health and human services to reside in or to attend a juvenile detention facility or child caring institution licensed by the department of health and human services or the department of licensing and regulatory affairs and approved by the department to provide an on-grounds education program. Added cost is computed by deducting all other revenue received under this article for pupils described in this section from total costs, as approved by the department, in whole or in part, for educating those pupils in the on-grounds education program or in a program approved by the department that is located on property adjacent to a juvenile detention facility or child caring institution. Costs reimbursed by federal funds are not included.

(b) "Department's approved per-pupil allocation" for a district or intermediate district is determined by dividing the total amount allocated under this section for a fiscal year by the full-time equated membership total for all pupils approved by the department to be funded under this section for that fiscal year for the district or intermediate district.

(3) A district or intermediate district educating pupils described in this section at a residential child caring institution may operate, and receive funding under this section for, a department-approved on-grounds educational program for those pupils that is longer than 181 days, but not longer than 233 days, if the child caring institution was licensed as a child caring institution and offered in 1991-92 an on-grounds educational program that was longer than 181 days but not longer than 233 days and that was operated by a district or intermediate district.

(4) Special education pupils funded under section 53a are not funded under this section.

Sec. 24a. From the state school aid fund money appropriated in section 11, there is allocated an amount not to exceed $1,355,700.00 for 2021-2022 for payments to intermediate districts for pupils who are placed in juvenile justice service facilities operated by the department of health and human services. The amount of the payment to each intermediate district is an amount equal to the state share of those costs that are clearly and directly attributable to the educational programs for pupils placed in facilities described in this section that are located within the intermediate district's boundaries. The intermediate districts receiving payments under this section shall cooperate with the department of health and human services to ensure that all funding allocated under this section is utilized by the intermediate district and department of health and human services for educational programs for pupils described in this section. Pupils described in this section are not eligible to be funded under section 24. However, a program responsibility or other fiscal responsibility associated with these pupils must not be transferred from the department of health and human services to a district or intermediate district unless the district or intermediate district consents to the transfer.

Sec. 25f. (1) From the state school aid fund money appropriated in section 11, there is allocated an amount not to exceed $1,600,000.00 for 2021-2022 for payments to strict discipline academies established under sections 1311b to 1311m of the revised school code, MCL 380.1311b to 380.1311m, as provided under this section.

(2) In order to receive funding under this section, a strict discipline academy must first comply with section 25e and use the pupil transfer process under that section for changes in enrollment as prescribed under that section.

(3) The total amount allocated to a strict discipline academy under this section must first be distributed as the lesser of the strict discipline academy's added cost or the department's approved per-pupil allocation for the strict discipline academy. Any funds remaining after the first distribution must be distributed by prorating on an equal per-pupil membership basis, not to exceed a strict discipline academy's added cost. However, the sum of the amounts received by a strict discipline academy under this section and under section 24 must not exceed the product of the strict discipline academy's per-pupil allocation calculated under section 20 multiplied by the strict discipline academy's full-time equated membership. The department shall allocate funds to strict discipline academies under this section on a monthly basis. For the purposes of this subsection:

(a) "Added cost" means 100% of the added cost each fiscal year for educating all pupils enrolled and in regular daily attendance at a strict discipline academy. Added cost must be computed by deducting all other revenue received under this article for pupils described in this subsection from total costs, as approved by the department, in whole or in part, for educating those pupils in a strict discipline academy. The department shall include all costs including, but not limited to, educational costs, insurance, management fees, technology costs, legal fees, auditing fees, interest, pupil accounting costs, and any other administrative costs necessary to operate the program or to comply with statutory requirements. Costs reimbursed by federal funds are not included.

(b) "Department's approved per-pupil allocation" for a strict discipline academy is determined by dividing the total amount allocated under this subsection for a fiscal year by the full-time equated membership total for all pupils approved by the department to be funded under this subsection for that fiscal year for the strict discipline academy.

(4) Special education pupils funded under section 53a are not funded under this section.

(5) If the funds allocated under this section are insufficient to fully fund the adjustments under subsection (3), the department shall prorate payments under this section on an equal per-pupil basis.

(6) The department shall make payments to districts under this section according to the payment schedule under section 17b.

Sec. 25g. (1) From the state school aid fund money appropriated in section 11, there is allocated an amount not to exceed $750,000.00 for 2021-2022 for the purposes of this section. Except as otherwise provided in this section, if the operation of the special membership counting provisions under section 6(4)(dd) and the other membership counting provisions under section 6(4) result in a pupil being counted as more than 1.0 FTE in a fiscal year, then the payment made for the pupil under sections 22a and 22b must not be based on more than 1.0 FTE for that pupil, and that portion of the FTE that exceeds 1.0 is paid under this section in an amount equal to that portion multiplied by the educating district's foundation allowance or per-pupil payment calculated under section 20.

(2) Special education pupils funded under section 53a are not funded under this section.

(3) If the funds allocated under this section are insufficient to fully fund the adjustments under subsection (1), the department shall prorate payments under this section on an equal per-pupil basis.

(4) The department shall make payments to districts under this section according to the payment schedule under section 17b.

Sec. 25i. (1) From the general fund money appropriated in section 11, there is allocated for 2021-2022 an amount not to exceed $6,000,000.00 for an eligible attendance recovery program as described in subsection (3). The funds allocated under this section must be used to administer an eligible attendance recovery program for all districts that opt into the program to serve eligible pupils described in subsection (2).

(2) A pupil who meets any of the following and who is enrolled in a district that opts into the attendance recovery program funded under this section is an eligible pupil under this section:

(a) The pupil did not engage in the district's remote continuous education offerings in spring 2021.

(b) The pupil needs intervention based on his or her absences or chronic absenteeism or consistent disengagement in classes.

(c) The pupil is in danger of failing 1 or more classes.

(d) The pupil is eligible under the McKinney-Vento homelessness assistance act, Public Law 100-77, or is in foster care.

(e) The pupil's family requires financial or social support.

(f) The pupil has disengaged in his or her education, is attending school irregularly, or is not progressing in his or her coursework.

(g) The pupil participated in or was eligible to participate in the district's summer 2021 educational offerings.

(3) An attendance recovery program that received funding under this section in 2020-2021 is the eligible attendance recovery program under this section.

(4) The provider chosen and designated by the department under this section in 2020-2021 must continue to do all of the following:

(a) Work with the department to notify districts about the program and provide technical assistance to districts interested in opting in.

(b) Work with each district to obtain contact information for each eligible pupil.

(c) Provide outreach using differentiated treatment strategies to pupils and families using multiple modalities that may include phone, text, social media, email, and traditional mail, to find and engage eligible pupils.

(d) Implement a culturally and linguistically responsive outreach and support plan. Elements of the plan must include differentiated outreach and ongoing coaching strategies to families to ensure cultural and linguistic relevance.

(e) Use information about barriers to engagement gathered from pupils and families to assign eligible pupils to an ongoing support level. Ongoing support levels described in this subdivision must include a minimum of 3 support tiers following the general design of response to intervention (RTI) models.

(f) For eligible pupils and their families, provide a coach to deliver interventions in accordance with the pupil's needs and the framework of his or her assigned ongoing support level.

(g) Report weekly to each district that has opted into the program and to the department with metrics agreed upon by the provider and the department.

(5) Notwithstanding section 17b, the department shall make payments under this section by not later than December 1, 2021.

Sec. 26a. From the state school aid fund money appropriated in section 11, there is allocated an amount not to exceed $15,300,000.00 for 2021-2022 to reimburse districts and intermediate districts under section 12 of the Michigan renaissance zone act, 1996 PA 376, MCL 125.2692, for taxes levied in 2021. The department shall pay the allocations not later than 60 days after the department of treasury certifies to the department and to the state budget director that the department of treasury has received all necessary information to properly determine the amounts due to each eligible recipient.

Sec. 26b. (1) From the state school aid fund money appropriated in section 11, there is allocated an amount not to exceed $4,710,000.00 for 2021-2022 for payments to districts, intermediate districts, and community college districts for the portion of the payment in lieu of taxes obligation that is attributable to districts, intermediate districts, and community college districts under section 2154 of the natural resources and environmental protection act, 1994 PA 451, MCL 324.2154.

(2) If the amount appropriated under this section is not sufficient to fully pay obligations under this section, payments are prorated on an equal basis among all eligible districts, intermediate districts, and community college districts.

Sec. 26c. (1) From the state school aid fund money appropriated under section 11, there is allocated an amount not to exceed $11,300,000.00 for 2020-2021 and there is allocated an amount not to exceed $13,800,000.00 for 2021-2022 to the promise zone fund created in subsection (3). The funds allocated under this section reflect the amount of revenue from the collection of the state education tax captured under section 17 of the Michigan promise

zone authority act, 2008 PA 549, MCL 390.1677.

(2) Funds allocated to the promise zone fund under this section must be used solely for payments to eligible districts and intermediate districts, in accordance with section 17 of the Michigan promise zone authority act, 2008 PA 549, MCL 390.1677, that have a promise zone development plan approved by the department of treasury under section 7 of the Michigan promise zone authority act, 2008 PA 549, MCL 390.1667. Eligible districts and intermediate districts shall use payments made under this section for reimbursement for qualified educational expenses as that term is defined in section 3 of the Michigan promise zone authority act, 2008 PA 549, MCL 390.1663.

(3) The promise zone fund is created as a separate account within the state school aid fund to be used solely for the purposes of the Michigan promise zone authority act, 2008 PA 549, MCL 390.1661 to 390.1679. All of the following apply to the promise zone fund:

(a) The state treasurer shall direct the investment of the promise zone fund. The state treasurer shall credit to the promise zone fund interest and earnings from fund investments.

(b) Money in the promise zone fund at the close of a fiscal year remains in the promise zone fund and does not lapse to the general fund.

(4) Subject to subsection (2), the state treasurer may make payments from the promise zone fund to eligible districts and intermediate districts under the Michigan promise zone authority act, 2008 PA 549, MCL 390.1661 to 390.1679, to be used for the purposes of a promise zone authority created under that act.

(5) Notwithstanding section 17b, the department shall make payments under this section on a schedule determined by the department.

Sec. 26d. (1) From the state school aid fund money appropriated under section 11, there is allocated an amount not to exceed $7,500,000.00 for 2021-2022 for reimbursements to intermediate districts as required under section 15b of the brownfield redevelopment financing act, 1996 PA 381, MCL 125.2665b.

(2) The amounts reimbursed under subsection (1) must be used by the intermediate district only for the purposes for which the property taxes were originally levied.

(3) The Michigan strategic fund and the Michigan economic development corporation shall work with the department of treasury in identifying the amount of tax revenues that are to be reimbursed under subsection (1).

(4) Notwithstanding section 17b, the department shall make payments under this section on a schedule determined by the department.

Sec. 28. (1) To recognize differentiated instructional costs for different types of pupils in 2021-2022, the following sections provide a weighted foundation allocation or an additional payment of some type in the following amounts, as allocated under those sections:

(a) Section 22d, isolated and rural districts, $8,420,000.00.

(b) Section 31a, at risk, standard programming, $512,500,000.00.

(c) Section 31a, at risk, additional payment, $12,000,000.00.

(d) Section 41, bilingual education for English language learners, $25,200,000.00.

(e) Section 51c, special education, mandated percentages, $733,400,000.00.

(f) Section 51f, special education, additional percentages, $90,207,000.00.

(g) Section 61a, career and technical education, standard reimbursement, $37,611,300.00.

(h) Section 61d, career and technical education incentives, $5,000,000.00.

(2) The funding described in subsection (1) is not a separate allocation of any funding but is instead a listing of funding allocated in the sections listed in subsection (1).

Sec. 29a. (1) From the state school aid fund money appropriated under section 11, there is allocated for 2020-2021 an amount not to exceed $50,000,000.00 for payments as provided under this section to eligible districts described in subsection (2).

(2) A district for which its 2020-2021 pupils in membership exceeds the calculation of membership for that district under section 6(4) for 2020-2021 is an eligible district under this section.

(3) The payment to each eligible district under this section must be equal to the lesser of the eligible district's foundation allowance or the target foundation allowance multiplied by the difference between the eligible district's 2020-2021 pupils in membership and the eligible district's membership for 2020-2021 as calculated under section 6(4).

(4) If funds allocated under this section are insufficient to fully fund the calculations under this section, the department shall apply proration of an equal dollar amount per pupil.

(5) As used in this section, "2020-2021 pupils in membership" means the sum of (the product of .90 times the number of full-time equated pupils engaged in pandemic learning for fall 2020 or, for a district that is a public school academy that operates as a cyber school, as that term is defined in section 551 of the revised school code, MCL 380.551, the number of full-time equated pupils in grades K to 12 actually enrolled and in regular daily attendance in the district on pupil membership count day for the current school year) and (the product of .10 times the final audited count from the supplemental count day of full-time equated pupils in grades K to 12 actually enrolled and in regular daily attendance in the district for the immediately preceding school year).

Sec. 31a. (1) From the state school aid fund money appropriated in section 11, there is allocated for 2021-2022 an amount not to exceed $537,650,000.00, and from the general fund money appropriated in section 11 there is allocated for 2021-2022 an amount not to exceed $1,500,000.00, for payments to eligible districts and eligible public school academies for the purposes of ensuring that pupils are proficient in English language arts by the end of grade 3, that pupils are proficient in mathematics by the end of grade 8, that pupils are attending school regularly, that high school graduates are career and college ready, and for the purposes under subsections (7) and (8).

(2) For a district that has combined state and local revenue per membership pupil under section 20 that is greater than the target foundation allowance under section 20 for the current fiscal year and that, for the immediately preceding fiscal year, had combined state and local revenue per membership pupil under section 20 that was greater than the target foundation allowance under section 20 that was in effect for that fiscal year, the allocation under subsection (4) is an amount equal to 35% of the allocation for which it would otherwise be eligible under subsection (4) before any proration under subsection (15). It is the intent of the legislature that, if revenues are sufficient and if districts with combined state and local revenue per membership pupil under section 20 that is below the target foundation allowance are receiving nonprorated payments under subsection (4), the percentage in the immediately preceding sentence must be increased annually until it reaches 100%. If a district has combined state and local revenue per membership pupil under section 20 that is greater than the target foundation allowance under section 20 for the current fiscal year, but for the 2018-2019 fiscal year had combined state and local revenue per membership pupil under section 20 that was less than the basic foundation allowance under section 20 that was in effect for the 2018-2019 fiscal year, the district shall receive an amount per pupil equal to 11.5% of the statewide weighted average foundation allowance, as applied under subsection (4), and before any proration under subsection (15).

(3) For a district or public school academy to be eligible to receive funding under this section, other than funding under subsection (7) or (8), the district or public school academy, for grades K to 12, must comply with the requirements under section 1280f of the revised school code, MCL 380.1280f, and shall use resources to address early literacy and numeracy, and for at least grades K to 12 or, if the district or public school academy does not operate all of grades K to 12, for all of the grades it operates, must implement a multi-tiered system of supports that is an evidence based framework that uses data driven problem solving to integrate academic and behavioral instruction and that uses intervention delivered to all pupils in varying intensities based on pupil needs. The multi-tiered system of supports described in this subsection must provide at least all of the following essential components:

(a) Team-based leadership.

(b) A tiered delivery system.

(c) Selection and implementation of instruction, interventions, and supports.

(d) A comprehensive screening and assessment system.

(e) Continuous data-based decision making.

(4) From the state school aid fund money allocated under subsection (1), there is allocated for 2021-2022 an amount not to exceed $512,500,000.00 to continue a weighted foundation per pupil payment for districts and public school academies enrolling economically disadvantaged pupils. The department shall pay under this subsection to each eligible district or eligible public school academy an amount per pupil equal to 11.5% of the statewide weighted average foundation allowance for the following, as applicable:

(a) Except as otherwise provided under subdivision (b), (c), or (d) the greater of the following:

(*i*) The number of membership pupils in the district or public school academy who are determined to be economically disadvantaged, as reported to the center in the form and manner prescribed by the center not later than the fifth Wednesday after the pupil membership count day of the immediately preceding fiscal year.

(*ii*) If the district or public school academy is in the community eligibility program, the number of pupils determined to be eligible based on the product of the identified student percentage multiplied by the total number of pupils in the district or public school academy, as reported to the center in the form and manner prescribed by the center not later than the fifth Wednesday after the pupil membership count day of the immediately preceding fiscal year. These calculations must be made at the building level. This subparagraph only applies to an eligible district or eligible public school academy for the fiscal year immediately following the first fiscal year in which it is in the community eligibility program. As used in this subparagraph, "identified student percentage" means the quotient of the number of pupils in an eligible district or eligible public school academy who are determined to be economically disadvantaged, as reported to the center in a form and manner prescribed by the center, not later than the fifth Wednesday after the pupil membership count day in the fiscal year preceding the first fiscal year in which the eligible district or eligible public school academy is in the community eligibility program, divided by the total number of pupils counted in an eligible district or eligible public school academy on the pupil membership count day in the fiscal year preceding the first fiscal year in which the eligible district or eligible public school academy is in the community eligibility program.

(b) If the district or public school academy began operations as a district or public school academy after the pupil membership count day of the immediately preceding school year, the number of membership pupils in the district or public school academy who are determined to be economically disadvantaged, as reported to the center in the form and manner prescribed by the center not later than the fifth Wednesday after the pupil membership count day of the current fiscal year.

(c) If the district or public school academy began operations as a district or public school academy after the pupil membership count day of the current fiscal year, the number of membership pupils in the district or public school academy who are determined to be economically disadvantaged, as reported to the center in the form and manner prescribed by the center not later than the fifth Wednesday after the supplemental count day of the current fiscal year.

(d) If, for a particular fiscal year, the number of membership pupils in a district or public school academy who are determined under subdivision (a) to be economically disadvantaged or to be eligible based on the identified student percentage varies by more than 20 percentage points from the number of those pupils in the district or public school academy as calculated under subdivision (a) for the immediately preceding fiscal year caused by an egregious reporting error by the district or public school academy, the department may choose to have the calculations under subdivision (a) instead be made using the number of membership pupils in the district or public school academy who are determined to be economically disadvantaged, as reported to the center in the form and manner prescribed by the center not later than the fifth Wednesday after the supplemental count day of the immediately preceding fiscal year.

(5) Except as otherwise provided in this section, a district or public school academy receiving funding under this section shall use that money only to provide instructional programs and direct noninstructional services, including, but not limited to, medical, mental health, or counseling services, for at-risk pupils; for school health clinics; and for the purposes of subsection (6), (7), or (8). In addition, a district that is a school district of the first class or a district or public school academy in which at least 50% of the pupils in membership were determined to be economically disadvantaged in the immediately preceding state fiscal year, as determined and reported as described in subsection (4), may use the funds it receives under this section for school security or school parent liaison personnel. The uses of the funds described in the immediately preceding sentence must align to the needs assessment and the multi-tiered system of supports model and, for funds spent on parent liaison personnel, must connect parents to the school community. A district or public school academy shall not use any of the money received under this section for administrative costs. The instruction or direct noninstructional services provided under this section may be conducted before or after regular school hours or by adding extra school days to the school year.

(6) A district or public school academy that receives funds under this section and that operates a school breakfast program under section 1272a of the revised school code, MCL 380.1272a, shall use from the funds received under this section an amount, not to exceed $10.00 per pupil for whom the district or public school academy receives funds under this section, necessary to pay for costs associated with the operation of the school breakfast program.

(7) From the state school aid fund money allocated under subsection (1), there is allocated for 2021-2022 an amount not to exceed $8,000,000.00 to support primary health care services provided to children and adolescents up to age 21. These funds must be expended in a form and manner determined jointly by the department and the department of health and human services. If any funds allocated under this subsection are not used for the purposes of this subsection for the fiscal year in which they are allocated, those unused funds must be used that fiscal year to avoid or minimize any proration that would otherwise be required under subsection (15) for that fiscal year.

(8) From the state school aid fund money allocated under subsection (1), there is allocated for 2021-2022 an amount not to exceed $5,150,000.00 for the state portion of the hearing and vision screenings as described in part 93 of the public health code, 1978 PA 368, MCL 333.9301 to 333.9329, and, from the general fund money allocated under subsection (1), there is allocated for 2021-2022 an amount not to exceed $1,500,000.00 for the state portion of the dental screenings as described in part 93 of the public health code, 1978 PA 368, MCL 333.9301 to 333.9329. A local public health department shall pay at least 50% of the total cost of the screenings. The frequency of the vision screenings must be as required under R 325.13091 to R 325.13096 of the Michigan Administrative Code and the frequency of the hearing screenings must be as required under R 325.3271 to R 325.3276 of the Michigan Administrative Code. Funds must be awarded in a form and manner approved jointly by the department and the department of health and human services. Notwithstanding section 17b, the department shall make payments to eligible entities under this subsection on a schedule determined by the department.

(9) Each district or public school academy receiving funds under this section shall submit to the department by July 15 of each fiscal year a report, in the form and manner prescribed by the department, that includes a brief description of each program conducted or services performed by the district or public school academy using funds under this section, the amount of funds under this section allocated to each of those programs or services, the total number of at risk pupils served by each of those programs or services, and the data necessary for the department and the department of health and human services to verify matching funds for the temporary assistance for needy families program. In prescribing the form and manner of the report, the department shall ensure that districts are allowed to expend funds received under this section on any activities that are permissible under this section. If a district or public school academy does not comply with this subsection, the department shall withhold an amount equal to the August payment due under this section until the district or public school academy complies with this subsection. If the district or public school academy does not comply with this subsection by the end of the fiscal year, the withheld funds are forfeited to the school aid fund.

(10) In order to receive funds under this section, a district or public school academy must allow access for the department or the department's designee to audit all records related to the program for which it receives those funds. The district or public school academy shall reimburse the state for all disallowances found in the audit.

(11) Subject to subsections (6), (7), and (8), for schools in which more than 40% of pupils are identified as at-risk, a district or public school academy may use the funds it receives under this section to implement tier 1, evidence-based practices in schoolwide reforms that are guided by the district's comprehensive needs assessment and are included in the district improvement plan. Schoolwide reforms must include parent and community supports, activities, and services, that may include the pathways to potential program created by the department of health and human services or the communities in schools program. As used in this subsection, "tier 1, evidence-based practices" means research based instruction and classroom interventions that are available to all learners and effectively meet the needs of most pupils.

(12) A district or public school academy that receives funds under this section may use those funds to provide research based professional development and to implement a coaching model that supports the multi-tiered system of supports framework. Professional development may be provided to district and school leadership and teachers and must be aligned to professional learning standards; integrated into district, school building, and classroom practices; and solely related to the following:

(a) Implementing the multi-tiered system of supports required in subsection (3) with fidelity and utilizing the data from that system to inform curriculum and instruction.

(b) Implementing section 1280f of the revised school code, MCL 380.1280f, as required under subsection (3), with fidelity.

(13) A district or public school academy that receives funds under subsection (4) or (17) may use funds received under subsection (4) or (17) for support staff providing services to at-risk pupils.

(14) A district or public school academy that receives funds under this section may use up to 10% of the funds received under this section to provide evidence-based instruction for pre-kindergarten instructional and noninstructional services to children who meet at least 1 of the criteria in subsection (20)(a)(*i*) to (*x*).

(15) If necessary, and before any proration required under section 296, the department shall prorate payments under this section, except payments under subsection (7), (8), or (17), by reducing the amount of the allocation as otherwise calculated under this section by an equal percentage per district.

(16) If a district is dissolved pursuant to section 12 of the revised school code, MCL 380.12, the intermediate district to which the dissolved district was constituent shall determine the estimated number of pupils that are economically disadvantaged and that are enrolled in each of the other districts within the intermediate district and provide that estimate to the department for the purposes of distributing funds under this section within 60 days after the district is declared dissolved.

(17) From the state school aid fund money allocated under subsection (1), there is allocated for 2021-2022 an amount not to exceed $12,000,000.00 for payments to districts and public school academies that otherwise received an allocation under this subsection for 2020-2021 and whose allocation under this section for 2020-2021, excluding any payments under subsection (7) or (8), would have been more than the district's or public school academy's allocation under this section for 2021-2022 as calculated under subsection (4) only and as adjusted under subsection (15). The allocation for each district or public school academy under this subsection is an amount equal to its allocation under this section for 2020-2021 minus its allocation as otherwise calculated under subsection (4) for 2021-2022 as adjusted by subsection (15), using in those calculations the 2017-2018 number of pupils determined to be economically disadvantaged. However, if the allocation as otherwise calculated under this subsection would have been less than $0.00, the allocation under this subsection is $0.00. If necessary, and before any proration required under section 296, the department shall prorate payments under this subsection by reducing the amount of the allocation as otherwise calculated under this subsection by an equal percentage per district or public school academy. Any unexpended funds under this subsection are to be distributed through payments made under subsection (4) as provided under subsection (4), but those funds must not be factored into calculating payments under this subsection.

(18) A district or public school academy that receives funds under this section may use funds received under this section to provide an anti-bullying or crisis intervention program.

(19) The department shall collaborate with the department of health and human services to prioritize assigning Pathways to Potential success coaches to elementary schools that have a high percentage of pupils in grades K to 3 who are not proficient in English language arts, based upon state assessments for pupils in those grades.

(20) As used in this section:

(a) "At-risk pupil" means a pupil in grades pre-K to 12 for whom the district has documentation that the pupil meets any of the following criteria:

(*i*) The pupil is economically disadvantaged.

(*ii*) The pupil is an English language learner.

(*iii*) The pupil is chronically absent as defined by and reported to the center.

(*iv*) The pupil is a victim of child abuse or neglect.

(*v*) The pupil is a pregnant teenager or teenage parent.

(*vi*) The pupil has a family history of school failure, incarceration, or substance abuse.

(*vii*) The pupil is an immigrant who has immigrated within the immediately preceding 3 years.

(*viii*) The pupil did not complete high school in 4 years and is still continuing in school as identified in the Michigan cohort graduation and dropout report.

(*ix*) For pupils for whom the results of the state summative assessment have been received, is a pupil who did not achieve proficiency on the English language arts, mathematics, science, or social studies content area assessment.

(*x*) Is a pupil who is at risk of not meeting the district's or public school academy's core academic curricular objectives in English language arts or mathematics, as demonstrated on local assessments.

(b) "Economically disadvantaged" means a pupil who has been determined eligible for free or reduced-price meals as determined under the Richard B. Russell national school lunch act, 42 USC 1751 to 1769j; who is in a household receiving supplemental nutrition assistance program or temporary assistance for needy families assistance; or who is homeless, migrant, or in foster care, as reported to the center.

(c) "English language learner" means limited English proficient pupils who speak a language other than English as their primary language and have difficulty speaking, reading, writing, or understanding English as reported to the center.

(d) "Statewide weighted average foundation allowance" means the number that is calculated by adding together the result of each district's or public school academy's foundation allowance, not to exceed the target foundation allowance for the current fiscal year, or per-pupil payment calculated under section 20 multiplied by the number of pupils in membership in that district or public school academy, and then dividing that total by the statewide number of pupils in membership.

Sec. 31d. (1) From the appropriations in section 11, there is allocated an amount not to exceed $23,838,400.00 for 2020-2021 and there is allocated an amount not to exceed $23,838,400.00 for 2021-2022 for the purpose of making payments to districts and other eligible entities under this section.

(2) The amounts allocated from state sources under this section are used to pay the amount necessary to reimburse districts for 6.0127% of the necessary costs of the state mandated portion of lunch programs provided by those districts. The department shall calculate the amount due to each district under this section using the methods of calculation adopted by the Michigan supreme court in the consolidated cases known as *Durant v State of Michigan*, 456 Mich 175 (1997).

(3) The payments made under this section include all state payments made to districts so that each district receives at least 6.0127% of the necessary costs of operating the state mandated portion of the lunch program in a fiscal year.

(4) The payments made under this section to districts and other eligible entities that are not required under section 1272a of the revised school code, MCL 380.1272a, to provide a lunch program must be in an amount not to exceed $10.00 per eligible pupil plus 5 cents for each free lunch and 2 cents for each reduced price lunch provided, as determined by the department.

(5) From the federal funds appropriated in section 11, there is allocated for 2020-2021 all available federal funding, estimated at $800,000,000.00, and there is allocated for 2021-2022 all available federal funding, estimated at $545,000,000.00 for child nutrition programs and, for 2020-2021, all available federal funding, estimated at $15,712,000.00 for food distribution programs, $50,000,000.00 for the child nutrition program pandemic electronic benefit transfer cost reimbursement program, $50,000,000.00 for child nutrition program emergency operational cost reimbursement programs, and $259,600.00 for commodity supplemental fund programs, and, for 2021-2022, all available federal funding, estimated at $11,000,000.00, for food distribution programs.

(6) Notwithstanding section 17b, the department shall make payments to eligible entities other than districts under this section on a schedule determined by the department.

(7) In purchasing food for a lunch program funded under this section, a district or other eligible entity shall give preference to food that is grown or produced by Michigan businesses if it is competitively priced and of comparable quality.

Sec. 31f. (1) From the state school aid fund money appropriated in section 11, there is allocated an amount not to exceed $11,900,000.00 for 2020-2021 and there is allocated an amount not to exceed $11,900,000.00 for 2021-2022 for the purpose of making payments to districts to reimburse for the cost of providing breakfast.

(2) The funds allocated under this section for school breakfast programs are made available to all eligible applicant districts that meet all of the following criteria:

(a) The district participates in the federal school breakfast program and meets all standards as prescribed by 7 CFR parts 210, 220, 225, 226, and 245.

(b) Each breakfast eligible for payment meets the federal standards described in subdivision (a).

(3) The payment for a district under this section is at a per meal rate equal to the lesser of the district's actual cost or 100% of the statewide average cost of a meal served, as determined and approved by the department, less federal reimbursement, participant payments, and other state reimbursement. The department shall determine the statewide average cost using costs as reported in a manner approved by the department for the preceding school year.

(4) Notwithstanding section 17b, the department may make payments under this section pursuant to an agreement with the department.

(5) In purchasing food for a school breakfast program funded under this section, a district shall give preference to food that is grown or produced by Michigan businesses if it is competitively priced and of comparable quality.

Sec. 31j. (1) From the general fund money appropriated in section 11, there is allocated an amount not to exceed $500,000.00 and from the state school aid fund money appropriated in section 11, there is allocated an amount not to exceed $4,500,000.00 for 2021-2022 for a program to support districts and other non-school sponsors in the purchase of locally grown fruits and vegetables as described in this section.

(2) Funding under this section retained by the department for administration must not exceed 5%. Funding under this section retained by project partners for data collection outreach and training must not exceed 1% for each partner.

(3) The department shall develop and implement a competitive grant program for districts and other non-school sponsors to assist in paying for the costs incurred by the district or other non-school sponsor to purchase or increase purchases of whole or minimally processed fruits, vegetables, and legumes grown in this state. The maximum amount that may be drawn down on a grant to a district or other non-school sponsor is based on the number of meals served by the district during the previous school year under the Richard B. Russell national school lunch act, 42 USC 1751 to 1769j, or meals served by the other non-school sponsor in the previous school year. The department shall collaborate with the Michigan department of agriculture and rural development to provide training to newly participating schools and other non-school sponsors and electronic information on Michigan agriculture.

(4) The goals of the program under this section include improving daily nutrition and eating habits for children through the school and child care settings while investing in Michigan's agricultural and related food business economy.

(5) A district or other non-school sponsor that receives a grant under this section shall use those funds for the costs incurred by the district or the sponsor to purchase whole or minimally processed fruits, vegetables, and legumes that meet all of the following:

(a) Were purchased for use in school meals served between September 1, 2021 through August 30, 2022.

(b) Are grown in this state and, if minimally processed, are also processed in this state.

(c) Are used for meals that are served as part of the United States Department of Agriculture's child nutrition programs.

(6) For Michigan-grown fruits, vegetables, and legumes that satisfy the requirements of subsection (5), the department shall make matching reimbursements in an amount not to exceed 10 cents for every school meal that is served as part of the United States Department of Agriculture's child nutrition programs and that uses Michigan-grown fruits, vegetables, and legumes.

(7) A district or other non-school sponsor that receives a grant for reimbursement under this section shall use the grant to purchase whole or minimally processed fruits, vegetables, and legumes that are grown in this state and, if minimally processed, are also processed in this state.

(8) In awarding grants under this section, the department shall work in consultation with Michigan-based farm to school resource organizations, to develop scoring criteria that assess an applicant's ability to procure Michigan-grown products, prepare and menu Michigan-grown products, promote and market Michigan-grown products, and submit letters of intent from districts or other non-school sponsors on plans for educational activities that promote the goals of the program.

(9) The department shall give preference to districts or other non-school sponsors that propose educational activities that meet 1 or more of the following: promote healthy food activities; have clear educational objectives; involve parents or the community; connect to a school's or child care center's farm-to-school or farm-to-early-child-care procurement activities; and market and promote the program, leading to increased pupil knowledge and consumption of Michigan-grown products. The department shall give stronger weighting and consideration to applications with robust marketing and promotional activities.

(10) In awarding grants, the department shall also consider all of the following:

(a) The percentage of children who qualify for free or reduced price school meals under the Richard B. Russell national school lunch act, 42 USC 1751 to 1769j.

(b) The variety of school or child care center sizes and geographic locations within the identified prosperity regions.

(c) The existing or future collaboration opportunities between more than 1 district or child care center.

(11) As a condition of receiving a grant under this section, a district or other non-school sponsor shall provide or direct its vendors to provide to the department copies of monthly receipts that show the quantity of different Michigan-grown fruits, vegetables, and legumes purchased, the amount of money spent on each of these products, the name and Michigan location of the farm that grew the products, and the methods or plans to market and promote the program. The district or other non-school sponsor also shall provide to the department monthly United States Department of Agriculture child nutrition reimbursable meal numbers and participation rates and must retain monthly menus noting when and how Michigan-grown products were used in meals. The district or other non-school sponsor and school or non-school sponsor food service director or directors also shall agree to respond to brief online surveys and to provide a report that shows the percentage relationship of Michigan spending compared to total food spending. Not later than 60 days after the end of the school year in which funds under this section were received, each district or each non-school sponsor shall submit a report to the department on outcomes and related measurements for economic development and children's nutrition and readiness to learn. The report must include at least both of the following:

(a) The extent to which farmers and related businesses, including distributors and processors, saw an increase in market opportunities and income generation through sales of Michigan or local products to districts and other non-school sponsors. All of the following apply for purposes of this subdivision:

(*i*) The data used to determine the amount of this increase are the total dollar amount of Michigan or local fruits, vegetables, and legumes purchased by schools and other non-school sponsors, along with the number of different types of products purchased; school and non-school sponsor food purchasing trends identified along with products that are of new and growing interest among food service directors; the number of businesses impacted; and the percentage of total food budget spent on Michigan-grown fruits, vegetables, and legumes.

(*ii*) The district or other non-school sponsor shall use purchasing data collected for the program and surveys of school and non-school sponsor food service directors on the impact and success of the program as the source for the data described in subparagraph (*i*).

(b) The ability to which pupils can access a variety of healthy Michigan-grown foods through schools and other non-school sponsor centers and increase their consumption of those foods. All of the following apply for purposes of this subdivision:

(*i*) The data used to determine whether this subdivision is met are the number of pupils exposed to Michigan-grown fruits, vegetables, and legumes at schools and non-school sponsor centers; the variety of products served; new items taste-tested or placed on menus; and the increase in pupil willingness to try new local healthy foods.

(*ii*) The district or other non-school sponsor shall use purchasing data collected for the project, meal count and enrollment numbers, school menu calendars, and surveys of school and non-school sponsor food service directors as the source for the data described in subparagraph (*i*).

(12) The department shall compile the reports provided by districts and other non-school sponsors under subsection (11) into 1 legislative report. The department shall provide this report not later than November 1, 2022 to the house and senate subcommittees responsible for school aid, the house and senate fiscal agencies, and the state budget director.

(13) Notwithstanding section 17b, the department shall make payments under this section on a schedule determined by the department.

Sec. 31m. (1) The school mental health and support services fund is created as a separate account within the state school aid fund.

(2) The state treasurer may receive money or other assets from any source for deposit into the school mental health and support services fund. The state treasurer shall direct the investment of the school mental health and support services fund and shall credit to the school mental health and support services fund interest and earnings from the school mental health and support services fund.

(3) Money available in the school mental health and support services fund must not be expended without a specific appropriation.

(4) Money in the school mental health and support services fund at the close of the fiscal year lapses to the state school aid fund. The department of treasury shall be the administrator of the school mental health and support services fund for auditing purposes.

(5) For the fiscal year ending September 30, 2018, $30,000,000.00 from the state school aid fund shall be deposited into the school mental health and support services fund to be used to support efforts to improve mental health and support services for K-12 pupils in this state, including, but not limited to, improved access to counseling services, educational awareness programs, and enhanced mental health and clinical services.

Sec. 31n. (1) From the state school aid fund money appropriated in section 11, there is allocated for 2021-2022 for the purposes of this section an amount not to exceed $52,600,000.00 and from the general fund money appropriated in section 11, there is allocated for 2021-2022 for the purposes of this section an amount not to exceed $1,300,000.00. The department and the department of health and human services shall continue a program to distribute this funding to add licensed behavioral health providers for general education pupils, and shall continue to seek federal Medicaid match funding for all eligible mental health and support services.

(2) The department and the department of health and human services shall maintain an advisory council for programs funded under this section. The advisory council shall define goals for implementation of programs funded under this section, and shall provide feedback on that implementation. At a minimum, the advisory council shall consist of representatives of state associations representing school health, school mental health, school counseling, education, health care, and other organizations, representatives from the department and the department of health and human services, and a representative from the school safety task force created under Executive Order No. 2018-5. The department and department of health and human services, working with the advisory council, shall determine an approach to increase capacity for mental health and support services in schools for general education pupils, and shall determine where that increase in capacity qualifies for federal Medicaid match funding.

(3) The advisory council shall develop a fiduciary agent checklist for intermediate districts to facilitate development of a plan to submit to the department and to the department of health and human services. The department and department of health and human services shall determine the requirements and format for intermediate districts to submit a plan for possible funding under subsection (6). The department shall make applications for funding for this program available to districts and intermediate districts not later than December 1, 2021 for the 2021-2022 fiscal year and shall award the funding not later than February 1, 2022 for the 2021-2022 fiscal year.

(4) The department of health and human services shall seek to amend the state Medicaid plan or obtain appropriate Medicaid waivers as necessary for the purpose of generating additional Medicaid match funding for school mental health and support services for general education pupils. The intent is that a successful state plan amendment or other Medicaid match mechanisms will result in additional federal Medicaid match funding for both the new funding allocated under this section and for any expenses already incurred by districts and intermediate districts for mental health and support services for general education pupils.

(5) From the state school aid fund money allocated under subsection (1), there is allocated for 2021-2022 an amount not to exceed $14,300,000.00 to be distributed to the network of child and adolescent health centers to place a licensed master's level behavioral health provider in schools that do not currently have services available to general education students. Child and adolescent health centers that are part of the network described in this subsection shall provide a commitment to maintain services and implement all available federal Medicaid match methodologies. The department of health and human services shall use all existing or additional federal Medicaid match opportunities to maximize funding allocated under this subsection. The department shall provide funds under this subsection to child and adolescent health centers that are part of the network described in this subsection in the same proportion that funding under section 31a(7) is provided to child and adolescent health centers that are part of the network described in this subsection and that are located and operating in those districts. A payment from funding allocated under this subsection must not be paid to an entity that is not part of the network described in this subsection.

(6) From the state school aid fund money allocated under subsection (1), there is allocated for 2021-2022 an amount not to exceed $37,800,000.00 to be distributed to intermediate districts for the provision of mental health and support services to general education students. If a district or intermediate district is not able to procure the services of a licensed master's level behavioral health provider, the district or intermediate district shall notify the department and the department of health and human services and, if the department and department of health and human services verify that the district or intermediate district attempted to procure services from a master's level behavioral health provider and was not able to do so, then the district or intermediate district may instead procure services from a provider with less than a master's degree in behavioral health. To be able to use the exemption in the immediately preceding sentence, the district or intermediate district must submit evidence satisfactory to the department and department of health and human services demonstrating that the district or intermediate district took measures to procure the services of a licensed master's level behavioral health provider but was unable to do so, and the department and department of health and human services must be able to verify this evidence. From the first $32,200,000.00 of the funds allocated under this subsection, the department shall distribute $575,000.00 for 2021-2022 to each intermediate district that submits a plan approved by the department and the department of health and human services. The department shall distribute the remaining $5,600,000.00 of the funds allocated under this subsection for 2021-2022 to intermediate districts on an equal per-pupil basis based on the combined total number of pupils in membership in the intermediate district and its constituent districts, including public school academies that are considered to be constituent districts under section 705(7) of the revised school code, MCL 380.705. The department and department of health and human services shall work cooperatively in providing oversight and assistance to intermediate districts during the plan submission process and shall monitor the program upon implementation. An intermediate district shall use funds awarded under this subsection to provide funding to its constituent districts, including public school academies that are considered to be constituent districts under section 705(7) of the revised school code, MCL 380.705, for the provision of mental health and support services to general education students. In addition to the criteria identified under subsection (7), an intermediate district shall consider geography, cost, or other challenges when awarding funding to its constituent districts. Districts receiving funding under this subsection are encouraged to provide suicide prevention and awareness education and counseling. If funding awarded to an intermediate district remains after funds are provided by the intermediate district to its constituent districts, the intermediate district may hire or contract for experts to provide mental health and support services to general education students residing within the boundaries of the intermediate district, including, but not limited to, expanding, hiring, or contracting for staff and experts to provide those services directly or to increase access to those services through coordination with outside mental health agencies; and the intermediate district is encouraged to provide suicide prevention and awareness education and counseling. If funding awarded to an intermediate district under this section for 2018-2019 or 2019-2020 remains unspent as of April 1, 2022, the department, in conjunction with the intermediate district, may reallocate the funds to another intermediate district or other intermediate districts capable of expending the funds before September 30, 2022 in accordance with this section as if those funds were originally allocated to the intermediate district or intermediate districts to which the funds are being reallocated.

(7) A district requesting funds under this section from the intermediate district in which it is located shall submit an application for funding for the provision of mental health and support services to general education pupils. A district receiving funding from the application process described in this subsection shall provide services to nonpublic students upon request. An intermediate district shall not discriminate against an application submitted by a public school academy simply on the basis of the applicant being a public school academy. The department shall approve grant applications based on the following criteria:

(a) The district's commitment to maintain mental health and support services delivered by licensed providers into future fiscal years.

(b) The district's commitment to work with its intermediate district to use funding it receives under this section that is spent by the district for general education pupils toward participation in federal Medicaid match methodologies. A district must provide a local match of at least 20% of the funding allocated to the district under section 31n.

(c) The district's commitment to adhere to any local funding requirements determined by the department and the department of health and human services.

(d) The extent of the district's existing partnerships with community health care providers or the ability of the district to establish such partnerships.

(e) The district's documentation of need, including gaps in current mental health and support services for the general education population.

(f) The district's submission of a formal plan of action identifying the number of schools and students to be served.

(g) Whether the district will participate in ongoing trainings.

(h) Whether the district will submit an annual report to the state.

(i) Whether the district demonstrates a willingness to work with the state to establish program and service delivery benchmarks.

(j) Whether the district has developed a school safety plan or is in the process of developing a school safety plan.

(k) Any other requirements determined by the department or the department of health and human services.

(8) Funding under this section, including any federal Medicaid funds that are generated, must not be used to supplant existing services.

(9) Both of the following are allocated to the department of health and human services from the general fund money allocated under subsection (1):

(a) For 2021-2022, an amount not to exceed $1,000,000.00 for the purpose of upgrading technology and systems infrastructure and other administrative requirements to support the programs funded under this section.

(b) For 2021-2022, an amount not to exceed $300,000.00 for the purpose of administering the programs under this section and working on generating additional Medicaid funds as a result of programs funded under this section.

(10) From the state school aid fund money allocated under subsection (1), there is allocated for 2021-2022 an amount not to exceed $500,000.00 to intermediate districts on an equal per intermediate district basis for the purpose of administering programs funded under this section.

(11) The department and the department of health and human services shall work with the advisory council to develop proposed measurements of outcomes and performance. Those measurements must include, at a minimum, the number of pupils served, the number of schools served, and where those pupils and schools were located. The department and the department of health and human services shall compile data necessary to measure outcomes and performance, and districts and intermediate districts receiving funding under this section shall provide data requested by the department and department of health and human services for the measurement of outcomes and performance. The department and department of health and human services shall provide an annual report not later than December 1 of each year to the house and senate appropriations subcommittees on school aid and health and human services, to the house and senate fiscal agencies, and to the state budget director. At a minimum, the report must include measurements of outcomes and performance, proposals to increase efficacy and usefulness, proposals to increase performance, and proposals to expand coverage.

(12) A district or intermediate district that receives funding directly or indirectly under this section may carry over any unexpended funds received under this section for up to 2 fiscal years beyond the fiscal year in which the funds were received.

Sec. 31o. (1) From the state school aid fund money appropriated in section 11, there is allocated for 2021-2022 an amount not to exceed $240,000,000.00 for payments to eligible districts for the purpose of increasing the number of school psychologists, school social workers, school counselors, and school nurses serving students in this state.

(2) Except as otherwise provided in this subsection, to receive funding under this section, a district must apply for the funding in a form and manner prescribed by the department. In its application for funding under this section, a district must pledge and provide assurances to the department that it will fully annually fund all staff that are supported with funding under this section in an ongoing manner after the third year it receives funding under this section.

(3) The department shall award funding to districts with the greatest need for additional school psychologists, school social workers, school counselors, or school nurses. To determine the districts with the greatest needs under this subsection, the department shall consider the physical and mental health services available at the district and how close an applicant district is to meeting the following recommended staff-to-student ratios:

(a) 1 school psychologist for every 500 full-time equated pupils counted in the district.

(b) 1 school social worker for every 250 full-time equated pupils counted in the district.

(c) 1 school counselor for every 250 full-time equated pupils counted in the district.

(d) 1 school nurse for every 750 full-time equated pupils counted in the district.

(4) To be eligible for funding under this section, a district must hire additional school psychologists, school social workers, school counselors, or school nurses by March 1, 2022 and must maintain support for the new staff in an ongoing manner. As determined by the department, staff hired and supported by funding under this section must meet all applicable state and federal laws, rules, and license requirements to be considered a school psychologist, school social worker, school counselor, or school nurse.

(5) Subject to subsection (6), payments to eligible districts must be made as follows:

(a) In the first year funds are distributed from this section, the department shall provide payments to eligible districts equal to 100% of the annual cost of newly hired school psychologists, school social workers, school counselors, or school nurses. The amount paid to the eligible district must be the lesser of the actual cost of the employee, as determined by the department, or the median wage for an equivalent employee working in a school setting, as determined by the department, using wage data from the Bureau of Labor Statistics that is specific to this state.

(b) In the second year funds are distributed under this section, the department shall pay eligible districts 66% of the amount paid to the eligible district under subdivision (a).

(c) In the third year funds are distributed under this section, the department shall pay eligible districts 33% of the amount paid to the eligible district under subdivision (a).

(6) If, after awarding funding under subsection (3) and calculating payment amounts under subsection (5), the department determines that the amount allocated in subsection (1) is insufficient to fully fund payments under this section, the department shall prorate payments to eligible districts on an equal percentage basis.

(7) The funds allocated under this section for 2021-2022 are a work project appropriation, and any unexpended funds for 2021-2022 are carried forward into 2022-2023. The purpose of the work project is to increase the number of school psychologists, school social workers, school counselors, and school nurses in school buildings. The estimated completion date of the work project is September 30, 2024.

(8) Notwithstanding section 17b, the department shall make payments under this section on a schedule determined by the department.

Sec. 31p. (1) From the state school aid fund money appropriated under section 11, there is allocated for 2020-2021 an amount not to exceed $5,400,000.00 for grants to intermediate districts to implement a TRAILS program as described in subsection (2).

(2) Intermediate districts receiving funding under this section must use the funding to implement a TRAILS program within the boundaries of the intermediate district. The TRAILS program described in this subsection must improve youth access to evidence-based mental health services by training school mental health professionals in effective practices, such as cognitive behavioral therapy and mindfulness.

(3) The department shall establish a grant process to distribute funds under this section.

(4) The department shall award, in an equal amount, grants under this section to each intermediate district that has an approved grant application for funding under this section.

(5) Notwithstanding section 17b, the department shall make payments under this section on a schedule determined by the department.

(6) The funds allocated under this section for 2020-2021 are a work project appropriation, and any unexpended funds for 2020-2021 are carried forward into 2021-2022. The purpose of the work project is to continue support for the TRAILS program. The estimated completion date of the work project is September 30, 2024.

Sec. 31y. (1) From the state school aid fund money appropriated in section 11, there is allocated for 2021-2022 an amount not to exceed $60,000,000.00 to make payments to districts that operate year-round, balanced calendars during the 2021-2022 school year. Payments to districts made under this section must be in an amount equal to 3% applied to the district's foundation allowance as calculated under section 20, for each pupil enrolled and educated in a year-round balanced calendar by the district. If the funds allocated under this section are insufficient to fully fund the calculations under this section, funding must be prorated on an equal per-pupil basis.

(2) The funds allocated under this section for 2021-2022 are a work project appropriation, and any unexpended funds for 2021-2022 are carried forward into 2022-2023. The purpose of the work project is to provide operational payments for districts utilizing a balanced calendar. The estimated completion date of the work project is September 30, 2024.

Sec. 31z. (1) From the federal funds allocated under section 11n, there is allocated $75,000,000.00 for 2021-2022 from the federal funding awarded to this state from the coronavirus state fiscal recovery fund under the American rescue plan act of 2021, title IX, subtitle M of Public Law 117-2, to provide capital infrastructure grants to districts.

(2) From the funds allocated under subsection (1), $75,000,000.00 must be allocated for matching grants to districts for HVAC and other one-time infrastructure or equipment costs necessary to operate a year-round, balanced calendar. A district that receives a grant under this subsection shall commit to operating a year-round, balanced calendar in the 2022-2023 school year, and if it is unable to do so, the department must deduct the amount of the grant paid under this subsection from the district's state aid payments that are otherwise due to the district under this article during the 2022-2023 school year. The department shall establish a sliding scale for grant payments under this section such that districts that received higher total ESSER payments under section 11r, evaluated on a per-pupil and total dollar basis, receive smaller matching grants than those with lower total ESSER payments, evaluated on a per-pupil and total dollar basis.

Sec. 32d. (1) From the state school aid fund money appropriated in section 11, there is allocated to eligible intermediate districts and consortia of intermediate districts for great start readiness programs an amount not to exceed $297,120,000.00 for 2021-2022. In addition, from the federal funds allocated in section 11n, there is allocated to eligible intermediate districts and consortia of intermediate districts for great start readiness programs an amount not to exceed $121,000,000.00 for 2021-2022 from the coronavirus state fiscal recovery fund under the American rescue plan act of 2021, title IX, subtitle M of Public Law 117-2. An intermediate district or consortium shall use funds allocated under this section for great start readiness programs to provide part-day, school-day, or GSRP/Head Start blended comprehensive free compensatory classroom programs designed to improve the readiness and subsequent achievement of educationally disadvantaged children who meet the participant eligibility and prioritization guidelines as defined by the department. For a child to be eligible to participate in a program under this section, the child must be at least 4, but less than 5, years of age as of September 1 of the school year in which the program is offered and must meet those eligibility and prioritization guidelines. A child who is not 4 years of age as of September 1, but who will be 4 years of age not later than December 1, is eligible to participate if the child's parent or legal guardian seeks a waiver from the September 1 eligibility date by submitting a request for enrollment in a program to the responsible intermediate district, if the program has capacity on or after September 1 of the school year, and if the child meets eligibility and prioritization guidelines.

(2) From the state school aid fund money allocated under subsection (1), an amount not to exceed $295,120,000.00 and from the federal funds allocated under subsection (1), an amount not to exceed $121,000,000.00 is allocated to intermediate districts or consortia of intermediate districts based on the formula in section 39. An intermediate district or consortium of intermediate districts receiving funding under this section shall act as the fiduciary for the great start readiness programs. An intermediate district or consortium of intermediate districts receiving funding under this section may collaborate with local governments to identify children eligible for programs funded under this section and may contract with local governments to provide services. In order to be eligible to receive funds allocated under this subsection from an intermediate district or consortium of intermediate districts, a district, a consortium of districts, a local government, or a public or private for-profit or nonprofit legal entity or agency must comply with this section and section 39. The funds allocated under this subsection for 2021-2022 are a work project appropriation, and any unexpended funds for 2021-2022 are carried forward into 2022-2023. The purpose of the work project is to continue to improve access to preschool programming for economically disadvantaged children. The estimated completion date of the work project described in the immediately preceding sentence is September 30, 2023.

(3) In addition to the allocation under subsection (1), from the general fund money appropriated under section 11, there is allocated an amount not to exceed $350,000.00 for 2021-2022 for a competitive grant to continue a longitudinal evaluation of children who have participated in great start readiness programs.

(4) To be eligible for funding under this section, a program must prepare children for success in school through comprehensive part-day, school-day, or GSRP/Head Start blended programs that contain all of the following program components, as determined by the department:

(a) Participation in a collaborative recruitment and enrollment process to assure that each child is enrolled in the program most appropriate to his or her needs and to maximize the use of federal, state, and local funds.

(b) An age-appropriate educational curriculum that is in compliance with the early childhood standards of quality for prekindergarten children adopted by the state board, including, at least, the Connect4Learning curriculum.

(c) Nutritional services for all program participants supported by federal, state, and local resources as applicable.

(d) Physical and dental health and developmental screening services for all program participants.

(e) Referral services for families of program participants to community social service agencies, including mental health services, as appropriate.

(f) Active and continuous involvement of the parents or guardians of the program participants.

(g) A plan to conduct and report annual great start readiness program evaluations and continuous improvement plans using criteria approved by the department.

(h) Participation in a school readiness advisory committee convened as a workgroup of the great start collaborative that provides for the involvement of classroom teachers, parents or guardians of program participants, and community, volunteer, and social service agencies and organizations, as appropriate. The advisory committee annually shall review and make recommendations regarding the program components listed in this subsection. The advisory committee also shall make recommendations to the great start collaborative regarding other community services designed to improve all children's school readiness.

(i) The ongoing articulation of the kindergarten and first grade programs offered by the program provider.

(j) Participation in this state's great start to quality process with a rating of at least 3 stars.

(5) An application for funding under this section must provide for the following, in a form and manner determined by the department:

(a) Ensure compliance with all program components described in subsection (4).

(b) Except as otherwise provided in this subdivision, ensure that at least 85% of the children participating in an eligible great start readiness program for whom the intermediate district is receiving funds under this section are children who live with families with a household income that is equal to or less than 250% of the federal poverty guidelines. If the intermediate district determines that all eligible children are being served and that there are no children on the waiting list who live with families with a household income that is equal to or less than 250% of the federal poverty guidelines, the intermediate district may then enroll children who live with families with a household income that is equal to or less than 300% of the federal poverty guidelines. The enrollment process must consider income and risk factors, such that children determined with higher need are enrolled before children with lesser need. For purposes of this subdivision, all age-eligible children served in foster care or who are experiencing homelessness or who have individualized education programs recommending placement in an inclusive preschool setting are considered to live with families with household income equal to or less than 250% of the federal poverty guidelines regardless of actual family income and are prioritized for enrollment within the lowest quintile.

(c) Ensure that the applicant only uses qualified personnel for this program, as follows:

(*i*) Teachers possessing proper training. A lead teacher must have a valid Michigan teaching certificate with an early childhood or lower elementary endorsement or a bachelor's or higher degree in child development or early childhood education with specialization in preschool teaching. However, if an applicant demonstrates to the department that it is unable to fully comply with this subparagraph after making reasonable efforts to comply, teachers or paraprofessionals with at least 5 years of experience as a paraprofessional in a great start readiness program classroom who have significant but incomplete training in early childhood education or child development may be used if the applicant provides to the department, and the department approves, a plan for each teacher to come into compliance with the standards in this subparagraph. A teacher's compliance plan must be completed within 3 years of the date of employment. Progress toward completion of the compliance plan consists of at least 2 courses per calendar year.

(*ii*) Paraprofessionals possessing proper training in early childhood education, including an associate degree in early childhood education or child development or the equivalent, or a child development associate (CDA) credential. However, if an applicant demonstrates to the department that it is unable to fully comply with this subparagraph after making reasonable efforts to comply, the applicant may use paraprofessionals who have completed at least 1 course that earns college credit in early childhood education or child development if the applicant provides to the department, and the department approves, a plan for each paraprofessional to come into compliance with the standards in this subparagraph. A paraprofessional's compliance plan must be completed within 3 years of the date of employment. Progress toward completion of the compliance plan consists of at least 2 courses or 60 clock hours of training per calendar year.

(d) Include a program budget that contains only those costs that are not reimbursed or reimbursable by federal funding, that are clearly and directly attributable to the great start readiness program, and that would not be incurred if the program were not being offered. Eligible costs include transportation costs. The program budget must indicate the extent to which these funds will supplement other federal, state, local, or private funds. An applicant shall not use funds received under this section to supplant any federal funds received by the applicant to serve children eligible for a federally funded preschool program that has the capacity to serve those children.

(6) For a grant recipient that enrolls pupils in a school-day program funded under this section, each child enrolled in the school-day program is counted as described in section 39 for purposes of determining the amount of the grant award.

(7) For a grant recipient that enrolls pupils in a GSRP/Head Start blended program, the grant recipient shall ensure that all Head Start and GSRP policies and regulations are applied to the blended slots, with adherence to the highest standard from either program, to the extent allowable under federal law.

(8) An intermediate district or consortium of intermediate districts receiving a grant under this section shall designate an early childhood coordinator, and may provide services directly or may contract with 1 or more districts or public or private for-profit or nonprofit providers that meet all requirements of subsections (4) and (5).

(9) An intermediate district or consortium of intermediate districts may retain for administrative services provided by the intermediate district or consortium of intermediate districts an amount not to exceed 4% of the grant amount. Expenses incurred by subrecipients engaged by the intermediate district or consortium of intermediate districts for directly running portions of the program are considered program costs or a contracted program fee for service. Subrecipients operating with a federally approved indirect rate for other early childhood programs may include indirect costs, not to exceed the federal 10% de minimis.

(10) An intermediate district or consortium of intermediate districts may expend not more than 2% of the total grant amount for outreach, recruiting, and public awareness of the program.

(11) Each grant recipient shall enroll children identified under subsection (5)(b) according to how far the child's household income is below 250% of the federal poverty guidelines by ranking each applicant child's household income from lowest to highest and dividing the applicant children into quintiles based on how far the child's household income is below 250% of the federal poverty guidelines, and then enrolling children in the quintile with the lowest household income before enrolling children in the quintile with the next lowest household income until slots are completely filled. If the grant recipient determines that all eligible children are being served and that there are no children on the waiting list who live with families with a household income that is equal to or less than 250% of the federal poverty guidelines, the grant recipient may then enroll children who live with families with a household income that is equal to or less than 300% of the federal poverty guidelines. The enrollment process must consider income and risk factors, such that children determined with higher need are enrolled before children with lesser need. For purposes of this subsection, all age-eligible children served in foster care or who are experiencing homelessness or who have individualized education programs recommending placement in an inclusive preschool setting are considered to live with families with household income equal to or less than 250% of the federal poverty guidelines regardless of actual family income and are prioritized for enrollment within the lowest quintile.

(12) An intermediate district or consortium of intermediate districts receiving a grant under this section shall allow parents of eligible children who are residents of the intermediate district or within the consortium to choose a program operated by or contracted with another intermediate district or consortium of intermediate districts and shall enter into a written agreement regarding payment, in a manner prescribed by the department.

(13) An intermediate district or consortium of intermediate districts receiving a grant under this section shall conduct a local process to contract with interested and eligible public and private for-profit and nonprofit community-based providers that meet all requirements of subsection (4) for at least 30% of its total allocation. For the purposes of this 30% allocation, an intermediate district or consortium of intermediate districts may count children served by a Head Start grantee or delegate in a blended Head Start and great start readiness school-day program. Children served in a program funded only through Head Start are not counted toward this 30% allocation. The intermediate district or consortium shall report to the department, in a manner prescribed by the department, a detailed list of community-based providers by provider type, including private for-profit, private nonprofit, community college or university, Head Start grantee or delegate, and district or intermediate district, and the number and proportion of its total allocation allocated to each provider as subrecipient. If the intermediate district or consortium is not able to contract for at least 30% of its total allocation, the grant recipient shall notify the department and, if the department verifies that the intermediate district or consortium attempted to contract for at least 30% of its total allocation and was not able to do so, then the intermediate district or consortium may retain and use all of its allocation as provided under this section. To be able to use this exemption, the intermediate district or consortium shall demonstrate to the department that the intermediate district or consortium increased the percentage of its total allocation for which it contracts with a community-based provider and the intermediate district or consortium shall submit evidence satisfactory to the department, and the department must be able to verify this evidence, demonstrating that the intermediate district or consortium took measures to contract for at least 30% of its total allocation as required under this subsection, including, but not limited to, at least all of the following measures:

(a) The intermediate district or consortium notified each nonparticipating licensed child care center located in the service area of the intermediate district or consortium regarding the center's eligibility to participate, in a manner prescribed by the department.

(b) The intermediate district or consortium provided to each nonparticipating licensed child care center located in the service area of the intermediate district or consortium information regarding great start readiness program requirements and a description of the application and selection process for community-based providers.

(c) The intermediate district or consortium provided to the public and to participating families a list of community-based great start readiness program subrecipients with a great start to quality rating of at least 3 stars.

(14) If an intermediate district or consortium of intermediate districts receiving a grant under this section fails to submit satisfactory evidence to demonstrate its effort to contract for at least 30% of its total allocation, as required under subsection (13), the department shall reduce the allocation to the intermediate district or consortium by a percentage equal to the difference between the percentage of an intermediate district's or consortium's total allocation awarded to community-based providers and 30% of its total allocation.

(15) In order to assist intermediate districts and consortia in complying with the requirement to contract with community-based providers for at least 30% of their total allocation, the department shall do all of the following:

(a) Ensure that a great start resource center or the department provides each intermediate district or consortium receiving a grant under this section with the contact information for each licensed child care center located in the service area of the intermediate district or consortium by March 1 of each year.

(b) Provide, or ensure that an organization with which the department contracts provides, a community-based provider with a validated great start to quality rating within 90 days of the provider's having submitted a request and self-assessment.

(c) Ensure that all intermediate district, district, community college or university, Head Start grantee or delegate, private for-profit, and private nonprofit providers are subject to a single great start to quality rating system. The rating system must ensure that regulators process all prospective providers at the same pace on a first-come, first-served basis and must not allow 1 type of provider to receive a great start to quality rating ahead of any other type of provider.

(d) Not later than March 1 of each year, compile the results of the information reported by each intermediate district or consortium under subsection (13) and report to the legislature a list by intermediate district or consortium with the number and percentage of each intermediate district's or consortium's total allocation allocated to community-based providers by provider type, including private for-profit, private nonprofit, community college or university, Head Start grantee or delegate, and district or intermediate district.

(16) A recipient of funds under this section shall report to the center in a form and manner prescribed by the center the information necessary to derive the number of children participating in the program who meet the program eligibility criteria under subsection (5)(b), the number of eligible children not participating in the program and on a waitlist, and the total number of children participating in the program by various demographic groups and eligibility factors necessary to analyze equitable and priority access to services for the purposes of subsection (3).

(17) As used in this section:

(a) "GSRP/Head Start blended program" means a part-day program funded under this section and a Head Start program, which are combined for a school-day program.

(b) "Federal poverty guidelines" means the guidelines published annually in the Federal Register by the United States Department of Health and Human Services under its authority to revise the poverty line under 42 USC 9902.

(c) "Part-day program" means a program that operates at least 4 days per week, 30 weeks per year, for at least 3 hours of teacher-child contact time per day but for fewer hours of teacher-child contact time per day than a school-day program.

(d) "School-day program" means a program that operates for at least the same length of day as a district's first grade program for a minimum of 4 days per week, 30 weeks per year. A classroom that offers a school-day program must enroll all children for the school day to be considered a school-day program.

(18) An intermediate district or consortium of intermediate districts receiving funds under this section shall establish and charge tuition according to a sliding scale of tuition rates based upon household income for children participating in an eligible great start readiness program who live with families with a household income that is more than 250% of the federal poverty guidelines to be used by all of its providers, as approved by the department.

(19) From the amount allocated in subsection (2), there is allocated for 2021-2022 an amount not to exceed $10,000,000.00 for reimbursement of transportation costs for children attending great start readiness programs funded under this section. To receive reimbursement under this subsection, not later than November 1 of each year, a program funded under this section that provides transportation shall submit to the intermediate district that is the fiscal agent for the program a projected transportation budget. The amount of the reimbursement for transportation under this subsection is no more than the projected transportation budget or $300.00 multiplied by the number of children funded for the program under this section. If the amount allocated under this subsection is insufficient to fully reimburse the transportation costs for all programs that provide transportation and submit the required information, the department shall prorate the reimbursement in an equal amount per child funded. The department shall make payments to the intermediate district that is the fiscal agent for each program, and

the intermediate district shall then reimburse the program provider for transportation costs as prescribed under this subsection.

(20) Subject to, and from the funds allocated under, subsection (19), the department shall reimburse a program for transportation costs related to parent- or guardian-accompanied transportation provided by transportation service companies, buses, or other public transportation services. To be eligible for reimbursement under this subsection, a program must submit to the intermediate district or consortia of intermediate districts all of the following:

(a) The names of families provided with transportation support along with a documented reason for the need for transportation support and the type of transportation provided.

(b) Financial documentation of actual transportation costs incurred by the program, including, but not limited to, receipts and mileage reports, as determined by the department.

(c) Any other documentation or information determined necessary by the department.

(21) The department shall implement a process to review and approve age-appropriate comprehensive classroom level quality assessments for GSRP grantees that support the early childhood standards of quality for prekindergarten children adopted by the state board. The department shall make available to intermediate districts at least 2 classroom level quality assessments that were approved in 2018.

(22) An intermediate district that is a GSRP grantee may approve the use of a supplemental curriculum that aligns with and enhances the age-appropriate educational curriculum in the classroom. If the department objects to the use of a supplemental curriculum approved by an intermediate district, the superintendent shall establish a review committee independent of the department. The review committee shall meet within 60 days of the department registering its objection in writing and provide a final determination on the validity of the objection within 60 days of the review committee's first meeting.

(23) The department shall implement a process to evaluate and approve age-appropriate educational curricula that are in compliance with the early childhood standards of quality for prekindergarten children adopted by the state board.

(24) From the funds allocated under subsection (1), there is allocated for 2021-2022 an amount not to exceed $2,000,000.00 for payments to intermediate districts or consortia of intermediate districts for professional development and training materials for educators in programs implementing new curricula or child assessment tools approved for use in the great start readiness program.

(25) A great start readiness program or a GSRP/Head Start blended program funded under this section is permitted to utilize AmeriCorps Pre-K Reading Corps members in classrooms implementing research-based early literacy intervention strategies.

Sec. 32p. (1) From the state school aid fund money appropriated in section 11, there is allocated an amount not to exceed $13,400,000.00 to intermediate districts for 2021-2022 for the purpose of providing early childhood funding to intermediate districts to support the goals and outcomes under subsection (2) and subsection (4), and to provide early childhood programs for children from birth through age 8. The funding provided to each intermediate district under this section is determined by the distribution formula established by the department's office of great start to provide equitable funding statewide. In order to receive funding under this section, each intermediate district must provide an application to the office of great start not later than September 15 of the immediately preceding fiscal year indicating the strategies planned to be provided.

(2) Each intermediate district or consortium of intermediate districts that receives funding under this section shall convene a local great start collaborative and a parent coalition that includes an active partnership with at least 1 community-based organization. The goal of each great start collaborative and parent coalition is to ensure the coordination and expansion of local early childhood infrastructure and programs that allow every child in the community to achieve the following outcomes:

(a) Children born healthy.

(b) Children healthy, thriving, and developmentally on track from birth to grade 3.

(c) Children developmentally ready to succeed in school at the time of school entry.

(d) Children prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade.

(3) Each local great start collaborative and parent coalition shall convene workgroups to make recommendations about community services designed to achieve the outcomes described in subsection (2) and to ensure that its local great start system includes the following supports for children from birth through age 8:

(a) Physical health.

(b) Social-emotional health.

(c) Family supports and basic needs.

(d) Parent education.

(e) Early education, including the child's development of skills linked to success in foundational literacy, and care.

(4) From the funds allocated in subsection (1), at least $2,500,000.00 must be used for the purpose of providing home visits to at-risk children and their families. The home visits must be conducted as part of a locally coordinated, family-centered, evidence-based, data-driven home visit strategic plan that is approved by the department. The goals of the home visits funded under this subsection are to improve school readiness using evidence-based methods, including a focus on developmentally appropriate outcomes for early literacy, to improve positive parenting practices, and to improve family economic self-sufficiency while reducing the impact of high-risk factors through community resources and referrals. The department shall coordinate the goals of the home visit strategic plans approved under this subsection with other state agency home visit programs in a way that strengthens Michigan's home visiting infrastructure and maximizes federal funds available for the purposes of at-risk family home visits. The coordination among departments and agencies is intended to avoid duplication of state services and spending, and should emphasize efficient service delivery of home visiting programs.

(5) Not later than December 1 of each year, each intermediate district shall provide a report to the department detailing the strategies actually implemented during the immediately preceding school year and the families and children actually served. At a minimum, the report must include an evaluation of the services provided with additional funding under subsection (4) for home visits, using the goals identified in subsection (4) as the basis for the evaluation, including the degree to which school readiness was improved, the degree to which positive parenting practices were improved, the degree to which there was improved family economic self-sufficiency, and the degree to which community resources and referrals were utilized. The department shall compile and summarize these reports and submit its summary to the house and senate appropriations subcommittees on school aid and to the house and senate fiscal agencies not later than February 15 of each year.

(6) An intermediate district or consortium of intermediate districts that receives funding under this section may carry over any unexpended funds received under this section into the next fiscal year and may expend those unused funds through June 30 of the next fiscal year. However, an intermediate district or consortium of intermediate districts that receives funding for the purposes described in subsection (2) in fiscal year 2021-2022 shall not carry over into the next fiscal year any amount exceeding 20% of the amount awarded to the intermediate district or consortium in the 2021-2022 fiscal year. It is intended that the amount carried over from funding awarded for the purposes described in subsection (2) in fiscal year 2022-2023 not exceed 15% of the amount awarded in that fiscal year. A recipient of a grant shall return any unexpended grant funds to the department in the manner prescribed by the department not later than September 30 of the next fiscal year after the fiscal year in which the funds are received.

Sec. 34a. (1) From the federal funds allocated under section 11n, there is allocated $155,000,000.00 for 2021-2022 from the federal funding awarded to this state from the coronavirus state fiscal recovery fund under the American rescue plan act of 2021, title IX, subtitle M of Public Law 117-2, to Grand Valley State University for, subject to subsection (7), the purposes described in subsections (2) and (3) to address learning loss among students, including, but not limited to, low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care, by providing information and assistance to parents and families to effectively support students, including in a distance learning environment.

(2) Subject to subsection (7), Grand Valley State University shall use the funding it receives under subsection (1) toward the establishment of a grant program as provided under this subsection. By not later than August 1, 2021, Grand Valley State University shall establish a grant program for reading scholarships to eligible children.

(3) Grand Valley State University shall directly apply funding it receives under subsection (1) for each eligible child as a reading scholarship described in subsection (2) toward the payment of eligible services selected by the eligible child's parent or legal guardian in the application described in subsection (5). Grand Valley State University may apply funding under subsection (1) only toward eligible services, as provided under this subsection, for eligible children. Grand Valley State University may apply, from the funding under subsection (1), only an amount not to exceed $1,000.00 for each eligible child.

(4) Grand Valley State University shall develop a catalog of eligible services and shall provide this catalog to the parent or legal guardian of each eligible child. The catalog developed under this subsection must be provided to all districts and must be available to the general public through Grand Valley State University's website homepage. The catalog described in this subsection must include only services that provide any of the following that are designed to improve reading or literacy:

(a) Instructional materials or curricula.

(b) Part-time tutoring services.

(c) Specialized summer education programming.

(d) After-school education programming.

(5) Grand Valley State University shall establish an application process for applicants to apply for reading scholarships through the grant program described in subsection (2). The application process must provide for both of the following:

(a) The verification of the identity of the eligible child's parent or legal guardian.

(b) Require the parent or legal guardian of the eligible child who is seeking the reading scholarship to select, from the catalog developed under subsection (4), which services the parent or legal guardian would like his or her child to participate in through the reading scholarship.

(6) A child to whom all of the following apply is an eligible child under this section:

(a) The child is enrolled in kindergarten or any of grades 1, 2, 3, 4, or 5 in a district.

(b) The child is less than proficient in reading, based on available assessment data, including benchmark assessment data and state summative assessment data.

(c) The child has applied for a reading scholarship through the grant program described in subsection (2) through the application process described in subsection (5).

(7) From the funding allocated under subsection (1), an amount not to exceed $1,000,000.00 may be utilized by Grand Valley State University for administrative costs associated with the administration of the grant program described in subsection (2). Grand Valley State University may charge a fee not exceeding 3% of the total administrative costs associated with the administration of the grant program described in subsection (2) for each application submitted through the process described in subsection (5).

(8) Each district shall notify the parent and legal guardian of each eligible child enrolled in the district that his or her child meets the criteria of an eligible child under this section.

(9) If the funds allocated under this section are insufficient to provide for reading scholarships under this section in an amount equal to $1,000.00 for each eligible child, Grand Valley State University shall prorate the reading scholarships awarded under this section on an equal dollar basis.

Sec. 35a. (1) From the appropriations in section 11, there is allocated for 2021-2022 for the purposes of this section an amount not to exceed $61,400,000.00 from the state school aid fund and there is allocated for 2021-2022 for the purposes of subsection (8) an amount not to exceed $3,500,000.00 from the general fund. Excluding staff or contracted employees funded under subsection (8), the superintendent shall designate staff or contracted employees funded under this section as critical shortage. Programs funded under this section are intended to ensure that this state will be a top 10 state in grade 4 reading proficiency by 2025 according to the National Assessment of Educational Progress (NAEP). By December 31, 2021, the superintendent of public instruction shall do both of the following:

(a) Report in person to the house and senate appropriations subcommittees on school aid regarding progress on the goal described in this subsection and be available for questioning as prescribed through a process developed by the chairs of the house and senate appropriations subcommittees on school aid.

(b) Submit a written report to the house and senate appropriations subcommittees on school aid regarding progress on the goal described in this subsection.

(2) A district that receives funds under subsection (5) may spend up to 5% of those funds for professional development for educators in a department-approved research-based training program related to current state literacy standards for pupils in grades pre-K to 3. The professional development must also include training in the use of screening and diagnostic tools, progress monitoring, and intervention methods used to address barriers to learning and delays in learning that are diagnosed through the use of these tools.

(3) A district that receives funds under subsection (5) may use up to 5% of those funds to administer department-approved screening and diagnostic tools to monitor the development of early literacy and early reading skills, and risk factors for word-level reading difficulties of pupils in grades pre-K to 3 and to support evidence-based professional learning described in subsection (11) for educators in administering and using screening, progress monitoring, and diagnostic assessment data to inform instruction through prevention and intervention in a multi-tiered system of supports framework. A department-approved screening and diagnostic tool administered by a district using funding under this section must include all of the following components: phonemic awareness, phonics, fluency, rapid automatized naming (RAN), and comprehension. Further, all of the following sub-skills must be assessed within each of these components:

(a) Phonemic awareness - segmentation, blending, and sound manipulation (deletion and substitution).

(b) Phonics - decoding (reading) and encoding (spelling).

(c) Fluency.

(d) Comprehension - making meaning of text.

(4) From the allocation under subsection (1), there is allocated an amount not to exceed $31,500,000.00 for 2021-2022 for the purpose of providing early literacy coaches at intermediate districts to assist teachers in developing and implementing instructional strategies for pupils in grades pre-K to 3 so that pupils are reading at grade level by the end of grade 3. All of the following apply to funding under this subsection:

(a) The department shall develop an application process consistent with the provisions of this subsection. An application must provide assurances that literacy coaches funded under this subsection are knowledgeable about at least the following:

(*i*) Current state literacy standards for pupils in grades pre-K to 3.

(*ii*) Implementing an instructional delivery model based on frequent use of formative, screening, and diagnostic tools, known as a multi-tiered system of supports, to determine individual progress for pupils in grades pre-K to 3 so that pupils are reading at grade level by the end of grade 3.

(*iii*) The use of data from diagnostic tools to determine the necessary additional supports and interventions needed by individual pupils in grades pre-K to 3 in order to be reading at grade level.

(b) From the allocation under this subsection, the department shall award grants to intermediate districts for the support of early literacy coaches. The department shall provide this funding in the following manner:

(*i*) The department shall award each intermediate district grant funding to support the cost of 1 early literacy coach in an equal amount per early literacy coach, not to exceed $112,500.00.

(*ii*) After distribution of the grant funding under subparagraph (*i*), the department shall distribute the remainder of grant funding for additional early literacy coaches in an amount not to exceed $112,500.00 per early literacy coach. The number of funded early literacy coaches for each intermediate district is based on the percentage of the total statewide number of pupils in grades K to 3 who meet the income eligibility standards for the federal free and reduced-price lunch programs who are enrolled in districts in the intermediate district.

(c) If an intermediate district that receives funding under this subsection uses an assessment tool that screens for characteristics of dyslexia, the intermediate district shall use the assessment results from that assessment tool to identify pupils who demonstrate characteristics of dyslexia.

(5) From the allocation under subsection (1), there is allocated an amount not to exceed $19,900,000.00 for 2021-2022 to districts that provide additional instructional time to those pupils in grades pre-K to 3 who have been identified by using department-approved screening and diagnostic tools as needing additional supports and interventions in order to be reading at grade level by the end of grade 3. Additional instructional time may be provided before, during, and after regular school hours or as part of a year-round balanced school calendar. All of the following apply to funding under this subsection:

(a) In order to be eligible to receive funding, a district must demonstrate to the satisfaction of the department that the district has done all of the following:

(*i*) Implemented a multi-tiered system of supports instructional delivery model that is an evidence-based model that uses data-driven problem solving to integrate academic and behavioral instruction and that uses intervention delivered to all pupils in varying intensities based on pupil needs. The multi-tiered system of supports must provide at least all of the following essential components:

(A) Team-based leadership.

(B) A tiered delivery system.

(C) Selection and implementation of instruction, interventions, and supports.

(D) A comprehensive screening and assessment system.

(E) Continuous data-based decision making.

(*ii*) Used department-approved research-based diagnostic tools to identify individual pupils in need of additional instructional time.

(*iii*) Used a reading instruction method that focuses on the 5 fundamental building blocks of reading: phonics, phonemic awareness, fluency, vocabulary, and comprehension and content knowledge.

(*iv*) Provided teachers of pupils in grades pre-K to 3 with research-based professional development in diagnostic data interpretation.

(*v*) Complied with the requirements under section 1280f of the revised school code, MCL 380.1280f.

(b) The department shall distribute funding allocated under this subsection to eligible districts on an equal per-first-grade-pupil basis.

(c) If the funds allocated under this subsection are insufficient to fully fund the payments under this subsection, payments under this subsection are prorated on an equal per-pupil basis based on grade 1 pupils.

(6) Not later than September 1 of each year, a district that receives funding under subsection (5) in conjunction with the Michigan student data system, if possible, shall provide to the department a report that includes at least both of the following, in a form and manner prescribed by the department:

(a) For pupils in grades pre-K to 3, the teachers, pupils, schools, and grades served with funds under this section and the categories of services provided.

(b) For pupils in grades pre-K to 3, pupil proficiency and growth data that allows analysis both in the aggregate and by each of the following subgroups, as applicable:

(*i*) School.

(*ii*) Grade level.

(*iii*) Gender.

(*iv*) Race.

(*v*) Ethnicity.

(*vi*) Economically disadvantaged status.

(*vii*) Disability.

(*viii*) Pupils identified as having reading deficiencies.

(7) From the allocation under subsection (1), there is allocated an amount not to exceed $6,000,000.00 for 2021-2022 to an intermediate district in which the combined total number of pupils in membership of all of its constituent districts is the fewest among all intermediate districts. All of the following apply to the funding under this subsection:

(a) Funding under this subsection must be used by the intermediate district, in partnership with an association that represents intermediate district administrators in this state, to implement all of the following:

(*i*) Literacy essentials teacher and principal training modules.

(*ii*) Face-to-face and online professional learning of literacy essentials teacher and principal training modules for literacy coaches, principals, and teachers.

(*iii*) The placement of regional lead literacy coaches to facilitate professional learning for early literacy coaches. These regional lead literacy coaches shall provide support for new literacy coaches, building teachers, and administrators and shall facilitate regional data collection to evaluate the effectiveness of statewide literacy coaches funded under this section.

(*iv*) Provide $500,000.00 from this subsection for literacy training, modeling, coaching, and feedback for district principals or chief administrators, as applicable. The training described in this subparagraph must use the pre-K and K to 3 essential instructional practices in literacy created by the general education leadership network as the framework for all training provided under this subparagraph.

(*v*) Job-embedded professional learning opportunities for mathematics teachers through mathematics instructional coaching. Funding must be used for professional learning for coaches, professional developers, administrators, and teachers; coaching for early mathematics educators; the development of statewide and regional professional learning networks in mathematics instructions; and the development and support of digital professional learning modules.

(b) Not later than September 1 of each year, the intermediate district described in this subsection, in consultation with grant recipients, shall submit a report to the chairs of the senate and house appropriations subcommittees on school aid, the chairs of the senate and house standing committees responsible for education legislation, the house and senate fiscal agencies, and the state budget director. The report described under this subdivision must include student achievement results in English language arts and mathematics and survey results with feedback from parents and teachers regarding the initiatives implemented under this subsection.

(c) Up to 2% of funds allocated under this subsection may be used by the association representing intermediate district administrators that is in partnership with the intermediate district specified in this subsection to administer this subsection.

(8) From the general fund money allocated in subsection (1), the department shall allocate the amount of $3,500,000.00 for 2021-2022 to the Michigan Education Corps for the PreK Reading Corps, the K3 Reading Corps, and the Math Corps. All of the following apply to funding under this subsection:

(a) By September 1 of the current fiscal year, the Michigan Education Corps shall provide a report concerning its use of the funding to the senate and house appropriations subcommittees on state school aid, the senate and house fiscal agencies, and the senate and house caucus policy offices on outcomes and performance measures of the Michigan Education Corps, including, but not limited to, the degree to which the Michigan Education Corps' replication of the PreK Reading Corps, the K3 Reading Corps, and the Math Corps programs is demonstrating sufficient efficacy and impact. The report must include data pertaining to at least all of the following:

(*i*) The current impact of the programs on this state in terms of numbers of children and schools receiving support. This portion of the report must specify the number of children tutored, including dosage and completion, and the demographics of those children.

(*ii*) Whether the assessments and interventions are implemented with fidelity. This portion of the report must include details on the total number of assessments and interventions completed and the range, mean, and standard deviation.

(*iii*) Whether the literacy or math improvement of children participating in the programs is consistent with expectations. This portion of the report must detail at least all of the following:

(A) Growth rate by grade or age level, in comparison to targeted growth rate.

(B) Average linear growth rates.

(C) Exit rates.

(D) Percentage of children who exit who also meet or exceed spring benchmarks.

(*iv*) The impact of the programs on organizations and stakeholders, including, but not limited to, school administrators, internal coaches, and AmeriCorps members.

(b) If the department determines that the Michigan Education Corps has misused the funds allocated under this subsection, the Michigan Education Corps shall reimburse this state for the amount of state funding misused.

(c) The department may not reserve any portion of the allocation provided under this subsection for an evaluation of the Michigan Education Corps, the Michigan Education Corps' funding, or the Michigan Education Corps' programming unless agreed to in writing by the Michigan Education Corps. The department shall award the entire $3,500,000.00 allocated under this subsection to the Michigan Education Corps and shall not condition the awarding of this funding on the implementation of an independent evaluation.

(9) If a district or intermediate district expends any funding received under subsection (4) or (5) for professional development in research-based effective reading instruction, the district or intermediate district shall select a professional development program from the list described under subdivision (a). All of the following apply to the requirement under this subsection:

(a) The department shall issue a request for proposals for professional development programs in research-based effective reading instruction to develop an initial approved list of professional development programs in research-based effective reading instruction. The department shall make the initial approved list public and shall determine if it will, on a rolling basis, approve any new proposals submitted for addition to its initial approved list.

(b) To be included as an approved professional development program in research-based effective reading instruction under subdivision (a), an applicant must demonstrate to the department in writing the program's competency in all of the following topics:

(*i*) Understanding of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

(*ii*) Appropriate use of assessments and differentiated instruction.

(*iii*) Selection of appropriate instructional materials.

(*iv*) Application of research-based instructional practices.

(c) As used in this subsection, "effective reading instruction" means reading instruction scientifically proven to result in improvement in pupil reading skills.

(10) From the allocation under subsection (1), there is allocated an amount not to exceed $4,000,000.00 for 2021-2022 for professional learning described in subsection (11), first to educators in pre-K, kindergarten, and grade 1 and then to educators in grade 2 and grade 3. All of the following apply to funding under this subsection:

(a) The department must establish and manage professional learning opportunities that are open to all pre-K through grade 3 teachers as follows:

(*i*) The department must open voluntary enrollment for any pre-K through grade 3 teacher on a first-come, first-served basis, with voluntary enrollment prioritized for pre-K, kindergarten, and grade 1 teachers.

(*ii*) The department must maintain open enrollment until all funds are expended.

(b) The department shall distribute funding allocated under this subsection to eligible districts on an equal per-first-grade-pupil basis.

(c) If the funds allocated under this subsection are insufficient to fully fund the payments under this subsection, payments under this subsection are prorated on an equal per-pupil basis based on grade 1 pupils.

(11) The department shall provide a list of 1 or more approved providers of professional learning outlined in this subsection for pre-K to grade 3 teachers, administrators, and early literacy coaches. In order to be approved, a provider of professional learning must meet all of the following:

(a) Be offered through a system of training that provides educators with the knowledge base to effectively implement any class-wide, supplemental, or intervention reading approach and to determine why some students struggle with reading, writing, spelling, and language.

(b) Provide training activities that direct educators to implement effective reading and spelling instruction supported by scientifically based research and foster a direct explicit instructional sequence that uses techniques to support teachers' independence in using their newly-learned skills with students in the classroom.

(c) Include integrated components for educators and administrators in pre-K to grade 3 with embedded evaluation or assessment of knowledge. Evaluation or assessment of knowledge under this subdivision must incorporate evaluations of learning throughout each unit and include a summative assessment that must be completed to demonstrate successful course completion.

(d) Build teacher content knowledge and pedagogical knowledge of the critical components of literacy including how the brain learns to read, phonological and phonemic awareness; letter knowledge; phonics; advanced phonics; vocabulary and oral language; fluency; comprehension; spelling and writing; and the organization of language.

(e) Support educators in understanding how to effectively use screening, progress monitoring, and diagnostic assessment data to improve literacy outcomes through prevention and intervention for reading difficulties in a multi-tiered system of supports. The multi-tiered system of supports must include at least all of the following essential components:

(*i*) Team-based leadership.

(*ii*) A tiered delivery system.

(*iii*) Selection and implementation of instruction, interventions, and supports.

(*iv*) A comprehensive screening and assessment system.

(*v*) Continuous data-based decision making.

(12) Notwithstanding section 17b, the department shall make payments made under subsections (7) and (8) on a schedule determined by the department.

(13) As used in this section:

(a) "Dyslexia" means both of the following:

(*i*) A specific learning disorder that is neurobiological in origin and characterized by difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities that typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.

(*ii*) A specific learning disorder that may include secondary consequences, such as problems in reading comprehension and a reduced reading experience that can impede the growth of vocabulary and background knowledge and lead to social, emotional, and behavioral difficulties.

(b) "Evidence-based" means an activity, program, process, service, strategy, or intervention that demonstrates statistically significant effects on improving pupil outcomes or other relevant outcomes and that meets at least both of the following:

(*i*) At least 1 of the following:

(A) Is based on strong evidence from at least 1 well-designed and well-implemented experimental study.

(B) Is based on moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study.

(C) Is based on promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

(D) Demonstrates a rationale based on high-quality research findings or positive evaluation that the activity, program, process, service, strategy, or intervention is likely to improve pupil outcomes or other relevant outcomes.

(*ii*) Includes ongoing efforts to examine the effects of the activity, program, process, service, strategy, or intervention.

(c) "Explicit" means direct and deliberate instruction through continuous pupil-teacher interaction that includes teacher modeling, guided practice, and independent practice.

(d) "Fluency" means the ability to read with speed, accuracy, and proper expression.

(e) "Multi-tiered system of supports" means a comprehensive framework that includes 3 distinct tiers of instructional support and is composed of a collection of evidence-based strategies designed to meet the individual needs and assets of a whole pupil at all achievement levels.

(f) "Phonemic awareness" means the conscious awareness of all of the following:

(*i*) Individual speech sounds, including, but not limited to, consonants and vowels, in spoken syllables.

(*ii*) The ability to consciously manipulate through, including, but not limited to, matching, blending, segmenting, deleting, or substituting, individual speech sounds described in subparagraph (*i*).

(*iii*) All levels of the speech sound system, including, but not limited to, word boundaries, rhyme recognition, stress patterns, syllables, onset-rime units, and phonemes.

(g) "Phonological" means relating to the system of contrastive relationships among the speech sounds that constitute the fundamental components of a language.

(h) "Progress monitoring" means the assessing of students' academic performance, quantifying students' rates of improvement or progress toward goals, and determining how students are responding to instruction.

(i) "Rapid automatized naming (RAN)" means a task that measures how quickly individuals can name objects; pictures; colors; or symbols, including letters and digits, aloud, which can predict later reading abilities for preliterate children.

Sec. 35b. (1) From the general fund money appropriated in section 11, there is allocated for 2021-2022 an amount not to exceed $250,000.00 for a grant to be distributed by the department to the Children's Choice Initiative for a program to use a multisensory structured language education method to improve reading proficiency rates and to comply with section 1280f of the revised school code, MCL 380.1280f.

(2) Grant funds awarded under this section must be expended for the following purposes:

(a) Professional development including training staff and tutors in a multisensory, sequential, systematic education approach.

(b) Additional instructional time before, during, or after school for pupils in grades K to 3 identified as having an early literacy delay or reading deficiency using a multisensory, sequential, systematic education approach.

(3) Not later than December 1, 2021, an entity that receives grant funds under this section shall report to the house and senate appropriations subcommittees on school aid, the house and senate fiscal agencies, and the state budget director on all of the following for the grant funds awarded under this section:

(a) The number of staff and tutors trained.

(b) The number of pupils in grades K to 3 identified as having an early literacy delay or reading deficiency served.

(c) The number of hours of added instructional time provided to pupils served.

(d) Pupil reading proficiency and growth data of pupils served necessary to evaluate the effectiveness of the program.

Sec. 35d. (1) From the general fund money appropriated under section 11, for 2021-2022, there is allocated an amount not to exceed $1,000,000.00 for the department to provide grants to districts and intermediate districts for the purchase of 1 or more components or trainings through an eligible teacher training program for children with dyslexia from a provider of an eligible teacher training program for children with dyslexia as provided under this section.

(2) A provider that provides programming that meets all of the following is considered to be a provider of an eligible teacher training program for purposes of this section:

(a) Allows teachers to incorporate the 5 components essential to an effective reading program into their daily lessons. The 5 components described in this subdivision are phonemic awareness, phonics, vocabulary, fluency, and comprehension.

(b) Trains educators to teach reading using a proven, multisensory approach.

(c) Educates teachers on how to explicitly and effectively teach reading to beginning readers.

(d) Breaks reading and spelling down into smaller skills involving letters and sounds, and then builds on these skills over time.

(e) Uses multisensory teaching strategies to teach reading by using sight, hearing, touch, and movement to help students connect and learn the concepts being taught.

(3) Districts and intermediate districts may apply to the department for grants to purchase components or training through an eligible teacher training program from a provider of an eligible teacher training program, and, upon receiving an application but except as otherwise provided in this subsection, the department shall make payments to districts and intermediate districts for those purchases. The department shall make payments under this section on a first-come, first-served basis until funds are depleted.

Sec. 35e. (1) From the general fund money appropriated under section 11, there is allocated an amount not to exceed $2,000,000.00 for 2021-2022 for a grant to be distributed by the department to an organization to provide early literacy and academic support to at-need youth in this state.

(2) To qualify for a grant under this section, an organization must be exempt from federal income tax under section 501(c)(3) of the internal revenue code, 26 USC 501, and must be affiliated and in good standing with a national congressionally chartered organization's standards under 36 USC 20101 to 240112, and must meet both of the following:

(a) Is facility-based and provides proven and tested recreational, educational, and character building programs for children ages 6 to 18.

(b) Provides after-school and summer programs in at least 25 communities statewide, with youth development services available at least 20 hours per week during the school year and 30 hours per week during summer programming.

(3) A grant recipient under this section shall administer an early learning literacy program targeted at students in grades K-3. At least 60% of the participants in the program must qualify for free or reduced-priced lunch. Each entity receiving funds to implement the program shall report to the department on the number of children served, the types of services, and the outcome of those services.

(4) Notwithstanding section 17b, the department shall make grant payments under this section on a schedule determined by the department.

Sec. 35f. From the general fund money appropriated in section 11, there is allocated for 2021-2022 an amount not to exceed $750,000.00 for the department to award to the Chaldean community foundation. The Chaldean community foundation shall use funds received under this section to support and expand early childhood learning opportunities, improve early literacy achievement, increase high school graduation rates for new Americans, and assist with diploma acquisition, skills training, and postsecondary education.

Sec. 35g. (1) From the state school aid fund money appropriated in section 11, there is allocated an amount not to exceed $1,000,000.00 for 2021-2022 for competitive grants to eligible districts that have established innovative community libraries.

(2) A district that has established an innovative community library that meets all of the following is an eligible district under this section:

(a) The library provides for the engagement and connection of readers.

(b) The library provides for resources that are used to further reading skills.

(c) The library provides for the involvement of community volunteers and donations.

(3) An eligible district may partner with an existing library to provide an innovative community library described in subsection (2).

(4) For the purpose of this section, an innovative community library described in subsection (2) does not need to be in a physical building.

(5) To receive funding under this section, an eligible district must apply for the funding to the department's innovation council, in a form and manner prescribed by the department's innovation council, by not later than March 15, 2022. The department's innovation council must develop an application process for the submission of applications for funding under this section by not later than December 15, 2021. The department's innovation council must score applications and award up to 20 grants under this section based on the following criteria by not later than July 15, 2022:

(a) How the innovative community library has addressed early childhood literacy gaps.

(b) How community partners of the innovative community library have engaged in addressing literacy gaps.

(c) How the innovative community library has connected different readers together.

(d) How the innovative community library will promote its approach to other districts or communities in addressing early literacy gaps.

(6) The grant awards under subsection (5) must be ranked in a manner in which there are 2 first-place grant awards, 2 second-place grant awards, 2 third-place grant awards, 2 fourth-place grant awards, 2 fifth-place grant awards, 2 sixth-place grant awards, 2 seventh-place grant awards, 2 eighth-place grant awards, 2 ninth-place grant awards, and 2 tenth-place grant awards. The first-place grant awards described in this subsection must receive the highest award of funding under this section and the amount of funding awarded under this section must decline sequentially with each numerical-place award described in this subsection, with the lowest award of funding under this section going to the tenth-place grant award recipients.

(7) Notwithstanding section 17b, subject to subsection (5), the department shall make payments to eligible districts under this section on a schedule determined by the department.

Sec. 35h. From the general fund money appropriated in section 11, there is allocated for 2021-2022 an amount not to exceed $1,700,000.00 to the Jewish Federation of Metro Detroit to support day schools, day camps, and summer programming to help mitigate the impact of remote learning on students' mental health and physical well-being.

Sec. 39. (1) An eligible applicant receiving funds under section 32d shall submit an application, in a form and manner prescribed by the department, by a date specified by the department in the immediately preceding fiscal year. An eligible applicant is not required to amend the applicant's current accounting cycle or adopt this state's fiscal year accounting cycle in accounting for financial transactions under this section. The application must include all of the following:

(a) The estimated total number of children in the community who meet the criteria of section 32d, as provided to the applicant by the department utilizing the most recent population data available from the American Community Survey conducted by the United States Census Bureau. The department shall ensure that it provides updated American Community Survey population data at least once every 3 years.

(b) The estimated number of children in the community who meet the criteria of section 32d and are being served exclusively by Head Start programs operating in the community.

(c) The number of children whom the applicant has the capacity to serve who meet the criteria of section 32d including a verification of physical facility and staff resources capacity.

(2) After notification of funding allocations, an applicant receiving funds under section 32d shall also submit an implementation plan for approval, in a form and manner prescribed by the department, by a date specified by the department, that details how the applicant complies with the program components established by the department pursuant to section 32d.

(3) The initial allocation to each eligible applicant under section 32d is the lesser of the following:

(a) The sum of the number of children served in a school-day program in the preceding school year multiplied by $8,700.00 and the number of children served in a GSRP/Head Start blended program or a part-day program in the preceding school year multiplied by $4,350.00.

(b) The sum of the number of children the applicant has the capacity to serve in the current school year in a school-day program multiplied by $8,700.00 and the number of children served in a GSRP/Head Start blended program or a part-day program the applicant has the capacity to serve in the current school year multiplied by $4,350.00.

(4) If funds remain after the allocations under subsection (3), the department shall distribute the remaining funds to each intermediate district or consortium of intermediate districts that serves less than the state percentage benchmark determined under subsection (5). The department shall distribute these remaining funds to each eligible applicant based upon each applicant's proportionate share of the remaining unserved children necessary to meet the statewide percentage benchmark in intermediate districts or consortia of intermediate districts serving less than the statewide percentage benchmark. When all applicants have been given the opportunity to reach the statewide percentage benchmark, the statewide percentage benchmark may be reset, as determined by the department, until greater equity of opportunity to serve eligible children across all intermediate school districts has been achieved.

(5) For the purposes of subsection (4), the department shall calculate a percentage of children served by each intermediate district or consortium of intermediate districts by adding the number of children served in the immediately preceding year by that intermediate district or consortium with the number of eligible children under section 32d served exclusively by head start, as reported in a form and manner prescribed by the department, within the intermediate district or consortia service area and dividing that total by the total number of children within the intermediate district or consortium of intermediate districts who meet the criteria of section 32d as determined by the department utilizing the most recent population data available from the American Community Survey conducted by the United States Census Bureau. The department shall compare the resulting percentage of eligible children served to a statewide percentage benchmark to determine if the intermediate district or consortium is eligible for additional funds under subsection (4). The statewide percentage benchmark is 100%.

(6) If, taking into account the total amount to be allocated to the applicant as calculated under this section, an applicant determines that it is able to include additional eligible children in the great start readiness program without additional funds under section 32d, the applicant may include additional eligible children but does not receive additional funding under section 32d for those children.

(7) The department shall review the program components under section 32d and under this section at least biennially. The department also shall convene a committee of internal and external stakeholders at least once every 5 years to ensure that the funding structure under this section reflects current system needs under section 32d.

(8) As used in this section, "GSRP/Head Start blended program", "part-day program", and "school-day program" mean those terms as defined in section 32d.

(9) For the 2020-2021 program year only, the number of children reported on the application described in subsection (1)(a), (b), and (c) must not be used by the department for the purpose of calculating hold harmless funding levels for 2021-2022. Hold harmless funding for 2021-2022 must be determined based on the 2019-2020 final allocations calculated and paid under section 32d in 2019-2020.

Sec. 39a. (1) From the federal funds appropriated in section 11, there is allocated for 2020-2021 to districts, intermediate districts, and other eligible entities all available federal funding, estimated at $752,300,000.00 and there is allocated for 2021-2022 to districts, intermediate districts, and other eligible entities all available federal funding, estimated at $752,300,000.00, for the federal programs under the no child left behind act of 2001, Public Law 107-110, or the every student succeeds act, Public Law 114-95. These funds are allocated as follows:

(a) An amount estimated at $1,200,000.00 for 2020-2021 and estimated at $1,200,000.00 for 2021-2022 to provide students with drug- and violence-prevention programs and to implement strategies to improve school safety, funded from DED-OESE, drug-free schools and communities funds.

(b) An amount estimated at $100,000,000.00 for 2020-2021 and estimated at $100,000,000.00 for 2021-2022 for the purpose of preparing, training, and recruiting high-quality teachers and class size reduction, funded from DED-OESE, improving teacher quality funds.

(c) An amount estimated at $13,000,000.00 for 2020-2021 and estimated at $13,000,000.00 for 2021-2022 for programs to teach English to limited English proficient (LEP) children, funded from DED-OESE, language acquisition state grant funds.

(d) An amount estimated at $2,800,000.00 for 2020-2021 and estimated at $2,800,000.00 for 2021-2022 for rural and low-income schools, funded from DED-OESE, rural and low income school funds.

(e) An amount estimated at $535,000,000.00 for 2020-2021 and estimated at $535,000,000.00 for 2021-2022 to provide supplemental programs to enable educationally disadvantaged children to meet challenging academic standards, funded from DED-OESE, title I, disadvantaged children funds.

(f) An amount estimated at $9,200,000.00 for 2020-2021 and estimated at $9,200,000.00 for 2021-2022 for the purpose of identifying and serving migrant children, funded from DED-OESE, title I, migrant education funds.

(g) An amount estimated at $39,000,000.00 for 2020-2021 and estimated at $39,000,000.00 for 2021-2022 for the purpose of providing high-quality extended learning opportunities, after school and during the summer, for children in low-performing schools, funded from DED-OESE, twenty-first century community learning center funds.

(h) An amount estimated at $14,000,000.00 for 2020-2021 and estimated at $14,000,000.00 for 2021-2022 to help support local school improvement efforts, funded from DED-OESE, title I, local school improvement grants.

(i) An amount estimated at $35,000,000.00 for 2020-2021 and estimated at $35,000,000.00 for 2021-2022 to improve the academic achievement of students, funded from DED-OESE, title IV, student support and academic enrichment grants.

(j) An amount estimated at $3,100,000.00 for 2020-2021 and estimated at $3,100,000.00 for 2021-2022 for literacy programs that advance literacy skills for students from birth through grade 12, including, but not limited to, English-proficient students and students with disabilities, funded from DED-OESE, striving readers comprehensive literacy program.

(2) From the federal funds appropriated in section 11, there is allocated to districts, intermediate districts, and other eligible entities all available federal funding, estimated at $77,867,000.00 for 2020-2021 and estimated at $56,500,000.00 for 2021-2022 for the following programs that are funded by federal grants:

(a) An amount estimated at $24,367,000.00 for 2020-2021 and estimated at $3,000,000.00 for 2021-2022 to provide services to homeless children and youth, funded from DED-OVAE, homeless children and youth funds.

(b) An amount estimated at $24,000,000.00 for 2020-2021 and estimated at $24,000,000.00 for 2021-2022 for providing career and technical education services to pupils, funded from DED-OVAE, basic grants to states.

(c) An amount estimated at $14,000,000.00 for 2020-2021 and estimated at $14,000,000.00 for 2021-2022 for the Michigan charter school subgrant program, funded from DED–OII, public charter schools program funds.

(d) An amount estimated at $14,000,000.00 for 2020-2021 and estimated at $14,000,000.00 for 2021-2022 for the purpose of promoting and expanding high-quality preschool services, funded from HHS–OCC, preschool development funds.

(e) An amount estimated at $1,500,000.00 for 2020-2021 and estimated at $1,500,000.00 for 2021-2022 for the purpose of addressing priority substance abuse treatment, prevention, and mental health needs, funded from HHS-SAMHSA.

(3) The department shall distribute all federal funds allocated under this section in accordance with federal law and with flexibility provisions outlined in Public Law 107-116, and in the education flexibility partnership act of 1999, Public Law 106-25. Notwithstanding section 17b, the department shall make payments of federal funds to districts, intermediate districts, and other eligible entities under this section on a schedule determined by the department.

(4) For the purposes of applying for federal grants appropriated under this article, the department shall allow an intermediate district to submit a consortium application on behalf of 2 or more districts with the agreement of those districts as appropriate according to federal rules and guidelines.

(5) For the purposes of funding federal title I grants under this article, in addition to any other federal grants for which the strict discipline academy is eligible, the department shall allocate to a strict discipline academy out of title I, part A an amount equal to what the strict discipline academy would have received if included and calculated under title I, part D, or what it would receive under the formula allocation under title I, part A, whichever is greater.

(6) As used in this section:

(a) "DED" means the United States Department of Education.

(b) "DED-OESE" means the DED Office of Elementary and Secondary Education.

(c) "DED-OII" means the DED Office of Innovation and Improvement.

(d) "DED-OVAE" means the DED Office of Vocational and Adult Education.

(e) "HHS" means the United States Department of Health and Human Services.

(f) "HHS-OCC" means the HHS Office of Child Care.

(g) "HHS-SAMHSA" means the HHS Substance Abuse and Mental Health Services Project.

Sec. 41. (1) For a district to be eligible to receive funding under this section, the district must administer to English language learners the English language proficiency assessment known as the "WIDA ACCESS for English language learners" or the "WIDA Alternate ACCESS". From the state school aid fund money appropriated in section 11, there is allocated an amount not to exceed $25,200,000.00 for 2021-2022 for payments to eligible districts for services for English language learners who have been administered the WIDA ACCESS for English language learners.

(2) The department shall distribute funding allocated under subsection (1) to eligible districts based on the number of full-time equivalent English language learners as follows:

(a) $935.00 per full-time equivalent English language learner who has been assessed under the WIDA ACCESS for English language learners or the WIDA Alternate ACCESS with a WIDA ACCESS or WIDA Alternate ACCESS composite score between 1.0 and 1.9, or less, as applicable to each assessment.

(b) $645.00 per full-time equivalent English language learner who has been assessed under the WIDA ACCESS for English language learners or the WIDA Alternate ACCESS with a WIDA ACCESS or WIDA Alternate ACCESS composite score between 2.0 and 2.9, or less, as applicable to each assessment.

(c) $105.00 per full-time equivalent English language learner who has been assessed under the WIDA ACCESS for English language learners or the WIDA Alternate ACCESS with a WIDA ACCESS or WIDA Alternate ACCESS composite score between 3.0 and 3.9, or less, as applicable to each assessment.

(3) If funds allocated under subsection (1) are insufficient to fully fund the payments as prescribed under subsection (2), the department shall prorate payments on an equal percentage basis, with the same percentage proration applied to all funding categories.

(4) Each district receiving funds under subsection (1) shall submit to the department by July 15 of each fiscal year a report, not to exceed 10 pages, on the usage by the district of funds under subsection (1) in a form and manner determined by the department, including a brief description of each program conducted or services performed by the district using funds under subsection (1) and the amount of funds under subsection (1) allocated to each of those programs or services. If a district does not comply with this subsection, the department shall withhold an amount equal to the August payment due under this section until the district complies with this subsection. If the district does not comply with this subsection by the end of the fiscal year, the withheld funds are forfeited to the school aid fund.

(5) In order to receive funds under subsection (1), a district must allow access for the department or the department's designee to audit all records related to the program for which it receives those funds. The district shall reimburse this state for all disallowances found in the audit.

(6) Beginning July 1, 2020, and every 3 years thereafter, the department shall review the per-pupil distribution under subsection (2), to ensure that funding levels are appropriate and make recommendations for adjustments to the members of the senate and house subcommittees on K-12 school aid appropriations.

Sec. 41a. From the general fund money appropriated in section 11, there is allocated for 2021-2022 an amount not to exceed $450,000.00 for Mi Alma and the Exito Educativo program. Mi Alma shall use funds allocated under this section for Exito Educativo, an after-school program that brings Latino parents and their children who are in high school together to learn about the requirements for high school graduation, the different sources of support, and the pathways to college.

Sec. 51a. (1) From the state school aid fund money in section 11, there is allocated an amount not to exceed $1,079,296,100.00 for 2020-2021 and there is allocated an amount not to exceed $1,123,696,100.00 for 2021-2022 from state sources and all available federal funding under sections 1411 to 1419 of part B of the individuals with disabilities education act, 20 USC 1411 to 1419, estimated at $456,752,000.00 for 2020-2021 and $380,000,000.00 for 2021-2022, plus any carryover federal funds from previous year appropriations. The allocations under this subsection are for the purpose of reimbursing districts and intermediate districts for special education programs, services, and special education personnel as prescribed in article 3 of the revised school code, MCL 380.1701 to 380.1761; net tuition payments made by intermediate districts to the Michigan Schools for the Deaf and Blind; and special education programs and services for pupils who are eligible for special education programs and services according to statute or rule. For meeting the costs of special education programs and services not reimbursed under this article, a district or intermediate district may use money in general funds or special education funds, not otherwise restricted, or contributions from districts to intermediate districts, tuition payments, gifts and contributions from individuals or other entities, or federal funds that may be available for this purpose, as determined by the intermediate district plan prepared under article 3 of the revised school code, MCL 380.1701 to 380.1761. Notwithstanding section 17b, the department shall make payments of federal funds to districts, intermediate districts, and other eligible entities under this section on a schedule determined by the department.

(2) From the funds allocated under subsection (1), there is allocated the amount necessary, estimated at $319,000,000.00 for 2020-2021 and estimated at $332,000,000.00 for 2021-2022, for payments toward reimbursing districts and intermediate districts for 28.6138% of total approved costs of special education, excluding costs reimbursed under section 53a, and 70.4165% of total approved costs of special education transportation. Allocations under this subsection are made as follows:

(a) The department shall calculate the initial amount allocated to a district under this subsection toward fulfilling the specified percentages by multiplying the district's special education pupil membership, excluding pupils described in subsection (11), times the foundation allowance under section 20 of the pupil's district of residence, plus the amount of the district's per-pupil allocation under section 20m, not to exceed the target foundation allowance for the current fiscal year, or, for a special education pupil in membership in a district that is a public school academy, times an amount equal to the amount per membership pupil calculated under section 20(6). For an intermediate district, the amount allocated under this subdivision toward fulfilling the specified percentages is an amount per special education membership pupil, excluding pupils described in subsection (11), and is calculated in the same manner as for a district, using the foundation allowance under section 20 of the pupil's district of residence, not to exceed the target foundation allowance for the current fiscal year, and that district's per-pupil allocation under section 20m.

(b) After the allocations under subdivision (a), the department shall pay a district or intermediate district for which the payments calculated under subdivision (a) do not fulfill the specified percentages the amount necessary to achieve the specified percentages for the district or intermediate district.

(3) From the funds allocated under subsection (1), there is allocated for 2020-2021 an amount not to exceed $1,000,000.00 and there is allocated for 2021-2022 an amount not to exceed $1,000,000.00 to make payments to districts and intermediate districts under this subsection. If the amount allocated to a district or intermediate district for a fiscal year under subsection (2)(b) is less than the sum of the amounts allocated to the district or intermediate district for 1996-97 under sections 52 and 58, there is allocated to the district or intermediate district for the fiscal year an amount equal to that difference, adjusted by applying the same proration factor that was used in the distribution of funds under section 52 in 1996-97 as adjusted to the district's or intermediate district's necessary costs of special education used in calculations for the fiscal year. This adjustment is to reflect reductions in special education program operations or services between 1996-97 and subsequent fiscal years. The department shall make adjustments for reductions in special education program operations or services in a manner determined by the department and shall include adjustments for program or service shifts.

(4) If the department determines that the sum of the amounts allocated for a fiscal year to a district or intermediate district under subsection (2)(a) and (b) is not sufficient to fulfill the specified percentages in subsection (2), then the department shall pay the shortfall to the district or intermediate district during the fiscal year beginning on the October 1 following the determination and shall adjust payments under subsection (3) as necessary. If the department determines that the sum of the amounts allocated for a fiscal year to a district or intermediate district under subsection (2)(a) and (b) exceeds the sum of the amount necessary to fulfill the specified percentages in subsection (2), then the department shall deduct the amount of the excess from the district's or intermediate district's payments under this article for the fiscal year beginning on the October 1 following the determination and shall adjust payments under subsection (3) as necessary. However, if the amount allocated under subsection (2)(a) in itself exceeds the amount necessary to fulfill the specified percentages in subsection (2), there is no deduction under this subsection.

(5) State funds are allocated on a total approved cost basis. Federal funds are allocated under applicable federal requirements.

(6) From the amount allocated in subsection (1), there is allocated an amount not to exceed $2,200,000.00 for 2020-2021 and there is allocated an amount not to exceed $2,200,000.00 for 2021-2022 to reimburse 100% of the net increase in necessary costs incurred by a district or intermediate district in implementing the revisions in the administrative rules for special education that became effective on July 1, 1987. As used in this subsection, "net increase in necessary costs" means the necessary additional costs incurred solely because of new or revised requirements in the administrative rules minus cost savings permitted in implementing the revised rules. The department shall determine net increase in necessary costs in a manner specified by the department.

(7) For purposes of this section and sections 51b to 58, all of the following apply:

(a) "Total approved costs of special education" are determined in a manner specified by the department and may include indirect costs, but must not exceed 115% of approved direct costs for section 52 and section 53a programs. The total approved costs include salary and other compensation for all approved special education personnel for the program, including payments for Social Security and Medicare and public school employee retirement system contributions. The total approved costs do not include salaries or other compensation paid to administrative personnel who are not special education personnel as that term is defined in section 6 of the revised school code, MCL 380.6. Costs reimbursed by federal funds, other than those federal funds included in the allocation made under this article, are not included. Special education approved personnel not utilized full time in the evaluation of students or in the delivery of special education programs, ancillary, and other related services are reimbursed under this section only for that portion of time actually spent providing these programs and services, with the exception of special education programs and services provided to youth placed in child caring institutions or juvenile detention programs approved by the department to provide an on-grounds education program.

(b) Beginning with the 2004-2005 fiscal year, a district or intermediate district that employed special education support services staff to provide special education support services in 2003-2004 or in a subsequent fiscal year and that in a fiscal year after 2003-2004 receives the same type of support services from another district or intermediate district shall report the cost of those support services for special education reimbursement purposes under this article. This subdivision does not prohibit the transfer of special education classroom teachers and special education classroom aides if the pupils counted in membership associated with those special education classroom teachers and special education classroom aides are transferred and counted in membership in the other district or intermediate district in conjunction with the transfer of those teachers and aides.

(c) If the department determines before bookclosing for a fiscal year that the amounts allocated for that fiscal year under subsections (2), (3), (6), and (11) and sections 53a, 54, and 56 will exceed expenditures for that fiscal year under subsections (2), (3), (6), and (11) and sections 53a, 54, and 56, then for a district or intermediate district whose reimbursement for that fiscal year would otherwise be affected by subdivision (b), subdivision (b) does not apply to the calculation of the reimbursement for that district or intermediate district and the department shall calculate reimbursement for that district or intermediate district in the same manner as it was for 2003-2004. If the amount of the excess allocations under subsections (2), (3), (6), and (11) and sections 53a, 54, and 56 is not sufficient to fully fund the calculation of reimbursement to those districts and intermediate districts under this subdivision, then the department shall prorate calculations and resulting reimbursement under this subdivision on an equal percentage basis. Beginning in 2015-2016, the amount of reimbursement under this subdivision for a fiscal year must not exceed $2,000,000.00 for any district or intermediate district.

(d) Reimbursement for ancillary and other related services, as that term is defined by R 340.1701c of the Michigan Administrative Code, is not provided when those services are covered by and available through private group health insurance carriers or federal reimbursed program sources unless the department and district or intermediate district agree otherwise and that agreement is approved by the state budget director. Expenses, other than the incidental expense of filing, must not be borne by the parent. In addition, the filing of claims must not delay the education of a pupil. A district or intermediate district is responsible for payment of a deductible amount and for an advance payment required until the time a claim is paid.

(e) Beginning with calculations for 2004-2005, if an intermediate district purchases a special education pupil transportation service from a constituent district that was previously purchased from a private entity; if the purchase from the constituent district is at a lower cost, adjusted for changes in fuel costs; and if the cost shift from the intermediate district to the constituent does not result in any net change in the revenue the constituent district receives from payments under sections 22b and 51c, then upon application by the intermediate district, the department shall direct the intermediate district to continue to report the cost associated with the specific identified special education pupil transportation service and shall adjust the costs reported by the constituent district to remove the cost associated with that specific service.

(8) A pupil who is enrolled in a full-time special education program conducted or administered by an intermediate district or a pupil who is enrolled in the Michigan Schools for the Deaf and Blind is not included in the membership count of a district, but is counted in membership in the intermediate district of residence.

(9) Special education personnel transferred from 1 district to another to implement the revised school code are entitled to the rights, benefits, and tenure to which the person would otherwise be entitled had that person been employed by the receiving district originally.

(10) If a district or intermediate district uses money received under this section for a purpose other than the purpose or purposes for which the money is allocated, the department may require the district or intermediate district to refund the amount of money received. The department shall deposit money that is refunded in the state treasury to the credit of the state school aid fund.

(11) From the funds allocated in subsection (1), there is allocated the amount necessary, estimated at $2,400,000.00 for 2020-2021 and estimated at $2,900,000.00 for 2021-2022, to pay the foundation allowances for pupils described in this subsection. The department shall calculate the allocation to a district under this subsection by multiplying the number of pupils described in this subsection who are counted in membership in the district times the sum of the foundation allowance under section 20 of the pupil's district of residence, plus the amount of the district's per-pupil allocation under section 20m, not to exceed the target foundation allowance for the current fiscal year, or, for a pupil described in this subsection who is counted in membership in a district that is a public school academy, times an amount equal to the amount per membership pupil under section 20(6). The department shall calculate the allocation to an intermediate district under this subsection in the same manner as for a district, using the foundation allowance under section 20 of the pupil's district of residence not to exceed the target foundation allowance for the current fiscal year and that district's per-pupil allocation under section 20m. This subsection applies to all of the following pupils:

(a) Pupils described in section 53a.

(b) Pupils counted in membership in an intermediate district who are not special education pupils and are served by the intermediate district in a juvenile detention or child caring facility.

(c) Pupils with an emotional impairment counted in membership by an intermediate district and provided educational services by the department of health and human services.

(12) If it is determined that funds allocated under subsection (2) or (11) or under section 51c will not be expended, funds up to the amount necessary and available may be used to supplement the allocations under subsection (2) or (11) or under section 51c in order to fully fund those allocations. After payments under subsections (2) and (11) and section 51c, the department shall expend the remaining funds from the allocation in subsection (1) in the following order:

(a) 100% of the reimbursement required under section 53a.

(b) 100% of the reimbursement required under subsection (6).

(c) 100% of the payment required under section 54.

(d) 100% of the payment required under subsection (3).

(e) 100% of the payments under section 56.

(13) The allocations under subsections (2), (3), and (11) are allocations to intermediate districts only and are not allocations to districts, but instead are calculations used only to determine the state payments under section 22b.

(14) If a public school academy that is not a cyber school, as that term is defined in section 551 of the revised school code, MCL 380.551, enrolls under this section a pupil who resides outside of the intermediate district in which the public school academy is located and who is eligible for special education programs and services according to statute or rule, or who is a child with a disability, as that term is defined under the individuals with disabilities education act, Public Law 108-446, the intermediate district in which the public school academy is located and the public school academy shall enter into a written agreement with the intermediate district in which the pupil resides for the purpose of providing the pupil with a free appropriate public education, and the written agreement must include at least an agreement on the responsibility for the payment of the added costs of special education programs and services for the pupil. If the public school academy that enrolls the pupil does not enter into an agreement under this subsection, the public school academy shall not charge the pupil's resident intermediate district or the intermediate district in which the public school academy is located the added costs of special education programs and services for the pupil, and the public school academy is not eligible for any payouts based on the funding formula outlined in the resident or nonresident intermediate district's plan. If a pupil is not enrolled in a public school academy under this subsection, the provision of special education programs and services and the payment of the added costs of special education programs and services for a pupil described in this subsection are the responsibility of the district and intermediate district in which the pupil resides.

(15) For the purpose of receiving its federal allocation under part B of the individuals with disabilities education act, Public Law 108-446, a public school academy that is a cyber school, as that term is defined in section 551 of the revised school code, MCL 380.551, and is in compliance with section 553a of the revised school code, MCL 380.553a, directly receives the federal allocation under part B of the individuals with disabilities education act, Public Law 108-446, from the intermediate district in which the cyber school is located, as the subrecipient. If the intermediate district does not distribute the funds described in this subsection to the cyber

school by the part B application due date of July 1, the department may distribute the funds described in this subsection directly to the cyber school according to the formula prescribed in 34 CFR 300.705 and 34 CFR 300.816.

(16) For a public school academy that is a cyber school, as that term is defined in section 551 of the revised school code, MCL 380.551, and is in compliance with section 553a of the revised school code, MCL 380.553a, that enrolls a pupil under this section, the intermediate district in which the cyber school is located shall ensure that the cyber school complies with sections 1701a, 1703, 1704, 1751, 1752, 1756, and 1757 of the revised school code, MCL 380.1701a, 380.1703, 380.1704, 380.1751, 380.1752, 380.1756, and 380.1757; applicable rules; and the individuals with disabilities education act, Public Law 108-446.

(17) For the purposes of this section, the department or the center shall only require a district or intermediate district to report information that is not already available from the financial information database maintained by the center.

Sec. 51c. As required by the court in the consolidated cases known as *Durant v State of Michigan*, 456 Mich 175 (1997), from the allocation under section 51a(1), there is allocated for 2020-2021 and for 2021-2022, the amount necessary, estimated at $702,500,000.00 for 2020-2021 and $733,400,000.00 for 2021-2022, for payments to reimburse districts for 28.6138% of total approved costs of special education excluding costs reimbursed under section 53a, and 70.4165% of total approved costs of special education transportation. Funds allocated under this section that are not expended in the fiscal year for which they were allocated, as determined by the department, may be used to supplement the allocations under sections 22a and 22b to fully fund those allocations for the same fiscal year. For each fund transfer as described in the immediately preceding sentence that occurs, the state budget director shall send notification of the transfer to the house and senate appropriations subcommittees on state school aid and the house and senate fiscal agencies by not later than 14 calendar days after the transfer occurs.

Sec. 51d. (1) From the federal funds appropriated in section 11, there is allocated for 2020-2021 all available federal funding, estimated at $83,195,000.00, and there is allocated for 2021-2022 all available federal funding, estimated at $71,000,000.00, for special education programs and services that are funded by federal grants. The department shall distribute all federal funds allocated under this section in accordance with federal law. Notwithstanding section 17b, the department shall make payments of federal funds to districts, intermediate districts, and other eligible entities under this section on a schedule determined by the department.

(2) From the federal funds allocated under subsection (1), the following amounts are allocated:

(a) For 2020-2021, an amount estimated at $19,822,000.00 for handicapped infants and toddlers, funded from DED-OSERS, handicapped infants and toddlers funds. For 2021-2022, an amount estimated at $14,000,000.00 for handicapped infants and toddlers, funded from DED-OSERS, handicapped infants and toddlers funds.

(b) For 2020-2021, an amount estimated at $20,373,000.00 for preschool grants under Public Law 94-142, funded from DED-OSERS, handicapped preschool incentive funds. For 2021-2022, an amount estimated at $14,000,000.00 for preschool grants under Public Law 94-142, funded from DED-OSERS, handicapped preschool incentive funds.

(c) For 2020-2021 and for 2021-2022, an amount estimated at $43,000,000.00 for special education programs funded by DED-OSERS, handicapped program, individuals with disabilities act funds.

(3) As used in this section, "DED-OSERS" means the United States Department of Education Office of Special Education and Rehabilitative Services.

Sec. 51f. (1) From the funds appropriated under section 11, there is allocated for 2021-2022 an amount not to exceed $90,207,000.00 for payments to districts and intermediate districts to increase the level of reimbursement of costs associated with providing special education services required under state and federal law.

(2) A district's or intermediate district's allocation under this section is equal to the level percentage multiplied by each district's or intermediate district's costs reported to the center on the special education actual cost report, known as "SE-4096" as referred to under section 18(6), as approved by the department.

(3) The total reimbursement under this section and under section 51c must not exceed the total reported costs for a district or intermediate district.

(4) For 2021-2022, the level percentage is estimated at 3.0%.

(5) For the purposes of this section, "level percentage" means the percentage calculated by dividing the allocation in subsection (1) by the total of costs reported to the center on the special education actual cost report, known as "SE-4096" as referred to under section 18(6), as approved by the department.

Sec. 51g. From the general fund money appropriated in section 11, $3,000,000.00 is allocated for 2021-2022 to an association for administrators of special education services to develop content for use by special education students, teachers, and others. Any content that is developed as described in this section must be accessible throughout this state. Funds received by an association under this section may be used to support the development of assessment tools to measure the needs of students with special education needs in remote learning environments and the effectiveness of various educational methods and tools, in collaboration with the department. Funds under this section may also be utilized to identify any available federal funds for research related to special education in remote learning.

Sec. 53a. (1) For districts, reimbursement for pupils described in subsection (2) is 100% of the total approved costs of operating special education programs and services approved by the department and included in the intermediate district plan adopted under article 3 of the revised school code, MCL 380.1701 to 380.1761, minus the district's foundation allowance calculated under section 20 and minus the district's per-pupil allocation under section 20m. For intermediate districts, the department shall calculate reimbursement for pupils described in subsection (2) in the same manner as for a district, using the foundation allowance under section 20 of the pupil's district of residence, not to exceed the target foundation allowance under section 20 for the current fiscal year plus the amount of the district's per-pupil allocation under section 20m.

(2) Reimbursement under subsection (1) is for the following special education pupils:

(a) Pupils assigned to a district or intermediate district through the community placement program of the courts or a state agency, if the pupil was a resident of another intermediate district at the time the pupil came under the jurisdiction of the court or a state agency.

(b) Pupils who are residents of institutions operated by the department of health and human services.

(c) Pupils who are former residents of department of community health institutions for the developmentally disabled who are placed in community settings other than the pupil's home.

(d) Pupils enrolled in a department-approved on-grounds educational program longer than 180 days, but not longer than 233 days, at a residential child care institution, if the child care institution offered in 1991-92 an on-grounds educational program longer than 180 days but not longer than 233 days.

(e) Pupils placed in a district by a parent for the purpose of seeking a suitable home, if the parent does not reside in the same intermediate district as the district in which the pupil is placed.

(3) Only those costs that are clearly and directly attributable to educational programs for pupils described in subsection (2), and that would not have been incurred if the pupils were not being educated in a district or intermediate district, are reimbursable under this section.

(4) The costs of transportation are funded under this section and are not reimbursed under section 58.

(5) The department shall not allocate more than $10,500,000.00 of the allocation for 2021-2022 in section 51a(1) under this section.

Sec. 54. Each intermediate district receives an amount per pupil for each pupil in attendance at the Michigan Schools for the Deaf and Blind. The amount is proportionate to the total instructional cost at each school. The department shall not allocate more than $1,688,000.00 of the allocation for 2021-2022 in section 51a(1) under this section.

Sec. 54b. (1) From the general fund money appropriated in section 11, there is allocated an amount not to exceed $1,600,000.00 for 2021-2022 to continue the implementation of the recommendations of the special education reform task force published in January 2016.

(2) The department shall use funds allocated under this section for the purpose of piloting statewide implementation of the Michigan Integrated Behavior and Learning Support Initiative (MiBLSI), a nationally recognized program that includes positive behavioral intervention and supports and provides a statewide structure to support local initiatives for an integrated behavior and reading program. With the assistance of the intermediate districts involved in MiBLSI, the department shall identify a number of intermediate districts to participate in the pilot that is sufficient to ensure that MiBLSI can be implemented statewide with fidelity and sustainability. In addition, the department shall identify an intermediate district to act as a fiscal agent for these funds.

Sec. 54d. (1) From the state school aid fund money appropriated in section 11, there is allocated an amount not to exceed $14,150,000.00 for 2021-2022 to intermediate districts for the purpose of providing state early on services programs for children from birth to 3 years of age with a developmental delay or a disability, or both, and their families, as described in the early on Michigan state plan, as approved by the department.

(2) To be eligible to receive grant funding under this section, each intermediate district must apply in a form and manner determined by the department.

(3) The grant funding allocated under this section must be used to increase early on services and resources available to children that demonstrate developmental delays to help prepare them for success as they enter school. State early on services include evaluating and providing early intervention services for eligible infants and toddlers and their families to address developmental delays, including those affecting physical, cognitive, communication, adaptive, social, or emotional development. Grant funds must not be used to supplant existing services that are currently being provided.

(4) The department shall distribute the funds allocated under subsection (1) to intermediate districts according to the department's early on funding formula utilized to distribute the federal award to Michigan under part C of the individuals with disabilities education act, Public Law 108-446. Funds received under this section must not supplant existing funds or resources allocated for early on early intervention services. An intermediate district receiving funds under this section shall maximize the capture of Medicaid funds to support early on early intervention services to the extent possible.

(5) Each intermediate district that receives funds under this section shall report data and other information to the department in a form, manner, and frequency prescribed by the department to allow for monitoring and evaluation of the program and to ensure that the children described in subsection (1) received appropriate levels and types of services delivered by qualified personnel, based on the individual needs of the children and their families.

(6) Notwithstanding section 17b, the department shall make payments under this section on a schedule determined by the department.

(7) Grant funds awarded and allocated to an intermediate district under this section must be expended by the grant recipient before June 30 of the fiscal year immediately following the fiscal year in which the funds were received.

Sec. 55. (1) From the general fund money appropriated in section 11, there is allocated an amount not to exceed $250,000.00 for 2021-2022 to the Conductive Learning Center located at Aquinas College. This funding must be used to support the operational costs of the conductive education model taught at the Conductive Learning Center to maximize the independence and mobility of children and adults with neuromotor disabilities. The conductive education model funded under this section must be based on the concept of neuroplasticity and the ability of people to learn and improve when they are motivated, regardless of the severity of their disability.

(2) Notwithstanding section 17b, the department shall distribute the funding allocated under this section to the Conductive Learning Center not later than December 1, 2021.

Sec. 56. (1) For the purposes of this section:

(a) "Membership" means for a particular fiscal year the total membership of the intermediate district and the districts constituent to the intermediate district, except that if a district has elected not to come under part 30 of the revised school code, MCL 380.1711 to 380.1741, membership of the district is not included in the membership of the intermediate district.

(b) "Millage levied" means the millage levied for special education under part 30 of the revised school code, MCL 380.1711 to 380.1741, including a levy for debt service obligations.

(c) "Taxable value" means the total taxable value of the districts constituent to an intermediate district, except that if a district has elected not to come under part 30 of the revised school code, MCL 380.1711 to 380.1741, taxable value of the district is not included in the taxable value of the intermediate district.

(2) From the allocation under section 51a(1), there is allocated an amount not to exceed $40,008,100.00 for 2020-2021 and an amount not to exceed $40,008,100.00 for 2021-2022 to reimburse intermediate districts levying millages for special education under part 30 of the revised school code, MCL 380.1711 to 380.1741. The purpose, use, and expenditure of the reimbursement are limited as if the funds were generated by these millages and governed by the intermediate district plan adopted under article 3 of the revised school code, MCL 380.1701 to 380.1761. As a condition of receiving funds under this section, an intermediate district distributing any portion of special education millage funds to its constituent districts must submit for departmental approval and implement a distribution plan.

(3) Except as otherwise provided in this subsection, reimbursement for those millages levied in 2019-2020 is made in 2020-2021 at an amount per 2019-2020 membership pupil computed by subtracting from $208,800.00 the 2019-2020 taxable value behind each membership pupil and multiplying the resulting difference by the 2019-2020 millage levied, and then subtracting from that amount the 2019-2020 local community stabilization share revenue for special education purposes behind each membership pupil for reimbursement of personal property exemption loss under the local community stabilization authority act, 2014 PA 86, MCL 123.1341 to 123.1362.

Reimbursement in 2020-2021 for an intermediate district whose 2017-2018 allocation was affected by the operation of subsection (5) is an amount equal to 102.5% of the 2017-2018 allocation to that intermediate district.

(4) Except as otherwise provided in this subsection, reimbursement for those millages levied in 2020-2021 is made in 2021-2022 at an amount per 2020-2021 membership pupil computed by subtracting from $215,900.00 the 2020-2021 taxable value behind each membership pupil and multiplying the resulting difference by the 2020-2021 millage levied, and then subtracting from that amount the 2020-2021 local community stabilization share revenue for special education purposes behind each membership pupil for reimbursement of personal property exemption loss under the local community stabilization authority act, 2014 PA 86, MCL 123.1341 to 123.1362. Reimbursement in 2021-2022 for an intermediate district whose 2017-2018 allocation was affected by the operation of subsection (5) is an amount equal to 102.5% of the 2017-2018 allocation to that intermediate district.

(5) The department shall ensure that the amount paid to a single intermediate district under this section does not exceed 62.9% of the total amount allocated under subsection (2).

(6) The department shall ensure that the amount paid to a single intermediate district under this section is not less than 75% of the amount allocated to the intermediate district under this section for the immediately preceding fiscal year.

(7) From the state school aid fund money appropriated in section 11, there is allocated an amount not to exceed $34,200,000.00 for 2021-2022 to provide payments to intermediate districts levying millages for special education under part 30 of the revised school code, MCL 380.1711 to 380.1741. The purpose, use, and expenditure of the payments under this subsection are limited as if the funds were generated by these millages and governed by the intermediate district plan adopted under article 3 of the revised school code, MCL 380.1701 to 380.1761. The department shall provide a payment under this subsection to each intermediate district described in this subsection as follows:

(a) Except as otherwise provided in this subsection, for an intermediate district with a 2020-2021 3-year average special education millage revenue per pupil that is less than $251.00 and that is levying at least 46.2% but less than 60.0% of its maximum millage rate allowed under section 1724a of the revised school code, MCL 380.1724a, an amount computed by subtracting from $251.00 the 2020-2021 3-year average special education millage revenue per pupil and, only if the millage levied by the intermediate district is less than 1, multiplying that amount by the number of mills levied divided by 1, and then multiplying that amount by the 2020-2021 3-year average membership, and then subtracting from that amount the amount allocated under subsection (2) for 2021-2022. If the calculation under this subdivision results in an amount below zero, there is no payment under this subdivision.

(b) Except as otherwise provided in this subsection, for an intermediate district with a 2020-2021 3-year average special education millage revenue per pupil that is less than $281.00 and that is levying at least 60.0% of its maximum millage rate allowed under section 1724a of the revised school code, MCL 380.1724a, an amount computed by subtracting from $281.00 the 2020-2021 3-year average special education millage revenue per pupil, and, only if the millage levied by the intermediate district is less than 1, multiplying that amount by the number of mills levied divided by 1, and then multiplying that amount by the 2020-2021 3-year average membership, and then subtracting from that amount the amount allocated under subsection (2) for 2021-2022. If the calculation under this subdivision results in an amount below zero, there is no payment under this subdivision.

(8) As used in subsection (7):

(a) "2020-2021 3-year average membership" means the 3-year average pupil membership for 2018-2019, 2019-2020, and 2020-2021.

(b) "2020-2021 3-year average special education millage revenue per pupil" means the 3-year average taxable value per mill levied behind each membership pupil for 2018-2019, 2019-2020, and 2020-2021 multiplied by the 2020-2021 millage levied.

Sec. 61a. (1) From the state school aid fund money appropriated in section 11, there is allocated an amount not to exceed $37,611,300.00 for 2021-2022 to reimburse on an added cost basis districts, except for a district that served as the fiscal agent for a vocational education consortium in the 1993-94 school year and that has a foundation allowance as calculated under section 20 greater than the minimum foundation allowance under that section, and secondary area vocational-technical education centers for secondary-level career and technical education programs according to rules approved by the superintendent. Applications for participation in the programs must be submitted in the form prescribed by the department. The department shall determine the added cost for each career and technical education program area. The department shall prioritize the allocation of added cost funds based on the capital and program expenditures needed to operate the career and technical education programs provided; the number of pupils enrolled; the advancement of pupils through the instructional program; the existence of an articulation agreement with at least 1 postsecondary institution that provides pupils with opportunities to earn postsecondary credit during the pupil's participation in the career and technical education program and transfers those credits to the postsecondary institution upon completion of the career and

technical education program; and the program rank in student placement, job openings, and wages, and shall ensure that the allocation does not exceed 75% of the added cost of any program. Notwithstanding any rule or department determination to the contrary, when determining a district's allocation or the formula for making allocations under this section, the department shall include the participation of pupils in grade 9 in all of those determinations and in all portions of the formula. With the approval of the department, the board of a district maintaining a secondary career and technical education program may offer the program for the period from the close of the school year until September 1. The program shall use existing facilities and must be operated as prescribed by rules promulgated by the superintendent.

(2) Except for a district that served as the fiscal agent for a vocational education consortium in the 1993-94 school year, the department shall reimburse districts and intermediate districts for local career and technical education administration, shared time career and technical education administration, and career education planning district career and technical education administration. The superintendent shall adopt guidelines for the definition of what constitutes administration and shall make reimbursement pursuant to those guidelines. The department shall not distribute more than $800,000.00 of the allocation in subsection (1) under this subsection.

(3) A career and technical education program funded under this section may provide an opportunity for participants who are eligible to be funded under section 107 to enroll in the career and technical education program funded under this section if the participation does not occur during regular school hours.

Sec. 61b. (1) From the funds appropriated under section 11, there is allocated for 2021-2022 an amount not to exceed $8,000,000.00 from the state school aid fund appropriation for CTE early middle college and CTE dual enrollment programs authorized under this section and for planning grants for the development or expansion of CTE early middle college programs. The purpose of these programs is to increase the number of Michigan residents with high-quality degrees or credentials, and to increase the number of students who are college and career ready upon high school graduation.

(2) From the funds allocated under subsection (1), the department shall allocate an amount as determined under this subsection to each intermediate district serving as a fiscal agent for state-approved CTE early middle college and CTE dual enrollment programs in each of the career education planning districts identified by the department. An intermediate district shall not use more than 5% of the funds allocated under this subsection for administrative costs for serving as the fiscal agent.

(3) To be an eligible fiscal agent, an intermediate district must agree to do all of the following in a form and manner determined by the department:

(a) Distribute funds to eligible CTE early middle college and CTE dual enrollment programs in a career education planning district as described in this section.

(b) Collaborate with the career and educational advisory council in the workforce development board service delivery area to develop 1 regional strategic plan under subsection (4) that aligns CTE programs and services into an efficient and effective delivery system for high school students. The department will align career education planning districts, workforce development board service delivery areas, and intermediate districts for the purpose of creating 1 regional strategic plan for each workforce development board service delivery area.

(c) Implement a regional process to rank career clusters in the workforce development board service delivery area as described under subsection (4). Regional processes must be approved by the department before the ranking of career clusters.

(d) Report CTE early middle college and CTE dual enrollment program and student data and information as prescribed by the department and the center.

(e) The local education agency responsible for student reporting in the Michigan student data system (MSDS) will report the total number of college credits the student earned, at the time of high school graduation, as determined by the department and the center.

(f) The local education agency will report each award outcome in the Michigan student data system (MSDS) that the CTE early middle college student attained. For purposes of this subsection, an on-track CTE early middle college graduate is a graduate who obtained their high school diploma and at least 1 of the following:

(*i*) An associate's degree.

(*ii*) 60 transferrable college credits.

(*iii*) Professional certification.

(*iv*) A Michigan Early Middle College Association certificate.

(*v*) Participation in a registered apprenticeship.

(4) A regional strategic plan must be approved by the career and educational advisory council before submission to the department. A regional strategic plan must include, but is not limited to, the following:

(a) An identification of regional employer need based on a ranking of all career clusters in the workforce development board service delivery area ranked by 10-year projections of annual job openings and median wage for each standard occupational code in each career cluster as obtained from the United States Bureau of Labor Statistics. Standard occupational codes within high-ranking clusters also may be further ranked by median wage and annual job openings. The career and educational advisory council located in the workforce development board service delivery area shall review the rankings and modify them if necessary to accurately reflect employer demand for talent in the workforce development board service delivery area. A career and educational advisory council shall document that it has conducted this review and certify that it is accurate. These career cluster rankings must be determined and updated once every 4 years.

(b) An identification of educational entities in the workforce development board service delivery area that will provide eligible CTE early middle college and CTE dual enrollment programs including districts, intermediate districts, postsecondary institutions, and noncredit occupational training programs leading to an industry-recognized credential.

(c) A strategy to inform parents and students of CTE early middle college and CTE dual enrollment programs in the workforce development board service delivery area.

(d) Any other requirements as defined by the department.

(5) An eligible CTE program is a program that meets all of the following:

(a) Has been identified in the highest 5 career cluster rankings in any of the 16 workforce development board service delivery area strategic plans jointly approved by the department of labor and economic opportunity and the department.

(b) Has a coherent sequence of courses in a specific career cluster that will allow a student to earn a high school diploma and achieve at least 1 of the following:

(*i*) For CTE early middle college, outcomes as defined in subsection (3)(f).

(*ii*) For CTE dual enrollment, 1 of the following:

(A) An associate degree.

(B) An industry-recognized technical certification approved by the department of labor and economic opportunity.

(C) Up to 60 transferable college credits.

(D) Participation in a registered apprenticeship, pre-apprenticeship, or apprentice readiness program.

(c) Is aligned with the Michigan merit curriculum.

(d) Has an articulation or a college credit agreement with at least 1 postsecondary institution that provides students with opportunities to receive postsecondary credits during the student's participation in the CTE early middle college or CTE dual enrollment program and transfers those credits to the postsecondary institution upon completion of the CTE early middle college or CTE dual enrollment program.

(e) Provides instruction that is supervised, directed, or coordinated by an appropriately certificated CTE teacher or, for concurrent enrollment courses, a postsecondary faculty member.

(f) Provides for highly integrated student support services that include at least the following:

(*i*) Teachers as academic advisors.

(*ii*) Supervised course selection.

(*iii*) Monitoring of student progress and completion.

(*iv*) Career planning services provided by a local one-stop service center as described in the Michigan works one-stop service center system act, 2006 PA 491, MCL 408.111 to 408.135, or by a high school counselor or advisor.

(g) Has courses that are taught on a college campus, are college courses offered at the high school and taught by college faculty, or are courses taught in combination with online instruction.

(6) The department shall distribute funds to eligible CTE early middle college and CTE dual enrollment programs as follows:

(a) The department shall determine statewide average CTE costs per pupil for each CIP code program by calculating statewide average costs for each CIP code program for the 3 most recent fiscal years.

(b) The distribution to each eligible CTE early middle college or CTE dual enrollment program is the product of 50% of CTE costs per pupil times the pupil enrollment of each eligible CTE early middle college or CTE dual enrollment program in the immediately preceding school year.

(7) In order to receive funds under this section, a CTE early middle college or CTE dual enrollment program shall furnish to the intermediate district that is the fiscal agent identified in subsection (2), in a form and manner determined by the department, all information needed to administer this program and meet federal reporting requirements; shall allow the department or the department's designee to review all records related to the program for which it receives funds; and shall reimburse the state for all disallowances found in the review, as determined by the department.

(8) There is allocated for 2021-2022 from the funds under subsection (1) an amount not to exceed $500,000.00 from the state school aid fund allocation for grants to intermediate districts or consortia of intermediate districts for the purpose of planning for new or expanded early middle college programs. Applications for grants must be submitted in a form and manner determined by the department. The amount of a grant under this subsection must not exceed $50,000.00. To be eligible for a grant under this subsection, an intermediate district or consortia of intermediate districts must provide matching funds equal to the grant received under this subsection. Notwithstanding section 17b, the department shall make payments under this subsection in the manner determined by the department.

(9) Funds distributed under this section may be used to fund program expenditures that would otherwise be paid from foundation allowances. A program receiving funding under section 61a may receive funding under this section for allowable costs that exceed the reimbursement the program received under section 61a. The combined payments received by a program under section 61a and this section must not exceed the total allowable costs of the program. A program provider shall not use more than 5% of the funds allocated under this section to the program for administrative costs.

(10) If the allocation under subsection (1) is insufficient to fully fund payments as otherwise calculated under this section, the department shall prorate payments under this section on an equal percentage basis.

(11) If pupils enrolled in a career cluster in an eligible CTE early middle college or CTE dual enrollment program qualify to be reimbursed under this section, those pupils continue to qualify for reimbursement until graduation, even if the career cluster is no longer identified as being in the highest 5 career cluster rankings.

(12) As used in this section:

(a) "Allowable costs" means those costs directly attributable to the program as jointly determined by the department of labor and economic opportunity and the department.

(b) "Career and educational advisory council" means an advisory council to the local workforce development boards located in a workforce development board service delivery area consisting of educational, employer, labor, and parent representatives.

(c) "CIP" means classification of instructional programs.

(d) "CTE" means career and technical education programs.

(e) "CTE dual enrollment program" means a 4-year high school program of postsecondary courses offered by eligible postsecondary educational institutions that leads to an industry-recognized certification or degree.

(f) "Early middle college program" means a 5-year high school program.

(g) "Eligible postsecondary educational institution" means that term as defined in section 3 of the career and technical preparation act, 2000 PA 258, MCL 388.1903.

Sec. 61c. (1) From the general fund money appropriated in section 11, there is allocated for 2021-2022 an amount not to exceed $7,500,000.00 to eligible career education planning districts for the CTE skilled trades initiative described in subsections (2) to (5). To be eligible to receive funding under this section, at least 50% of the area served by a CEPD must be located in an intermediate district that did not levy a vocational education millage in 2021.

(2) To receive funding under subsection (1), each eligible CEPD must apply in a form and manner prescribed by the department. Funding to each eligible CEPD must be equal to the quotient of the allocation under subsection (1) and the sum of the number of career education planning districts applying for funding under subsection (1) that are located in an intermediate district that did not levy a vocational education millage in 2021.

(3) At least 50% of the funding allocated to each eligible CEPD must be used to update equipment in current CTE programs that have been identified in the highest 5 career cluster rankings in the most recent CEPD regional strategic plans jointly approved by the Michigan talent investment agency in the department of labor and economic opportunity and the department, for training on new equipment, for professional development relating to computer science or coding, or for new and emerging certified CTE programs to allow CEPD administrators to provide programming in communities that will enhance economic development. The funding for equipment should be used to support and enhance community areas that have sustained job growth, and act as a commitment to build a more qualified and skilled workforce. In addition, each CEPD is encouraged to explore the option of leasing equipment from local private industry to encourage the use of the most advanced equipment.

(4) The allocation of funds at the local level must be determined by CEPD administrators using data from the state, region, and local sources to make well-informed decisions on program equipment improvements. Grants awarded by CEPD administrators for capital infrastructure must be used to ensure that CTE programs can deliver educational programs in high-wage, high-skill, and high-demand occupations. Each CEPD shall continue to ensure that program advisory boards make recommendations on needed improvements for equipment that support job growth and job skill development and retention for both the present and the future.

(5) Not later than September 15 of each fiscal year, each CEPD receiving funding shall annually report to the department, the senate and house appropriations subcommittees on school aid, the senate and house fiscal agencies, and legislature on equipment purchased under subsection (1). In addition, the report must identify growth data on program involvement, retention, and development of student skills.

(6) As used in this section:

(a) "CEPD" means a career education planning district described in this section.

(b) "CTE" means career and technical education.

Sec. 61d. (1) From the appropriation in section 11, there is allocated for 2021-2022 an amount not to exceed $5,000,000.00 from the state school aid fund for additional payments to districts for career and technical education programs for the purpose of increasing the number of Michigan residents with high-quality degrees or credentials, and to increase the number of pupils who are college- and career-ready upon high school graduation.

(2) The department shall calculate payments to districts under this section in the following manner:

(a) A payment of $35.00 multiplied by the number of pupils in grades 9 to 12 who are counted in membership in the district and are enrolled in at least 1 career and technical education program.

(b) An additional payment of $35.00 multiplied by the number of pupils in grades 9 to 12 who are counted in membership in the district and are enrolled in at least 1 career and technical education program that provides instruction in critical skills and high-demand career fields.

(3) If the allocation under subsection (1) is insufficient to fully fund payments under subsection (2), the department shall prorate payments under this section on an equal per-pupil basis.

(4) As used in this section:

(a) "Career and technical education program" means a state-approved career and technical education program, as determined by the department.

(b) "Career and technical education program that provides instruction in critical skills and high-demand career field" means a career and technical education program classified under any of the following 2-digit classification of instructional programs (CIP) codes:

(*i*) 01, which refers to "agriculture, agriculture operations, and related sciences".

(*ii*) 03, which refers to "natural resources and conservation".

(*iii*) 10 through 11, which refers to "communications technologies/technicians and support services" and "computer and information sciences and support services".

(*iv*) 14 through 15, which refers to "engineering" and "engineering technologies and engineering-related fields".

(*v*) 26, which refers to "biological and biomedical sciences".

(*vi*) 46 through 48, which refers to "construction trades", "mechanic and repair technologies/technicians", and "precision production".

(*vii*) 51, which refers to "health professions and related programs".

Sec. 61g. (1) From the state school aid fund money appropriated under section 11, there is allocated for 2021-2022 only an amount not to exceed $2,500,000.00 to an intermediate district in which the combined total number of pupils in membership of all of its constituent districts is at least 6,500 but not more than 7,500 and the intermediate district is located in prosperity region 3.

(2) An intermediate district receiving funds under this section shall use the funds to support its career and technical education offerings. Funds must be used by the intermediate district for building retrofitting, equipment purchases, and other associated expenditures necessary to provide career and technical education programming and services.

(3) As used in this section, "constituent district" means a district, including a district that is a public school academy, that is located within the geographic boundaries of an intermediate district.

Sec. 62. (1) For the purposes of this section:

(a) "Membership" means for a particular fiscal year the total membership of the intermediate district and the districts constituent to the intermediate district or the total membership of the area vocational-technical program, except that if a district has elected not to come under sections 681 to 690 of the revised school code, MCL 380.681

to 380.690, the membership of that district are not included in the membership of the intermediate district. However, the membership of a district that has elected not to come under sections 681 to 690 of the revised school code, MCL 380.681 to 380.690, is included in the membership of the intermediate district if the district meets both of the following:

(*i*) The district operates the area vocational-technical education program pursuant to a contract with the intermediate district.

(*ii*) The district contributes an annual amount to the operation of the program that is commensurate with the revenue that would have been raised for operation of the program if millage were levied in the district for the program under sections 681 to 690 of the revised school code, MCL 380.681 to 380.690.

(b) "Millage levied" means the millage levied for area vocational-technical education under sections 681 to 690 of the revised school code, MCL 380.681 to 380.690, including a levy for debt service obligations incurred as the result of borrowing for capital outlay projects and in meeting capital projects fund requirements of area vocational-technical education.

(c) "Taxable value" means the total taxable value of the districts constituent to an intermediate district or area vocational-technical education program, except that if a district has elected not to come under sections 681 to 690 of the revised school code, MCL 380.681 to 380.690, the taxable value of that district is not included in the taxable value of the intermediate district. However, the taxable value of a district that has elected not to come under sections 681 to 690 of the revised school code, MCL 380.681 to 380.690, is included in the taxable value of the intermediate district if the district meets both of the following:

(*i*) The district operates the area vocational-technical education program pursuant to a contract with the intermediate district.

(*ii*) The district contributes an annual amount to the operation of the program that is commensurate with the revenue that would have been raised for operation of the program if millage were levied in the district for the program under sections 681 to 690 of the revised school code, MCL 380.681 to 380.690.

(2) From the appropriation in section 11, there is allocated an amount not to exceed $9,190,000.00 each fiscal year for 2020-2021 and for 2021-2022 to reimburse intermediate districts and area vocational-technical education programs established under section 690(3) of the revised school code, MCL 380.690, levying millages for area vocational-technical education under sections 681 to 690 of the revised school code, MCL 380.681 to 380.690. The purpose, use, and expenditure of the reimbursement are limited as if the funds were generated by those millages.

(3) Reimbursement for those millages levied in 2019-2020 is made in 2020-2021 at an amount per 2019-2020 membership pupil computed by subtracting from $218,700.00 the 2019-2020 taxable value behind each membership pupil and multiplying the resulting difference by the 2019-2020 millage levied, and then subtracting from that amount the 2019-2020 local community stabilization share revenue for area vocational technical education behind each membership pupil for reimbursement of personal property exemption loss under the local community stabilization authority act, 2014 PA 86, MCL 123.1341 to 123.1362.

(4) Reimbursement for those millages levied in 2020-2021 is made in 2021-2022 at an amount per 2020-2021 membership pupil computed by subtracting from $224,800.00 the 2020-2021 taxable value behind each membership pupil and multiplying the resulting difference by the 2020-2021 millage levied, and then subtracting from that amount the 2020-2021 local community stabilization share revenue for area vocational technical education behind each membership pupil for reimbursement of personal property exemption loss under the local community stabilization authority act, 2014 PA 86, MCL 123.1341 to 123.1362.

(5) The department shall ensure that the amount paid to a single intermediate district under this section does not exceed 38.4% of the total amount allocated under subsection (2).

(6) The department shall ensure that the amount paid to a single intermediate district under this section is not less than 75% of the amount allocated to the intermediate district under this section for the immediately preceding fiscal year.

Sec. 65. (1) From the appropriation under section 11, there is allocated an amount not to exceed $400,000.00 for 2021-2022 for a pre-college engineering K-12 educational program that is focused on the development of a diverse future Michigan workforce, that serves multiple communities within southeast Michigan, that enrolls pupils from multiple districts, and that received funds appropriated for this purpose in the appropriations act that provided the Michigan strategic fund budget for 2014-2015.

(2) To be eligible for funding under this section, a program must have the ability to expose pupils to, and motivate and prepare pupils for, science, technology, engineering, and mathematics careers and postsecondary education with special attention given to groups of pupils who are at-risk and underrepresented in technical professions and careers.

Sec. 67. (1) From the general fund money appropriated in section 11, there is allocated an amount not to exceed $3,000,000.00 for 2021-2022 for college access programs. The programs funded under this section are intended to inform students of college and career options and to provide resources intended to increase the number of pupils who are adequately prepared with the information needed to make informed decisions on college and career. The funds appropriated under this section are intended to be used to increase the number of Michigan residents with high-quality degrees or credentials. Funds appropriated under this section must not be used to supplant funding for counselors already funded by districts.

(2) The department of labor and economic opportunity shall administer funds allocated under this section in collaboration with the Michigan college access network. These funds may be used for any of the following purposes:

(a) Michigan college access network operations, programming, and services to local college access networks.

(b) Local college access networks, which are community-based college access/success partnerships committed to increasing the college participation and completion rates within geographically defined communities through a coordinated strategy.

(c) The Michigan college advising program, a program intended to place trained, recently graduated college advisors in high schools that serve significant numbers of low-income and first-generation college-going pupils. State funds used for this purpose may not exceed 33% of the total funds available under this subsection.

(d) Subgrants of up to $5,000.00 to districts with comprehensive high schools that establish a college access team and implement specific strategies to create a college-going culture in a high school in a form and manner approved by the Michigan college access network and the department of labor and economic opportunity.

(e) The Michigan college access portal, an online one-stop portal to help pupils and families plan and apply for college.

(f) Public awareness and outreach campaigns to encourage low-income and first-generation college-going pupils to take necessary steps toward college and to assist pupils and families in completing a timely and accurate free application for federal student aid.

(g) Subgrants to postsecondary institutions to recruit, hire, and train college student mentors and college advisors to assist high school pupils in navigating the postsecondary planning and enrollment process.

(3) For the purposes of this section, "college" means any postsecondary educational opportunity that leads to a career, including, but not limited to, a postsecondary degree, industry-recognized technical certification, or registered apprenticeship.

Sec. 67a. (1) From the general fund money appropriated under section 11, there is allocated an amount not to exceed $50,000.00 for 2021-2022 for a grant to be distributed by the department to an organization to provide industrial and technological education and workforce preparation for students and professional development opportunities and support for teachers.

(2) Notwithstanding section 17b, the department shall make grant payments under this section on a schedule determined by the department.

Sec. 67b. From the federal funds allocated under section 11n, there is allocated $6,000,000.00 from the federal funding awarded to this state from the coronavirus state fiscal recovery fund under the American rescue plan act of 2021, title IX, subtitle M of Public Law 117-2, for 2021-2022 to the SME Education Foundation's Partnership Response Initiative. The SME Education Foundation's Partnership Response Initiative shall use the funding it receives under this section to provide high schools in this state with cost-effective and tailored engineering/manufacturing programs that provide equipment, curricula, professional development, scholarships, and STEM-focused curricular activities to students enrolled in and teachers teaching in the high schools of this state.

Sec. 74. (1) From the state school aid fund money appropriated in section 11, there is allocated an amount not to exceed $3,805,800.00 for 2021-2022 for the purposes of this section.

(2) From the allocation in subsection (1), there is allocated for 2021-2022 the amount necessary for payments to state supported colleges or universities and intermediate districts providing school bus driver safety instruction under section 51 of the pupil transportation act, 1990 PA 187, MCL 257.1851. The department shall make payments in an amount determined by the department not to exceed the actual cost of instruction and driver compensation for each public or nonpublic school bus driver attending a course of instruction. For the purpose of computing compensation, the hourly rate allowed each school bus driver must not exceed the hourly rate received for driving a school bus. The department shall make reimbursement compensating the driver during the course of instruction to the college or university or intermediate district providing the course of instruction.

(3) From the allocation in subsection (1), there is allocated for 2021-2022 the amount necessary to pay the reasonable costs of nonspecial education auxiliary services transportation provided under section 1323 of the revised school code, MCL 380.1323. Districts funded under this subsection do not receive funding under any other section of this article for nonspecial education auxiliary services transportation.

(4) From the funds allocated in subsection (1), there is allocated an amount not to exceed $1,780,800.00 for 2021-2022 for reimbursement to districts and intermediate districts for costs associated with the inspection of school buses and pupil transportation vehicles by the department of state police as required under section 715a of the Michigan vehicle code, 1949 PA 300, MCL 257.715a, and section 39 of the pupil transportation act, 1990 PA 187, MCL 257.1839. The department of state police shall prepare a statement of costs attributable to each district for which bus inspections are provided and submit it to the department and to an intermediate district serving as fiduciary in a time and manner determined jointly by the department and the department of state police. Upon review and approval of the statement of cost, the department shall forward to the designated intermediate district serving as fiduciary the amount of the reimbursement on behalf of each district and intermediate district for costs detailed on the statement within 45 days after receipt of the statement. The designated intermediate district shall make payment in the amount specified on the statement to the department of state police within 45 days after receipt of the statement. The total reimbursement of costs under this subsection must not exceed the amount allocated under this subsection. Notwithstanding section 17b, the department shall make payments to eligible entities under this subsection on a schedule prescribed by the department.

Sec. 78. (1) From the state school aid fund money appropriated under section 11, there is allocated for 2021-2022 an amount not to exceed $1,000,000.00 for payments to eligible districts for transportation costs as provided under this section. To be eligible for funding under this section, a district must meet all of the following:

(a) Receive the minimum foundation allowance as calculated under section 20.

(b) Have at least 7,800 pupils in membership but not more than 20,000 pupils in membership.

(c) Have at least 98 square miles in the district's boundaries.

(d) Provide busing to general education and special education students.

(e) Use buses to distribute school meals.

(f) Be not eligible for funding under section 22d.

(2) A district that is eligible for funding under this section shall receive an equal amount per pupil from the funds appropriated under this section.

Sec. 81. (1) From the state school aid fund money appropriated in section 11, there is allocated for 2020-2021 to the intermediate districts the sum necessary, but not to exceed $69,138,000.00, and there is allocated for 2021-2022 to the intermediate districts the sum necessary, but not to exceed $71,903,600.00 to provide state aid to intermediate districts under this section.

(2) The amount allocated under this section for 2020-2021 to each intermediate district is an amount equal to 100% of the amount allocated to the intermediate district under this section for 2019-2020. The amount allocated under this section for 2021-2022 to each intermediate district is an amount equal to 104% of the amount allocated to the intermediate district under this section for 2020-2021. An intermediate district shall use funding provided under this section to comply with requirements of this article and the revised school code that are applicable to intermediate districts, and for which funding is not provided elsewhere in this article, and to provide technical assistance to districts as authorized by the intermediate school board.

(3) Intermediate districts receiving funds under this section shall collaborate with the department to develop expanded professional development opportunities for teachers to update and expand their knowledge and skills needed to support the Michigan merit curriculum.

(4) From the allocation in subsection (1), there is allocated to an intermediate district, formed by the consolidation or annexation of 2 or more intermediate districts or the attachment of a total intermediate district to another intermediate district or the annexation of all of the constituent K-12 districts of a previously existing intermediate district which has disorganized, an additional allotment of $3,500.00 each fiscal year for each intermediate district included in the new intermediate district for 3 years following consolidation, annexation, or attachment.

(5) In order to receive funding under this section, an intermediate district shall do all of the following:

(a) Demonstrate to the satisfaction of the department that the intermediate district employs at least 1 person who is trained in pupil accounting and auditing procedures, rules, and regulations.

(b) Demonstrate to the satisfaction of the department that the intermediate district employs at least 1 person who is trained in rules, regulations, and district reporting procedures for the individual-level student data that serves as the basis for the calculation of the district and high school graduation and dropout rates.

(c) Comply with sections 1278a and 1278b of the revised school code, MCL 380.1278a and 380.1278b.

(d) Furnish data and other information required by state and federal law to the center and the department in the form and manner specified by the center or the department, as applicable.

(e) Comply with section 1230g of the revised school code, MCL 380.1230g.

(f) Provide advice, guidance, and leadership to assist all districts located within its geographic boundaries to assist in the preparedness and response efforts toward addressing COVID-19. At a minimum, this must include the coordination and collaboration with any local public health agency that has jurisdiction within the intermediate district's geographic boundaries and may include the coordination of bulk purchasing of personal protective equipment, technology, or other products or services necessary for students to return to school. An intermediate district shall ensure that all districts located within its geographic boundaries have equitable access to the intermediate district's coordination activities and services, intermediate district-wide or regional meetings, regularly scheduled superintendent meetings, programming, events, or other coordination or collaboration activities. In ensuring that all districts located within the geographic boundaries of the intermediate district have equitable access to services, meetings, programming, events, or activities as described in the immediately preceding sentence, the intermediate district shall ensure that districts that are public school academies that are located within its geographic boundaries are not excluded from said services, meetings, programming, events, or activities if districts that are not public school academies that are located within the geographic boundaries of the intermediate district are not excluded.

Sec. 94. (1) From the general fund money appropriated in section 11, there is allocated to the department for 2021-2022 an amount not to exceed $1,200,000.00 for efforts to increase the number of pupils who participate and succeed in advanced placement and international baccalaureate programs, and to support the college-level examination program (CLEP).

(2) From the funds allocated under this section, the department shall award funds to cover all or part of the costs of advanced placement test fees or international baccalaureate test fees and international baccalaureate registration fees for low-income pupils who take an advanced placement or an international baccalaureate test and CLEP fees for low-income pupils who take a CLEP test.

(3) The department shall only award funds under this section if the department determines that all of the following criteria are met:

(a) Each pupil for whom payment is made meets eligibility requirements of the federal advanced placement test fee program under section 1701 of the no child left behind act of 2001, Public Law 107-110, or under a corresponding provision of the every student succeeds act, Public Law 114-95.

(b) The tests are administered by the college board, the international baccalaureate organization, or another test provider approved by the department.

(c) The pupil for whom payment is made pays at least $5.00 toward the cost of each test for which payment is made.

(4) The department shall establish procedures for awarding funds under this section.

(5) Notwithstanding section 17b, the department shall make payments under this section on a schedule determined by the department.

Sec. 94a. (1) There is created within the state budget office in the department of technology, management, and budget the center for educational performance and information. The center shall do all of the following:

(a) Coordinate the collection of all data required by state and federal law from districts, intermediate districts, and postsecondary institutions.

(b) Create, maintain, and enhance this state's P-20 longitudinal data system and ensure that it meets the requirements of subsection (4).

(c) Collect data in the most efficient manner possible in order to reduce the administrative burden on reporting entities, including, but not limited to, electronic transcript services.

(d) Create, maintain, and enhance this state's web-based educational portal to provide information to school leaders, teachers, researchers, and the public in compliance with all federal and state privacy laws. Data must include, but are not limited to, all of the following:

(*i*) Data sets that link teachers to student information, allowing districts to assess individual teacher impact on student performance and consider student growth factors in teacher and principal evaluation systems.

(*ii*) Data access or, if practical, data sets, provided for regional data hubs that, in combination with local data, can improve teaching and learning in the classroom.

(*iii*) Research-ready data sets for researchers to perform research that advances this state's educational performance.

(e) Provide data in a useful manner to allow state and local policymakers to make informed policy decisions.

(f) Provide public reports to the residents of this state to allow them to assess allocation of resources and the return on their investment in the education system of this state.

(g) Other functions as assigned by the state budget director.

(2) Each state department, officer, or agency that collects information from districts, intermediate districts, or postsecondary institutions as required under state or federal law shall make arrangements with the center to ensure that the state department, officer, or agency is in compliance with subsection (1). This subsection does not apply to information collected by the department of treasury under the uniform budgeting and accounting act, 1968 PA 2, MCL 141.421 to 141.440a; the revised municipal finance act, 2001 PA 34, MCL 141.2101 to 141.2821; the school bond qualification, approval, and loan act, 2005 PA 92, MCL 388.1921 to 388.1939; or section 1351a of the revised school code, MCL 380.1351a.

(3) The center may enter into any interlocal agreements necessary to fulfill its functions.

(4) The center shall ensure that the P-20 longitudinal data system required under subsection (1)(b) meets all of the following:

(a) Includes data at the individual student level from preschool through postsecondary education and into the workforce.

(b) Supports interoperability by using standard data structures, data formats, and data definitions to ensure linkage and connectivity in a manner that facilitates the exchange of data among agencies and institutions within the state and between states.

(c) Enables the matching of individual teacher and student records so that an individual student may be matched with those teachers providing instruction to that student.

(d) Enables the matching of individual teachers with information about their certification and the institutions that prepared and recommended those teachers for state certification.

(e) Enables data to be easily generated for continuous improvement and decision-making, including timely reporting to parents, teachers, and school leaders on student achievement.

(f) Ensures the reasonable quality, validity, and reliability of data contained in the system.

(g) Provides this state with the ability to meet federal and state reporting requirements.

(h) For data elements related to preschool through grade 12 and postsecondary, meets all of the following:

(*i*) Contains a unique statewide student identifier that does not permit a student to be individually identified by users of the system, except as allowed by federal and state law.

(*ii*) Contains student-level enrollment, demographic, and program participation information.

(*iii*) Contains student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete education programs.

(*iv*) Has the capacity to communicate with higher education data systems.

(i) For data elements related to preschool through grade 12 only, meets all of the following:

(*i*) Contains yearly test records of individual students for assessments approved by DED-OESE for accountability purposes under section 1111(b) of the elementary and secondary education act of 1965, 20 USC 6311, including information on individual students not tested, by grade and subject.

(*ii*) Contains student-level transcript information, including information on courses completed and grades earned.

(*iii*) Contains student-level college readiness test scores.

(j) For data elements related to postsecondary education only:

(*i*) Contains data that provide information regarding the extent to which individual students transition successfully from secondary school to postsecondary education, including, but not limited to, all of the following:

(A) Enrollment in remedial coursework.

(B) Completion of 1 year's worth of college credit applicable to a degree within 2 years of enrollment.

(*ii*) Contains data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education.

(5) From the general fund money appropriated in section 11, there is allocated an amount not to exceed $18,802,500.00 for 2021-2022 to the department of technology, management, and budget to support the operations of the center. In addition, from the federal funds appropriated in section 11, there is allocated for 2021-2022 the amount necessary, estimated at $193,500.00, to support the operations of the center and to establish a P-20 longitudinal data system necessary for state and federal reporting purposes. The center shall cooperate with the department to ensure that this state is in compliance with federal law and is maximizing opportunities for increased federal funding to improve education in this state.

(6) From the funds allocated in subsection (5), the center may use an amount determined by the center for competitive grants for 2021-2022 to support collaborative efforts on the P-20 longitudinal data system. All of the following apply to grants awarded under this subsection:

(a) The center shall award competitive grants to eligible intermediate districts or a consortium of intermediate districts based on criteria established by the center.

(b) Activities funded under the grant must support the P-20 longitudinal data system portal and may include portal hosting, hardware and software acquisition, maintenance, enhancements, user support and related materials, and professional learning tools and activities aimed at improving the utility of the P-20 longitudinal data system.

(c) An applicant that received a grant under this subsection for the immediately preceding fiscal year has priority for funding under this section. However, after 3 fiscal years of continuous funding, an applicant is required to compete openly with new applicants.

(7) Funds allocated under this section that are not expended in the fiscal year in which they were allocated may be carried forward to a subsequent fiscal year and are appropriated for the purposes for which the funds were originally allocated.

(8) The center may bill departments as necessary in order to fulfill reporting requirements of state and federal law. The center may also enter into agreements to supply custom data, analysis, and reporting to other principal executive departments, state agencies, local units of government, and other individuals and organizations. The center may receive and expend funds in addition to those authorized in subsection (5) to cover the costs associated with salaries, benefits, supplies, materials, and equipment necessary to provide such data, analysis, and reporting services.

(9) As used in this section, "DED-OESE" means the United States Department of Education Office of Elementary and Secondary Education.

Sec. 94c. (1) From the general fund money appropriated in section 11, there is allocated an amount not to exceed $1,500,000.00 for 2021-2022 to the department to select a vendor through a competitive bid process that will compile a report to be sent to the legislature that includes all of the following:

(a) A strategy for streamlining the reporting that districts and intermediate districts are required to submit under state law.

(b) Recommendations for an annual process to measure and compare noninstructional staffing and spending by districts and intermediate districts and propose options to help districts and intermediate districts optimize noninstructional spending over time. Districts and intermediate districts are not required to modify their spending due to the operation of this subdivision. As used in this subdivision, "noninstructional spending" does not include facility costs, leases, rental payments, or other capital costs.

(c) Subject to subsection (2), recommendations for an information technology strategy for the K to 12 system and a short list of information technology systems that districts and intermediate districts may choose from that meet both of the following:

(*i*) Are aligned to the information technology strategy described in this subdivision.

(*ii*) Can be used by districts and intermediate districts in transition as existing information technology systems are retired.

(2) A district or intermediate district is not required to select for use an information technology system described in subsection (1)(c) due to the operation of subsection (1)(c).

(3) This section does not impose any new or additional reporting requirements upon districts and intermediate districts.

(4) The center, to the extent practicable, shall provide data requested by the vendor selected under subsection (1) to the vendor.

(5) In its evaluation of vendors through the competitive bid process under subsection (1), the department shall consider at least all of the following criteria:

(a) The vendor's knowledge of this state's K to 12 system.

(b) The vendor's knowledge of center and National Center for Education Statistics (NCES) data.

(c) The vendor's knowledge of existing K to 12 reports.

(d) The vendor's knowledge of existing K to 12 technology systems.

(e) The vendor's knowledge of reporting, information technology, and benchmarking best practices.

(f) The vendor's expertise in providing advice to this state's K to 12 systems on efficiency measures.

(6) The department, center, or the vendor selected under subsection (1) shall not require that a district or intermediate district implement the strategies or recommendations developed under this section by the vendor selected under subsection (1) unless legislation is enacted that allows the department, center, or a vendor selected under subsection (1) to require said implementation.

Sec. 94d. (1) From the state school aid fund money appropriated in section 11, there is allocated an amount not to exceed $1,500,000.00 for 2021-2022 for the purposes of this section.

(2) Funds under this section must be used to create and support a task force that will develop a comprehensive multi-year plan to attract, prepare, and retain qualified personnel for children with disabilities. The task force described in this subsection shall provide all of the following:

(a) An identification of the barriers to attracting and training qualified personnel to work with children with disabilities.

(b) An analysis of current educator preparation processes, including the degree to which they meet the needs of special education students and whether the preparation process could be streamlined to increase the number of qualified personnel entering the field of special education.

(c) An analysis of attrition rates for qualified personnel leaving the field of special education and recommendations for ways that this state or districts could better retain talent.

(d) An analysis of this state's licensing requirements and whether they could be streamlined to increase the number of qualified personnel entering the field of special education.

(e) Policy changes that should be enacted into law to address the barriers identified in this subsection, with specific changes to applicable state laws or applicable state rules.

(3) The task force described in subsection (2) must include representation from all special education stakeholder communities, including, but not limited to, teachers, school administrators, parents of special education students, students, educator preparation programs, the department, the legislative branch, the executive branch, the business community, and special education advocacy groups.

(4) The department shall identify an intermediate district that will serve as the fiscal agent for the funding under this section.

(5) Notwithstanding section 17b, the department shall make payments under this section on a schedule determined by the department.

(6) It is the intent of the legislature that the funding under this section support the task force described in subsection (2) for 3 years.

(7) The funds allocated under this section for 2021-2022 are a work project appropriation, and any unexpended funds for 2021-2022 do not lapse to the state school aid fund and are carried forward into 2022-2023. The purpose of the work project is to continue support for the task force described in subsection (2). The estimated completion date of the work project is September 30, 2024.

Sec. 95b. (1) From the general fund money appropriated under section 11, there is allocated an amount not to exceed $2,000,000.00 for 2021-2022 for the model value-added growth and projection analytics system. The department shall continue the model value-added growth and projection analytics system and incorporate that model into its reporting requirements under the every student succeeds act, Public Law 114-95. The model described in this subsection must do at least all of the following:

(a) Utilize existing assessments and any future assessments that are suitable for measuring student growth.

(b) Report student growth measures at the district, school, teacher, and subgroup levels.

(c) Recognize the growth of tested students, including those who may have missing assessment data.

(d) Include all available prior standardized assessment data that meet inclusion criteria across grades, subjects, and state and local assessments.

(e) Allow student growth results to be disaggregated.

(f) Provide individual student projections showing the probability of a student reaching specific performance levels on future assessments. Given school closures and extended cancellations related to COVID-19, the data under this subdivision may be used to inform decisions about student placement or students that could benefit from additional supports or interventions.

(g) Demonstrate any prior success with this state's assessments through the Michigan council of educator effectiveness teacher evaluation pilot.

(h) Demonstrate prior statewide implementation in at least 2 other states for at least 10 years.

(i) Have a native roster verification system built into the value-added reporting platform that has been implemented statewide in at least 2 other states.

(j) Have a "help/contact us" ticketing system built into the value-added reporting platform.

(k) Given school closures that have occurred pursuant to an executive order issued by the governor, the value-added reporting platform must provide continued hosting and delivery of reporting and offer the department additional supports in the areas of research, analysis, web reporting, and training.

(*l*) The department and the platform vendor shall provide statewide training for educators to understand the reporting that details the impact to student learning and growth.

(2) The department shall provide internet-based electronic student growth and projection reporting based on the model under subsection (1) to educators at the school, district, and state levels. The model must include role-based permissions that allow educators to access information about the performance of the students within their immediate responsibility in accordance with applicable privacy laws.

(3) The model under subsection (1) must not be a mandatory part of teacher evaluation or educator pay-for-performance systems.

(4) The model under subsection (1) must be a model that received funding under this section in 2018-2019.

(5) By March 31, 2022, the department shall work with the center to provide a report to the senate and house appropriations subcommittees on school aid and the senate and house fiscal agencies regarding the number of districts that are not public school academies that opted in to student-teacher linkages in their use of the model value-added growth and projection analytics system under this section. The report under this subsection must also include verification that the value-added reporting platform continued hosting and delivery of historical reporting and specify any additional research and analysis offered to the department.

Sec. 97. (1) For 2021-2022, from the state school aid fund money appropriated under section 11, there is allocated an amount not to exceed $7,500,000.00 and from the general fund money appropriated under section 11, there is allocated an amount not to exceed $2,500,000.00 for competitive grants to public schools, nonpublic schools, districts, and intermediate districts to purchase technology equipment, upgrade hardening measures, or conduct school building safety assessments to improve the safety and security of school buildings, pupils or students, and school staff with the goal of creating a safer school environment through equipment and technology enhancements. The department of state police, grants and community services division, shall administer the grant program described in this subsection. All grants under this subsection must be funded on a reimbursement-only basis. Grants under this subsection must not exceed $50,000.00 for each public school or nonpublic school and $250,000.00 for each district or intermediate district.

(2) All of the following apply to the application process for funding under subsection (1):

(a) To receive funding under subsection (1), a public school, nonpublic school, district, or intermediate district shall submit an application for funding under subsection (1) directly to the department of state police, grants and community services division.

(b) An application from a district or intermediate district under this subsection must be for 1 or more buildings that have some or all of pre-K to grade 12 classrooms and pupils.

(c) An applicant may submit only 1 application.

(d) An individual public school may submit its own application but must not also be included in its district's application if the district submits an application under this subsection.

(e) The department of state police shall award grants to applicants based on eligibility, the project description, and whether the project reflects the highest security need of the applicant within grant funding constraints, the budget narrative, the budget, project goals, objectives, and performance measures.

(f) The department of state police shall give priority to all of the following applicants:

(*i*) Applicants seeking funding for projects that involve multiple agencies working in partnership.

(*ii*) Applicants seeking funding for proposals that seek to secure exterior access points of school buildings.

(*iii*) Applicants that did not receive a school safety grant in the past.

(*iv*) Applicants that did not receive a grant under section 1001 of article XX of 2018 PA 207 or under section 115 of 2018 PA 618.

(g) To be awarded a grant, an applicant must demonstrate proof that the public school, nonpublic school, district, or intermediate district has an emergency operation plan that was updated after August 1, 2017 to align with the state emergency operations plan guidance and statewide school safety information policy developed under section 1308 of the revised school code, MCL 380.1308.

(h) The department of state police shall issue grant guidance and application materials, including required performance measures, not later than February 1, 2022.

(3) The department of state police shall not award funding under subsection (1) to a public school, nonpublic school, district, or intermediate district in relation to the same school building more than once. If a district submits an application under subsection (2) relating to a school building and a public school within that district also submits an application for funding in relation to that same school building, the department of state police shall not allocate funding under subsection (1) twice for that school building. If a public school, nonpublic school, district, or intermediate district submits more than 1 application, the department of state police shall first consider the most recent application submitted in considering funding under subsection (1).

(4) Eligible expenses for reimbursement under subsection (1) must be consistent with the recommendations of the school safety task force created by Executive Order No. 2018-5. The department of state police shall list the eligible expenses in the grant guidance and application materials described under subsection (2). The following items are not eligible expenses for which grant funds under subsection (1) may be applied:

(a) Weapons, including tasers.

(b) Personal body armor for routine use.

(c) Construction of new facilities.

(d) Costs in applying for the grant, such as consultants and grant writers.

(e) Expenses incurred before the date of the award or after the end of the performance period of the grant award.

(f) Personnel costs or operation costs related to a capital improvement.

(g) Indirect costs or indirect administrative expenses.

(h) Travel.

(i) Contributions or donations.

(j) Management or administrative training and conferences, except as otherwise preapproved by the department of state police.

(k) Management studies or research and development.

(*l*) Memberships and dues, except for a specific requirement of the project that has been preapproved by the department of state police.

(m) Vehicles, watercraft, or aircraft, including unmanned or remotely piloted aircraft and vehicles.

(n) Service contracts and training beyond the performance period of the grant award.

(o) Food, refreshments, and snacks.

(5) A grantee under section 1001 of article XX of 2018 PA 207 that is a public school, nonpublic school, district, or intermediate district or a grantee under section 115 of 2018 PA 618 that is a public school, nonpublic school, district, or intermediate district is not prohibited from applying for, and receiving, a grant award under this section.

(6) The department of state police shall begin issuing awards for grants under subsection (1) not later than May 1, 2022. A project that is awarded a grant under this section must be completed by July 1, 2023.

(7) The department of state police shall report on grant activities under this section, including available performance outcomes as identified in individual grant agreements, to the senate and house appropriations subcommittees on state police, the senate and house fiscal agencies, and the state budget office by August 1, 2023.

(8) The funds allocated for school safety grants under this section for 2021-2022 are a work project appropriation, and any unexpended funds for 2021-2022 do not lapse to the state school aid fund or general fund and are carried forward into 2022-2023. The purpose of the work project is to continue promoting safer school environments. The estimated completion date of the work project is July 1, 2023.

(9) The department of state police shall ensure that a grant to a nonpublic school under this section is funded from the general fund money allocated under this section.

Sec. 97a. From the general fund money appropriated in section 11, there is allocated an amount not to exceed $1,947,000.00 for 2021-2022 for Michigan Virtual University to support Navigate 360.

Sec. 98. (1) From the general fund money appropriated in section 11, there is allocated an amount not to exceed $7,500,000.00 for 2021-2022 for the purposes described in this section. The Michigan Virtual University shall provide a report to the legislature not later than November 1 of each year that includes its mission, its plans, and proposed benchmarks it must meet, including a plan to achieve the organizational priorities identified in this section, in order to receive full funding for 2022-2023. Not later than March 1 of each year, the Michigan Virtual University shall provide an update to the house and senate appropriations subcommittees on school aid to show the progress being made to meet the benchmarks identified.

(2) The Michigan Virtual University shall operate the Michigan Virtual Learning Research Institute. The Michigan Virtual Learning Research Institute shall do all of the following:

(a) Support and accelerate innovation in education through the following activities:

(*i*) Test, evaluate, and recommend as appropriate new technology-based instructional tools and resources.

(*ii*) Research, design, and recommend virtual education delivery models for use by pupils and teachers that include age-appropriate multimedia instructional content.

(*iii*) Research, develop, and recommend annually to the department criteria by which cyber schools and virtual course providers should be monitored and evaluated to ensure a quality education for their pupils.

(*iv*) Based on pupil completion and performance data reported to the department or the center from cyber schools and other virtual course providers operating in this state, analyze the effectiveness of virtual learning delivery models in preparing pupils to be college- and career-ready and publish a report that highlights enrollment totals, completion rates, and the overall impact on pupils. The Michigan Virtual Learning Research Institute shall submit the report to the house and senate appropriations subcommittees on school aid, the state budget director, the house and senate fiscal agencies, the department, districts, and intermediate districts not later than March 31 of each year.

(*v*) Provide an extensive professional development program to at least 30,000 educational personnel, including teachers, school administrators, and school board members, that focuses on the effective integration of virtual learning into curricula and instruction. The Michigan Virtual Learning Research Institute is encouraged to work with the MiSTEM council described in section 99s to coordinate professional development of teachers in applicable fields. In addition, the Michigan Virtual Learning Research Institute and external stakeholders are encouraged to coordinate with the department for professional development in this state. Not later than December 1 of each year, the Michigan Virtual Learning Research Institute shall submit a report to the house and senate appropriations subcommittees on school aid, the state budget director, the house and senate fiscal agencies, and the department on the number of teachers, school administrators, and school board members who have received professional development services from the Michigan Virtual University. The report must also identify barriers and other opportunities to encourage the adoption of virtual learning in the public education system.

(*vi*) Identify and share best practices for planning, implementing, and evaluating virtual and blended education delivery models with intermediate districts, districts, and public school academies to accelerate the adoption of innovative education delivery models statewide.

(b) Provide leadership for this state's system of virtual learning education by doing the following activities:

(*i*) Develop and report policy recommendations to the governor and the legislature that accelerate the expansion of effective virtual learning in this state's schools.

(*ii*) Provide a clearinghouse for research reports, academic studies, evaluations, and other information related to virtual learning.

(*iii*) Promote and distribute the most current instructional design standards and guidelines for virtual teaching.

(*iv*) In collaboration with the department and interested colleges and universities in this state, support implementation and improvements related to effective virtual learning instruction.

(*v*) Pursue public/private partnerships that include districts to study and implement competency-based technology-rich virtual learning models.

(*vi*) Create a statewide network of school-based mentors serving as liaisons between pupils, virtual instructors, parents, and school staff, as provided by the department or the center, and provide mentors with research-based training and technical assistance designed to help more pupils be successful virtual learners.

(*vii*) Convene focus groups and conduct annual surveys of teachers, administrators, pupils, parents, and others to identify barriers and opportunities related to virtual learning.

(*viii*) Produce an annual consumer awareness report for schools and parents about effective virtual education providers and education delivery models, performance data, cost structures, and research trends.

(*ix*) Provide an internet-based platform that educators can use to create student-centric learning tools and resources for sharing in the state's open educational resource repository and facilitate a user network that assists educators in using the content creation platform and state repository for open educational resources. As part of this initiative, the Michigan Virtual University shall work collaboratively with districts and intermediate districts to establish a plan to make available virtual resources that align to Michigan's K-12 curriculum standards for use by students, educators, and parents.

(*x*) Create and maintain a public statewide catalog of virtual learning courses being offered by all public schools and community colleges in this state. The Michigan Virtual Learning Research Institute shall identify and develop a list of nationally recognized best practices for virtual learning and use this list to support reviews of virtual course vendors, courses, and instructional practices. The Michigan Virtual Learning Research Institute shall also provide a mechanism for intermediate districts to use the identified best practices to review content offered by constituent districts. The Michigan Virtual Learning Research Institute shall review the virtual course offerings

of the Michigan Virtual University, and make the results from these reviews available to the public as part of the statewide catalog. The Michigan Virtual Learning Research Institute shall ensure that the statewide catalog is made available to the public on the Michigan Virtual University website and shall allow the ability to link it to each district's website as provided for in section 21f. The statewide catalog must also contain all of the following:

(A) The number of enrollments in each virtual course in the immediately preceding school year.

(B) The number of enrollments that earned 60% or more of the total course points for each virtual course in the immediately preceding school year.

(C) The pass rate for each virtual course.

(*xi*) Support registration, payment services, and transcript functionality for the statewide catalog and train key stakeholders on how to use new features.

(*xii*) Collaborate with key stakeholders to examine district level accountability and teacher effectiveness issues related to virtual learning under section 21f and make findings and recommendations publicly available.

(*xiii*) Provide a report on the activities of the Michigan Virtual Learning Research Institute.

(3) To further enhance its expertise and leadership in virtual learning, the Michigan Virtual University shall continue to operate the Michigan Virtual School as a statewide laboratory and quality model of instruction by implementing virtual and blended learning solutions for Michigan schools in accordance with the following parameters:

(a) The Michigan Virtual School must maintain its accreditation status from recognized national and international accrediting entities.

(b) The Michigan Virtual University shall use no more than $1,000,000.00 of the amount allocated under this section to subsidize the cost paid by districts for virtual courses.

(c) In providing educators responsible for the teaching of virtual courses as provided for in this section, the Michigan Virtual School shall follow the requirements to request and assess, and the department of state police shall provide, a criminal history check and criminal records check under sections 1230 and 1230a of the revised school code, MCL 380.1230 and 380.1230a, in the same manner as if the Michigan Virtual School were a school district under those sections.

(4) From the funds allocated under subsection (1), the Michigan Virtual University shall allocate up to $500,000.00 to support the expansion of new online and blended educator professional development programs.

(5) If the course offerings are included in the statewide catalog of virtual courses under subsection (2)(b)(*x*), the Michigan Virtual School operated by the Michigan Virtual University may offer virtual course offerings, including, but not limited to, all of the following:

(a) Information technology courses.

(b) College level equivalent courses, as that term is defined in section 1471 of the revised school code, MCL 380.1471.

(c) Courses and dual enrollment opportunities.

(d) Programs and services for at-risk pupils.

(e) High school equivalency test preparation courses for adjudicated youth.

(f) Special interest courses.

(g) Professional development programs for teachers, school administrators, other school employees, and school board members.

(6) If a home-schooled or nonpublic school student is a resident of a district that subscribes to services provided by the Michigan Virtual School, the student may use the services provided by the Michigan Virtual School to the district without charge to the student beyond what is charged to a district pupil using the same services.

(7) Not later than December 1 of each fiscal year, the Michigan Virtual University shall provide a report to the house and senate appropriations subcommittees on school aid, the state budget director, the house and senate fiscal agencies, and the department that includes at least all of the following information related to the Michigan Virtual School for the preceding state fiscal year:

(a) A list of the districts served by the Michigan Virtual School.

(b) A list of virtual course titles available to districts.

(c) The total number of virtual course enrollments and information on registrations and completions by course.

(d) The overall course completion rate percentage.

(8) In addition to the information listed in subsection (7), the report under subsection (7) must also include a plan to serve at least 600 schools with courses from the Michigan Virtual School or with content available through the internet-based platform identified in subsection (2)(b)(*ix*).

(9) The governor may appoint an advisory group for the Michigan Virtual Learning Research Institute established under subsection (2). The members of the advisory group serve at the pleasure of the governor and without compensation. The purpose of the advisory group is to make recommendations to the governor, the legislature, and the president and board of the Michigan Virtual University that will accelerate innovation in this state's education system in a manner that will prepare elementary and secondary students to be career and college ready and that will promote the goal of increasing the percentage of residents of this state with high-quality degrees and credentials to at least 60% by 2025.

(10) Not later than November 1 of each year, the Michigan Virtual University shall submit to the house and senate appropriations subcommittees on school aid, the state budget director, and the house and senate fiscal agencies a detailed budget for that fiscal year that includes a breakdown on its projected costs to deliver virtual educational services to districts and a summary of the anticipated fees to be paid by districts for those services. Not later than March 1 each year, the Michigan Virtual University shall submit to the house and senate appropriations subcommittees on school aid, the state budget director, and the house and senate fiscal agencies a breakdown on its actual costs to deliver virtual educational services to districts and a summary of the actual fees paid by districts for those services based on audited financial statements for the immediately preceding fiscal year.

(11) As used in this section:

(a) "Blended learning" means a hybrid instructional delivery model where pupils are provided content, instruction, and assessment, in part at a supervised educational facility away from home where the pupil and a teacher with a valid Michigan teaching certificate are in the same physical location and in part through internet-connected learning environments with some degree of pupil control over time, location, and pace of instruction.

(b) "Cyber school" means a full-time instructional program of virtual courses for pupils that may or may not require attendance at a physical school location.

(c) "Virtual course" means a course of study that is capable of generating a credit or a grade and that is provided in an interactive learning environment in which the majority of the curriculum is delivered using the internet and in which pupils are separated from their instructor or teacher of record by time or location, or both.

Sec. 98b. (1) In order to receive state aid under this article for 2021-2022, a district must do all of the following:

(a) By not later than the first meeting of the board that occurs in February of 2022 and by not later than the last day of the 2021-2022 school year, the district superintendent or chief administrator of the district, as applicable, shall present both of the following at a public meeting of the board:

(*i*) Subject to state and federal privacy laws, the results from benchmark assessments and local benchmark assessments, as applicable, administered under section 104a.

(*ii*) For each school operated by the district, each school's progress toward meeting the educational goals described in subdivision (d).

(b) The district shall ensure that the information presented under subdivision (a) is disaggregated by grade level, by student demographics, and by the mode of instruction received by the pupils to which the information applies.

(c) The information presented under subdivision (a) must also be compiled into a report that the district shall make available through the transparency reporting link located on the district's website.

(d) The district shall ensure that, by not later than September 15, 2021, each school building leader of each school operated by the district, in conjunction with all teachers and school administrators of the school, establishes educational goals expected to be achieved for the 2021-2022 school year for the school. The goals described in this subdivision must specify which educational goals are expected to be achieved by not later than the middle of the school year and which goals are expected to be achieved by not later than the last day of the 2021-2022 school year. All the following apply to the educational goals described in this subdivision:

(*i*) The goals must include increased pupil achievement or, if growth can be validly and reliably measured using a benchmark assessment or benchmark assessments or a local benchmark assessment, growth on a benchmark assessment or benchmark assessments or a local benchmark assessment described in subparagraph (*ii*) in the aggregate and for all subgroups of pupils broken down by grade level, student demographics, and mode of instruction.

(*ii*) The goals must include an assurance that the district shall select a benchmark assessment or benchmark assessments or a local benchmark assessment that are aligned to state standards and an assurance that the district shall administer the benchmark assessment or benchmark assessments or local benchmark assessment to all pupils as prescribed under section 104a to determine whether pupils are making meaningful progress toward mastery of these standards.

(*iii*) The goals must be measurable through a benchmark assessment or benchmark assessments or a local benchmark assessment described in subparagraph (*ii*).

(*iv*) For districts that provided instruction under an approved extended COVID-19 learning plan under section 98a, the goals must correlate to the educational goals that were included in the district's COVID-19 learning plan under section 98a for the 2020-2021 school year.

(e) In implementing a benchmark assessment system under section 104a, the district ensures that it is in compliance with section 104a(1)(f).

(2) The department shall create a statewide uniform template for districts to utilize in the development of educational goals under subsection (1)(d) and shall make this template available to all districts by not later than June 30, 2022.

(3) By not later than June 15, 2022, subject to state and federal privacy laws, the superintendent of public instruction shall submit a report to the house and senate appropriations subcommittees on school aid and the house and senate standing committees on education that includes the results of benchmark assessments administered under section 104a that the superintendent of public instruction has received from districts. All of the following apply to the data included in the report described in this subsection:

(a) It must be disaggregated by grade level, student demographics, and the modes of instruction received by pupils.

(b) It must be broken down so as to show a comparison of growth among pupils within a grade level, within certain student demographics, and based on the modes of instruction received by the pupils.

(4) If requested to do so by the chairs of the house and senate appropriations subcommittees on school aid and the chairs of the house and senate standing committees on education, the superintendent of public instruction shall present his or her report submitted under subsection (3) in person to the house and senate appropriations subcommittees on school aid and the house and senate standing committees on education.

Sec. 98d. (1) From the state school aid fund money appropriated under section 11, there is allocated for 2021-2022 an amount not to exceed $2,000,000.00 to Northern Michigan University to support the MLC as described in this section. Northern Michigan University shall not retain any portion of the funding received under this section for administrative purposes and shall provide funding to support the MLC. All of the following apply to the MLC:

(a) The MLC must be created to help bridge equity gaps in K to 12 education linked to a student's ability to engage in distance learning because of inadequate internet access or a lack of devices in the home.

(b) The MLC shall provide over-the-air broadcasts 24 hours each day for 7 days each week of quality instructional content that is aligned with this state's K to 12 educational standards. Over-the-air broadcasts as described in this subdivision must be streamed live and must be archived for on-demand viewing on a companion website, along with additional learning materials relevant to lessons.

(c) The MLC must be managed and operated by DPTV, and DPTV shall assume all risk, liability, and responsibility for the MLC in accordance with regulations by the United States Federal Communications Commission, PBS broadcast standards, and standard nonprofit business standards. DPTV shall serve as the fiduciary agent and service manager for the MLC. The MLC shall originate from a central operations center that is responsible for providing the infrastructure, content, and engagement of the MLC in partnership with this state's educational leadership organizations.

(d) The MLC shall require that DPTV provide technology, funding, staff training, and central management of the MLC to station partners to insert additional channels into each station's broadcast streams and to support staffing and engagement as outlined in a memorandum of understanding among the stations.

(e) The MLC shall require that DPTV partner with at least 5 other Michigan public television stations including, but not limited to, WKAR, WGVU, WDCQ, WCMU, and WNMU, to deliver the over-the-air MLC broadcasts described in this section and to support engagement with local educators. Stations described in this subdivision must be able to use the infrastructure provided by the MLC to develop their own local content that best serves their communities.

(f) The MLC shall not use the funds received from Northern Michigan University under this section in support of the MLC for any purposes fully funded by the governor's emergency education relief fund grant.

(2) Not later than February 1, 2022, the MLC shall provide a report to the house and senate appropriations subcommittees responsible for school aid, the house and senate fiscal agencies, and the state budget director detailing the MLC's compliance with ensuring that conditions listed under subsection (1) were met.

(3) Notwithstanding section 17b, the department shall make payments under this section not later than December 1, 2021.

(4) As used in this section:

(a) "DPTV" means Detroit public television.

(b) "MLC" means the Michigan learning channel.

Sec. 99h. (1) From the state school aid fund money appropriated in section 11, there is allocated an amount not to exceed $4,723,200.00 for 2021-2022 for competitive grants to districts and intermediate districts, and from the general fund money appropriated in section 11, there is allocated $600,000.00 for 2021-2022 for competitive grants to nonpublic schools, that provide pupils in grades pre-K to 12 with expanded opportunities to improve mathematics, science, and technology skills by participating in events hosted by a science and technology development program known as FIRST (for inspiration and recognition of science and technology) Robotics, including JR FIRST Lego League, FIRST Lego League, FIRST Tech challenge, and FIRST Robotics competition, or other competitive robotics programs, including VEX, Square One, and those hosted by the Robotics Education and Competition (REC) Foundation. Programs funded under this section are intended to increase the number of pupils demonstrating proficiency in science and mathematics on the state assessments and to increase the number of pupils who are college- and career-ready upon high school graduation. Notwithstanding section 17b, the department shall make grant payments to districts, nonpublic schools, and intermediate districts under this section on a schedule determined by the department. The department shall set maximum grant awards for each different level of programming and competition in a manner that both maximizes the number of teams that will be able to receive funds and expands the geographical distribution of teams.

(2) A district, nonpublic school, or intermediate district applying for a grant under this section shall submit an application in a form and manner prescribed by the department. To be eligible for a grant, a district, nonpublic school, or intermediate district must demonstrate in its application that the district, nonpublic school, or intermediate district has established a partnership for the purposes of the robotics program with at least 1 sponsor, business entity, higher education institution, or technical school, shall submit a spending plan, and shall provide a local in-kind or cash match from other private or local funds of at least 25% of the cost of the robotics program award.

(3) The department shall distribute the grant funding under this section for the following purposes:

(a) Grants to districts, nonpublic schools, or intermediate districts to pay for stipends not to exceed $1,500.00 per building for coaching.

(b) Grants to districts, nonpublic schools, or intermediate districts for event registrations, materials, travel costs, and other expenses associated with the preparation for and attendance at robotics events and competitions.

(c) Grants to districts, nonpublic schools, or intermediate districts for awards to teams that advance to the next levels of competition as determined by the department. The department shall determine an equal amount per team for those teams that advance.

(4) The funds allocated under this section for 2021-2022 are a work project appropriation, and any unexpended funds for 2021-2022 are carried forward into 2022-2023. The purpose of the work project is to continue support of FIRST Robotics and must not be used to support other robotics competitions. The estimated completion date of the work project is September 30, 2023.

(5) A nonpublic school that receives a grant under this section may use the funds for either robotics or Science Olympiad programs.

(6) To be eligible to receive funds under this section, a nonpublic school must be a nonpublic school registered with the department and must meet all applicable state reporting requirements for nonpublic schools.

Sec. 99i. From the general fund money appropriated in section 11, there is allocated for 2021-2022 an amount not to exceed $150,000.00 to support the Michigan council of women in technology foundation. The funds awarded under this section must be used to support the girls-exploring-together-information-technology clubs for middle and high school girls that provide structured hands-on learning activities through a comprehensive technology-focused curriculum.

Sec. 99s. (1) From the funds appropriated under section 11, there is allocated for 2021-2022 an amount not to exceed $7,634,300.00 from the state school aid fund appropriation and an amount not to exceed $300,000.00 from the general fund appropriation for Michigan science, technology, engineering, and mathematics (MiSTEM) programs. In addition, from the federal funds appropriated in section 11, there is allocated to the department for 2021-2022 an amount estimated at $235,000.00 from DED-OESE, title II, mathematics and science partnership grants. The MiSTEM network may receive funds from private sources. If the MiSTEM network receives funds from private sources, the MiSTEM network shall expend those funds in alignment with the statewide STEM strategy. Programs funded under this section are intended to increase the number of pupils demonstrating proficiency in science and mathematics on the state assessments, to increase the number of pupils who are college-

and career-ready upon high school graduation, and to promote certificate and degree attainment in STEM fields. Notwithstanding section 17b, the department shall make payments under this section on a schedule determined by the department.

(2) The MiSTEM council annually shall review and make recommendations to the governor, the legislature, and the department concerning changes to the statewide strategy adopted by the council for delivering STEM education-related opportunities to pupils. The MiSTEM council shall use funds received under this subsection to ensure that its members or their designees are trained in the Change the Equation STEMworks rating system program for the purpose of rating STEM programs.

(3) The MiSTEM council shall make specific funding recommendations for the funds allocated under subsection (4) by December 15 of each fiscal year. Each specific funding recommendation must be for a program approved by the MiSTEM council. All of the following apply:

(a) To be eligible for MiSTEM council approval as described in this subsection, a program must satisfy all of the following:

(*i*) Align with this state's academic standards.

(*ii*) Have STEMworks certification.

(*iii*) Provide project-based experiential learning, student programming, or educator professional learning experiences.

(*iv*) Focus predominantly on classroom-based STEM experiences or professional learning experiences.

(b) The MiSTEM council shall approve programs that represent all network regions and include a diverse array of options for students and educators and at least 1 program in each of the following areas:

(*i*) Robotics.

(*ii*) Computer science or coding.

(*iii*) Engineering or bioscience.

(c) The MiSTEM council is encouraged to work with the MiSTEM network to develop locally and regionally developed programs and professional learning experiences for the programs on the list of approved programs.

(d) If the MiSTEM council is unable to make specific funding recommendations by December 15 of a fiscal year, the department shall award and distribute the funds allocated under subsection (4) on a competitive grant basis that at least follows the statewide STEM strategy plan and rating system recommended by the MiSTEM council. Each grant must provide STEM education-related opportunities for pupils.

(e) The MiSTEM council shall work with the department of labor and economic opportunity to implement the statewide STEM strategy adopted by the MiSTEM council.

(4) Except as otherwise provided in this subsection, from the state school aid fund money allocated under subsection (1), there is allocated for 2021-2022 an amount not to exceed $3,050,000.00 for the purpose of funding programs under this section for 2021-2022 as recommended by the MiSTEM council. However, from the allocation under this subsection, the MiSTEM council shall recommend and the department shall award $350,000.00 in grants to intermediate districts to implement fabrication laboratories (Fab Labs). The MiSTEM council shall recommend and the department shall only award 10 grants described in the immediately preceding sentence in an amount not to exceed $35,000.00 each.

(5) From the state school aid fund money allocated under subsection (1), there is allocated an amount not to exceed $3,834,300.00 for 2021-2022 to support the activities and programs of the MiSTEM network regions. In addition, from the federal funds allocated under subsection (1), there is allocated for 2021-2022 an amount estimated at $235,000.00 from DED-OESE, title II, mathematics and science partnership grants, for the purposes of this subsection. From the money allocated under this subsection, the department shall award the fiscal agent for each MiSTEM network region $200,000.00 for the base operations of each region. The department shall distribute the remaining funds to each fiscal agent in an equal amount per pupil, based on the number of K to 12 pupils enrolled in districts within each region in the immediately preceding fiscal year.

(6) A MiSTEM network region shall do all of the following:

(a) Collaborate with the career and educational advisory council that is located in the MiSTEM region to develop a regional strategic plan for STEM education that creates a robust regional STEM culture, that empowers STEM teachers, that integrates business and education into the STEM network, and that ensures high-quality STEM experiences for pupils. At a minimum, a regional STEM strategic plan should do all of the following:

(*i*) Identify regional employer need for STEM.

(*ii*) Identify processes for regional employers and educators to create guided pathways for STEM careers that include internships or externships, apprenticeships, and other experiential engagements for pupils.

(*iii*) Identify educator professional learning opportunities, including internships or externships and apprenticeships, that integrate this state's science standards into high-quality STEM experiences that engage pupils.

(b) Facilitate regional STEM events such as educator and employer networking and STEM career fairs to raise STEM awareness.

(c) Contribute to the MiSTEM website and engage in other MiSTEM network functions to further the mission of STEM in this state in coordination with the MiSTEM council and the department of labor and economic opportunity.

(d) Facilitate application and implementation of state and federal funds under this subsection and any other grants or funds for the MiSTEM network region.

(e) Work with districts to provide STEM programming and professional learning.

(f) Coordinate recurring discussions and work with the career and educational advisory council to ensure that feedback and best practices are being shared, including funding, program, professional learning opportunities, and regional strategic plans.

(7) From the state school aid fund money allocated under subsection (1), the department shall distribute for 2021-2022 an amount not to exceed $750,000.00, in a form and manner determined by the department, to those network regions able to further the statewide STEM strategy recommended by the MiSTEM council.

(8) In order to receive state or federal funds under subsection (5) or (7), or to receive funds from private sources as authorized under subsection (1), a grant recipient must allow access for the department or the department's designee to audit all records related to the program for which it receives those funds. The grant recipient shall reimburse the state for all disallowances found in the audit.

(9) In order to receive state funds under subsection (5) or (7), a grant recipient must provide at least a 10% local match from local public or private resources for the funds received under this subsection.

(10) Not later than July 1 of each year, a MiSTEM network region that receives funds under subsection (5) shall report to the executive director of the MiSTEM network in a form and manner prescribed by the executive director on performance measures developed by the MiSTEM network regions and approved by the executive director. The performance measures must be designed to ensure that the activities of the MiSTEM network are improving student academic outcomes.

(11) Not more than 5% of a MiSTEM network region grant under subsection (5) or (7) may be retained by a fiscal agent for serving as the fiscal agent of a MiSTEM network region.

(12) From the general fund money allocated under subsection (1), there is allocated an amount not to exceed $300,000.00 to the department of labor and economic opportunity to support the staff for the MiSTEM network, and for administrative, training, and travel costs related to the MiSTEM council. The staff for the MiSTEM network shall do all of the following:

(a) Serve as a liaison among and between the department, the department of labor and economic opportunity, the MiSTEM council, the governor's workforce development board, the MiSTEM regions, and any other relevant organization or entity in a manner that creates a robust statewide STEM culture, that empowers STEM teachers, that integrates business and education into the STEM network, and that ensures high-quality STEM experiences for pupils.

(b) Coordinate the implementation of a marketing campaign, including, but not limited to, a website that includes dashboards of outcomes, to build STEM awareness and communicate STEM needs and opportunities to pupils, parents, educators, and the business community.

(c) Work with the department and the MiSTEM council to coordinate, award, and monitor MiSTEM state and federal grants to the MiSTEM network regions and conduct reviews of grant recipients, including, but not limited to, pupil experience and feedback.

(d) Report to the governor, the legislature, the department, and the MiSTEM council annually on the activities and performance of the MiSTEM network regions.

(e) Coordinate recurring discussions and work with regional staff to ensure that a network or loop of feedback and best practices are shared, including funding, programming, professional learning opportunities, discussion of MiSTEM strategic vision, and regional objectives.

(f) Coordinate major grant application efforts with the MiSTEM council to assist regional staff with grant applications on a local level. The MiSTEM council shall leverage private and nonprofit relationships to coordinate and align private funds in addition to funds appropriated under this section.

(g) Train state and regional staff in the STEMworks rating system, in collaboration with the MiSTEM council and the department.

(h) Hire MiSTEM network region staff in collaboration with the network region fiscal agent.

(13) As used in this section:

(a) "Career and educational advisory council" means an advisory council to the local workforce development boards located in a prosperity region consisting of educational, employer, labor, and parent representatives.

(b) "DED" means the United States Department of Education.

(c) "DED-OESE" means the DED Office of Elementary and Secondary Education.

(d) "MiSTEM Council" means the Michigan Science, Technology, Engineering, and Mathematics Education Advisory Council created as an advisory body within the department of labor and economic opportunity by Executive Reorganization Order No. 2019-3, MCL 125.1998.

(e) "STEM" means science, technology, engineering, and mathematics delivered in an integrated fashion using cross-disciplinary learning experiences that can include language arts, performing and fine arts, and career and technical education.

Sec. 99t. (1) From the general fund appropriation under section 11, there is allocated an amount not to exceed $2,000,000.00 for 2021-2022 to purchase statewide access to an online algebra tool that meets all of the following:

(a) Provides students statewide with complete access to videos aligned with state standards including study guides and workbooks that are aligned with the videos.

(b) Provides students statewide with access to a personalized online algebra learning tool including adaptive diagnostics.

(c) Provides students statewide with dynamic algebra practice assessments that emulate the state assessment with immediate feedback and help solving problems.

(d) Provides students statewide with online access to algebra help 24 hours a day and 7 days a week from study experts, teachers, and peers on a moderated social networking platform.

(e) Provides an online algebra professional development network for teachers.

(f) Is already provided under a statewide contract in at least 1 other state that has a population of at least 18,000,000 but not more than 19,000,000 according to the most recent decennial census and is offered in that state in partnership with a public university.

(2) The department shall purchase the online algebra tool that was chosen under this section in 2016-2017.

(3) A grantee receiving funding under this section shall comply with the requirements of section 19b.

Sec. 99u. (1) From the general fund money appropriated under section 11, there is allocated for 2021-2022 an amount not to exceed $6,000,000.00 to a provider that is a provider of both of the following:

(a) An online mathematics tool that meets all of the following:

(*i*) Provides students statewide with complete access to mathematics support aligned with state standards through a program that has all of the following elements:

(A) Student motivation.

(B) Valid and reliable assessments.

(C) Personalized learning pathways.

(D) Highly qualified, live teachers available all day and all year.

(E) Twenty-four-hour reporting.

(F) Content built for rigorous mathematics.

(*ii*) Has a record of improving student mathematics scores in at least 5 other states.

(*iii*) Received funding under this section in 2017-2018.

(b) A program that provides explicit, targeted literacy instruction within an individualized learning path that continually adjusts to a pupil's needs. A program described in this subdivision that is funded under this subsection must be funded through a grant to a provider described in this subsection that also promotes literacy through the teaching of critical language and literacy concepts, such as reading and listening comprehension, basic vocabulary, academic language, grammar, phonological awareness, phonics, and fluency.

(2) A grantee that receives funding under this section shall comply with the requirements of section 19b.

(3) Notwithstanding section 17b, the department shall make payments under this section by not later than December 1, 2021.

Sec. 99w. (1) From the general fund money appropriated under section 11, there is allocated an amount not to exceed $400,000.00 for 2021-2022 to facilitate a culture of health and physical activity as part of daily life. Funding under this section must be a grant to the Michigan Fitness Foundation to work with the department to invest in a physical education curriculum. Funding under this section may support staff, evaluation, assessment, technology, meetings, training, travel, materials, and other administrative expenses in support of an updated

physical education curriculum. Funding under this section may be used as matching dollars to qualify for federal and private resources to support physical education.

(2) Notwithstanding section 17b, the department shall make payments under this section by not later than December 1, 2021.

Sec. 99x. (1) From the general fund money appropriated under section 11, there is allocated for 2021-2022 an amount not to exceed $1,000,000.00 for Teach for America to host a summer training institute in the city of Detroit, recruit teachers into a master teacher fellowship, and retain a committed alumni community. A program funded under this section must provide coaching and professional development, with the goal to produce highly effective teachers that move pupils beyond their growth benchmarks.

(2) Notwithstanding section 17b, the department shall make payments under this section by not later than December 1, 2021.

Sec. 99aa. (1) From the state school aid fund money appropriated in section 11, there is allocated an amount not to exceed $1,500,000.00 for 2021-2022 to 1 eligible intermediate district to provide opportunities for high school students with disabilities to train for, gain, and maintain competitive employment.

(2) An intermediate district that has partnered with Project SEARCH to provide the opportunities described in subsection (1) is an eligible intermediate district under this section.

(3) The funds allocated under this section for 2021-2022 are a work project appropriation, and any unexpended funds for 2021-2022 are carried forward into 2022-2023. The purpose of the work project is to provide for the continuation of opportunities for high school students with disabilities as described in subsection (1). The estimated completion date of the work project is September 30, 2023.

Sec. 99bb. (1) From the general fund money appropriated in section 11, there is allocated an amount not to exceed $3,750,000.00 for 2021-2022 to the State Alliance of Michigan YMCAs for competitive grants to eligible districts, intermediate districts, and nonpublic schools to provide students in grades 6 to 12 with hands-on civics and model-government programs that offer statewide engagement with peers across this state for the purpose of expanding those students' opportunities to improve their social studies knowledge, thinking skills, and intellectual processes and dispositions required for active engagement in fulfilling responsibilities of civic participation.

(2) In making grant payments to eligible districts, intermediate districts, and nonpublic schools under this section, the State Alliance of Michigan YMCAs shall set a maximum grant award for each grant recipient in a manner that accomplishes both of the following:

(a) Maximizes the geographical distribution of grant recipients that will be able to participate in offering programs described in this section.

(b) Prioritizes funding levels for grant recipients based on geographic location, with consideration given to the travel that will be required of grant recipients for statewide events and conferences.

(3) Maximum grant award amounts under subsection (2) do not have to be the same for all grant recipients.

(4) To receive a grant award under this section, a district, intermediate district, or nonpublic school must submit an application for the grant award in a form and manner prescribed by the State Alliance of Michigan YMCAs.

(5) A district, intermediate district, or nonpublic school to which all of the following apply is an eligible district, intermediate district, or nonpublic school under this section:

(a) Has established a relationship with at least 1 elected official who serves the community in which the district, intermediate district, or nonpublic school is located.

(b) Submits a spending plan with its application for a grant award under this section.

(c) Pledges to provide a local in-kind or cash match from other private or local funds of at least 10% of the grant award it receives under this section.

(d) For a nonpublic school, is registered as a nonpublic school with the department and must meet all applicable state reporting requirements for nonpublic schools.

(6) An eligible district, intermediate district, or nonpublic school that receives a grant award under this section shall only use the funding for the following purposes:

(a) To pay Civic Health Champion stipends for up to 1 teacher advisor per school operated by the district, intermediate district, or nonpublic school. Each stipend to a teacher advisor under this subdivision must not be in an amount exceeding $1,500.00.

(b) Event registrations, materials, travel costs, and other expenses associated with the preparation for and attendance to associated mock-government conferences and events.

(c) Awards to students who advance to national mock government events and competitions, as determined by the State Alliance of Michigan YMCAs. For the purpose of determining the amount of an award under this subdivision to a student described in this subdivision, the State Alliance of Michigan YMCAs shall determine an equal amount per student for each eligible district, intermediate district, or nonpublic school.

(7) The funds allocated under this section for 2021-2022 are a work project appropriation, and any unexpended funds for 2021-2022 are carried forward to 2022-2023. The purpose of the work project is to continue the support of civics-education experiences. The estimated completion date of the work project is September 30, 2023.

(8) It is the intent of the legislature that programs implemented from the funding allocated under this section increase the number of students who engage with the pillars of responsible citizenship and engage, beyond the classroom, in civic perspectives, inquiry, public discourse, and decision making.

Sec. 101. (1) To be eligible to receive state aid under this article, not later than the fifth Wednesday after the pupil membership count day and not later than the fifth Wednesday after the supplemental count day, each district superintendent shall submit and certify to the center and the intermediate superintendent, in the form and manner prescribed by the center, the number of pupils enrolled and in regular daily attendance, including identification of tuition-paying pupils, in the district as of the pupil membership count day and as of the supplemental count day, as applicable, for the current school year. In addition, a district maintaining school during the entire year shall submit and certify to the center and the intermediate superintendent, in the form and manner prescribed by the center, the number of pupils enrolled and in regular daily attendance in the district for the current school year pursuant to rules promulgated by the superintendent. Not later than the sixth Wednesday after the pupil membership count day and not later than the sixth Wednesday after the supplemental count day, the district shall resolve any pupil membership conflicts with another district, correct any data issues, and recertify the data in a form and manner prescribed by the center and file the certified data with the intermediate superintendent. If a district fails to submit and certify the attendance data, as required under this subsection, the center shall notify the department and the department shall withhold state aid due to be distributed under this article from the defaulting district immediately, beginning with the next payment after the failure and continuing with each payment until the district complies with this subsection. If a district does not comply with this subsection by the end of the fiscal year, the district forfeits the amount withheld. A person who willfully falsifies a figure or statement in the certified and sworn copy of enrollment is subject to penalty as prescribed by section 161.

(2) To be eligible to receive state aid under this article, not later than the twenty-fourth Wednesday after the pupil membership count day and not later than the twenty-fourth Wednesday after the supplemental count day, an intermediate district shall submit to the center, in a form and manner prescribed by the center, the audited enrollment and attendance data as described in subsection (1) for the pupils of its constituent districts and of the intermediate district. If an intermediate district fails to submit the audited data as required under this subsection, the department shall withhold state aid due to be distributed under this article from the defaulting intermediate district immediately, beginning with the next payment after the failure and continuing with each payment until the intermediate district complies with this subsection. If an intermediate district does not comply with this subsection by the end of the fiscal year, the intermediate district forfeits the amount withheld.

(3) Except as otherwise provided in subsections (11) and (12) all of the following apply to the provision of pupil instruction:

(a) Except as otherwise provided in this section, each district shall provide at least 1,098 hours and 180 days of pupil instruction. If a collective bargaining agreement that provides a complete school calendar was in effect for employees of a district as of June 24, 2014, and if that school calendar is not in compliance with this subdivision, then this subdivision does not apply to that district until after the expiration of that collective bargaining agreement. A district may apply for a waiver under subsection (9) from the requirements of this subdivision.

(b) Except as otherwise provided in this article, a district failing to comply with the required minimum hours and days of pupil instruction under this subsection forfeits from its total state aid allocation an amount determined by applying a ratio of the number of hours or days the district was in noncompliance in relation to the required minimum number of hours and days under this subsection. Not later than the first business day in August, the board of each district shall either certify to the department that the district was in full compliance with this section regarding the number of hours and days of pupil instruction in the previous school year, or report to the department, in a form and manner prescribed by the center, each instance of noncompliance. If the district did not provide at least the required minimum number of hours and days of pupil instruction under this subsection, the department shall make the deduction of state aid in the following fiscal year from the first payment of state school aid. A district is not subject to forfeiture of funds under this subsection for a fiscal year in which a forfeiture was already imposed under subsection (6).

(c) Hours or days lost because of strikes or teachers' conferences are not counted as hours or days of pupil instruction.

(d) Except as otherwise provided in subdivisions (e) and (f), if a district does not have at least 75% of the district's membership in attendance on any day of pupil instruction, the department shall pay the district state aid in that proportion of 1/180 that the actual percent of attendance bears to 75%.

(e) If a district adds 1 or more days of pupil instruction to the end of its instructional calendar for a school year to comply with subdivision (a) because the district otherwise would fail to provide the required minimum number of days of pupil instruction even after the operation of subsection (4) due to conditions not within the control of school authorities, then subdivision (d) does not apply for any day of pupil instruction that is added to the end of the instructional calendar. Instead, for any of those days, if the district does not have at least 60% of the district's membership in attendance on that day, the department shall pay the district state aid in that proportion of 1/180 that the actual percentage of attendance bears to 60%. For any day of pupil instruction added to the instructional calendar as described in this subdivision, the district shall report to the department the percentage of the district's membership that is in attendance, in the form and manner prescribed by the department.

(f) At the request of a district that operates a department-approved alternative education program and that does not provide instruction for pupils in all of grades K to 12, the superintendent shall grant a waiver from the requirements of subdivision (d). The waiver must provide that an eligible district is subject to the proration provisions of subdivision (d) only if the district does not have at least 50% of the district's membership in attendance on any day of pupil instruction. In order to be eligible for this waiver, a district must maintain records to substantiate its compliance with the following requirements:

(*i*) The district offers the minimum hours of pupil instruction as required under this section.

(*ii*) For each enrolled pupil, the district uses appropriate academic assessments to develop an individual education plan that leads to a high school diploma.

(*iii*) The district tests each pupil to determine academic progress at regular intervals and records the results of those tests in that pupil's individual education plan.

(g) All of the following apply to a waiver granted under subdivision (f):

(*i*) If the waiver is for a blended model of delivery, a waiver that is granted for the 2011-2012 fiscal year or a subsequent fiscal year remains in effect unless it is revoked by the superintendent.

(*ii*) If the waiver is for a 100% online model of delivery and the educational program for which the waiver is granted makes educational services available to pupils for a minimum of at least 1,098 hours during a school year and ensures that each pupil participates in the educational program for at least 1,098 hours during a school year, a waiver that is granted for the 2011-2012 fiscal year or a subsequent fiscal year remains in effect unless it is revoked by the superintendent.

(*iii*) A waiver that is not a waiver described in subparagraph (*i*) or (*ii*) is valid for 3 fiscal years, unless it is revoked by the superintendent, and must be renewed at the end of the 3-year period to remain in effect.

(h) The superintendent shall promulgate rules for the implementation of this subsection.

(4) Except as otherwise provided in this subsection, the first 6 days or the equivalent number of hours for which pupil instruction is not provided because of conditions not within the control of school authorities, such as severe storms, fires, epidemics, utility power unavailability, water or sewer failure, or health conditions as defined by the city, county, or state health authorities, are counted as hours and days of pupil instruction. With the approval of the superintendent of public instruction, the department shall count as hours and days of pupil instruction for a fiscal year not more than 3 additional days or the equivalent number of additional hours for which pupil instruction is not provided in a district due to unusual and extenuating occurrences resulting from conditions not within the control of school authorities such as those conditions described in this subsection. Subsequent such hours or days are not counted as hours or days of pupil instruction.

(5) A district does not forfeit part of its state aid appropriation because it adopts or has in existence an alternative scheduling program for pupils in kindergarten if the program provides at least the number of hours required under subsection (3) for a full-time equated membership for a pupil in kindergarten as provided under section 6(4).

(6) In addition to any other penalty or forfeiture under this section, if at any time the department determines that 1 or more of the following have occurred in a district, the district forfeits in the current fiscal year beginning in the next payment to be calculated by the department a proportion of the funds due to the district under this article that is equal to the proportion below the required minimum number of hours and days of pupil instruction under subsection (3), as specified in the following:

(a) The district fails to operate its schools for at least the required minimum number of hours and days of pupil instruction under subsection (3) in a school year, including hours and days counted under subsection (4).

(b) The board of the district takes formal action not to operate its schools for at least the required minimum number of hours and days of pupil instruction under subsection (3) in a school year, including hours and days counted under subsection (4).

(7) In providing the minimum number of hours and days of pupil instruction required under subsection (3), a district shall use the following guidelines, and a district shall maintain records to substantiate its compliance with the following guidelines:

(a) Except as otherwise provided in this subsection, a pupil must be scheduled for at least the required minimum number of hours of instruction, excluding study halls, or at least the sum of 90 hours plus the required minimum number of hours of instruction, including up to 2 study halls.

(b) The time a pupil is assigned to any tutorial activity in a block schedule may be considered instructional time, unless that time is determined in an audit to be a study hall period.

(c) Except as otherwise provided in this subdivision, a pupil in grades 9 to 12 for whom a reduced schedule is determined to be in the individual pupil's best educational interest must be scheduled for a number of hours equal to at least 80% of the required minimum number of hours of pupil instruction to be considered a full-time equivalent pupil. A pupil in grades 9 to 12 who is scheduled in a 4-block schedule may receive a reduced schedule under this subsection if the pupil is scheduled for a number of hours equal to at least 75% of the required minimum number of hours of pupil instruction to be considered a full-time equivalent pupil.

(d) If a pupil in grades 9 to 12 who is enrolled in a cooperative education program or a special education pupil cannot receive the required minimum number of hours of pupil instruction solely because of travel time between instructional sites during the school day, that travel time, up to a maximum of 3 hours per school week, is considered to be pupil instruction time for the purpose of determining whether the pupil is receiving the required minimum number of hours of pupil instruction. However, if a district demonstrates to the satisfaction of the department that the travel time limitation under this subdivision would create undue costs or hardship to the district, the department may consider more travel time to be pupil instruction time for this purpose.

(e) In grades 7 through 12, instructional time that is part of a Junior Reserve Officer Training Corps (JROTC) program is considered to be pupil instruction time regardless of whether the instructor is a certificated teacher if all of the following are met:

(*i*) The instructor has met all of the requirements established by the United States Department of Defense and the applicable branch of the armed services for serving as an instructor in the Junior Reserve Officer Training Corps program.

(*ii*) The board of the district or intermediate district employing or assigning the instructor complies with the requirements of sections 1230 and 1230a of the revised school code, MCL 380.1230 and 380.1230a, with respect to the instructor to the same extent as if employing the instructor as a regular classroom teacher.

(8) Except as otherwise provided in subsections (11) and (12), the department shall apply the guidelines under subsection (7) in calculating the full-time equivalency of pupils.

(9) Upon application by the district for a particular fiscal year, the superintendent shall waive for a district the minimum number of hours and days of pupil instruction requirement of subsection (3) for a department-approved alternative education program or another innovative program approved by the department, including a 4-day school week. If a district applies for and receives a waiver under this subsection and complies with the terms of the waiver, the district is not subject to forfeiture under this section for the specific program covered by the waiver. If the district does not comply with the terms of the waiver, the amount of the forfeiture is calculated based upon a comparison of the number of hours and days of pupil instruction actually provided to the minimum number of hours and days of pupil instruction required under subsection (3). A district shall report pupils enrolled in a department-approved alternative education program under this subsection to the center in a form and manner determined by the center. All of the following apply to a waiver granted under this subsection:

(a) If the waiver is for a blended model of delivery, a waiver that is granted for the 2011-2012 fiscal year or a subsequent fiscal year remains in effect unless it is revoked by the superintendent.

(b) If the waiver is for a 100% online model of delivery and the educational program for which the waiver is granted makes educational services available to pupils for a minimum of at least 1,098 hours during a school year and ensures that each pupil is on track for course completion at proficiency level, a waiver that is granted for the 2011-2012 fiscal year or a subsequent fiscal year remains in effect unless it is revoked by the superintendent.

(c) A waiver that is not a waiver described in subdivision (a) or (b) is valid for 3 fiscal years, unless it is revoked by the superintendent, and must be renewed at the end of the 3-year period to remain in effect.

(10) A district may count up to 38 hours of professional development for teachers as hours of pupil instruction. All of the following apply to the counting of professional development as pupil instruction under this subsection:

(a) If the professional development exceeds 5 hours in a single day, that day may be counted as a day of pupil instruction.

(b) At least 8 hours of the professional development counted as hours of pupil instruction under this subsection must be recommended by a districtwide professional development advisory committee appointed by the district board. The advisory committee must be composed of teachers employed by the district who represent a variety of grades and subject matter specializations, including special education; nonteaching staff; parents; and administrators. The majority membership of the committee must be composed of teaching staff.

(c) Professional development provided online is allowable and encouraged, as long as the instruction has been approved by the district. The department shall issue a list of approved online professional development providers that must include the Michigan Virtual School.

(d) Professional development may only be counted as hours of pupil instruction under this subsection for the pupils of those teachers scheduled to participate in the professional development.

(e) The professional development must meet all of the following to be counted as pupil instruction under this subsection:

(*i*) Be aligned to the school or district improvement plan for the school or district in which the professional development is being provided.

(*ii*) Be linked to 1 or more criteria in the evaluation tool developed or adopted by the district or intermediate district under section 1249 of the revised school code, MCL 380.1249.

(*iii*) Has been approved by the department as counting for state continuing education clock hours. The number of hours of professional development counted as hours of pupil instruction under this subsection may not exceed the number of state continuing education clock hours for which the professional development was approved.

(*iv*) Not more than a combined total of 10 hours of the professional development takes place before the first scheduled day of school for the school year ending in the fiscal year and after the last scheduled day of school for that school year.

(*v*) Not more than 10 hours of the professional development takes place in a single month.

(*vi*) At least 75% of teachers scheduled to participate in the professional development are in attendance.

(11) Subsections (3) and (8) do not apply to a school of excellence that is a cyber school, as that term is defined in section 551 of the revised school code, MCL 380.551, and is in compliance with section 553a of the revised school code, MCL 380.553a.

(12) Subsections (3) and (8) do not apply to eligible pupils enrolled in a dropout recovery program that meets the requirements of section 23a. As used in this subsection, "eligible pupil" means that term as defined in section 23a.

(13) At least every 2 years the superintendent shall review the waiver standards set forth in the pupil accounting and auditing manuals to ensure that the waiver standards and waiver process continue to be appropriate and responsive to changing trends in online learning. The superintendent shall solicit and consider input from stakeholders as part of this review.

Sec. 104. (1) In order to receive state aid under this article, a district shall comply with sections 1249, 1278a, 1278b, 1279g, and 1280b of the revised school code, MCL 380.1249, 380.1278a, 380.1278b, 380.1279g, and 380.1280b, and 1970 PA 38, MCL 388.1081 to 388.1086. Subject to subsection (2), from the state school aid fund money appropriated in section 11, there is allocated for 2021-2022 an amount not to exceed $29,509,400.00 for payments on behalf of districts for costs associated with complying with those provisions of law. In addition, from the federal funds appropriated in section 11, there is allocated for 2021-2022 an amount estimated at $6,250,000.00 funded from DED-OESE, title VI, state assessment funds, and from DED-OSERS, part B of the individuals with disabilities education act, 20 USC 1411 to 1419, plus any carryover federal funds from previous year appropriations, for the purposes of complying with the every student succeeds act, Public Law 114-95.

(2) The results of each test administered as part of the Michigan student test of educational progress (M-STEP), including tests administered to high school students, must include an item analysis that lists all items that are counted for individual pupil scores and the percentage of pupils choosing each possible response. The department shall work with the center to identify the number of students enrolled at the time assessments are given by each district. In calculating the percentage of pupils assessed for a district's scorecard, the department shall use only the number of pupils enrolled in the district at the time the district administers the assessments and shall exclude pupils who enroll in the district after the district administers the assessments.

(3) The department shall distribute federal funds allocated under this section in accordance with federal law and with flexibility provisions outlined in Public Law 107-116, and in the education flexibility partnership act of 1999, Public Law 106-25.

(4) The department may recommend, but may not require, districts to allow pupils to use an external keyboard with tablet devices for online M-STEP testing, including, but not limited to, open-ended test items such as constructed response or equation builder items.

(5) Notwithstanding section 17b, the department shall make payments on behalf of districts, intermediate districts, and other eligible entities under this section on a schedule determined by the department.

(6) From the allocation in subsection (1), there is allocated an amount not to exceed $500,000.00 for 2021-2022 for the operation of an online reporting tool to provide student-level assessment data in a secure environment to educators, parents, and pupils immediately after assessments are scored. The department and the center shall ensure that any data collected by the online reporting tool do not provide individually identifiable student data to the federal government.

(7) As used in this section:

(a) "DED" means the United States Department of Education.

(b) "DED-OESE" means the DED Office of Elementary and Secondary Education.

(c) "DED-OSERS" means the DED Office of Special Education and Rehabilitative Services.

Sec. 104a. (1) From the federal fund money allocated under section 11n awarded to this state from the governor's emergency education relief (GEER) fund under the coronavirus response and relief supplemental appropriations act, 2021, division M of Public Law 116-260, there is allocated for 2020-2021 an amount not to exceed $2,572,000.00, and from the federal fund money allocated under section 11n awarded to this state from the elementary and secondary school emergency relief (ESSER) fund under the coronavirus response and relief supplemental appropriations act, 2021, division M of Public Law 116-260, there is allocated for 2020-2021 an amount not to exceed $4,949,300.00, and from the state school aid fund money appropriated under section 11, there is allocated for 2020-2021 an amount not to exceed $4,197,900.00 to districts to begin implementation of a benchmark assessment system for the 2021-2022 school year. All of the following apply to the benchmark assessment system described in this subsection:

(a) The system must provide for all of the following:

(*i*) That, within the first 9 weeks of the 2021-2022 school year, the district shall administer 1 or more benchmark assessments provided by a provider approved under subsection (4), benchmark assessments described in subdivision (b), or local benchmark assessments, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics.

(*ii*) That, in addition to the benchmark assessment or benchmark assessments administered under subparagraph (*i*), by not later than the last day of the 2021-2022 school year, the district shall administer 1 or more benchmark assessments provided by a provider approved under subsection (4), benchmark assessments described in subdivision (b), or local benchmark assessments, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics.

(b) A district may administer 1 or more of the following benchmark assessments toward meeting the requirements under subdivision (a):

(*i*) A benchmark assessment in reading for students in grades K to 9 that contains progress monitoring tools and enhanced diagnostic assessments.

(*ii*) A benchmark assessment in math for students in grades K to 8 that contains progress monitoring tools.

(c) The system must provide that, to the extent practicable, if a district administers a benchmark assessment or benchmark assessments under this section, the district shall administer the same benchmark assessment or benchmark assessments provided by a provider approved under subsection (4), benchmark assessment or benchmark assessments described in subdivision (b), or local benchmark assessment or local benchmark assessments that it administered to pupils in previous school years, as applicable.

(d) The system must provide that, if a district administers a benchmark assessment or benchmark assessments under this section, the district shall 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 or benchmark assessments.

(e) The system must provide that, if a local benchmark assessment or local benchmark assessments are administered under subdivision (a), the district shall report to the department and the center, in a form and manner prescribed by the center, the local benchmark assessment or local benchmark assessments that were administered and how that assessment or those assessments measure changes, including any losses, as applicable, in learning, and the district's plan for addressing any losses in learning.

(f) The system must provide that, by not later than 30 days after a benchmark assessment or benchmark assessments are administered as described in this subsection, the district shall send benchmark assessment data, excluding data from a local benchmark assessment, as applicable, aggregated by grade level, student demographic subgroups, and mode of instruction to the department. If available, the data described in this subdivision must include information concerning pupil growth from fall 2020 to fall 2021.

(2) To receive funding under this section, a district must apply for the funding in a form and manner prescribed

by the department.

(3) The department shall pay an amount equal to $12.50 per membership pupil in grades K to 8 in the district to each district that applies for funding under this section.

(4) The department shall approve at least 4 but not more than 6 providers of benchmark assessments for the purposes of this section. The department shall inform districts of all of the providers approved under this subsection in an equitable manner. The benchmark assessments provided for the purposes of this section by approved providers under this subsection, with the exclusion of the benchmark assessment described in subsection (5) or the benchmark assessment described in subsection (6), must meet all of the following:

(a) Be aligned to the content standards of this state.

(b) Complement the state's summative assessment system.

(c) Be internet-delivered and include a standards-based remote, in-person, or both remote and in-person assessment using a computer-adaptive model to target the instructional level of each pupil.

(d) Provide information on pupil achievement with regard to learning content required in a given year or grade span.

(e) Provide immediate feedback to pupils and teachers.

(f) Be nationally normed.

(g) Provide multiple measures of growth and provide for multiple testing opportunities.

(5) The department shall make 1 of the benchmark assessments provided by a provider approved under subsection (4) available to districts at no cost to the districts for purposes of meeting the requirements under this section. The benchmark assessment described in this subsection must meet all of the following:

(a) Be aligned to the content standards of this state.

(b) Complement the state's summative assessment system.

(c) Be internet-delivered and include a standards-based assessment.

(d) Provide information on pupil achievement with regard to learning content required in a given year or grade span.

(e) Provide timely feedback to pupils and teachers.

(f) Be nationally normed.

(g) Provide information to educators about student growth and allow for multiple testing opportunities.

(6) The department shall approve at least 1 of the benchmark assessments provided by a provider approved under subsection (4) that meets all of the following:

(a) Be aligned to the content standards of this state.

(b) Complement the state's summative assessment system.

(c) Be internet-delivered and include a standards-based remote, in-person, or both remote and in-person assessment using a computer-adaptive model to target the instructional level of each pupil.

(d) Provide information on pupil achievement with regard to learning content required in a given year or grade span.

(e) Provide immediate feedback to pupils and teachers.

(f) Be nationally normed.

(g) Provide multiple measures of growth and provide for multiple testing opportunities.

(h) Have the option of providing an oral reading fluency online assessment.

(7) By not later than December 31, 2021, the department shall submit a report to the house and senate appropriations committees, the house and senate appropriations subcommittees on school aid, and the house and senate fiscal agencies regarding the benchmark assessment data received under this section, disaggregated by grade level for each district. If information concerning pupil growth is included in the data described in this subsection, it must be incorporated in the report described in this subsection.

Sec. 104c. (1) In order to receive state aid under this article, a district shall administer the state assessments described in this section.

(2) For the purposes of this section, the department shall develop and administer the Michigan student test of educational progress (M-STEP) assessments in English language arts and mathematics. These assessments shall be aligned to state standards.

(3) For the purposes of this section, the department shall implement a summative assessment system that is proven to be valid and reliable for administration to pupils as provided under this subsection. The summative assessment system must meet all of the following requirements:

(a) The summative assessment system must measure student proficiency on the current state standards, must measure student growth for consecutive grade levels in which students are assessed in the same subject area in both grade levels, and must be capable of measuring individual student performance.

(b) The summative assessments for English language arts and mathematics must be administered to all public school pupils in grades 3 to 11, including those pupils as required by the federal individuals with disabilities education act, Public Law 108-446, and by title I of the federal every student succeeds act (ESSA), Public Law 114-95.

(c) The summative assessments for science must be administered to all public school pupils in at least grades 5 and 8, including those pupils as required by the federal individuals with disabilities education act, Public Law 108-446, and by title I of the federal every student succeeds act (ESSA), Public Law 114-95.

(d) The summative assessments for social studies must be administered to all public school pupils in at least grades 5 and 8, including those pupils as required by the federal individuals with disabilities education act, Public Law 108-446, and by title I of the federal every student succeeds act (ESSA), Public Law 114-95.

(e) The content of the summative assessments must be aligned to state standards.

(f) The pool of questions for the summative assessments must be subject to a transparent review process for quality, bias, and sensitive issues involving educator review and comment. The department shall post samples from tests or retired tests featuring questions from this pool for review by the public.

(g) The summative assessment system must ensure that students, parents, and teachers are provided with reports that convey individual student proficiency and growth on the assessment and that convey individual student domain-level performance in each subject area, including representative questions, and individual student performance in meeting state standards.

(h) The summative assessment system must be capable of providing, and the department shall ensure that students, parents, teachers, administrators, and community members are provided with, reports that convey aggregate student proficiency and growth data by teacher, grade, school, and district.

(i) The summative assessment system must ensure the capability of reporting the available data to support educator evaluations.

(j) The summative assessment system must ensure that the reports provided to districts containing individual student data are available within 60 days after completion of the assessments.

(k) The summative assessment system must ensure that access to individually identifiable student data meets all of the following:

(*i*) Is in compliance with 20 USC 1232g, commonly referred to as the family educational rights and privacy act of 1974.

(*ii*) Except as may be provided for in an agreement with a vendor to provide assessment services, as necessary to support educator evaluations pursuant to subdivision (i), or for research or program evaluation purposes, is available only to the student; to the student's parent or legal guardian; and to a school administrator or teacher, to the extent that he or she has a legitimate educational interest.

(*l*) The summative assessment system must ensure that the assessments are pilot tested before statewide implementation.

(m) The summative assessment system must ensure that assessments are designed so that the maximum total combined length of time that schools are required to set aside for a pupil to answer all test questions on all assessments that are part of the system for the pupil's grade level does not exceed that maximum total combined length of time for the previous statewide assessment system or 9 hours, whichever is less. This subdivision does not limit the amount of time a district may allow a pupil to complete a test.

(n) The total cost of executing the summative assessment system statewide each year, including, but not limited to, the cost of contracts for administration, scoring, and reporting, must not exceed an amount equal to 2 times the cost of executing the previous statewide assessment after adjustment for inflation.

(o) The summative assessment system must not require more than 3 hours in duration, on average, for an individual pupil to complete the combined administration of the math and English language arts portions of the assessment for any 1 grade level.

(p) The summative assessments for English language arts and mathematics for pupils in grades 8 to 10 must be aligned to the college entrance test portion of the Michigan merit examination required under section 104b.

(4) The department shall offer benchmark assessments in the fall and spring of each school year to measure English language arts and mathematics in each of grades K to 2. Full implementation must occur not later than the 2019-2020 school year. These assessments are necessary to determine a pupil's proficiency level before grade 3.

(5) This section does not prohibit districts from adopting interim assessments.

(6) As used in this section, "English language arts" means that term as defined in section 104b.

Sec. 104f. (1) From the state school aid fund money appropriated under section 11, there is allocated an amount not to exceed $500,000.00 to a district for the implementation of an assessment digital literacy preparation program for pupils enrolled in grades K to 8 for 2021-2022. The department shall ensure that a program funded under this subsection satisfies all of the following:

(a) Is available to districts in the 2021-2022 school year.

(b) Focuses on ensuring pupils have the necessary skills required for state online assessments by assessing pupil digital literacy skill levels and providing teachers with a digital curriculum targeted at areas of determined weakness.

(c) Allows pupils to engage with the digital curriculum in an independent or teacher-facilitated modality.

(d) Includes training and professional development for teachers.

(e) Is implemented in at least 100 districts that operate grades K to 8 and that represent a diverse geography and socio-economic demographic.

(2) Funding under subsection (1) must be allocated to a district that did not receive funding under former section 104e for 2017-2018 and that operates at least grades K to 8 and has a partnership with a third party that is experienced in the assessment of digital literacy and the preparation of digital literacy skills and has demonstrable experience serving districts in this state and local education agencies in 10 other states. The district, along with its third-party partner, shall provide a report to the house and senate appropriations subcommittees on school aid and the house and senate fiscal agencies on the efficacy and usefulness of the assessment digital literacy preparation program no later than July 1, 2022.

(3) Notwithstanding section 17b, the department shall make payments under subsection (1) by not later than December 1, 2021.

Sec. 104g. (1) For the 2021-2022 school year only, a district shall make the SAT available in the fall of 2021 to both of the following:

(a) Pupils who were in grade 11 during the 2020-2021 school year and who were not able to take the examination during the 2020-2021 school year.

(b) Pupils who took the examination during the 2020-2021 school year and request to take the examination again in the fall of 2021.

(2) For the 2021-2022 school year only, a district shall make the PSAT available in the fall of 2021 to both of the following:

(a) Pupils who were in grades 8, 9, and 10 during the 2020-2021 school year and who were not able to take the examination during the 2020-2021 school year.

(b) Pupils who took the examination during the 2020-2021 school year and request to take the examination again in the fall of 2021.

(3) The examinations offered by a district in subsections (1) and (2) are not considered state summative assessments or the college entrance portion of the Michigan merit examination for the 2021-2022 school year.

(4) Pupils must be encouraged but not required to take the examinations under subsections (1) and (2).

(5) The department shall grant credits to districts that administer the exams described under this section upon submission of an invoice and proof of payment from any school eligible to administer the examinations.

Sec. 104h. (1) From the state school aid fund money appropriated under section 11, there is allocated for 2021-2022 an amount not to exceed $11,500,000.00 to districts to begin implementation of a benchmark assessment system for the 2022-2023 school year. All of the following apply to the benchmark assessment system described in this subsection:

(a) The system must provide for all of the following:

(*i*) That, within the first 9 weeks of the 2022-2023 school year, the district shall administer 1 or more benchmark assessments provided by a provider approved under subsection (6), benchmark assessments described in subdivision (b), or local benchmark assessments, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics.

(*ii*) That, in addition to the benchmark assessment or benchmark assessments administered under subparagraph (*i*), by not later than the last day of the 2022-2023 school year, the district shall administer 1 or more benchmark assessments provided by a provider approved under subsection (6), benchmark assessments described in subdivision (b), or local benchmark assessments, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics.

(b) A district may administer 1 or more of the following benchmark assessments toward meeting the requirements under subdivision (a):

(*i*) A benchmark assessment in reading for students in grades K to 9 that contains progress monitoring tools and enhanced diagnostic assessments.

(*ii*) A benchmark assessment in math for students in grades K to 8 that contains progress monitoring tools.

(c) The system must provide that, to the extent practicable, if a district administers a benchmark assessment or benchmark assessments under this section, the district shall administer the same benchmark assessment or benchmark assessments provided by a provider approved under subsection (6), benchmark assessment or benchmark assessments described in subdivision (b), or local benchmark assessment or local benchmark assessments that it administered to pupils in previous school years, as applicable.

(d) The system must provide that, if a district administers a benchmark assessment or benchmark assessments under this section, the district shall 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 or benchmark assessments.

(e) The system must provide that, if a local benchmark assessment or local benchmark assessments are administered under subdivision (a), the district shall report to the department and the center, in a form and manner prescribed by the center, the local benchmark assessment or local benchmark assessments that were administered and how that assessment or those assessments measure changes, including any losses, as applicable, in learning, and the district's plan for addressing any losses in learning.

(f) The system must provide that, by not later than 30 days after a benchmark assessment or benchmark assessments are administered under subparagraph (1)(a)(*ii*), the district shall send benchmark assessment data from all benchmark assessments administered in the 2022-2023 school year, excluding data from a local benchmark assessment, as applicable, aggregated by grade level, student demographic subgroups, and mode of instruction to the department. If available, the data described in this subdivision must include information concerning pupil growth from fall 2022 to spring 2023.

(2) To receive funding under this section, a district must apply for the funding in a form and manner prescribed by the department.

(3) The department shall pay an amount equal to $12.50 per membership pupil in grades K to 8 in the district to each district that applies for funding under this section.

(4) The department shall make 1 of the benchmark assessments provided by a provider approved under subsection (6) available to districts at no cost to the districts for purposes of meeting the requirements under this section. The benchmark assessment described in this subsection must meet all of the following:

(a) Be aligned to the content standards of this state.

(b) Complement the state's summative assessment system.

(c) Be internet-delivered and include a standards-based assessment.

(d) Provide information on pupil achievement with regard to learning content required in a given year or grade span.

(e) Provide timely feedback to pupils and teachers.

(f) Be nationally normed.

(g) Provide information to educators about student growth and allow for multiple testing opportunities.

(5) By not later than June 15, 2023, the department shall submit a report to the house and senate appropriations committees, the house and senate appropriations subcommittees on school aid, and the house and senate fiscal agencies regarding the benchmark assessment data received under this section, disaggregated by grade level and demographic subgroup for each district. If information concerning pupil growth is included in the data described in this subsection, it must be incorporated in the report described in this subsection.

(6) The department shall approve at least 4 but not more than 6 providers of benchmark assessments for the purposes of this section. The department shall inform districts of all of the providers approved under this subsection in an equitable manner. The benchmark assessments, with the exclusion of the benchmark assessment described in subsection (4), provided by approved providers under this subsection must meet all of the following:

(a) Be aligned to the content standards of this state.

(b) Complement the state's summative assessment system.

(c) Be internet-delivered and include a standards-based remote, in-person, or both remote and in-person assessment using a computer-adaptive model to target the instructional level of each pupil.

(d) Provide information on pupil achievement with regard to learning content required in a given year or grade span.

(e) Provide immediate feedback to pupils and teachers.

(f) Be nationally normed.

(g) Provide multiple measures of growth and provide for multiple testing opportunities.

Sec. 105. (1) In order to avoid a penalty under this section, and in order to count a nonresident pupil residing within the same intermediate district in membership without the approval of the pupil's district of residence, a district must comply with this section.

(2) Except as otherwise provided in this section, a district shall determine whether or not it will accept applications for enrollment by nonresident applicants residing within the same intermediate district for the next school year. If the district determines to accept applications for enrollment of a number of nonresidents, beyond those entitled to preference under this section, the district shall use the following procedures for accepting applications from and enrolling nonresidents:

(a) The district shall publish the grades, schools, and special programs, if any, for which enrollment may be available to, and for which applications will be accepted from, nonresident applicants residing within the same intermediate district.

(b) If the district has a limited number of positions available for nonresidents residing within the same intermediate district in a grade, school, or program, all of the following apply to accepting applications for and enrollment of nonresidents in that grade, school, or program:

(*i*) The district shall do all of the following not later than the second Friday in August:

(A) Provide notice to the general public that applications will be taken for a period of at least 15 calendar days but not more than 30 calendar days from nonresidents residing within the same intermediate district for enrollment in that grade, school, or program. The notice must identify the dates of the application period and the place and manner for submitting applications.

(B) During the application period under sub-subparagraph (A), accept applications from nonresidents residing within the same intermediate district for enrollment in that grade, school, or program.

(C) Within 15 calendar days after the end of the application period under sub-subparagraph (A), using the procedures and preferences required under this section, determine which nonresident applicants will be allowed to enroll in that grade, school, or program, using the random draw system required under subsection (13) as necessary, and notify the parent or legal guardian of each nonresident applicant of whether or not the applicant may enroll in the district. The notification to parents or legal guardians of nonresident applicants accepted for enrollment must contain notification of the date by which the applicant must enroll in the district and procedures for enrollment. The date for enrollment must be no later than the end of the first week of school.

(*ii*) Beginning on the third Monday in August and not later than the end of the first week of school, if any positions become available in a grade, school, or program due to accepted applicants failing to enroll or to more positions being added, the district may enroll nonresident applicants from the waiting list maintained under subsection (13), offering enrollment in the order that applicants appear on the waiting list. If there are still positions available after enrolling all applicants from the waiting list who desire to enroll, the district may not fill those positions until the second semester or trimester enrollment under subsection (3), as provided under that subsection, or until the next school year.

(c) For a grade, school, or program that has an unlimited number of positions available for nonresidents residing within the same intermediate district, all of the following apply to enrollment of nonresidents in that grade, school, or program:

(*i*) The district may accept applications for enrollment in that grade, school, or program, and may enroll nonresidents residing within the same intermediate district in that grade, school, or program until the end of the first week of school. The district shall provide notice to the general public of the place and manner for submitting applications and, if the district has a limited application period, the notice must include the dates of the application period. The application period shall be at least a 15-calendar-day period.

(*ii*) Not later than the end of the first week of school, the district shall notify the parent or legal guardian of each nonresident applicant who is accepted for enrollment that the applicant has been accepted for enrollment in the grade, school, or program and of the procedures for enrollment. The date for enrollment must be no later than the end of the first week of school.

(3) If a district determines during the first semester or trimester of a school year that it has positions available for enrollment of a number of nonresidents residing within the same intermediate district, beyond those entitled to preference under this section, for the second semester or trimester of the school year, the district may accept applications from and enroll nonresidents residing within the same intermediate district for the second semester or trimester using the following procedures:

(a) Not later than 2 weeks before the end of the first semester or trimester, the district shall publish the grades, schools, and special programs, if any, for which enrollment for the second semester or trimester may be available to, and for which applications will be accepted from, nonresident applicants residing within the same intermediate district.

(b) During the last 2 weeks of the first semester or trimester, the district shall accept applications from nonresidents residing within the same intermediate district for enrollment for the second semester or trimester in the available grades, schools, and programs.

(c) By the beginning of the second semester or trimester, using the procedures and preferences required under this section, the district shall determine which nonresident applicants will be allowed to enroll in the district for the second semester or trimester and notify the parent or legal guardian of each nonresident applicant residing within the same intermediate district of whether or not the applicant may enroll in the district. The notification to parents or legal guardians of nonresident applicants accepted for enrollment must contain notification of the date by which the applicant must enroll in the district and procedures for enrollment. The date for enrollment must be no later than the end of the first week of school.

(4) If deadlines similar to those described in subsection (2) or (3) have been established in an intermediate district, and if those deadlines are not later than the deadlines under subsection (2) or (3), the districts within the intermediate district may use those deadlines.

(5) A district offering to enroll nonresident applicants residing within the same intermediate district may limit the number of nonresident pupils it accepts in a grade, school, or program, at its discretion, and may use that limit as the reason for refusal to enroll an applicant.

(6) A nonresident applicant residing within the same intermediate district must not be granted or refused enrollment based on intellectual, academic, artistic, or other ability, talent, or accomplishment, or lack thereof, or based on a mental or physical disability, except that a district may refuse to admit a nonresident applicant if the applicant does not meet the same criteria, other than residence, that an applicant who is a resident of the district must meet to be accepted for enrollment in a grade or a specialized, magnet, or intra-district choice school or program to which the applicant applies.

(7) A nonresident applicant residing within the same intermediate district must not be granted or refused enrollment based on age, except that a district may refuse to admit a nonresident applicant applying for a program that is not appropriate for the age of the applicant.

(8) A nonresident applicant residing within the same intermediate district must not be granted or refused enrollment based upon religion, race, color, national origin, sex, height, weight, marital status, or athletic ability, or, generally, in violation of any state or federal law prohibiting discrimination.

(9) Subject to subsection (10), a district may refuse to enroll a nonresident applicant if any of the following are met:

(a) The applicant is, or has been within the preceding 2 years, suspended from another school.

(b) The applicant, at any time before enrolling under this section, has been expelled from another school.

(c) The applicant, at any time before enrolling under this section, has been convicted of a felony.

(10) If a district has counted a pupil in membership on either the pupil membership count day or the supplemental count day, the district shall not refuse to enroll or refuse to continue to enroll that pupil for a reason specified in subsection (9). This subsection does not prohibit a district from expelling a pupil described in this subsection for disciplinary reasons.

(11) A district shall continue to allow a pupil who was enrolled in and attended the district under this section in the school year or semester or trimester immediately preceding the school year or semester or trimester in question to enroll in the district until the pupil graduates from high school. This subsection does not prohibit a district from expelling a pupil described in this subsection for disciplinary reasons.

(12) A district shall give preference for enrollment under this section over all other nonresident applicants residing within the same intermediate district to other school-age children who reside in the same household as a pupil described in subsection (11).

(13) If the number of qualified nonresident applicants eligible for acceptance in a school, grade, or program does not exceed the positions available for nonresident pupils in the school, grade, or program, the school district shall accept for enrollment all of the qualified nonresident applicants eligible for acceptance. If the number of qualified nonresident applicants residing within the same intermediate district eligible for acceptance exceeds the positions available in a grade, school, or program in a district for nonresident pupils, the district shall use a random draw system, subject to the need to abide by state and federal antidiscrimination laws and court orders and subject to preferences allowed by this section. The district shall develop and maintain a waiting list based on the order in which nonresident applicants were drawn under this random draw system.

(14) If a district, or the nonresident applicant, requests the district in which a nonresident applicant resides to supply information needed by the district for evaluating the applicant's application for enrollment or for enrolling the applicant, the district of residence shall provide that information on a timely basis.

(15) If a district is subject to a court-ordered desegregation plan, and if the court issues an order prohibiting pupils residing in that district from enrolling in another district or prohibiting pupils residing in another district from enrolling in that district, this section is subject to the court order.

(16) This section does not require a district to provide transportation for a nonresident pupil enrolled in the district under this section or for a resident pupil enrolled in another district under this section. However, at the time a nonresident pupil enrolls in the district, a district shall provide to the pupil's parent or legal guardian information on available transportation to and from the school in which the pupil enrolls.

(17) A district may participate in a cooperative education program with 1 or more other districts or intermediate districts whether or not the district enrolls any nonresidents under this section.

(18) A district that, under this section, enrolls a nonresident pupil who is eligible for special education programs and services according to statute or rule, or who is a child with a disability, as that term is defined under the individuals with disabilities education act, Public Law 108-446, is considered to be the resident district of the pupil for the purpose of providing the pupil with a free appropriate public education. Consistent with state and federal law, that district is responsible for developing and implementing an individualized education program annually for a nonresident pupil described in this subsection.

(19) If a district does not comply with this section, the district forfeits 5% of the total state school aid allocation to the district under this act.

(20) Upon application by a district, the superintendent may grant a waiver for the district from a specific requirement under this section for not more than 1 year.

Sec. 105c. (1) In order to avoid a penalty under this section, and in order to count a nonresident pupil residing in a district located in a contiguous intermediate district in membership without the approval of the pupil's district of residence, a district must comply with this section.

(2) Except as otherwise provided in this section, a district shall determine whether or not it will accept applications for enrollment by nonresident applicants residing in a district located in a contiguous intermediate district for the next school year. If the district determines to accept applications for enrollment of a number of nonresidents under this section, beyond those entitled to preference under this section, the district shall use the following procedures for accepting applications from and enrolling nonresidents under this section:

(a) The district shall publish the grades, schools, and special programs, if any, for which enrollment may be available to, and for which applications will be accepted from, nonresident applicants residing in a district located in a contiguous intermediate district.

(b) If the district has a limited number of positions available for nonresidents residing in a district located in a contiguous intermediate district in a grade, school, or program, all of the following apply to accepting applications for and enrollment of nonresidents under this section in that grade, school, or program:

(*i*) The district shall do all of the following not later than the second Friday in August:

(A) Provide notice to the general public that applications will be taken for a period of at least 15 calendar days but not more than 30 calendar days from nonresidents residing in a district located in a contiguous intermediate district for enrollment in that grade, school, or program. The notice must identify the dates of the application period and the place and manner for submitting applications.

(B) During the application period under sub-subparagraph (A), accept applications from nonresidents residing in a district located in a contiguous intermediate district for enrollment in that grade, school, or program.

(C) Within 15 calendar days after the end of the application period under sub-subparagraph (A), using the procedures and preferences required under this section, determine which nonresident applicants will be allowed to enroll under this section in that grade, school, or program, using the random draw system required under subsection (13) as necessary, and notify the parent or legal guardian of each nonresident applicant of whether or not the applicant may enroll in the district. The notification to parents or legal guardians of nonresident applicants accepted for enrollment under this section must contain notification of the date by which the applicant must enroll in the district and procedures for enrollment. The date for enrollment must be no later than the end of the first week of school.

(*ii*) Beginning on the third Monday in August and not later than the end of the first week of school, if any positions become available in a grade, school, or program due to accepted applicants failing to enroll or to more positions being added, the district may enroll nonresident applicants from the waiting list maintained under subsection (13), offering enrollment in the order that applicants appear on the waiting list. If there are still positions available after enrolling all applicants from the waiting list who desire to enroll, the district may not fill those positions until the second semester or trimester enrollment under subsection (3), as provided under that subsection, or until the next school year.

(c) For a grade, school, or program that has an unlimited number of positions available for nonresidents residing in a district located in a contiguous intermediate district, all of the following apply to enrollment of nonresidents in that grade, school, or program under this section:

(*i*) The district may accept applications for enrollment in that grade, school, or program, and may enroll nonresidents residing in a district located in a contiguous intermediate district in that grade, school, or program until the end of the first week of school. The district shall provide notice to the general public of the place and manner for submitting applications and, if the district has a limited application period, the notice must include the dates of the application period. The application period must be at least a 15-calendar-day period.

(*ii*) Not later than the end of the first week of school, the district shall notify the parent or legal guardian of each nonresident applicant who is accepted for enrollment under this section that the applicant has been accepted for enrollment in the grade, school, or program and of the date by which the applicant must enroll in the district and the procedures for enrollment. The date for enrollment must be no later than the end of the first week of school.

(3) If a district determines during the first semester or trimester of a school year that it has positions available for enrollment of a number of nonresidents residing in a district located in a contiguous intermediate district, beyond those entitled to preference under this section, for the second semester or trimester of the school year, the district may accept applications from and enroll nonresidents residing in a district located in a contiguous intermediate district for the second semester or trimester using the following procedures:

(a) Not later than 2 weeks before the end of the first semester or trimester, the district shall publish the grades, schools, and special programs, if any, for which enrollment for the second semester or trimester may be available to, and for which applications will be accepted from, nonresident applicants residing in a district located in a contiguous intermediate district.

(b) During the last 2 weeks of the first semester or trimester, the district shall accept applications from nonresidents residing in a district located in a contiguous intermediate district for enrollment for the second semester or trimester in the available grades, schools, and programs.

(c) By the beginning of the second semester or trimester, using the procedures and preferences required under this section, the district shall determine which nonresident applicants will be allowed to enroll under this section in the district for the second semester or trimester and notify the parent or legal guardian of each nonresident applicant residing in a district located in a contiguous intermediate district of whether or not the applicant may enroll in the district. The notification to parents or legal guardians of nonresident applicants accepted for enrollment must contain notification of the date by which the applicant must enroll in the district and procedures for enrollment. The date for enrollment must be no later than the end of the first week of school.

(4) If deadlines similar to those described in subsection (2) or (3) have been established in an intermediate district, and if those deadlines are not later than the deadlines under subsection (2) or (3), the districts within the intermediate district may use those deadlines.

(5) A district offering to enroll nonresident applicants residing in a district located in a contiguous intermediate district may limit the number of those nonresident pupils it accepts in a grade, school, or program, at its discretion, and may use that limit as the reason for refusal to enroll an applicant under this section.

(6) A nonresident applicant residing in a district located in a contiguous intermediate district must not be granted or refused enrollment based on intellectual, academic, artistic, or other ability, talent, or accomplishment, or lack thereof, or based on a mental or physical disability, except that a district may refuse to admit a nonresident applicant under this section if the applicant does not meet the same criteria, other than residence, that an applicant who is a resident of the district must meet to be accepted for enrollment in a grade or a specialized, magnet, or intra-district choice school or program to which the applicant applies.

(7) A nonresident applicant residing in a district located in a contiguous intermediate district must not be granted or refused enrollment under this section based on age, except that a district may refuse to admit a nonresident applicant applying for a program that is not appropriate for the age of the applicant.

(8) A nonresident applicant residing in a district located in a contiguous intermediate district must not be granted or refused enrollment under this section based upon religion, race, color, national origin, sex, height, weight, marital status, or athletic ability, or, generally, in violation of any state or federal law prohibiting discrimination.

(9) Subject to subsection (10), a district may refuse to enroll a nonresident applicant under this section if any of the following are met:

(a) The applicant is, or has been within the preceding 2 years, suspended from another school.

(b) The applicant, at any time before enrolling under this section, has been expelled from another school.

(c) The applicant, at any time before enrolling under this section, has been convicted of a felony.

(10) If a district has counted a pupil in membership on either the pupil membership count day or the supplemental count day, the district shall not refuse to enroll or refuse to continue to enroll that pupil for a reason specified in subsection (9). This subsection does not prohibit a district from expelling a pupil described in this subsection for disciplinary reasons.

(11) A district shall continue to allow a pupil who was enrolled in and attended the district under this section in the school year or semester or trimester immediately preceding the school year or semester or trimester in question to enroll in the district until the pupil graduates from high school. This subsection does not prohibit a district from expelling a pupil described in this subsection for disciplinary reasons.

(12) A district shall give preference for enrollment under this section over all other nonresident applicants residing in a district located in a contiguous intermediate district to other school-age children who reside in the same household as a pupil described in subsection (11).

(13) If the number of qualified nonresident applicants eligible for acceptance under this section in a school, grade, or program does not exceed the positions available for nonresident pupils under this section in the school, grade, or program, the school district shall accept for enrollment all of the qualified nonresident applicants eligible for acceptance. If the number of qualified nonresident applicants residing in a district located in a contiguous intermediate district eligible for acceptance under this section exceeds the positions available in a grade, school, or program in a district for nonresident pupils, the district shall use a random draw system, subject to the need to abide by state and federal antidiscrimination laws and court orders and subject to preferences allowed by this section. The district shall develop and maintain a waiting list based on the order in which nonresident applicants were drawn under this random draw system.

(14) If a district, or the nonresident applicant, requests the district in which a nonresident applicant resides to supply information needed by the district for evaluating the applicant's application for enrollment or for enrolling the applicant under this section, the district of residence shall provide that information on a timely basis.

(15) If a district is subject to a court-ordered desegregation plan, and if the court issues an order prohibiting pupils residing in that district from enrolling in another district or prohibiting pupils residing in another district from enrolling in that district, this section is subject to the court order.

(16) This section does not require a district to provide transportation for a nonresident pupil enrolled in the district under this section or for a resident pupil enrolled in another district under this section. However, at the time a nonresident pupil enrolls in the district, a district shall provide to the pupil's parent or legal guardian information on available transportation to and from the school in which the pupil enrolls.

(17) A district may participate in a cooperative education program with 1 or more other districts or intermediate districts whether or not the district enrolls any nonresidents pursuant to this section.

(18) In order for a district or intermediate district to enroll under this section a nonresident pupil who resides in a district located in a contiguous intermediate district and who is eligible for special education programs and services according to statute or rule, or who is a child with disabilities, as defined under the individuals with disabilities education act, Public Law 108-446, the enrolling district shall have a written agreement with the resident district of the pupil for the purpose of providing the pupil with a free appropriate public education. The written agreement must include, but is not limited to, an agreement on the responsibility for the payment of the added costs of special education programs and services for the pupil. The written agreement must address how the agreement must be amended in the event of significant changes in the costs or level of special education programs or services required by the pupil.

(19) If a district does not comply with this section, the district forfeits 5% of the total state school aid allocation to the district under this act.

(20) Upon application by a district, the superintendent may grant a waiver for the district from a specific requirement under this section for not more than 1 year.

(21) This section is repealed if the final decision of a court of competent jurisdiction holds that any portion of this section is unconstitutional, ineffective, invalid, or in violation of federal law.

(22) As used in this section, "district located in a contiguous intermediate district" means a district located in an intermediate district that is contiguous to the intermediate district in which a pupil's district of residence is located.

Sec. 107. (1) From the appropriation in section 11, there is allocated an amount not to exceed $30,000,000.00 for 2021-2022 for adult education programs authorized under this section. Except as otherwise provided under subsections (14) and (15), funds allocated under this section are restricted for adult education programs as authorized under this section only. A recipient of funds under this section shall not use those funds for any other purpose.

(2) To be eligible for funding under this section, an eligible adult education provider shall employ certificated teachers and qualified administrative staff and shall offer continuing education opportunities for teachers to allow them to maintain certification.

(3) To be eligible to be a participant funded under this section, an individual must be enrolled in an adult basic education program, an adult secondary education program, an adult English as a second language program, a high school equivalency test preparation program, or a high school completion program, that meets the requirements of this section, and for which instruction is provided, and the individual must be at least 18 years of age by July 1 of the program year and the individual's graduating class must have graduated.

(4) By April 1 of each fiscal year, the intermediate districts within a prosperity region or subregion shall determine which intermediate district will serve as the prosperity region's or subregion's fiscal agent for the next fiscal year and shall notify the department in a form and manner determined by the department. The department shall approve or disapprove of the prosperity region's or subregion's selected fiscal agent. From the funds allocated under subsection (1), an amount as determined under this subsection is allocated to each intermediate district serving as a fiscal agent for adult education programs in each of the prosperity regions or subregions identified by the department. An intermediate district shall not use more than 5% of the funds allocated under this subsection for administration costs for serving as the fiscal agent. The allocation provided to each intermediate district serving as a fiscal agent must be calculated as follows:

(a) Sixty percent of this portion of the funding must be distributed based upon the proportion of the state population of individuals between the ages of 18 and 24 that are not high school graduates that resides in each of the prosperity regions or subregions located within the intermediate district, as reported by the most recent 5-year estimates from the American Community Survey (ACS) from the United States Census Bureau.

(b) Thirty-five percent of this portion of the funding must be distributed based upon the proportion of the state population of individuals age 25 or older who are not high school graduates that resides in each of the prosperity regions or subregions located within the intermediate district, as reported by the most recent 5-year estimates from the ACS from the United States Census Bureau.

(c) Five percent of this portion of the funding must be distributed based upon the proportion of the state population of individuals age 18 or older who lack basic English language proficiency that resides in each of the prosperity regions or subregions located within the intermediate district, as reported by the most recent 5-year estimates from the ACS from the United States Census Bureau.

(5) To be an eligible fiscal agent, an intermediate district must agree to do the following in a form and manner determined by the department:

(a) Distribute funds to adult education programs in a prosperity region or subregion as described in this section.

(b) Collaborate with the career and educational advisory council, which is an advisory council of the workforce development boards located in the prosperity region or subregion, or its successor, to develop a regional strategy that aligns adult education programs and services into an efficient and effective delivery system for adult education learners, with special consideration for providing contextualized learning and career pathways and addressing barriers to education and employment.

(c) Collaborate with the career and educational advisory council, which is an advisory council of the workforce development boards located in the prosperity region or subregion, or its successor, to create a local process and criteria that will identify eligible adult education providers to receive funds allocated under this section based on location, demand for services, past performance, quality indicators as identified by the department, and cost to provide instructional services. The fiscal agent shall determine all local processes, criteria, and provider determinations. However, the local processes, criteria, and provider services must be approved by the department before funds may be distributed to the fiscal agent.

(d) Provide oversight to its adult education providers throughout the program year to ensure compliance with the requirements of this section.

(e) Report adult education program and participant data and information as prescribed by the department.

(6) An adult basic education program, an adult secondary education program, or an adult English as a second language program operated on a year-round or school year basis may be funded under this section, subject to all of the following:

(a) The program enrolls adults who are determined by a department-approved assessment, in a form and manner prescribed by the department, to be below twelfth grade level in reading or mathematics, or both, or to lack basic English proficiency.

(b) The program tests individuals for eligibility under subdivision (a) before enrollment and upon completion of the program in compliance with the state-approved assessment policy.

(c) A participant in an adult basic education program is eligible for reimbursement until 1 of the following occurs:

(*i*) The participant's reading and mathematics proficiency are assessed at or above the ninth grade level.

(*ii*) The participant fails to show progress on 2 successive assessments after having completed at least 450 hours of instruction.

(d) A participant in an adult secondary education program is eligible for reimbursement until 1 of the following occurs:

(*i*) The participant's reading and mathematics proficiency are assessed above the twelfth grade level.

(*ii*) The participant fails to show progress on 2 successive assessments after having at least 450 hours of instruction.

(e) A funding recipient enrolling a participant in an English as a second language program is eligible for funding according to subsection (9) until the participant meets 1 of the following:

(*i*) The participant is assessed as having attained basic English proficiency as determined by a department-approved assessment.

(*ii*) The participant fails to show progress on 2 successive department-approved assessments after having completed at least 450 hours of instruction. The department shall provide information to a funding recipient regarding appropriate assessment instruments for this program.

(7) A high school equivalency test preparation program operated on a year-round or school year basis may be funded under this section, subject to all of the following:

(a) The program enrolls adults who do not have a high school diploma or a high school equivalency certificate.

(b) The program administers a pre-test approved by the department before enrolling an individual to determine the individual's literacy levels, administers a high school equivalency practice test to determine the individual's potential for success on the high school equivalency test, and administers a post-test upon completion of the program in compliance with the state-approved assessment policy.

(c) A funding recipient receives funding according to subsection (9) for a participant, and a participant may be enrolled in the program until 1 of the following occurs:

(*i*) The participant achieves a high school equivalency certificate.

(*ii*) The participant fails to show progress on 2 successive department-approved assessments used to determine readiness to take a high school equivalency test after having completed at least 450 hours of instruction.

(8) A high school completion program operated on a year-round or school year basis may be funded under this section, subject to all of the following:

(a) The program enrolls adults who do not have a high school diploma.

(b) The program tests participants described in subdivision (a) before enrollment and upon completion of the program in compliance with the state-approved assessment policy.

(c) A funding recipient receives funding according to subsection (9) for a participant in a course offered under this subsection until 1 of the following occurs:

(*i*) The participant passes the course and earns a high school diploma.

(*ii*) The participant fails to earn credit in 2 successive semesters or terms in which the participant is enrolled after having completed at least 900 hours of instruction.

(9) The department shall make payments to a funding recipient under this section in accordance with all of the following:

(a) Statewide allocation criteria, including 3-year average enrollments, census data, and local needs.

(b) Participant completion of the adult basic education objectives by achieving an educational gain as determined by the national reporting system levels; for achieving basic English proficiency, as determined by the department; for achieving a high school equivalency certificate or passage of 1 or more individual high school equivalency tests; for attainment of a high school diploma or passage of a course required for a participant to attain a high school diploma; for enrollment in a postsecondary institution, or for entry into or retention of employment, as applicable.

(c) Participant completion of core indicators as identified in the innovation and opportunity act.

(d) Allowable expenditures.

(10) A person who is not eligible to be a participant funded under this section may receive adult education services upon the payment of tuition. In addition, a person who is not eligible to be served in a program under this section due to the program limitations specified in subsection (6), (7), or (8) may continue to receive adult education services in that program upon the payment of tuition. The local or intermediate district conducting the program shall determine the tuition amount.

(11) An individual who is an inmate in a state correctional facility is not counted as a participant under this section.

(12) A funding recipient shall not commingle money received under this section or from another source for adult education purposes with any other funds and shall establish a separate ledger account for funds received under this section. This subsection does not prohibit a district from using general funds of the district to support an adult education or community education program.

(13) A funding recipient receiving funds under this section may establish a sliding scale of tuition rates based upon a participant's family income. A funding recipient may charge a participant tuition to receive adult education services under this section from that sliding scale of tuition rates on a uniform basis. The amount of tuition charged per participant must not exceed the actual operating cost per participant minus any funds received under

this section per participant. A funding recipient may not charge a participant tuition under this section if the participant's income is at or below 200% of the federal poverty guidelines published by the United States Department of Health and Human Services.

(14) In order to receive funds under this section, a funding recipient shall furnish to the department, in a form and manner determined by the department, all information needed to administer this program and meet federal reporting requirements; shall allow the department or the department's designee to review all records related to the program for which it receives funds; and shall reimburse the state for all disallowances found in the review, as determined by the department. In addition, a funding recipient shall agree to pay to a career and technical education program under section 61a the amount of funding received under this section in the proportion of career and technical education coursework used to satisfy adult basic education programming, as billed to the funding recipient by programs operating under section 61a. In addition to the funding allocated under subsection (1), there is allocated for 2021-2022 an amount not to exceed $500,000.00 to reimburse funding recipients for administrative and instructional expenses associated with commingling programming under this section and section 61a. The department shall make payments under this subsection to each funding recipient in the same proportion as funding calculated and allocated under subsection (4).

(15) From the amount appropriated in subsection (1), an amount not to exceed $4,000,000.00 is allocated for 2021-2022 for grants to adult education or state-approved career technical center programs that connect adult education participants with employers as provided under this subsection. The department shall determine the amount of the grant to each program under this subsection, not to exceed $350,000.00. To be eligible for funding under this subsection, a program must provide a collaboration linking adult education programs within the county, the area career technical center, and local employers. To receive funding under this subsection, an eligible program must satisfy all of the following:

(a) Connect adult education participants directly with employers by linking adult education, career and technical skills, and workforce development.

(b) Require adult education staff to work with Michigan Works! agency to identify a cohort of participants who are most prepared to successfully enter the workforce. Except as otherwise provided under this subdivision, participants identified under this subsection must be dually enrolled in adult education programming and in at least 1 state-approved technical course at the area career and technical center. A program that links participants identified under this subsection with adult education programming and commercial driver license courses does not need to enroll the participants in at least 1 state-approved technical course at the area career and technical center to be considered an eligible program under this subsection.

(c) Employ an individual staffed as an adult education navigator who will serve as a caseworker for each participant identified under subdivision (b). The navigator shall work with adult education staff and potential employers to design an educational program best suited to the personal and employment needs of the participant and shall work with human service agencies or other entities to address any barrier in the way of participant access.

(16) Each program funded under subsection (15) will receive funding for 3 years. After 3 years of operations and funding, a program must reapply for funding.

(17) Not later than December 1 of each year, a program funded under subsection (15) shall provide a report to the senate and house appropriations subcommittees on school aid, to the senate and house fiscal agencies, and to the state budget director identifying the number of participants, graduation rates, and a measure of transition to employment.

(18) Except as otherwise provided in this subsection, participants under subsection (15) must be concurrently enrolled and actively working toward obtaining a high school diploma or a high school equivalency certificate. Concurrent enrollment is not required under this subsection for a participant that was enrolled in adult education during the same program year and obtained a high school diploma or a high school equivalency certificate prior to enrollment in an eligible career and technical skills program under subsection (15). Up to 25% of adult education participants served under subsection (15) may already have a high school diploma or a high school equivalency certificate at the time of enrollment in an eligible career and technical skills program under subsection (15) and receive remediation services. It is intended that the cap described in the immediately preceding sentence is continually lowered on an annual basis until it eventually is 0%.

(19) The department shall approve at least 3 high school equivalency tests and determine whether a high school equivalency certificate meets the requisite standards for high school equivalency in this state.

(20) As used in this section:

(a) "Career and educational advisory council" means an advisory council to the local workforce development boards located in a prosperity region consisting of educational, employer, labor, and parent representatives.

(b) "Career pathway" means a combination of rigorous and high-quality education, training, and other services that comply with all of the following:

(*i*) Aligns with the skill needs of industries in the economy of this state or in the regional economy involved.

(*ii*) Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the act of August 16, 1937, commonly referred to as the national apprenticeship act, 29 USC 50 et seq.

(*iii*) Includes counseling to support an individual in achieving the individual's education and career goals.

(*iv*) Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.

(*v*) Organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable.

(*vi*) Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential.

(*vii*) Helps an individual enter or advance within a specific occupation or occupational cluster.

(c) "Department" means the department of labor and economic opportunity.

(d) "Eligible adult education provider" means a district, intermediate district, a consortium of districts, a consortium of intermediate districts, or a consortium of districts and intermediate districts that is identified as part of the local process described in subsection (5)(c) and approved by the department.

Sec. 147. (1) The allocation for 2021-2022 for the public school employees' retirement system pursuant to the public school employees retirement act of 1979, 1980 PA 300, MCL 38.1301 to 38.1437, is made using the individual projected benefit entry age normal cost method of valuation and risk assumptions adopted by the public school employees retirement board and the department of technology, management, and budget.

(2) The annual level percentage of payroll contribution rates for the 2021-2022 fiscal year, as determined by the retirement system, are estimated as follows:

(a) Except as otherwise provided in this subdivision, for public school employees who first worked for a public school reporting unit before July 1, 2010 and who are enrolled in the health premium subsidy, the annual level percentage of payroll contribution rate is estimated at 43.28% with 28.23% paid directly by the employer. For 2021-2022, if the retirement system determines that the annual level percentage of payroll contribution rate estimated in the immediately preceding sentence needs to be adjusted, the annual level percentage of payroll contribution rate estimations under this subdivision are the estimations determined by the retirement system. If the retirement system makes a determination as described in the immediately preceding sentence, it shall issue its estimations publicly and describe the need for the adjustment described in the immediately preceding sentence.

(b) Except as otherwise provided in this subdivision, for public school employees who first worked for a public school reporting unit on or after July 1, 2010 and who are enrolled in the health premium subsidy, the annual level percentage of payroll contribution rate is estimated at 40.36% with 25.31% paid directly by the employer. For 2021-2022, if the retirement system determines that the annual level percentage of payroll contribution rate estimated in the immediately preceding sentence needs to be adjusted, the annual level percentage of payroll contribution rate estimations under this subdivision are the estimations determined by the retirement system. If the retirement system makes a determination as described in the immediately preceding sentence, it shall issue its estimations publicly and describe the need for the adjustment described in the immediately preceding sentence.

(c) Except as otherwise provided in this subdivision, for public school employees who first worked for a public school reporting unit on or after July 1, 2010 and who participate in the personal healthcare fund, the annual level percentage of payroll contribution rate is estimated at 39.50% with 24.45% paid directly by the employer. For 2021-2022, if the retirement system determines that the annual level percentage of payroll contribution rate estimated in the immediately preceding sentence needs to be adjusted, the annual level percentage of payroll contribution rate estimations under this subdivision are the estimations determined by the retirement system. If the retirement system makes a determination as described in the immediately preceding sentence, it shall issue its estimations publicly and describe the need for the adjustment described in the immediately preceding sentence.

(d) Except as otherwise provided in this subdivision, for public school employees who first worked for a public school reporting unit on or after September 4, 2012, who elect defined contribution, and who participate in the personal healthcare fund, the annual level percentage of payroll contribution rate is estimated at 36.01% with 20.96% paid directly by the employer. For 2021-2022, if the retirement system determines that the annual level percentage of payroll contribution rate estimated in the immediately preceding sentence needs to be adjusted, the annual level percentage of payroll contribution rate estimations under this subdivision are the estimations determined by the retirement system. If the retirement system makes a determination as described in the immediately preceding sentence, it shall issue its estimations publicly and describe the need for the adjustment described in the immediately preceding sentence.

(e) Except as otherwise provided in this subdivision, for public school employees who first worked for a public school reporting unit before July 1, 2010, who elect defined contribution, and who are enrolled in the health premium subsidy, the annual level percentage of payroll contribution rate is estimated at 36.87% with 21.82% paid directly by the employer. For 2021-2022, if the retirement system determines that the annual level percentage of payroll contribution rate estimated in the immediately preceding sentence needs to be adjusted, the annual level percentage of payroll contribution rate estimations under this subdivision are the estimations determined by the retirement system. If the retirement system makes a determination as described in the immediately preceding sentence, it shall issue its estimations publicly and describe the need for the adjustment described in the immediately preceding sentence.

(f) Except as otherwise provided in this subdivision, for public school employees who first worked for a public school reporting unit before July 1, 2010, who elect defined contribution, and who participate in the personal healthcare fund, the annual level percentage of payroll contribution rate is estimated at 36.01% with 20.96% paid directly by the employer. For 2021-2022, if the retirement system determines that the annual level percentage of payroll contribution rate estimated in the immediately preceding sentence needs to be adjusted, the annual level percentage of payroll contribution rate estimations under this subdivision are the estimations determined by the retirement system. If the retirement system makes a determination as described in the immediately preceding sentence, it shall issue its estimations publicly and describe the need for the adjustment described in the immediately preceding sentence.

(g) Except as otherwise provided in this subdivision, for public school employees who first worked for a public school reporting unit before July 1, 2010 and who participate in the personal healthcare fund, the annual level percentage of payroll contribution rate is estimated at 42.42% with 27.37% paid directly by the employer. For 2021-2022, if the retirement system determines that the annual level percentage of payroll contribution rate estimated in the immediately preceding sentence needs to be adjusted, the annual level percentage of payroll contribution rate estimations under this subdivision are the estimations determined by the retirement system. If the retirement system makes a determination as described in the immediately preceding sentence, it shall issue its estimations publicly and describe the need for the adjustment described in the immediately preceding sentence.

(h) Except as otherwise provided in this subdivision, for public school employees who first worked for a public school reporting unit after January 31, 2018 and who elect to become members of the MPSERS plan, the annual level percentage of payroll contribution rate is estimated at 42.21% with 27.16% paid directly by the employer. For 2021-2022, if the retirement system determines that the annual level percentage of payroll contribution rate estimated in the immediately preceding sentence needs to be adjusted, the annual level percentage of payroll contribution rate estimations under this subdivision are the estimations determined by the retirement system. If the retirement system makes a determination as described in the immediately preceding sentence, it shall issue its estimations publicly and describe the need for the adjustment described in the immediately preceding sentence.

(3) In addition to the employer payments described in subsection (2), the employer shall pay the applicable contributions to the Tier 2 plan, as determined by the public school employees retirement act of 1979, 1980 PA 300, MCL 38.1301 to 38.1437.

(4) The contribution rates in subsection (2) reflect an amortization period of 17 years for 2021-2022. The public school employees' retirement system board shall notify each district and intermediate district by February 28 of each fiscal year of the estimated contribution rate for the next fiscal year.

Sec. 147a. (1) From the appropriation in section 11, there is allocated for 2020-2021 an amount not to exceed $100,000,000.00 and for 2021-2022 an amount not to exceed $100,000,000.00 for payments to participating districts. A participating district that receives money under this subsection shall use that money solely for the purpose of offsetting a portion of the retirement contributions owed by the district for the fiscal year in which it is received. The amount allocated to each participating district under this subsection is based on each participating district's percentage of the total statewide payroll for all participating districts for the immediately preceding fiscal year. As used in this subsection, "participating district" means a district that is a reporting unit of the Michigan public school employees' retirement system under the public school employees retirement act of 1979, 1980 PA 300, MCL 38.1301 to 38.1437, and that reports employees to the Michigan public school employees' retirement system for the applicable fiscal year.

(2) In addition to the allocation under subsection (1), from the state school aid fund money appropriated under section 11, there is allocated an amount not to exceed $190,430,000.00 for 2020-2021 and an amount not to exceed $177,400,000.00 for 2021-2022 for payments to participating districts and intermediate districts and from the general fund money appropriated under section 11, there is allocated an amount not to exceed $70,000.00 for 2020-2021 and an amount not to exceed $60,000.00 for 2021-2022 for payments to participating district libraries. The amount allocated to each participating entity under this subsection is based on each participating entity's reported quarterly payroll for members that became tier 1 prior to February 1, 2018 for the current fiscal year. A participating entity that receives money under this subsection shall use that money solely for the purpose of

offsetting a portion of the normal cost contribution rate. As used in this subsection:

(a) "District library" means a district library established under the district library establishment act, 1989 PA 24, MCL 397.171 to 397.196.

(b) "Participating entity" means a district, intermediate district, or district library that is a reporting unit of the Michigan public school employees' retirement system under the public school employees retirement act of 1979, 1980 PA 300, MCL 38.1301 to 38.1437, and that reports employees to the Michigan public school employees' retirement system for the applicable fiscal year.

Sec. 147b. (1) The MPSERS retirement obligation reform reserve fund is created as a separate account within the state school aid fund.

(2) The state treasurer may receive money or other assets from any source for deposit into the MPSERS retirement obligation reform reserve fund. The state treasurer shall direct the investment of the MPSERS retirement obligation reform reserve fund. The state treasurer shall credit to the MPSERS retirement obligation reform reserve fund interest and earnings from the MPSERS retirement obligation reform reserve fund.

(3) Money available in the MPSERS retirement obligation reform reserve fund must not be expended without a specific appropriation.

(4) Money in the MPSERS retirement obligation reform reserve fund at the close of the fiscal year remains in the MPSERS retirement obligation reform reserve fund and does not lapse to the state school aid fund or to the general fund. The department of treasury is the administrator of the MPSERS retirement obligation reform reserve fund for auditing purposes.

Sec. 147c. From the state school aid fund money appropriated in section 11, there is allocated for 2021-2022 an amount not to exceed $1,468,500,000.00 for payments to districts and intermediate districts that are participating entities of the Michigan public school employees' retirement system. In addition, from the general fund money appropriated in section 11, there is allocated for 2021-2022 an amount not to exceed $500,000.00 for payments to district libraries that are participating entities of the Michigan public school employees' retirement system. All of the following apply to funding under this section:

(a) Except as otherwise provided in this subdivision, for 2021-2022, the amounts allocated under this section are estimated to provide an average MPSERS rate cap per pupil amount of $911.00 and are estimated to provide a rate cap per pupil for districts ranging between $5.00 and $4,200.00. For 2021-2022, if the retirement system determines the average MPSERS rate cap per pupil amount and rate cap per pupil for districts estimated in the immediately preceding sentence need to be adjusted, the estimated average MPSERS rate cap per pupil amount and estimated rate cap per pupil for districts under this subdivision are the estimations determined by the retirement system. If the retirement system makes a determination as described in the immediately preceding sentence, it shall issue its estimations publicly and describe the need for the adjustment described in the immediately preceding sentence.

(b) Payments made under this section are equal to the difference between the unfunded actuarial accrued liability contribution rate as calculated pursuant to section 41 of the public school employees retirement act of 1979, 1980 PA 300, MCL 38.1341, as calculated without taking into account the maximum employer rate of 20.96% included in section 41 of the public school employees retirement act of 1979, 1980 PA 300, MCL 38.1341, and the maximum employer rate of 20.96% included in section 41 of the public school employees retirement act of 1979, 1980 PA 300, MCL 38.1341.

(c) The amount allocated to each participating entity under this section is based on each participating entity's proportion of the total covered payroll for the immediately preceding fiscal year for the same type of participating entities. A participating entity that receives funds under this section shall use the funds solely for the purpose of retirement contributions as specified in subdivision (d).

(d) Each participating entity receiving funds under this section shall forward an amount equal to the amount allocated under subdivision (c) to the retirement system in a form, manner, and time frame determined by the retirement system.

(e) Funds allocated under this section should be considered when comparing a district's growth in total state aid funding from 1 fiscal year to the next.

(f) Not later than December 20, 2021, the department shall publish and post on its website an estimated MPSERS rate cap per pupil for each district.

(g) The office of retirement services shall first apply funds allocated under this section to pension contributions and, if any funds remain after that payment, shall apply those remaining funds to other postemployment benefit contributions.

(h) As used in this section:

(*i*) "District library" means a district library established under the district library establishment act, 1989 PA 24, MCL 397.171 to 397.196.

(*ii*) "MPSERS rate cap per pupil" means an amount equal to the quotient of the district's payment under this section divided by the district's pupils in membership.

(*iii*) "Participating entity" means a district, intermediate district, or district library that is a reporting unit of the Michigan public school employees' retirement system under the public school employees retirement act of 1979, 1980 PA 300, MCL 38.1301 to 38.1437, and that reports employees to the Michigan public school employees' retirement system for the applicable fiscal year.

(*iv*) "Retirement board" means the board that administers the retirement system under the public school employees retirement act of 1979, 1980 PA 300, MCL 38.1301 to 38.1437.

(*v*) "Retirement system" means the Michigan public school employees' retirement system under the public school employees retirement act of 1979, 1980 PA 300, MCL 38.1301 to 38.1437.

Sec. 147e. (1) From the state school aid fund money appropriated in section 11, there is allocated for 2020-2021 an amount not to exceed $33,800,000.00 and there is allocated for 2021-2022 an amount not to exceed $65,300,000.00 for payments to participating entities.

(2) The payment to each participating entity under this section is the sum of the amounts under this subsection as follows:

(a) An amount equal to the contributions made by a participating entity for the additional contribution made to a qualified participant's Tier 2 account in an amount equal to the contribution made by the qualified participant not to exceed 3% of the qualified participant's compensation as provided for under section 131(6) of the public school employees retirement act of 1979, 1980 PA 300, MCL 38.1431.

(b) Beginning October 1, 2017, an amount equal to the contributions made by a participating entity for a qualified participant who is only a Tier 2 qualified participant under section 81d of the public school employees retirement act of 1979, 1980 PA 300, MCL 38.1381d, not to exceed 4%, and, beginning February 1, 2018, not to exceed 1%, of the qualified participant's compensation.

(c) An amount equal to the increase in employer normal cost contributions under section 41b(2) of the public school employees retirement act of 1979, 1980 PA 300, MCL 38.1341b, for a member that was hired after February 1, 2018 and chose to participate in Tier 1, compared to the employer normal cost contribution for a member under section 41b(1) of the public school employees retirement act of 1979, 1980 PA 300, MCL 38.1341b.

(3) As used in this section:

(a) "Member" means that term as defined under the public school employees retirement act of 1979, 1980 PA 300, MCL 38.1301 to 38.1437.

(b) "Participating entity" means a district, intermediate district, or community college that is a reporting unit of the Michigan public school employees' retirement system under the public school employees retirement act of 1979, 1980 PA 300, MCL 38.1301 to 38.1437, and that reports employees to the Michigan public school employees' retirement system for the applicable fiscal year.

(c) "Qualified participant" means that term as defined under section 124 of the public school employees retirement act of 1979, 1980 PA 300, MCL 38.1424.

Sec. 152a. (1) As required by the court in the consolidated cases known as *Adair v State of Michigan*, 486 Mich 468 (2010), from the state school aid fund money appropriated in section 11, there is allocated for 2021-2022 an amount not to exceed $38,000,500.00 to be used solely for the purpose of paying necessary costs related to the state-mandated collection, maintenance, and reporting of data to this state.

(2) From the allocation in subsection (1), the department shall make payments to districts and intermediate districts in an equal amount per pupil based on the total number of pupils in membership in each district and intermediate district. The department shall not make any adjustment to these payments after the final installment payment under section 17b is made.

Sec. 152b. (1) From the general fund money appropriated under section 11, there is allocated an amount not to exceed $1,000,000.00 for 2021-2022 to reimburse actual costs incurred by nonpublic schools in complying with a health, safety, or welfare requirement mandated by a law or administrative rule of this state.

(2) By January 1 of each applicable fiscal year, the department shall publish a form for reporting actual costs incurred by a nonpublic school in complying with a health, safety, or welfare requirement mandated under state law containing each health, safety, or welfare requirement mandated by a law or administrative rule of this state applicable to a nonpublic school and with a reference to each relevant provision of law or administrative rule for the requirement. The form shall be posted on the department's website in electronic form.

(3) By June 30 of each applicable fiscal year, a nonpublic school seeking reimbursement for actual costs

incurred in complying with a health, safety, or welfare requirement under a law or administrative rule of this state during each applicable school year shall submit a completed form described in subsection (2) to the department. This section does not require a nonpublic school to submit a form described in subsection (2). A nonpublic school is not eligible for reimbursement under this section if the nonpublic school does not submit the form described in subsection (2) in a timely manner.

(4) By August 15 of each applicable fiscal year, the department shall distribute funds to each nonpublic school that submits a completed form described under subsection (2) in a timely manner. The superintendent shall determine the amount of funds to be paid to each nonpublic school in an amount that does not exceed the nonpublic school's actual costs in complying with a health, safety, or welfare requirement under a law or administrative rule of this state. The superintendent shall calculate a nonpublic school's actual cost in accordance with this section.

(5) If the funds allocated under this section are insufficient to fully fund payments as otherwise calculated under this section, the department shall distribute funds under this section on a prorated or other equitable basis as determined by the superintendent.

(6) The department may review the records of a nonpublic school submitting a form described in subsection (2) only for the limited purpose of verifying the nonpublic school's compliance with this section. If a nonpublic school does not allow the department to review records under this subsection, the nonpublic school is not eligible for reimbursement under this section.

(7) The funds appropriated under this section are for purposes related to education, are considered to be incidental to the operation of a nonpublic school, are noninstructional in character, and are intended for the public purpose of ensuring the health, safety, and welfare of the children in nonpublic schools and to reimburse nonpublic schools for costs described in this section.

(8) Funds allocated under this section are not intended to aid or maintain any nonpublic school, support the attendance of any student at a nonpublic school, employ any person at a nonpublic school, support the attendance of any student at any location where instruction is offered to a nonpublic school student, or support the employment of any person at any location where instruction is offered to a nonpublic school student.

(9) For purposes of this section, "actual cost" means the hourly wage for the employee or employees performing a task or tasks required to comply with a health, safety, or welfare requirement under a law or administrative rule of this state identified by the department under subsection (2) and is to be calculated in accordance with the form published by the department under subsection (2), which shall include a detailed itemization of costs. The nonpublic school shall not charge more than the hourly wage of its lowest-paid employee capable of performing a specific task regardless of whether that individual is available and regardless of who actually performs a specific task. Labor costs under this subsection shall be estimated and charged in increments of 15 minutes or more, with all partial time increments rounded down. When calculating costs under subsection (4), fee components shall be itemized in a manner that expresses both the hourly wage and the number of hours charged. The nonpublic school may not charge any applicable labor charge amount to cover or partially cover the cost of health or fringe benefits. A nonpublic school shall not charge any overtime wages in the calculation of labor costs.

(10) For the purposes of this section, the actual cost incurred by a nonpublic school for taking daily student attendance shall be considered an actual cost in complying with a health, safety, or welfare requirement under a law or administrative rule of this state. Training fees, inspection fees, and criminal background check fees are considered actual costs in complying with a health, safety, or welfare requirement under a law or administrative rule of this state.

(11) The funds allocated under this section for 2017-2018 are a work project appropriation, and any unexpended funds for 2017-2018 are carried forward into 2018-2019. The purpose of the work project is to continue to reimburse nonpublic schools for actual costs incurred in complying with a health, safety, or welfare requirement mandated by a law or administrative rule of this state. The estimated completion date of the work project is September 30, 2022.

(12) The funds allocated under this section for 2018-2019 are a work project appropriation, and any unexpended funds for 2018-2019 are carried forward into 2019-2020. The purpose of the work project is to continue to reimburse nonpublic schools for actual costs incurred in complying with a health, safety, or welfare requirement mandated by a law or administrative rule of this state. The estimated completion date of the work project is September 30, 2022.

(13) The funds allocated under this section for 2021-2022 are a work project appropriation, and any unexpended funds for 2021-2022 are carried forward into 2022-2023. The purpose of the work project is to continue to reimburse nonpublic schools for actual costs incurred in complying with a health, safety, or welfare requirement mandated by a law or administrative rule of this state. The estimated completion date of the work project is September 30, 2023.

(14) The department shall reimburse nonpublic schools for actual costs incurred in complying with health, safety, or welfare requirements under a law or administrative rule of this state from 2018-2019 through 2020-2021 using work project funds or, if those funds are insufficient to fund reimbursements under this subsection,

from the allocation under subsection (1).

Enacting section 1. In accordance with section 30 of article IX of the state constitution of 1963, total state spending on school aid under article I of the state school aid act of 1979, 1979 PA 94, MCL 388.1601 to 388.1772, as amended by 2020 PA 165, 2021 PA 3, and this amendatory act, from state sources for fiscal year 2020-2021 is estimated at $13,850,072,600.00 and state appropriations for school aid to be paid to local units of government for fiscal year 2020-2021 are estimated at $13,680,775,500.00. In accordance with section 30 of article IX of the state constitution of 1963, total state spending on school aid under article I of the state school aid act of 1979, 1979 PA 94, MCL 388.1601 to 388.1772, as amended by this amendatory act, from state sources for fiscal year 2021-2022 is estimated at $14,954,632,200.00 and state appropriations for school aid to be paid to local units of government for fiscal year 2021-2022 are estimated at $14,744,857,700.00.

Enacting section 2. Sections 11d, 11p, 11q, 23b, 23c, 23e, 25j, 29a, 31k, 91a, 91c, 94b, 104d, and 105b of the state school aid act of 1979, 1979 PA 94, MCL 388.1611d, 388.1611p, 388.1611q, 388.1623b, 388.1623c, 388.1623e, 388.1625j, 388.1629a, 388.1631k, 388.1691a, 388.1691c, 388.1694b, 388.1704d, and 388.1705b, are repealed effective October 1, 2021.

Enacting section 3. (1) Except as otherwise provided in subsection (2), this amendatory act takes effect October 1, 2021.

(2) Sections 6(8), 6a, 11, 11m, 11n, 11s(3), 22a, 22b, 24, 26c, 29a, 31d, 31f, 39a, 51a, 51c, 51d, 56, 62, 81, 104a, 147a, and 147e of the state school aid act of 1979, 1979 PA 94, MCL 388.1606, 388.1606a, 388.1611, 388.1611m, 388.1611n, 388.1611s, 388.1622a, 388.1622b, 388.1624, 388.1626c, 388.1629a, 388.1631d, 388.1631f, 388.1639a, 388.1651a, 388.1651c, 388.1651d, 388.1656, 388.1662, 388.1681, 388.1704a, 388.1747a, and 388.1747e, as amended and sections 11t, 31p, and 39(9) of the state school aid act of 1979, 1979 PA 94, as added by this amendatory act, take effect upon enactment of this amendatory act.

This act is ordered to take immediate effect.

Clerk of the House of Representatives

Secretary of the Senate

Approved_____

_____
Governor

Acceleration vs. Remediation

The Opportunity Gap

In the TNTP report, The Opportunity Myth, researchers set out to find out why so many students graduating from high school are unprepared to meet their goals for college and careers. They discovered an opportunity gap in which too many students spend most of their time in school without access to four key resources:

- grade-appropriate assignments,
- strong instruction,
- deep engagement, and
- teachers who hold high expectations.

There is a strong tendency for schools, based on past practice, to want to remediate student learning gaps and **delay access** to grade-level work until all the missing learning is remediated. Unfortunately, research shows that this approach moves students backwards by continuing to widen the academic gap between students who are being remediated and their grade-level peers (Rollins, 2014).

The TNTP researchers found, *"When students who started the year behind grade level had access to stronger instruction… they closed gaps with their peers by six months; in classrooms with more grade-appropriate assignments, those gaps closed by more than seven months."*

What is Accelerated Learning?

Too often students with perceived academic gaps are put into remediation classes. Their access to grade-level content is delayed until all their academic gaps are filled. Research has shown again and again that this does not work (Rollins, 2014). Instead, learning should be accelerated. Accelerated learning keeps students moving forward on their intended grade-level trajectories by strategically preparing them for success in current grade-level content.

Acceleration prepares students for new learning combined with "just-in-time" teaching of missing key skills and concepts in the purposeful context of current lessons.

Opportunities to accelerate learning rely on robust Tier 1 instruction that includes grade-appropriate assignments, strong instruction, deep engagement, and teachers who hold high expectations for students. This robust instruction should be enhanced with supports targeted to the skills and services students need to stay on grade level.

A Sense of Urgency

The pandemic and the unplanned shift to remote learning have widened this opportunity gap for many students across the state. Many children have experienced less than optimal situations during the pandemic, whether related to a lack of in-person learning opportunities, social isolation, resource scarcity, or family or caregiver stressors. Daniel J. Bryant, in *The Rise of Adverse Childhood Experiences During the COVID-19 Pandemic* (Bryant, Oo, & Damian, 2020), has already documented the increase of adverse childhood experiences (ACEs) during the pandemic. Retention and remediation are the go-to models for addressing learning loss but are based on deficit views of students and only serve to delay learning and further decrease student self-confidence and engagement. Now more than ever, educators need to provide students with "the most personalized and engaging instruction possible" by committing to

accelerating learning for students who have fallen behind instead of remediating their learning (Darling-Hammond, et al., 2020).

Acceleration vs. Remediation

Often educators associate acceleration with gifted education. However, academic acceleration includes a wide variety of educational and instructional strategies educators use to advance the learning progress of all students regardless of where they are in their learning trajectory. **Acceleration** focuses on preparing students for success with upcoming new learning and lays the foundation for continued academic growth. **Remediation,** on the other hand, delays opportunities to learn new content until students have mastered all missing skills and concepts, leaving them further and further behind their grade-level peers. The table below outlines the key differences between acceleration and remediation.

Acceleration	Remediation
High expectations for all students • Provides all students with access to effective, grade-level, Tier 1 instruction focused on the essential skills and concepts for that grade.	Low expectations for some students • Supplants Tier 1 instruction for the most academically vulnerable by pulling students from the Tier 1 instruction for remediation.
Just-in-time support • Supports are based on evidence of what a student knows and what they need for upcoming lessons based on clear grade-level learning goals for those lessons. • Provides more exposure to grade-level essential skills and concepts by aligning supports with current classroom instruction.	Just-in-case support • Supports attempt to reteach every missing skill, based on the misconception that before students can learn new information, they must go back and master everything they missed. • Often focuses on drilling students on isolated skills that might not be relevant to current grade-level lessons.

What does grade-level mean?

For most students, their grade-level learning trajectories are tied to age. With good Tier 1 instruction, including regular benchmark assessments of grade-level skills and concepts, 75-80% move through each grade with little or no need for extra support. There are students, however, whose learning trajectories are not necessarily tied to age. Some students advance through grade-level content quickly and are ready to move on earlier than others. On the other hand, some students with disabilities and some others may need more time to move through the essential skills and concepts of the grade level in a given discipline or may be

working on content more typical for a different grade or age level. Students with more significant disabilities may have alternate curricula aligned to their individual needs and post-school goals. Educators must recognize that some students are on different Tier 1 learning trajectories and must be prepared to provide the appropriate level of Tier 1 instruction.

Getting Started with Accelerated Learning

Michigan Department of Education Guides

To support educators in their understanding of accelerated learning and why accelerated learning is especially important in the aftermath of the pandemic, the Michigan Department of Education (MDE) is providing a series of guides on accelerated learning topics such as targeting support with tutoring, Tier 1 grade level instruction, and student engagement. The guides will be posted on the accelerated learning page of the MDE website which will continue to be updated with additional guides and other resources.

The Michigan Integrated Continuous Improvement Process (MICIP)



MICIP should be used by districts in planning for and implementing an accelerated instructional model.

Resources for Accelerated Learning

Acceleration: Jump-Starting Students Who Are Behind (ascd.org)

This excerpt from the book Learning in the Fast Lane: 8 Ways to Put All Students on the Road to Academic Success makes the case for accelerated learning and provides a framework for implementing acceleration.

http://www.ascd.org/publications/books/114026/chapters/Acceleration@_Jump-Starting_Students_Who_Are_Behind.aspx

Acceleration, not Remediation: Lessons from the Field

This report from the Thomas Fordham Institute provides insights from school leaders who have implemented an acceleration model.

https://fordhaminstitute.org/national/commentary/acceleration-not-remediation-lessons-field

Guiding Schools' COVID-19 Recovery Decisions Using Data and Evidence

The EdResearch for Recovery Project at the Annenberg Institute for School Reform at Brown University has published a series of research briefs in five categories: Student Learning, School Climate, Supporting All Students, Teachers and Leaders, and Finances and Operations.

https://annenberg.brown.edu/recovery

Learning Acceleration Guide

This toolkit from TNTP outlines specific goals and strategies that can help schools begin to accelerate the learning of students back to grade level in any instructional format—in-person, virtual, or hybrid. The toolkit provides special emphasis on the two most important things schools should prioritize right now: grade-appropriate assignments and strong instruction.

https://tntp.org/covid-19-school-response-toolkit/view/learning-acceleration-guide

Rethinking Intervention - Instruction Partners

This document provides a series of conversations with education leaders, researchers, and practitioners. The conversations challenge educators to think deeply about what drives and challenges intervention and how to accelerate student learning after many months away from school. Resources include videos and guides for professional learning communities.

https://instructionpartners.org/rethinking-intervention

Restarting and Reinventing School: Learning in the Time of COVID and Beyond

This report provides an overarching framework that focuses on how policymakers, as well as educators, can support equitable, effective teaching and learning regardless of the medium through which that takes place. This framework provides research, state and local examples, and policy recommendations in 10 key areas that speak both to transforming learning and to closing opportunity and achievement gaps.

https://restart-reinvent.learningpolicyinstitute.org

The Acceleration Imperative: A Plan to Address Elementary Students' Unfinished Learning in the Wake of COVID-19

This open-source, evidence-based resource from the Thomas B Fordham Institute provides a model recovery plan designed to evolve with the input of users.

https://caocentral.wiki

References

Bryant, D. J., Oo, M., & Damian, A. (2020). The rise of adverse childhood experiences during the COVID-19 pandemic. Psychological Trauma: Theory, Research, Practice, and Policy, 12(S1), 93-94. https://doi.apa.org/fulltext/2020-43450-001.html

Darling-Hammond, L., Schachner, A., Edgerton, A., et al (2020). *Restarting and reinventing school: Learning in the time of COVID and beyond.* Palo Alto, CA: Learning Policy Institute. Retrieved from https://restart-reinvent.learningpolicyinstitute.org

Rollins, S. P. (2014). *Acceleration: Jump-Starting Students Who are Behind*. Retrieved from ASCD: http://www.ascd.org/publications/books/114026/chapters/Acceleration@_Jump-Starting_Students_Who_Are_Behind.aspx

Targeting Support with Tutoring

A Strategy for Accelerated Learning

Why Tutoring?

Tutoring, defined as supplemental one-on-one or small group instruction, can be a powerful tool for accelerated learning. A recent meta-analysis of the research on tutoring found that tutoring programs consistently have large, positive effects on students (Abdul Latif Jameel Poverty Action Lab, 2020). The researchers believe tutoring is an effective intervention because tutoring:

- customizes learning to target a student's immediate learning needs.
- provides additional instructional time by aligning the tutoring activities to current classroom activities.
- offers more engagement, rapid feedback, and less distractions in one-on-one and small group environments.
- creates meaningful mentor relationships.

Based on the result of the meta-analysis cited above, seven design principles have been identified that characterize highly effective tutoring programs (Kraft & Falken, 2021). These are:

1. Tutoring is a part of the school day.

   Time is built into the school day to allow for supporting students' social, emotional, physical, and academic needs outside of the regular Tier 1 instruction. This includes enrichment, targeted tutoring, and expanded mental-health supports. By intentionally building time into the school day, students still receive the important Tier 1 instruction they need and benefit from the additional instructional time provided by the tutoring sessions. When time is built into the regular school day for academic support and enrichment, all students have equitable access to the support that they need. This does not preclude any additional tutoring or academic support provided outside of the regular school day.

What is Accelerated Learning?

Too often students with perceived academic gaps are put into remediation classes. Their access to grade-level content is delayed until all their academic gaps are filled. Research has shown again and again that this does not work (Rollins, 2014). Instead, learning should be accelerated. Accelerated learning keeps students moving forward on their intended grade-level trajectories by strategically preparing them for success in current grade-level content.

Acceleration prepares students for new learning combined with "just-in-time" teaching of missing key skills and concepts in the purposeful context of current lessons.

Opportunities to accelerate learning rely on robust Tier 1 instruction that includes grade-appropriate assignments, strong instruction, deep engagement, and teachers who hold high expectations for students. This robust instruction should be enhanced with supports targeted to the skills and services students need to stay on grade level.

2. Tutoring is a school-wide program.

   All students receive academic support or enrichment opportunities. They move flexibly back and forth between support and enrichment based on their needs in the moment.

3. Tutoring is individualized instruction.

   Low student-to-tutor ratios allow tutors to customize the support to what the students need at that moment.

4. Tutoring is a high-dosage intervention.

   High-dosage intervention is in addition to classroom differentiation or accommodations that are part of Tier 1 instruction. It is intensive, intentional, and timely. Tier 2 supports are based on formative and interim assessments that provide students with personalized instructional supports so they are prepared with the skills they need when they need them. High dosage interventions are "just-in-time" interventions not "just-in-case" remediations. This requires an ongoing collaboration between teachers and tutors. If the teacher is doing the tutoring, it must be during the time set aside for academic support so as not to interfere with Tier 1 instruction.

5. Tutoring is with the same tutor all year.

   Effective tutoring is based on caring, trusting relationships, where the tutor understands and builds on students' individual strengths.

6. Tutoring is curriculum-based.

   Effective tutoring extends and enhances the curriculum being used in the classroom. Tutoring materials should be high-quality instructional resources that align tutoring with class content. High-quality classroom curricula often include diagnostics aligned with the curriculum and provide the extended supports some students need to access the content being delivered, or soon to be delivered, in the classroom. Districts should select evidence-based tutoring programs that align with the classroom curriculum, as well as diagnostic tools and processes to identify which students need the extra support to access the current or upcoming instruction.

7. Tutors receive intensive, ongoing training.

   Effective tutors are trained to use the tutoring materials and receive ongoing support and feedback from teachers and supervisors. Where tutoring has been found most effective, tutors are not only trained, but they are also paid (Slavin, 2021).

Getting Started with Tutoring

The Michigan Integrated Continuous Improvement Process (MICIP)

Districts can use MICIP to plan for and implement an effective school-wide tutoring program using the design principles outlined above as a guide. Some questions to consider might include:



The When

- Does the district have a multi-tiered system of supports that provides time for supporting students' social, emotional, physical, and academic needs outside of the regular Tier 1 instruction?

The Who

- Who will provide the tutoring?
  - Will the current staff provide tutoring (i.e., paraprofessionals, teachers)?
  - Are there community partners who can be leveraged?

    Communities are critical partners with schools in supporting the whole child. Community partners have a long history in providing tutoring supports. In addition to local community partners, schools might want to consider reaching out for tutoring support from the following statewide community organizations:

    MDE - 21st Century Community Learning Centers

    Michigan After-school Partnership

    Michigan Alliance of Boys and Girls Clubs

    Michigan Education Corps
- Who needs tutoring?
  - Are there processes and tools for identifying which students need the just-in-time supports so that all students can move seamlessly back and forth between support and enrichment based on their needs in the moment?

The What

- Are diagnostics in place that can be used to identify students who need support accessing upcoming lessons?
- Are tutoring resources available in the curriculum? If not, what evidence-based tutoring programs will be used?
  - The following links provide information on effective tutoring programs:

    Accelerating Student Learning with High-Dosage Tutoring (brown.edu)

    Evidence-Based Tutoring Programs for Reading

    Evidence-Based Tutoring Programs for Mathematics

Math Recovery in Michigan

MI Strategy Bank

Targeted Intensive Tutoring - The Education Trust (edtrust.org)

The Importance of Getting Tutoring Right (learningpolicyinstitute.org)

What Works Clearing House

Funding Opportunities

Districts have several financial supports to provide funding for tutoring, including, **but not limited to**:

Federal Funding

Title Funds

Title funds can be used to support personnel, training, and instructional materials. Regional consultants at the Michigan Department of Education, as well as special populations consultants, can provide guidance on how to leverage title funds to implement MTSS and provide quality tiered instruction.

Pandemic Relief Grants (ESSER I, II, and III; GEER)

These funds provide for a variety of relief measures to address the impact of COVID-19 on student learning, health, safety, and wellness. These funds can be used to support personnel, training, and instructional materials, as well as to provide academic, social, emotional, and behavioral health supports.

State Aid Funding

Section 31a At-Risk

Although not available for use with all students, the focus of Section 31a is to reduce chronic absenteeism and ensure eligible at-risk students demonstrate proficiency in 3rd grade English language arts, 8th grade mathematics, and 11th grade career and college readiness. Schools using 31a funds are required to implement an MTSS framework that includes the five essential components listed in the MDE MTSS Practice Profile.

Section 35a(5) Additional Instructional Time

This funding source can be used to provide additional instructional time for students who need additional supports and interventions to read at grade level.

Section 41 Bilingual Funds

This funding source can be used to target additional language acquisition instruction, materials, and supports to students identified at proficiency levels below 3.9 on the WIDA ACCESS for English learners. Funding through section 41 should be aligned to MTSS being implemented by the district.

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Tier 1 Grade-Level Instruction

Why Tier 1 Instruction?

A tiered instructional process is at the center of any effective multi-tiered system of supports (MTSS). This process involves a three-tiered approach to implement high quality, effective instruction using research-based practices across content areas to support the academic and social-emotional learning needs of all learners. To accelerate learning, students at every grade level must first receive strong Tier 1 instruction within an evidence-based, scientifically researched core program or curriculum focused on essential grade-level skills and behavioral expectations. Without access to strong Tier 1 grade-level instruction and content, student learning can be delayed, creating gaps in academic knowledge and skills. When Tier 1 is implemented with a high degree of integrity and by trained educators, a majority of learners will show proficiency on curricular assessments consistent with the grade-level benchmarks (Swanson et al. 2017).

If assessment data identifies gaps in learning or behavior that might prevent a student from understanding upcoming content, a plan must be in place to support students before and during the lessons. This support must take place in the Tier 1 setting alongside grade-level peers. These Tier 1 additional supports, such as extended learning time, targeted tutoring, and expanded mental health supports, will vary in intensity and duration as determined by data for each individual learner. In a system prepared to accelerate learning, all students receive quality Tier 1 instruction, progress is continuously monitored, and supports are provided that complement the core Tier 1 instruction. Additional interventions are provided to learners who do not meet benchmarks after strong Tier 1 instruction through Tiers 2 and 3 of a multi-tiered instructional system. The appropriate level of Tier 2 or 3 support is determined by progress monitoring data for each individual learner.

What is Accelerated Learning?

Too often students with perceived academic gaps are put into remediation classes. Their access to grade-level content is delayed until all their academic gaps are filled. Research has shown again and again that this does not work (Rollins, 2014). Instead, learning should be accelerated. Accelerated learning keeps students moving forward on their intended grade-level trajectories by strategically preparing them for success in current grade-level content.

Acceleration prepares students for new learning combined with "just-in-time" teaching of missing key skills and concepts in the purposeful context of current lessons.

Opportunities to accelerate learning rely on robust Tier 1 instruction that includes grade-appropriate assignments, strong instruction, deep engagement, and teachers who hold high expectations for students. This robust instruction should be enhanced with supports targeted to the skills and services students need to stay on grade level.

Characteristics of High-Quality Tier 1 Instruction

High-quality curricular materials that are aligned to the essential skills and concepts outlined in the Michigan academic standards.

- High quality curricular materials are based on research and reflect coherent, connected learning pathways.
- The curricular materials include relevant, culturally-sensitive, and grade-appropriate assignments and tasks.
- Curricular materials include formative and interim assessments that provide teachers with actionable information to align with classroom assignments.

Learning opportunities are engaging, culturally relevant, and personalized.

- Teachers use active learning strategies, such as cooperative learning and project-based learning.
- Teachers use a range of inquiry-based, experiential learning tasks and activities to help all students deepen their understanding of what they are learning and why they are learning it. The school's curriculum and educator's instruction provide opportunities for students to develop critical thinking and reasoning skills, problem-solving competencies, and technology proficiencies.
- The school and teachers hold high expectations for students and believe they can meet grade-level standards.
- Teachers work closely with students to help them monitor and direct their own progress.
- The school personalizes learning, customizing for each student's strengths, needs, skills and interests, including the flexible use of time to meet student academic and social goals.
- The school provides accommodations to ensure Tier 1 is accessible to all students.

Student progress is monitored purposefully at regular intervals to determine the supports needed in addition to Tier 1 instruction.

- School staff consistently assess and monitor progress on all indicators of student success to ensure progress and make necessary changes to Tier 1 instruction in a timely manner.
- Teachers use a range of results from diagnostic, formative, and summative assessments to monitor student progress, provide timely feedback, and adjust teaching-learning activities to maximize student progress.
- The school uses a balanced approach to formative and summative assessments that provide reliable and developmentally appropriate information about student learning.
- The school implements a proactive approach to support each student's social, emotional, physical, and academic needs outside of regular Tier 1 instruction, including extended learning time, targeted tutoring, and expanded mental-health supports.

Assessing Needs

Research indicates that 75-80% of learners should reach successful levels of competency through Tier 1 alone (Shapiro, 2008). When these outcomes are not reached, schools may need to reevaluate their strategies and use data to answer several questions.

What are the biggest areas of instructional need across grade levels and content areas based on data?

- Assessment data should be disaggregated by student populations and reviewed across all content areas and grade/age levels. Data should include results from interim and summative assessments as well as data from classroom formative assessments.
- If fewer than 75% of students are not reaching grade-level proficiency consistently within and across grade levels, then the school or district should determine strategies that are needed to improve student success.

What evidence-based strategies and curricular materials have been used for instruction and found effective?

- Analysis of current instructional practices and curriculum across all content areas has been found effective, as well as taking inventory of initiatives to gauge effectiveness.
- High quality, engaging, and culturally relevant curricular materials and trainings are available to teachers.
- Implementing a proactive approach to identifying each student's social, emotional, physical, and academic needs and designing coordinated, targeted supports so that students can access the grade-level curriculum has been effective.
- Consistent assessing and progress monitoring on all indicators of student success to ensure student progress is essential.

Does the school have a defined set of schoolwide behavioral expectations? Does the school include behavioral expectations as part of instruction and MTSS implementation?

- Answering these questions involves looking at schoolwide behavioral and social-emotional support practices as an integrated system with academic instruction. Data could include discipline records and reviewing behavioral policies. After the information is gathered, identify the greatest need, and prioritize.

What does grade level mean?

For most students, their grade-level learning trajectories are tied to age. With strong Tier 1 instruction, including regular benchmark assessments to measure grade-level skills and concepts, 75-80% of students should move through each grade with little to no extra support. There are students, however, whose learning trajectories are not tied to age. Some students advance through grade-level content quickly and are ready to move on earlier than others. Other students, including students with disabilities, may need more time to move through grade-level content or may be working on content for a different grade or age level. Students with more significant disabilities may have alternate curricula aligned to their individual needs and post-school goals. Educators must recognize that some students are on different Tier 1 learning trajectories and must be prepared to provide the appropriate level of Tier 1 instruction. There is a strong tendency to remediate perceived learning gaps and **delay access** to grade-level work until all the missing learning is remediated. Research shows this approach moves students backwards and continues to widen the academic gap between students who are being remediated and their grade-level peers (Rollins, 2014). Therefore, schools must purposefully monitor the learning needs of all students to ensure they are challenged, engaged, and empowered by their learning experiences.

Getting Started with Tier 1 Grade-Level Instruction

Review the MDE Multi-Tiered System of Supports (MTSS) Practice Profile

The MDE Multi-Tiered System of Supports Practice Profile outlines actions to be taken by educators and leaders when implementing tiered instruction. These actions may help during planning to allocate funding toward improving Tier 1 instruction and include:

- Allocating resources equitably (e.g., fiscal, personnel, time, and facilities) to provide all learners with access to a tiered framework of instructional practices, interventions, and supports intended to meet the needs of the whole child.
- Ensuring time and resources are allocated to support high-quality professional learning for all district staff responsible for implementation of the data, systems, and practices in Tier 1 instruction and supports.

Ensure all teachers have access to high-quality, grade-appropriate curricular materials that are aligned to the essential skills and concepts outlined in the Michigan academic standards.

Ensure all teachers know how to implement learning opportunities that are engaging, culturally relevant, and personalized.

Use the Michigan Integrated Continuous Improvement Process (MICIP)

MICIP should be used by districts in planning for and implementing an accelerated instructional model. Consider "Implementing Tier 1 Instruction" as a goal in the district's continuous improvement plan.



Funding Sources for Tier 1 Instruction

Federal Funding

The Every Student Succeeds Act (ESSA) places an emphasis on high-quality instruction, professional development for teachers and other staff, and comprehensive learning supports based on the unique needs of the school community. ESSA promotes MTSS as a comprehensive continuum of systemic and evidence-based practices to support a rapid response to student needs with regular observation to facilitate data-based instructional decision making.

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Accelerated Learning Through Student Engagement

Why Focus on Student Engagement?

Disengaged students are not learning. To accelerate learning, every minute of instructional time must be leveraged.

> *We know that the longer a student is engaged with content and the more deeply they are invited to think about it, the more likely they will be to retain it for future use.*
> Boudreau, 2020

> *… taking the time to provide patient, in-depth instruction allows for issues related to unfinished learning to arise naturally when dealing with new content, allowing for just in time instruction and reengagement of students in the context of grade-level work.*
> Council of Great City Schools, 2020

According to Charlotte Danielson, when students are engaged, "they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy and one in which they are engaged is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussing, debating, answering "what if?" questions, discovering patterns, and the like" (Danielson, 2011).

Now more than ever, schools must commit to accelerate students by providing them with "the most personalized and engaging instruction possible" focused on the essential skills for their grade level (Darling-Hammond, et al., 2020). This is "a time when social emotional wellbeing, agency, and engagement are more important than ever" (Council of Great City Schools, 2020). An instructional model built on a "mile-wide, inch-deep" curriculum will only serve to frustrate students who are already behind, further disengaging them from school.

Research on schools where students are engaged and learning have classrooms where teachers think of students as apprentices; focus on depth over breadth; and give up some control by allowing student some choice in what they learn and how they learn it (Tatter, 2019).

What is Accelerated Learning?

Too often students with perceived academic gaps are put into remediation classes. Their access to grade-level content is delayed until all their academic gaps are filled. Research has shown again and again that this does not work (Rollins, 2014). Instead, learning should be accelerated. Accelerated learning keeps students moving forward on their intended grade-level trajectories by strategically preparing them for success in current grade-level content.

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Opportunities to accelerate learning rely on robust Tier 1 instruction that includes grade-appropriate assignments, strong instruction, deep engagement, and teachers who hold high expectations for students. This robust instruction should be enhanced with supports targeted to the skills and services students need to stay on grade level.

Getting Started with Student Engagement

Consider the Whole Child

When we think of a child having a caring and engaging learning environment, we need to look at the "whole child," beyond the child as a student in our schools (Michigan Department of Education, 2019). One of the tenants in the whole child framework is "engaged," meaning each child is actively engaged in learning. Indicators for student engagement include active learning strategies such as cooperative learning, project-based learning, and inquiry-based learning that deepen the understanding of what students are learning and why they are learning it (ASCD, 2021).

Leverage Educator Evaluation Tools

All educator evaluation tools used in Michigan have student engagement components. These should be used by districts to decide where and how to increase student engagement opportunities within their schools.

The Michigan Integrated Continuous Improvement Process (MICIP)

MICIP should be used by districts in planning for and implementing engaging learning opportunities for all students. Some questions to consider might include:

- *Are there engagement indicators from the whole child framework that we might want to incorporate into our instructional model?*
- *Are we using the student engagement components in our educator evaluation tool to identify areas for improvement around student engagement?*



Resources for Student Engagement

[10 Drivers of Student Engagement You Can Use Right Now]

This website describes 10 drivers of student engagement with links to resources to learn more about each of the drivers.

https://studentsatthecenterhub.org/resource/10-drivers-of-engagement-you-can-use-right-now/

Rethinking Intervention - Instruction Partners

The Rethinking Intervention project identified "6 big takeaways" following a discussion with 40 education leaders, researchers, and practitioners around rethinking intervention and accelerated learning. One of the takeaways is "Students engage and learn best from work that is challenging, relevant to their lives, and helps them understand and impact the world."

https://instructionpartners.org/2021/02/19/student-engagement-and-learning

PBL Works

This website provides resources and training for getting started with project-based learning.

https://www.pblworks.org/why-project-based-learning

Sprocket | Project-based Learning

Sprocket is a free online portal for teachers to access project-based learning courses. It is also an online community where teachers can share ways to implement and adapt the courses. It houses a research-based curriculum that supports project-based learning implementation.

https://sprocket.lucasedresearch.org

The 12 Cs of Student Engagement

This blog post describes twelve techniques for engaging students.

https://rewardingeducation.wordpress.com/2017/01/13/the-twelve-cs-of-student-engagement-edutopia-article-by-robert-ward-and-featured-by-the-u-s-department-of-education

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Assessment Practices for Accelerated Learning

Introduction

When students and their teachers return to learning for the 2021-22 school year, they will be challenged by the disruptions to learning caused by the COVID-19 pandemic. Prioritizing grade-level standards and focusing instructionally embedded assessments and formative assessment practices on *current* grade-level standards promises to accelerate student learning. This strategy, used during Tier 1 instruction,[1] can help schools avoid the loss of valuable time identifying what was not taught last year, and it provides the most equitable option available for Michigan's students.

Four principles guide the assessment of prioritized grade-level standards:

- Assessments should be used to determine *how* to bring students into grade-level instruction, not *whether* to bring them into it. Assessments should not be used as a gatekeeper to grade-level content.
- The formative assessment process is the strongest tool to support and accelerate learning and growth; it must be used.
- Targeted checks using instructionally embedded assessments (IEAs) will support instruction; use of diagnostic assessments, as suggested by IEAs and/or formative practices, will be helpful.
- The first weeks of school, especially, should focus on students' social, physical, and emotional well-being, strengthen relationships, and establish cultures conducive to learning.

What is Accelerated Learning?

Too often students with perceived academic gaps are put into remediation classes. Their access to grade-level content is delayed until all their academic gaps are filled. Research has shown again and again that this does not work (Rollins, 2014). Instead, learning should be accelerated. Accelerated learning keeps students moving forward on their intended grade-level trajectories by strategically preparing them for success in current grade-level content.

Acceleration prepares students for new learning combined with "just-in-time" teaching of missing key skills and concepts in the purposeful context of current lessons.

Opportunities to accelerate learning rely on robust Tier 1 instruction that includes grade-appropriate assignments, strong instruction, deep engagement, and teachers who hold high expectations for students. This robust instruction should be enhanced with supports targeted to the skills and services students need to stay on grade level.

[1] Michigan's Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child.

Step One: Prioritize standards/identify essential skills.

The basic questions that guide a true professional learning community serve to support the initial work of prioritizing standards and identifying essential skills and thinking ahead about how to assess them (DuFour, et.al. (2010).

These include:

- What are students expected to learn?
- How will they know if they learned it?
- What will be the response if they do not learn it?
- What will be the response if they already know it?

In thinking about those questions, educators identify the progression of essential knowledge and skills that need to be taught and assessed in every grade-level and subject area. Then, they can prioritize the knowledge and skills students need "just in time" for an upcoming unit. From there, they can start to fill in gaps and scaffold learning for students into the unit versus trying to teach all the knowledge and skills a student may have missed in the previous grade.

There is considerable benefit derived from the collaborative work in which staff/teachers engage to prioritize standards and prepare to assess the standards and essential skills. The Michigan Assessment Consortium's (MAC) online Learning Map, **Prioritizing and Assessing Standards to Accelerate Student Learning,** provides practical guidance to engage in a process that prioritizes standards and provides examples of methods to assess students using instructionally embedded assessment.

It is important to remember that a list of prioritized standards focuses instruction and assessment but **does not remove the responsibility for teaching the other standards.** Elevating some standards to a higher status does not remove other standards; it instead relegates them to a supporting role. The POINT to prioritizing standards is to focus instruction and then align assessments.[2]

The Michigan Department of Education (MDE), with support from English language arts (ELA) and mathematics educators from across the state, has identified model essential skills for each grade-level. Distilled from the current academic standards, these skills align with the state summative assessments. These are cumulative skills in that they identify the foundational understandings that students need to have by the end of each grade-level.

The following offer additional guidance on essential skills.

- Disciplinary guidance such as the MAISA/GELN/ELTF Literacy Essential Practices
- Local or regional instructional resources and curricular materials

[2] What Are Power Standards? And How Do I Use Them? Angela Peery, Ed. D. Retrieved from https://www.michiganassessmentconsortium.org/wp-content/uploads/What-do-we-mean-by-Power-Standards-by-Dr.-Angela-Peery.pdf.

Step Two: Begin with grade level instruction and assess as you go.

As the new school year begins, establish an overarching priority of positive student growth. Build relationships in the context of conveying content and practices. Nurture a supportive classroom environment focused on a growth mindset. Start students with new grade level content and move them forward based on information gleaned through the formative assessment process, with the use of an assets-based approach.[3] Work from grade-level standards and use cognitively demanding tasks and formative assessment practices to uncover student interests, assets, and needs to level the playing field and accelerate learning.

The following assessment practices, used periodically during instruction, will facilitate accelerated learning, and teachers will benefit from intentional support in using them throughout the school year.

The Pre-Assessment Process

Guskey & McTighe (2016) highlight three pre-assessment guidelines that can be applied to all types of assessment:

> **Clarify your purpose.** It is important to be explicit about the purpose for the assessment and how the data will be used and share that information with students. Explain that the purpose is to shed light on what is going to be learned in order to optimize instruction, highlight learning targets, and help students set goals.
>
> **Determine how the information will be used.** Actionable information is at the heart of high-quality assessment. If data from the assessment cannot be acted upon and/or if there is no plan to provide feedback to teachers and students to inform instruction and improve learning, then the assessment becomes an empty activity.
>
> **Use judiciously and efficiently.** Assess when it can provide information that teachers do not already have or cannot determine readily. Instructional time is extremely valuable, and any time not spent on advancing learning should be reduced or eliminated to the extent possible.

A helpful toolkit from Oakland Schools provides guidance and examples.

Formative Assessment Process

Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become more self-directed learners (CCSSO FAST SCASS 2018).

Black and Wiliam (1998) indicate that effective formative assessment practice includes the enactment of the following steps:

- Teachers and students establish a common understanding of the task and its learning goals.
- Teachers elicit student thinking.
- Students respond to teachers' elicitation in ways that reveal their thinking.

[3] "Asset-based teaching seeks to unlock students' potential by focusing on their talents. Also known as strengths-based teaching, this approach contrasts with the more common deficit-based style of teaching which highlights students' inadequacies." (ACRL Instruction Section 2018)

- Teachers interpret students' responses to make sense of where students are relative to the goals for student learning.
- Teachers act (e.g., trying a new strategy) to move students in the desired direction, based on their interpretation.
- Teachers re-assess to measure the action's success. Thus, formative assessment is a process, not a "thing."

Research has shown that use of formative assessment has several positive impacts. It serves to 1) improve student learning; 2) increase student involvement; 3) help teachers to be more reflective about students' understandings; and 4) support students in identifying barriers to learning. Research put into practice in Michigan is understood through Formative Assessment for MI Educators program (FAME). The components and elements of the formative assessment process are the foundation that support the development of capable learners. MDE offers sustained, job-embedded professional learning through the FAME program.

Instructionally Embedded Assessment

Instructionally embedded assessments (IEAs) are opportunities for teachers to assess student learning, within the course of a unit of study, gauge student understanding, provide feedback, determine next steps, and make instructional adjustments accordingly. They are meant to integrate classroom instruction, student learning, and assessment, and are woven into the instructional sequence. IEAs are intended to be relaxed, constant, and integrated or embedded within classroom instruction. Teachers have the flexibility to adapt IEAs to align with their priority standards and reflect the delivery of the content within their classrooms, which allows for a customized experience for each student. IEAs should give both teachers and students insights into the students' knowledge, skills, and understandings relative to the grade-level content. Due to the level of flexibility with IEAs, they can be quite developmentally and culturally appropriate for all students.

Performance Assessment

Performance assessments are designed to determine what students are able to do in relation to content standards developed at the state and local levels. These assessments measure complex sets of skills and understandings through student performance, such as conducting an investigation in science, developing a computer program to demonstrate functions in mathematics, analyzing source documents to compare and contrast different historical points of view in social studies, developing a multi-media presentation in English language arts, acting out a character in a theatrical production, or completing a painting in an arts class. The products of performance assessment can be of many types. They also typically require a checklist, a rubric, or some method for scoring students' responses to them.

There are two major types of performance assessment: events and tasks.

> **Performance Event** – This is an on-demand performance assessment on which students are given little or no time to rehearse before performing or responding, and limited opportunities to improve their initial performance. Such assessments may take a class period or less to administer.

Performance Task – In this type of performance assessment, students have days, weeks, or months to prepare a response. The resultant work may be lengthy and comprise multiple parts, involving multiple responses of different types to multiple prompts. Embedded in the task may be written-response items, presentations, papers, student self-reflections, performances, and so forth.

Well-crafted performance assessments will help educators gauge the levels of student understanding, help the teacher to correct any student misunderstandings, and provide instruction needed to move thinking and learning forward. Additionally, the assessment process can promote deeper student learning about the assessment topic, which is one reason why using performance assessment can help drive improved student learning and higher student achievement. To see examples of performance assessments, visit maeia-artsednetwork.org

Assessing Social and Emotional Learning

Assessment practices should support the whole child and reflect the complete academic system, which includes social and emotional learning (SEL). As a result, the school's balanced assessment system should include assessments of SEL - especially as students return from an extended learning disruption. The field of SEL assessment boasts a rich and ever-growing array of free and publicly available resources and assessments designed specifically for educators and schools. Be sure to choose assessment resources from ones that have been vetted and cataloged for their psychometrics, sensitivity, and accessibility by respected sources such as the Collaborative for Academic, Social, and Emotional Learning (CASEL). The Michigan Department of Education, School Health and Safety Unit also offers assessments as part of the "Active Students Toolkit."

Interim Benchmark Assessment

By aligning all classroom assessments to essential skills drawn from the Michigan Academic Standards, teachers can have confidence that their assessments will be predictive of performance on future state summative assessments. This is also true for interim benchmark assessments, such as the SBAC interim assessments, that are based on Michigan's content standards. To the extent that the interim benchmark assessments that your district uses reflect state standards, the more useful that information will be in predicting future performance on state summative assessments.

Planning

- Identify the essential skills needed for just-in-time learning of current grade-level content.
- Design new, or use existing, pre-assessments to plan for differentiation of content.
- Use results from pre-assessments to inform instruction.
- Prioritize K-12 instructional standards for the 2020-21 school year.
- Implement instructional approaches to meet the range of student needs as they return to school in the fall.
- Identify assessment ideas that allow students to demonstrate understanding in a variety of ways.
- Assess and provide instruction in the content areas in face-to-face, virtual, and blended classroom environments.
- Incorporate well-being and SEL/trauma-informed practices into instruction.

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The Pre-Assessment Process Achieving Learning Outcomes Through Pre-Assessment Tasks and Practices (Oakland Schools 2020)

Funding

To support professional learning for staff, consider tapping Title money or school improvement funds.

Resources

Return-to-school guidance

- An introduction to Oakland Schools Curriculum, Instruction, and Assessment Toolkits for COVID-19 Reopening (Video resource by Oakland Schools, 2020)
- Fostering Recovery: Restoring Opportunities to Learn (Wayne RESA, 2021)

Essential skills

- Literacy Essentials (General Education Leadership Network)

Assessment resources

- Michigan Assessment Consortium (MAC) website offers a vast amount of resources and professional learning opportunities
- *Leading Modern Learning: A Blueprint for Vision-Driven Schools* (Second Edition), by Jay McTighe and Greg Curtis (Solution Tree, 2019)
- *Assessing Student Learning by Design: Principles and Practices for Teachers and School Leaders*, by Jay McTighe and Steve Ferrara (Teachers College Press, 2021)

- The Pre-Assessment Process Achieving Learning Outcomes Through Pre-Assessment Tasks and Practices (Oakland Schools 2020)
- Instructionally embedded modes of assessment (Michigan Assessment Consortium, 2020)
- Learning Point: Performance Assessment—What is it and why is it useful? (Michigan Assessment Consortium, 2017)

Formative assessment process

- Learning Point: What do we mean by formative assessment? (Michigan Assessment Consortium, 2017)
- Learning Point: Formative assessment(s) or formative assessment? The 's' makes a difference. (Michigan Assessment Consortium, 2021)
- Formative Assessment for Michigan Educators (FAME) program

Assessing SEL

- Learning Point: How can educators assess social and emotional learning? (Michigan Assessment Consortium, 2020)
- Collaborative for Academic, Social, and Emotional Learning (CASEL)
- Evidence-Based Practices for Assessing Students' Social and Emotional Well-being (Annenberg Foundation/Brown University)

MICHIGAN Department of Education

Accelerated Learning

Accelerated Learning with a Whole Child Perspective

Accelerated learning relies on the intersection between academic rigor and a whole child perspective that promotes the health, safety, and wellness of students. This will be especially important as we move from a worldwide pandemic to a new, better normal.

Conditions that enable accelerated learning include supportive relationships, safe environments, and culturally responsive activities. The combination of academic and non-academic content will support the pace, engagement, and rigor required for accelerated learning. Educators who adopt an accelerated learning mindset will promote conditions that make rigorous education possible: social and emotional learning (SEL), Positive Behavior Interventions and Supports (PBIS), and access to mental health services. These practices are sustained within a Multi-Tiered System of Supports (MTSS) infrastructure and are critical supports that help children thrive.

School-based mental health services are most effective when enhanced with solid Tier 1 supports such as SEL and PBIS. Without care and deliberation, accelerated learning could result in the unintended consequences of hurrying the pace of lessons, abbreviating essential elements, or losing a core component of an instructional practice.

The actual work of building SEL skills and shaping positive behavior takes time. As with any attempt to deepen learning and build proficiency, it is an iterative process that entails practice and feedback as positive behaviors progress. Adults and students alike benefit from developing and using these SEL skills to maximize a culturally responsive and positive learning environment. Adult behavior plays an important role in ensuring SEL skills are not only modeled for students but supported and practiced in the classroom.

What is Accelerated Learning?

Too often students with perceived academic gaps are put into remediation classes. Their access to grade-level content is delayed until all their academic gaps are filled. Research has shown again and again that this does not work (Rollins, 2014). Instead, learning should be accelerated. Accelerated learning keeps students moving forward on their intended grade-level trajectories by strategically preparing them for success in current grade-level content.

Acceleration prepares students for new learning combined with "just-in-time" teaching of missing key skills and concepts in the purposeful context of current lessons.

Opportunities to accelerate learning rely on robust Tier 1 instruction that includes grade-appropriate assignments, strong instruction, deep engagement, and teachers who hold high expectations for students. This robust instruction should be enhanced with supports targeted to the skills and services students need to stay on grade level.

Non-academic strategies to boost instruction

Teach Social and Emotional Learning (SEL)

Accelerated learning research makes explicit connections to the need for SEL. SEL can promote a student's sense of belonging, caring teacher relationships, and authentic partnerships with parents.

The COVID-19 pandemic and the alarming incidents of racial discriminations and violence have heightened the need for SEL. Through SEL in an MTSS Tier 1 approach, students develop skills to

identify feelings, manage emotions, build healthy relationships, and make responsible decisions. According to the Collaborative for Social and Emotional Learning (CASEL), "Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals. SEL instruction guides children to feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions." When SEL is implemented in schools systematically and with fidelity, children make learning gains. On average, both academic achievement and positive social behavior indicators improve by eleven percentage points. Conversely, conduct problems and emotional distress decrease by ten percentage points, on average.[1] These improvements are good news and indicate the potential to improve a child's emotional condition. Educators should focus on instilling, enabling, and improving a student's ability to become self-aware (recognize their emotions), self-manage (regulate their feelings), and make responsible decisions that can help support their mental well-being. Furthermore, SEL builds social awareness skills to engage in positive relationships, even with people who may be different than them. CASEL has updated its five SEL competencies to assure that social awareness skill building is culturally sustaining and supports a child's identity, belonging, and agency.

Implement Positive Behavior Interventions and Supports (PBIS)

Accelerated learning research recommends safety, routines, cooperation between staff and students, and student engagement.

PBIS is a research-based, multi-tiered framework that, when implemented, allows educators to create effective educational environments that are positive, predictable, and safe. One of the main components of Tier 1 PBIS is the identification of positive behavior expectations. Students are taught these behaviors by using examples to illustrate the appropriate behavior and contrasting with non-examples to help students better understand what appropriate behavior does not look like (Carter & Pool, 2012).

Additionally, students are provided with specific feedback regarding these behavior expectations (Goodman & Peshak, George, 2020). There are more than 29,000 schools in the United States that are currently implementing PBIS; in Michigan, more than 915 schools are implementing PBIS.

Implementation of schoolwide positive behavior support leads to:

- Increased academic time and enhanced academic outcomes (Horner et al., 2009)
- Improved social skills (Barrett, Bradshaw, & Lewis-Palmer, 2008)
- Increased attendance (Freeman et al., 2016)
- Improved social-emotional skills for students (Bradshaw, Waasdorp, & Leaf, 2015)
- Improved academic outcomes (Gage et al., 2018)

Adopt a Mindset of Mental Health for All

Accelerated learning research recommends supporting student mental health.

School mental health services are essential to creating and sustaining safe school environments. Increased access to mental health services and supports in schools is vital to improving students' physical and psychological safety, as well as academic performance and problem-solving skills. School mental health supports that encompass social–emotional learning, mental wellness, resilience, and positive connections between students and adults are essential to creating a school culture in which students feel safe and empowered. In these supportive settings, students feel empowered to report safety concerns, which is proven to be among the most effective school safety strategies. Additionally, in the aftermath of a crisis, such as a global pandemic, school-employed mental health professionals provide supports that facilitate a return to normalcy, are sustainable, and help identify students who may have more intense or ongoing needs.

Collaboration between school staff and community providers is also critical to offering an entire continuum of mental health services. Typically, community providers offer supplementary and intensive services that go beyond school capacities. A Multi-Tiered System of Supports approach facilitates effective collaboration while ensuring that school services are suitable to the learning context.[2] Further, supports and services provided after school hours are appropriately linked to, and supported in, the school setting. Partnerships are most effective when coordinated by school-based mental health professionals, defined by clear memoranda of understanding, and supported with an appreciation for each group's unique contribution to create a seamless and comprehensive service delivery. This approach reduces gaps and redundancy and alleviates stress on families. These services support parents in their roles as primary caregivers and decision-makers regarding their child's development and well-being.

Build a Multi-Tiered System of Supports (MTSS) that Integrates the Academic and Non-Academic Needs of Learners

Accelerated learning studies point to strong Tier 1 instruction, research-based interventions, ongoing formative assessment of learning gaps, and structures that help teachers verify learning.

The Michigan Department of Education (MDE) defines MTSS as "a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of learners, schools, centers, and community outcomes." This framework helps to join these various initiatives into a comprehensive systemic approach for educators.

Resources to integrate academic and non-academic needs of learners in the implementation of MTSS can be found on the MiMTSS TA Center website.

MTSS and SEL

CASEL states that academic and behavioral functioning are intertwined. MTSS is a systemic approach designed to identify and coordinate evidence-based interventions. SEL programs and approaches are often seen as an essential component of universal approaches within MTSS because they promote positive academic and behavioral outcomes in all students.

MTSS and PBIS

Research has demonstrated a strong link between social, emotional, and behavioral wellness and academics (McIntosh & Goodman, 2016). This relationship increases during the student's schooling, and the connection appears most substantial between literacy and externalizing behaviors. Students who face both academic and behavior challenges tend to experience the most difficulties. Students with high levels of risk for externalizing behaviors are more likely to have lower reading scores, more nurse visits, and more days spent in in-school suspension than their peers (Lane et al., 2018).

MTSS and Children's Mental Health

According to the National Association of School Psychologists, "MTSS provides a continuum of school mental health services critical to effectively addressing the breadth of students' emotional needs. Comprehensive mental health services are most effective when provided through an MTSS structure by school-employed mental health professionals. MTSS encompasses the continuum of need, enabling schools to promote mental wellness for all students, identify and address problems before they escalate or become chronic, and provide increasingly intensive, data-driven services for individual students as needed. Access to adequate staffing of school-employed mental health professionals is essential to these services' quality and effectiveness."

Putting it All Together

In their brief, The Learning Contract Renewed, Association for Supervision and Curriculum Development (ASCD 2007) authors state, "If we concentrate solely on academics and on narrowly measured academic achievement, we fail to educate the whole child. We shortchange our young people and limit their future if we do not create places of learning that encourage and celebrate every aspect of each student's capacity for learning. We can do more, and we can do better." The Michigan MTSS Practice Profile provides a connection between academic and non-academic strategies through the core features of:

1. Team-Based Leadership
2. Tiered Delivery System
3. Selection and Implementation of Instruction, Interventions, and Supports
4. Comprehensive Screening & Assessment System
5. Continuous Data-Based Decision Making.

While the need for SEL for Michigan's children was important prior to the pandemic, it is now even more critical as children, teachers, and families recover from the interruption that resulted from COVID, racial and ethnic disparities, and social injustice. Rather than add new surface level features to learning plans, guidance from experts in the areas of SEL, PBIS, school-based mental health, and MTSS recommends strengthening the core features of what works. This deepening of proven strategies would mean beginning class with a check-in routine; monitoring for the fidelity of PBIS; reviewing closely requests for assistance, patterns of anxiety, and depression-type symptoms; and maintaining the core features of MTSS.

All the above practices mirror the acceleration literature suggestions. Resources for practical ways to embed these initiatives into the learning environment are available on the MDE website, and additional materials on integrating these practices are forthcoming.

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Preparing Young Children for Accelerated Learning with Strong Early Childhood Learning Opportunities

Why are Strong Early Childhood Learning Opportunities Important?

The COVID-19 pandemic has interrupted typical early childhood education and learning for all young children in Michigan and throughout the world. As the pandemic begins to subside, educators are turning their attention to supporting children whose opportunities have been disrupted. Like older students, young children will thrive when provided with appropriate experiences, strong foundational instruction, deep engagement, and teachers with high expectations (Rollins, 2014). Educators and policy makers who understand the developmental strengths and needs of young children can make decisions that stimulate student learning.

Consider the Effects of Trauma

Young children continue to grow, develop, and learn no matter their situation. While each context provides more or less support, children are constantly learning from every experience. Unfortunately, for many young children, the pandemic created less than optimal situations whether related to a lack of in-person learning opportunities, social isolation, resource scarcity, or family/caregiver stressors. Children in poverty and children of color are even more likely to have experienced disruption to services or negative situations (Bryant et al., 2020).

Adverse childhood experiences (ACEs) are traumatic events that occur during childhood. According to the Center on the Developing Child at Harvard University, experiencing ACEs can lead to poor academic achievement and, without the intervention of a supportive adult, to toxic stress (Shonkoff and Garner, 2012). The Centers for Disease Control and Prevention (CDC) provides expanded information on individual, family, and community risk factors as well as protective factors.

What is Accelerated Learning?

Too often students with perceived academic gaps are put into remediation classes. Their access to grade-level content is delayed until all their academic gaps are filled. Research has shown again and again that this does not work (Rollins, 2014). Instead, learning should be accelerated. Accelerated learning keeps students moving forward on their intended grade-level trajectories by strategically preparing them for success in current grade-level content.

Acceleration prepares students for new learning combined with "just-in-time" teaching of missing key skills and concepts in the purposeful context of current lessons.

Opportunities to accelerate learning rely on robust Tier 1 instruction that includes grade-appropriate assignments, strong instruction, deep engagement, and teachers who hold high expectations for students. This robust instruction should be enhanced with supports targeted to the skills and services students need to stay on grade level.

Recent research has documented the increase in ACEs during the pandemic (Bryant et al., 2020). Therefore, it is more vital than ever that students receive individualized support tailored to their current level of development across domains. **Attempting to bypass children's needs to meet adult-determined, content-driven pacing structures and timeframes will slow the recovery process and result in further disconnects between child development and adult expectations.** This approach works against the concept of accelerated learning as a strategy.

Michigan's Early Childhood Standards of Quality for Prekindergarten

As children enter or return to classrooms, preschool programs should look to Michigan's *Early Childhood Standards of Quality for Prekindergarten* (ECSQ-PK). The ECSQ-PK informs educators about standards for high-quality programs and early learning expectations for three- and four-year-old children "meant to emphasize significant content appropriate for preschoolers at this very special time in their lives, to protect them from an underestimation of their potential and from the pressure of academic work meant for older children." The standards provide research-based developmental trajectories for early learning and are aligned to the Michigan Academic Standards. The ECSQ-PK illustrates early learning expectations in all domains of child development and provides examples of the typical pathway children follow to achieve learning within each domain. Using this document, children are provided an opportunity to have a great start on their developmental path.

Developmentally Appropriate Practice

The focus for early childhood educators should be on developmentally appropriate practice as defined by the National Association of Education for Young Children (NAEYC). Early childhood educators utilizing the NAEYC core considerations will recognize the context in which children learn while providing unique experiences based on the individual needs of each child.

Guidelines for developmentally appropriate practice include:

- Creating a caring, equitable community of learners.
- Engaging in and fostering reciprocal partnerships with families and community.
- Observing, documenting, and assessing children's development and learning.
- Teaching to enhance each individual child's development and learning.
- Planning and implementing an engaging curriculum to achieve meaningful goals.
- Demonstrating professionalism as an early childhood educator.

K-3 Components of Quality for Classroom Environments

K-3 programs should rely on Michigan's *K-3 Components of Quality for Classroom Environments* (components). This document aligns to the program standards within the ECSQ-PK and to the NAEYC developmentally appropriate practices. It states:

> *Developing positive relationships and experiencing quality early education are so vital to future success that researchers and practitioners have spent over two decades researching and refining implementation standards around best practices for our youngest learners.*

Further, the components detail the essential qualities of an effective learning environment that foster active, unhurried, and purposeful learning, which allow for dramatic play, the arts, unstructured time outdoors, and plentiful opportunities for social-emotional learning and development (Zosh et al., 2017, Hassinger-Das et al., 2019). Teaching practices are to be rooted in exploration, manipulation, investigation, and discovery. Additional components recognize and emphasize the critical importance of family engagement and the process by which children transition into kindergarten. Children learn best when the environment, curriculum, and teaching practices are developmentally appropriate. The components present clear guidance for K-3 teachers and administrators seeking to ensure that their classrooms provide these elements.

MiFamily: Michigan's Family Engagement Framework

Further support for engaging families is available within the *MiFamily: Michigan's Family Engagement Framework*. Within the framework, the Michigan Department of Education defines family engagement as "a collaborative relationship between families, educators, providers, and partners to support and improve the learning, development, and health of every learner." Charts included in the framework allow schools to consider the impact level of current family engagement efforts and to provide ideas for modifying them to achieve greater results.

Appropriate Assessment in Early Childhood

Finally, a comprehensive understanding of each child's development across domains ensures that educators are able to target classroom environments, experiences, and interactions to meet children's immediate needs and build on their strengths. As classrooms and programs reopen, developmental screening tools may prove valuable and effective in providing the means for appropriately identifying children in need of more support, services, or additional diagnostic assessments. Whole-child formative assessment will also be critical. The careful assessment of each child's development and learning must be purposefully undertaken and is necessary for intentional teaching and preparing the learning environment. Ideal practice includes on-going, observation-based assessment that allows children to demonstrate knowledge and skills through authentic means. A recent FutureEd report on early learning

during the pandemic refers to teacher observations as "essential to measuring learning and social-emotional development in young children."

Domain-specific standardized testing is largely inappropriate for young children and should be avoided for multiple reasons. A report by the National Research Council of the National Academies discusses the lack of an established, trusting relationship with the tester, as well as feelings of insecurity due to the environment or testing situation, uncertainty regarding testing methods, limited proficiency in the language used during the assessment, and length of time required for testing as just a few of the factors that may greatly diminish the reliability and validity of standardized testing of young children. Pull-out or pull-aside testing can intensify stress levels, eliminate the benefits of a consistent classroom schedule, and remove a trusted adult from the entire group of children. Also, this type of testing of children frequently ignores important social-emotional elements and does not allow children to best demonstrate their knowledge and skills. A myopic focus on a discrete area or set of skills increases the risk of well-intentioned, yet inappropriate instructional practices. Both documents referenced above offer additional guidance regarding child assessment practices.

Social Emotional Learning Roadmap

The SEL (social emotional learning) Roadmap from the Collaborative for Academic, Social, and Emotional Learning (CASEL) offers schools four Critical Practices for deepening social and emotional competencies and creating equitable learning environments. The four practices include: cultivating and deepening relationships; providing opportunities for adults to connect and heal; creating safe, supportive, and equitable learning environments; and using data to improve support for children, families, and staff. Each practice includes three to five strategies with multiple tools suggested for each strategy. For example, under the first practice, one strategy is to create a coalition and integrate SEL into school reopening plans. The roadmap on the website linked above also provides additional tools from CASEL as well as references from other organizations to support the strategies.

Conclusion

Young children must be given opportunities to explore, play, and develop in the ways that they learn best. All students would benefit from these strategies, but it is vital that young children receive transition support as they move in and out of early childhood programs and the early elementary grades (including the before/after/summer periods). It is equally important that they have opportunities to develop strong relationships with caring adults, that they have time to process their experiences, and that they receive adult support of their social-emotional development. For young children, there is no shortcut to learning.

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Resources

The Connection: Michigan Early Childhood Standards of Quality for Prekindergarten and the WIDA Early English Language Development Standards

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MI Safer High School End-of-Year Events Recommendations

Michigan.gov/Coronavirus

Issue Date: June 1, 2021

New Updates

- Based on the most current CDC Guidance:
  - Individuals can gather outdoors for end-of-year events without wearing face masks, regardless of vaccination status.
  - Fully vaccinated individuals do not need to wear a mask indoors**.**
- MDHHS recommends that individuals continue to wear face masks while in crowded spaces, indoors and outdoors.

Executive Summary

The Michigan Department of Health and Human Services (MDHHS) is providing guidance on how to hold safer high school end-of-year events – such as prom, graduation, and end-of-year parties – during the COVID-19 pandemic. This document provides:

- General guidance for how schools can be safer while holding end-of-year events.
- Guidance for schools that choose to implement an end-of-year school testing program.

Based on the current epidemiology of the virus across the state at this time, ***virtual events are safest***, and MDHHS encourages schools to assess the risk of holding an in-person event in their community. Schools, families, students, local health departments, and communities should assess the risk versus benefit of participating in school events. Individual circumstances should be considered before participating, including underlying health conditions that put participants or household contacts at increased risk of severe disease if they should contract COVID-19. The local characteristics of spread of the virus should also be considered (MI Safe Start Map). Mitigation efforts can reduce the risk of contracting COVID-19; however, mitigation efforts will not eliminate COVID-19 risk.

A higher rate of vaccination among participants is another way to reduce the risk of transmission at the event and may allow participants to engage in more activities more safely. Encourage participants to complete their vaccination series (or single dose) at least two weeks prior to the event to maximize the risk reductions.

End-of-Year School Events Testing Recommendations:

1. **Test 25% of the unvaccinated in-person student population on a weekly basis.**
   Schools should test at least 25% of its in-person student body (except for those who are fully vaccinated and asymptomatic).

2. **Test any unvaccinated student, staff, volunteer, or other attendee who will participate in the end-of-year event within 24 hours of the event.**
   Anyone who plans to attend an end-of-year event and who is not fully vaccinated should obtain a negative COVID-19 rapid antigen test within 24 hours before the event, or a negative Nucleic Acid Amplification Test (NAAT - e.g., RT-PCR) within 72 hours before the event.
   - Documentation of prior COVID-19 infection in the last 90 days may be used if proof of a NAAT or antigen test can be provided.

   MDHHS recommends that schools offer on-site rapid antigen testing before an end-of-year event.

3. **Exclude students, staff, volunteers, or other attendees who test positive for COVID-19 from participating in in-person learning and end-of-year events for the duration of their infectious period.**
   Anyone who tests positive for COVID-19 should follow current CDC guidelines for isolation. This includes fully vaccinated individuals.

4. **Exclude unvaccinated students, staff, volunteers, or other attendees who have been "close contacts" of a confirmed or probable case of COVID-19 from attending an event that takes place during their quarantine period.**
   Anyone with close contact to a confirmed or probable case of COVID-19 should quarantine according to their local health department requirements. Even if an individual tests negative for COVID-19 by antigen or PCR test, that individual – unless fully vaccinated – should not participate in in-person learning and in-person end-of-year activities for the duration of their quarantine period if deemed a "close contact" with an individual who tested positive for COVID-19.

5. **Exclude students, staff, volunteers, or other attendees with COVID-19 symptoms from attending the event.**
   Even if an individual tests negative for COVID-19 by antigen or PCR test, that individual should not participate in in-person learning or in-person end-of-year activities while presently exhibiting COVID-19 symptoms. This includes fully vaccinated individuals.

Testing Support from MDHHS
MDHHS will provide training, guidance, and rapid antigen testing materials to schools that sign up and agree to the MI Safe Schools Testing Program requirements. MDHHS will provide:

- **Sufficient testing supplies.** Enroll your school to receive supplies through the program website.
- **Guidance.** The training series for school antigen testing can be found at the program website, including weekly office hours.

More information about the testing program, including how to order supplies and report testing results, can be found here.

Schools may also contract with external vendors to support their testing needs, however MDHHS will not be able to reimburse the cost of those expenses.

General Guidance for End-of-Year School Events:

1. **Location**
   Beginning on June 1, 2021, MDHHS will no longer limit the number of people who may gather together outdoors. All end-of-year events should be conducted in outdoor spaces to decrease the risk of transmission of COVID-19. Barns, tents, and other coverings may be used to provide refuge from inclement weather, as long as doors and/or tent flaps remain open to increase airflow.

   If the event cannot be held outdoors, the overall capacity limit of an indoor establishment - including students, guests, staff, and all other persons - will be limited to 25 people or 50% of the limit established by the fire marshal, whichever is greater. If the establishment does not have such a capacity limit, then the overall capacity limit will be 30 people per 1,000 square feet.

2. **Cohorting for unvaccinated participants**
   For social events like prom and end-of-year parties, cohorting or pods should be considered for unvaccinated participants, to maintain small groups throughout the events. Participants should be cohorted into groups in order to do traditional activities.

   The ***same cohort*** should be maintained for all the examples listed below, and individuals should avoid intermingling with others from outside of their cohort for the duration of the event. Lists of cohort members should be documented for contact tracing purposes.

   Examples include:
   - **Outdoor dining for unvaccinated individuals:**
     - Tables should be placed six feet apart and individuals should have assigned seating with one cohort seated per table.

    - The consumption of food or beverages should be permitted only while seated in designated areas.
- **Dancing for unvaccinated individuals:**
    - Individuals may dance with members of their own cohort without social distancing (but those who are not fully vaccinated must wear masks indoors).
    - All individuals are encouraged to wear face masks whether indoors or outdoors.
    - Six feet of distance should be maintained between each cohort and cohorts should not intermingle.
- **Activities and games for unvaccinated individuals:**
    - Individuals may play games with members of their cohort without social distancing (but those who are not fully vaccinated must wear masks indoors).
    - Six feet of distance should be maintained between each cohort and cohorts should not intermingle.
- **Transportation for unvaccinated individuals:** Party buses or limousines may be used to transport members of a single cohort. Face masks should be worn at all times.

3. **Face Masks for unvaccinated individuals**
   Beginning on June 1, 2021, MDHHS will no longer require anyone to wear a face mask when outdoors. Individuals who are not fully vaccinated will still be required to wear a face mask when indoors and the mask must cover each person's nose and mouth. However, face masks may be temporarily removed when eating or drinking.

4. **Physical Distancing for unvaccinated individuals**
   Students, staff, and volunteers should stay six feet apart from other individuals outside of their cohort.
   - Students may dance, play games, or otherwise socialize without practicing physical distancing within their cohort, so long as everyone follows the applicable mask requirements and recommendations and remains at least six feet from other cohorts.

5. **Clean and Disinfect Often**
   - Use FDA approved cleaning supplies that are listed here.
   - Have hand sanitizing and cleaning supplies stations easily and plentifully available for use.
   - Do not share items that are difficult to clean, sanitize or disinfect (such as props in photo booths).

6. **Additional Considerations**
   - Consider scheduling students in staggered time slots for the event (e.g., 100 students each time slot).
   - Consider decreasing the duration of the event. Longer events increase the chance of transmission.
   - Be prepared if someone gets sick during or after the event. Implement contact tracing and follow recommendations from local health departments.

- Review the CDCs Readiness and Planning Tool to Prevent the Spread of COVID-19 Events and Gatherings to determine the level of readiness to implement mitigation measures and other safety measures.

Specific Guidance for Prom and other End-of-Year Parties

1. Capacity limits for end-of-year events occurring June 1, 2021 or later, whether on school grounds or at another establishment, must be in accordance with the MDHHS Gatherings and Face Mask Order (effective June 1, 2021) as follows:
    a. Outdoors: no gathering limit
    b. Indoors: overall occupancy of all must not exceed *whichever is greater*:
        i. 50% of the total capacity limits established by the fire marshal (or 30 persons per 1,000 square feet if no applicable fire marshal limit exists); OR
        ii. 25 people
2. Capacity limits include all participants in attendance at the event, including students, guests, staff, and volunteers.
3. Inviting outside guests increases the risk of COVID-19 transmission.
4. MDHHS recommends testing every participant attending prom or end-of-year events with a rapid antigen test within 24 hours prior to the event (except for those who are fully vaccinated and asymptomatic).
5. Encourage cohorting of groups and document names of participants within cohorts such that contact tracing can be performed if a case is detected after the events.
6. Consider strategies to reduce density at the event (staggered time slots for attendees)
7. Consider alternate activities to dancing. If dancing is planned, then consider strategies to reduce density on the dance floor. Consider several smaller dance floors around the venue.

Specific Guidance for Graduation Ceremonies

1. Capacity limits for graduation ceremonies occurring June 1, 2021 or later, must be in accordance with the MDHHS Gatherings and Face Mask Order (effective June 1, 2021). The number of students, faculty, staff, and guests allowed is limited by the capacity limits set forth below.
    a. Outdoors: no gathering limit
    b. Indoors: overall occupancy of all must not exceed *whichever is greater*:
        i. 50% of the total capacity limits established by the fire marshal (or 30 persons per 1,000 square feet if no applicable fire marshal limit exists); OR
        ii. 25 people
2. Family members or spectators who attend end-of-year events, such as graduation, are encouraged to cohort in groups. Cohorts should remain six feet apart from individuals in other cohorts at all times.
3. MDHHS recommends testing every participant attending graduation—including family members and guests—with a rapid antigen test within 24 hours prior to the event (except for those who are fully vaccinated and asymptomatic).

4. For graduation ceremonies, consider fist bumps, elbow bumps, or air high fives in lieu of traditional handshakes.

Further Information

- MDHHS Antigen Test FAQ and Guideline
- MDHHS Testing for School Programs
- CDC Readiness and Planning Tool to Prevent the Spread of COVID-19 Events and Gatherings
- CDC: Events and Gatherings Readiness and Planning Tool

Equity in Literacy



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INTRODUCTION

In 2021 in the United States, all children should learn to read, and learn to read well enough that they can fully pursue their dreams in adulthood. Yet in no state, let alone in the country as a whole, have we managed to come close to this level of substantial literacy for 100 percent of our children. This should be cause enough for concern in and of itself. State Superintendent, Michael F. Rice, Ph.D. states,

> Of additional and profound concern is that, on *average*, our children of color and our working class and poor children in Michigan and across the country underperform their peers. This is not a reflection of their capability. As educators and policymakers, both in Michigan and across the country, we have a collective responsibility to do better.

It was a belief in the centrality of literacy to children's futures that led the plaintiffs in the *Gary B* literacy case to file suit. Whether you agree with the plaintiffs and the Sixth Circuit Court of Appeals panel that there is a legal right to literacy; believe in the moral right to literacy but don't agree that this right is a constitutional one; or feel that while no legal or moral right to literacy exists but that literacy is a matter of economic necessity for children growing up in the 21st century, the conclusion is the same: we as a country have a responsibility to dramatically improve our teaching and encouragement of literacy—of reading and writing—in our children.

As abolitionist, writer, publisher, and orator Frederick Douglass said, "Once you learn to read, you will be forever free." As it was in the 19th century when Douglass lived, in similar and additional ways it is true now.

As one aspect of the settlement of the *Gary B* lawsuit,[1] Michigan Governor Gretchen Whitmer asked the Michigan Department of Education to produce a document "to advise school districts throughout the state as to how they might use evidence-based literacy strategies, initiatives, and programs to improve access to literacy and literacy proficiency, with special attention to reducing class, racial, and ethnic disparities." This is that guidance document.

This document is divided into five broad sections:

- Practices for creating engaging literacy learning environments
- The daily involvement of students in literacy
- The scientific or technical aspects of literacy
- The role of family engagement
- Resources to support equity in literacy

1 Detroit literacy lawsuit settlement: Gary B., et al. v. Whitmer, et al., 2020

OVERVIEW

Most efforts to improve literacy begin (and often end) with the scientific or technical aspects of literacy. The presumption is that we need to improve our technical teaching of literacy and, if we do, children's literacy levels will increase substantially. We can certainly improve our teaching of the technical aspects of literacy (reading and writing) and more broadly of language arts: reading, writing, listening, and speaking. This guidance document, in part, will outline ways in which to improve the technical aspects of the teaching and learning of literacy.

While gains can be generated by improving the technical aspects of the teaching and learning of literacy, there are major gains to come through engagement of children in literacy and through increased time in reading and writing. This guidance document begins with strategies for engaging children, particularly children of color, including the development and regular use of diverse classroom and school libraries, books written by authors of color, and books whose characters are of color.

If we are to make gains in literacy, we must reflect on who our children are. Thirty-five percent of Michigan's public school children are students of color.[2] Twenty-eight percent of all *new* children's literature in this country had a character of color. [3] While this is an increase in the number of new books written by authors of color, books for children have been relatively homogenous and relative devoid of characters of color for so long that educators need to be very deliberate in their choices of selecting and using books if we are to provide an appropriate level of diversity in student reading options. All children deserve to see themselves in their reading. Not only is there a validation for children seeing themselves in the books they read, there is a utility: children are more likely to connect to the reading and to want to read more—more of the author's works, about specific characters, about specific historic events, about particular people or peoples, about particular themes in their lives. When students have access to books that are representative of themselves, they are validated by feeling seen and heard and are more likely to be engaged in independent reading.[4]

For us to assign books or other readings that suggest, implicitly or explicitly, that children will read just because we tell them to do so, irrespective of their interest in or attachment to the reading selections, is charitably naïve and less charitably a disconnect from our children. It is true that some children will learn to read well because they understand and accept the expectation of their families and their teachers that they will do so. It is also true that some children will *not* learn to read well, because their families or teachers don't have the same expectations for them, because they need to be convinced of the relevance of reading in their lives, or because we as educators have connected inadequately with them.

2 MiSchoolData

3 View statistics regarding Books by and/or About Black, Indigenous and People of Color (All Years) at https://ccbc.education.wisc.edu/literature-resources/ccbc-diversity-statistics/books-by-about-poc-fnn/

4 For more about representation in text and culturally relevant text, see Freeman & Freeman, 2004; and Stringfellow, L. (2019); Style, E. (1988).

Low expectations for our children, particularly for many of our children of color, tend to be self-fulfilling prophecies. If we expect less of children, we get less. If we expect more, we get more. When educators believe that children come to the classroom with the desire and ability to learn, students are more likely to grow and to develop. Beliefs of educators appear in the classroom through curriculum and instruction decisions and intentionality in the provision of different learning opportunities.

The first section of this document addresses the importance of creating engaging literacy learning environments for students. Children must be convinced that reading is important for them. Reading nurtures the imagination, opens doors to new learning, and leads to positive life outcomes for individuals and communities. Reading and writing are important literacy skills. As educators, we need to role model the importance of literacy for our students and provide opportunities for students to develop the necessary literacy skills to be successful. When students grow up with books and magazines and other reading material in their homes and with people reading to them, with them, and around them, students accept without dispute the importance of reading (and, often by extension, of writing as well). When students grow up with little to no connection to reading material, the simple functioning of the day-to-day experiences make students less likely to be convinced that their reading and writing are useful for them. Children in the latter category may master the basics, but they are more likely to need to be convinced, implicitly or explicitly, of the relevance of literacy to their lives if they are to engage sufficiently to get the substantial vocabulary, background knowledge, and reading practice required for learning success.

The second section of this document discusses the importance of the major aspects of literacy – that is, *daily* reading and writing; the minimum amount of reading and writing necessary at different ages; fluency as a lift-off to comprehension; comprehension as a foundation for more comprehension; vocabulary development; background knowledge development; and breadth and depth of reading development.

The third section focuses on the technical aspects of literacy mentioned previously.

The fourth section addresses the role of family engagement to support literacy.

The fifth section focuses on the resources to support equity in literacy.

This document includes resources to provide guidance to school districts about using evidence-based literacy strategies, initiatives, and programs to improve access to literacy and literacy proficiency. These resources will require periodic updating. Additionally, the Michigan Department of Education (MDE) and the Library of Michigan will be expanding from time to time the section for resources on diversifying classroom libraries to support student engagement.

SECTION 1: PRACTICES FOR CREATING ENGAGING LITERACY LEARNING ENVIRONMENTS

Students' literacy engagement is enhanced when teachers and schools attend to research-informed practices that support instruction and encourage students to find purpose in reading and writing. Students are more engaged in reading when they are given a choice of what to read. Engagement includes self-regulation and comprehension when reading, as well as participation in discussions with peers and adults about what they read. When students connect to the characters or the topics in the books that they read, the connection influences how students examine their own lives. To offer choices for reading, teachers must deepen their understanding of students as individuals and as readers.

Understanding that readers' engagement is dependent on many factors and strategies that support finding purpose is significant. These strategies include the use of:

1. Diverse Texts: exposing students to meaningful texts that represent a diverse set of backgrounds and circumstances, allowing students to see themselves and others in the literature and learning materials.
2. Culturally Responsive Teaching: creating learning environments where student diversity is valued.
3. Literacy for Purpose: creating learning opportunities so students understand why literacy matters and why reading can be life-changing.

When educators take an interest in students' lives, learn more about students as individuals, and support their individual learning needs through instruction, children are more likely to engage in learning. Students are motivated to read more when they have skills to fluently decode words, recognize words, and comprehend what they read. Children who have struggled with reading often need skill support and practice to help with reading and comprehension of grade-level text. While the skill practice and interventions are necessary for success, this should not limit the student's access to quality, grade-level literacy learning. For this reason, foundational skills, comprehension, fluency, and vocabulary are all imperative; these will be discussed in other sections of this document.

Diverse Texts[5]

Literacy instruction that engages all students uses texts, lessons, and assignments that encourage reflection and dialogue about differences, perspectives, and identities. To diversify the narratives of literature, educators and children should be engaged in books and other learning materials written by authors of color. Such authors include, but are not limited to: Langston Hughes, Jacqueline Woodson, Claude Brown, Gwendolyn Brooks, Countee Cullen, James Baldwin, Jason Reynolds, Ralph Ellison, Christopher Paul Curtis, Maya Angelou, Zora Neale Hurston, and Amiri Baraka. Appendix A of this document includes a list of suggested authors by grade level. These include authors of color and authors from a variety of backgrounds and ethnicities. While this list is in no way comprehensive, it provides an introduction to challenge educators both to read texts from these authors and to make them available in meaningful ways to students. MDE and the Library of Michigan will make this list available on the Equity in Literacy website and it will be expanded over time with input from educators and students.

Literacy instruction that engages all students includes an intentional approach to choosing learning materials and topics. Intentional approaches can include using diverse texts in ways that disrupt negative stereotypes, build awareness of the position and voice of the author, and address the issues of marginalized populations. Curricular materials should be inclusive and avoid stereotypic depictions of race, national origin, gender, or disability; additionally, the materials should reflect the cultural practices and contributions of diverse communities in traditional and evolving ways. Students should see themselves and others reflected in the ideas and representation of the featured authors, characters, and perspectives.

What to Look For

Each practice in this document will include a description and a "What to Look For" section to showcase how the practice might look in a literacy classroom or school setting. Additional resources are available in Appendix B: Resources to Support Equity in Literacy.

What to Look For in Classrooms Where Students Have Access to Diverse Texts that Are Meaningful and Grade-Level Appropriate:

1. Learning materials positively depict people of color and other historically marginalized individuals and avoid stereotypic depictions of race, national origin, gender, and disability.
2. Teachers intentionally select books that allow for activities where students can reflect on and discuss ways in which their own identity and experiences influence how they read the text.
3. Resources are available to increase the number of diverse texts available for instruction and for students to read independently.

5 For more information on using diverse texts, see Bishop, R. (1990); Coomer, M. N., Skelton, S. M., Kyser, T. S., Warren, C., & Thorius, K. A. K. (2017); Style, E. (1988); Vasquez, V. (2017, March).

Culturally Responsive Teaching[6]

Another important element in engaging all students in literacy learning is to value student diversity through culturally responsive teaching. Culturally responsive teaching is a research-based approach in which the teacher makes meaningful connections of learning in the classroom to the individual cultures, languages, and life experiences of the students. This approach helps students engage with learning and see the relevance of reading and writing to their own lives. Culturally responsive teaching requires support and time for educators to explore how their perspectives and life experiences shape decisions that influence student learning. This approach to teaching allows educators and students to question inequality and injustice in the school, district, state, country, and world.

Culturally responsive teaching stems from a belief that all students can learn, a willingness to explore instructional practices that work for diverse classrooms of students, and an understanding of the racial, ethnic, and class barriers that contribute to inadequate access to literacy learning. Teachers who embrace this approach value the diversity of peoples' social identities, including gender, race, ethnicity, and home language. When teachers pair instruction and engagement by leveraging what they know about a child, they are intentionally providing access to literacy learning.

Professional learning to improve cultural responsiveness is critical in making high-quality literacy instruction accessible for all students. Districts are encouraged to provide all staff with current professional learning and to maintain a professional learning calendar that places equity in the forefront. Time and support are necessary for educators to address implicit bias that may influence their teaching practice. MDE has curated a collection of current opportunities for professional learning. This list is available on the Equity in Literacy website.

What to Look For in Classrooms Where Student Diversity is Valued through Culturally Responsive Teaching:

1. Facilitated conversations and perception surveys are used so students can share experiences connected to their identities, to help create a welcoming environment in the classroom.
2. Teachers purposefully connect learning opportunities with students' personal interests and social concerns to deepen engagement.
3. Professional learning, coaching, and self-study materials are offered by the district to directly address implicit bias. Educators can talk about the strategies that they use to address personal bias to minimize its influence on their work in classrooms and schools.

6 For more information on valuing student diversity and equitable approaches to teaching, see Callins, T. (2006); Hammond, Z. (2015); Ladson-Billings, G. (1995); Muhammad, G. (2020); Paris, D. & Alim, H. S. (2014); Paris, D. (2017); Stringfellow, L. (2019).
For more information on ethnicity and student engagement, see Bingham & Okagaki, (2012).
For more information on student engagement perceptions, see Ivey & Johnston, (2013).

Literacy for Purpose[7]

"Once you learn to read, you will be forever free."

– Frederick Douglass

Engaging students in literacy learning means being clear about why reading matters and how it can be life changing. For historically marginalized students, the ability to read has an even greater effect on life outcomes. Reading is an empowerment tool that can affect income, opportunities, and life happiness. Students who can read at grade level by the end of third grade are less likely to drop out of school, be incarcerated, or live in poverty. Creating purpose for students to read and to engage in literacy lessons is critical for students' lifelong outcomes.

Creating purpose for literacy includes engaging students in learning about the world – both history and current events – and showing where real-life experiences of reading, writing, listening and speaking empowered people in the past and in current life. Teachers can create purpose by helping students understand how literacy skills can support more authentic learning during, and beyond, the school day. For students who have been marginalized and, according to data, are more likely to be struggling readers, the real-life purposes of literacy learning can be lost. When students get frustrated and struggle to read, the focus of learning might have to include intervention and skill-building; instruction might be limited to remediation. Struggling students especially need to be included in grade-level literacy learning and be provided with extra time for intervention. The instructional purposes for grade-level learning and intervention should be clear to the teacher, the student, and the student's family.

What to Look For in Classrooms Where a Purpose for Literacy Learning is Created:

1. Teachers and students can talk about how the learning connects to their lives in ways that demonstrate knowledge and understanding. The learning is infused with stories, activities, and tasks that represent the students' interests, personal experiences, and current events that are directly affecting their lives.
2. Teachers facilitate projects where students are using reading, writing, and communicating to solve real issues, such as creating a better classroom culture, improving the playground, or working with the community to solve a neighborhood issue.
3. Students can give examples of how literacy learning has had, and will continue to have, a positive influence on their lives.

7 For more information on Literacy for Purpose, see Hansel & Pondiscio (2016, May); Paris, D. (2017); The Annie E. Casey Foundation. (2010); Thompson, G.L. and Shamberger, C. T. (2015).

A Note on Student Intersectionality[8]

To engage students in literacy, it is important to engage all facets of their identities and to help them see themselves in the literature and curriculum in multiple ways. In other words, it is important to understand students' intersectionality when focusing on student engagement in literacy.

Coined in 1989 by Professor Kimberlé Crenshaw, intersectionality is a term that describes how a person's multiple identities (such as race, gender, sexual orientation, and socioeconomic status) overlap and shape how everyday life is experienced. These identities affect the ways that individuals interact with and influence (or do not influence) the systems and institutions within which they operate (for example, schools, healthcare, and criminal justice). In the world of education, intersectionality highlights the idea that students can experience marginalization and discrimination in multiple ways based on their different identities. For example, African American girls are six times more likely to be suspended than white girls.[9] This is likely due to factors related to the combination of both gender (sexism) and race (racism), not one of these factors alone. While both African American and white girls may be marginalized based on gender, African American girls can be further marginalized by the intersection of their gender and their race.

Teaching with an awareness of intersectionality puts students' identities into context. With this awareness, educators recognize that students are not representatives of a single social identity, and that students' histories have been influenced by all the communities to which they belong. Honoring those histories acknowledges the complicated reality of students' lives; it helps ensure that students can show up authentically and meaningfully engage in their educational experience.

What to Look For When Student Intersectionality is Addressed:

1. Educators build meaningful relationships and collaborate with their students to allow for personal conversations to occur, so students have opportunities to authentically share and explore their identities.[10]
2. Educators engage in professional learning and self-study to understand their own identities, biases, and assumptions, to ensure they do not unintentionally reinforce stereotypes and systems of oppression.[11]
3. Districts offer professional learning; school personnel are encouraged to receive training in social justice education to better understand the ways internal, interpersonal, institutional and systemic racism, classism, sexism, and other forms of oppression have historically influenced public education, and continue to do so.
4. Curriculum—including materials such as books, videos, and articles—are reflective of the school community and historical texts accurately reflect historical events. In districts that are predominantly white, the curriculum includes positive, non-stereotypical depictions of people of color, as well as discussions of racism, classism, sexism, and other forms of oppression.

8 For more information about intersectionality, see Brochin, C. (2018); Crenshaw, K. (1989)

9 http://www.atlanticphilanthropies.org/wp-content/uploads/2015/09/BlackGirlsMatter_Report.pdf

10 For more strategies for building meaningful relationships, see the Resources for Building Teacher-Student Relationships online at Education Northwest.

11 There are tools and professional learning opportunities available to help educators become aware of their own identities and biases. Some are included in the resource section at the end of the document.

"It is easier to build strong children than to repair broken adults." – Fredrick Douglass

Now more than ever, educators and teachers will have to devote their energy to uplift, inspire, and enlighten the next generation of world changers. In a world filled with chaos, educators have the daunting task of ensuring that each of our students receives a quality education filled with care, inspiration, high expectations, knowledge, and love.

However, this is a time of reflection, evaluation, and rediscovery of self for educators across our state. We can no longer ask our students to excel while contributing to the barriers for each student to have quality education and have the ability to live productive and fulfilling lives now and in the future.

In this new world, educators can begin to make shifts in finding intersectional understanding, support, and care toward all our students, creating educational spaces that defy and demolish oppression toward our students' success.

To bring the best out of our students, educators need to embrace the biases we have carried in our souls, attitudes, and actions toward our students. Once educators begin to examine and reflect on how they have contributed toward an unjust society, they can begin to work toward providing all students with the feeling of safety, liberty, genuine equality, and happiness. In reflection, educators must especially think of the limitations on our BIPOC (Black, Indigenous, and People of Color), LGBTQ, and other young individuals who wish to be allies and accomplices toward a better world. After realizing and accepting that we contributed to placing limitations on these individuals, we must right the wrongs and provide the necessary items to grow and flourish in education.

Abolitionist educator Dr. Bettina Love states, "Education is an industry that is driven and financially backed by the realities that dark children and their families just survive." These words by Dr. Love are entirely accurate and the reason why educators must not wait to make changes in our educational system for our students. We can no longer sit back and allow a world filled with prejudice, racism, sexism, and xenophobic ideas to control our students' paths. It is time for educators to improve themselves so that we can indeed contribute to the growth for all in this state, country, or the world.

Activist Audre Lorde once said, "Some problems we share as women, some we do not. You fear your children will grow up to join the patriarchy and testify against you; we fear our children will be dragged from a car and shot down in the street, and you will turn your backs on the reasons they are dying."

It is time for us in education to think about the reasons that our kids are figuratively dying. How can we, as educators, take steps to ensure that we are examining, discussing, and providing growth to ourselves and our students on significant issues in their lives? Students are looking for us to provide a world filled with joy, protection, care, and without fear for them to be their authentic selves.

The time is now, educators. Waiting for change does a disservice to our young people, our country, and ourselves.

Jessyca Mathews

Regional Teacher of the Year, Michigan, 2019-2020; Finalist for Michigan Teacher of the Year, 2019-2020
Secondary English Teacher of the Year, MCTE, 2018
Teacher of Excellence Award, NCTE, 2018
Social Justice Activist of the Year-Finalist, NEA, 2017
English teacher, Carmen Ainsworth High School

SECTION 2: THE DAILY INVOLVEMENT OF STUDENTS IN LITERACY

At all ages, children should be provided with ample daily opportunities to engage in, and make choices about, literacy. Daily reading and writing have lasting positive effects on literacy achievement. Intentional instruction that addresses literacy should occur throughout the school day, and not exclusively in an English language arts setting. Incorporating appropriate literacy skills into subjects such as mathematics, social studies, and science reinforces and builds literacy skills and provides purpose for engaging students in reading, writing, and learning. Differentiated instruction is necessary to support students with the teaching and practice needed for improving literacy skills. For students who are facing barriers to learning, extended practice and time for instruction, informal or otherwise, are needed outside of school. Opportunities for instruction and extended practice should occur before and after school, as well as during school breaks such as summer vacation. For all children, support for literacy should be a part of daily life before they begin kindergarten.

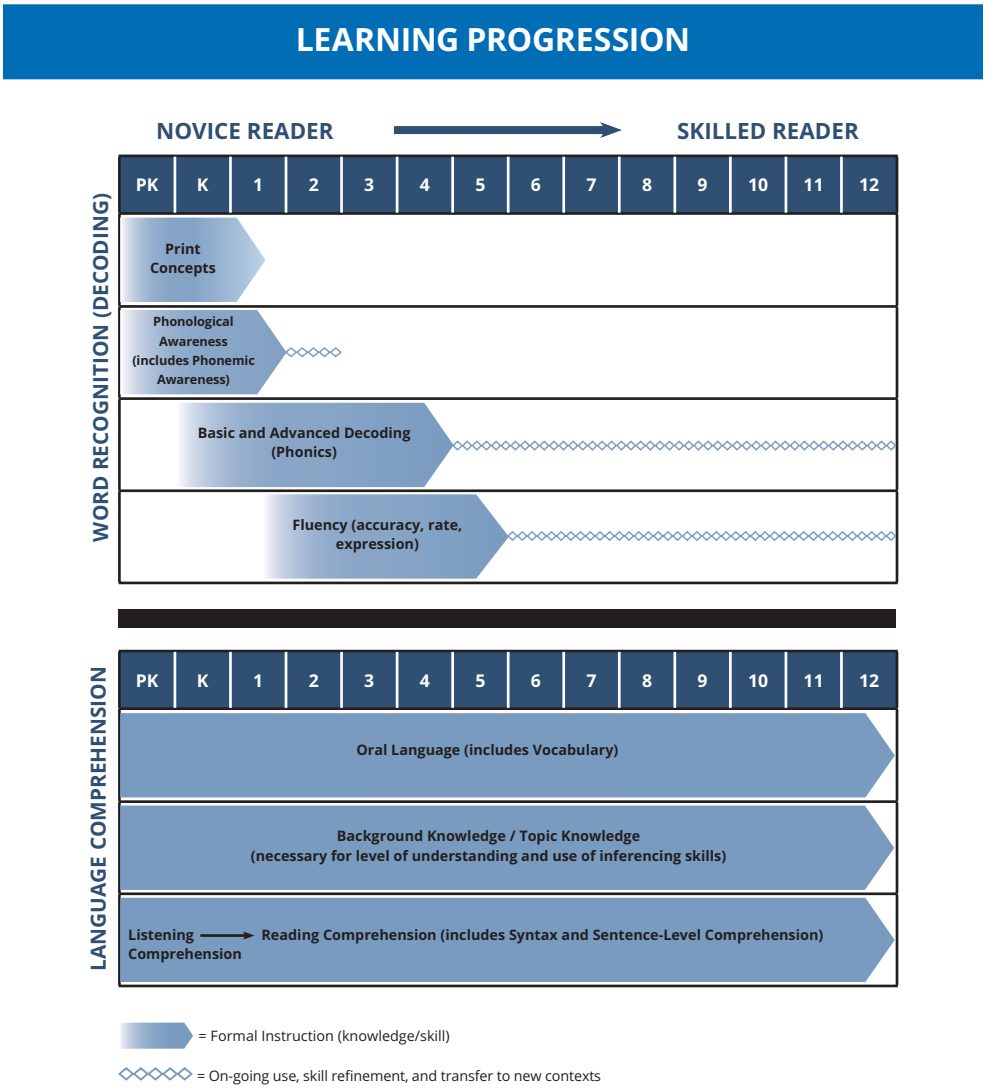
While in the classroom, children should experience direct instruction in reading and writing every day. This instruction must happen during the daily literacy block and during content area learning. There are varying schools of thought regarding the minimum time that should be spent on reading and writing in school at different grade levels. However, what is most important is that children have significant time each day with literacy learning that includes direct instruction, time to read and write, and specific literacy skill support as needed. Students should also be provided time during the school day for opportunities that offer choice in what they read and write. Literacy teaching and learning must be intentional and connected to a purposeful scope and sequence of a learning progression to ensure continuity and alignment from grade to grade.

Literacy Learning Progressions[12]

Literacy instruction should follow a research-informed progression. It is crucial that the complexity of teaching literacy skills progresses with grade level. The following figure is an example of what a grade-level progression for reading skills might look like from kindergarten through third grade. While reading development is a complex process, the progression below is developed from the Simple View of Reading, which broadly defines this process by dividing reading into the two primary categories of word recognition and language comprehension. In the progression, a shaded bar is shown within a grade-level band, with each bar representing an evidence-based estimate of when readers typically master these skills. Some of the component skills are extended by a thin line that represents ongoing use and refinement of skills.

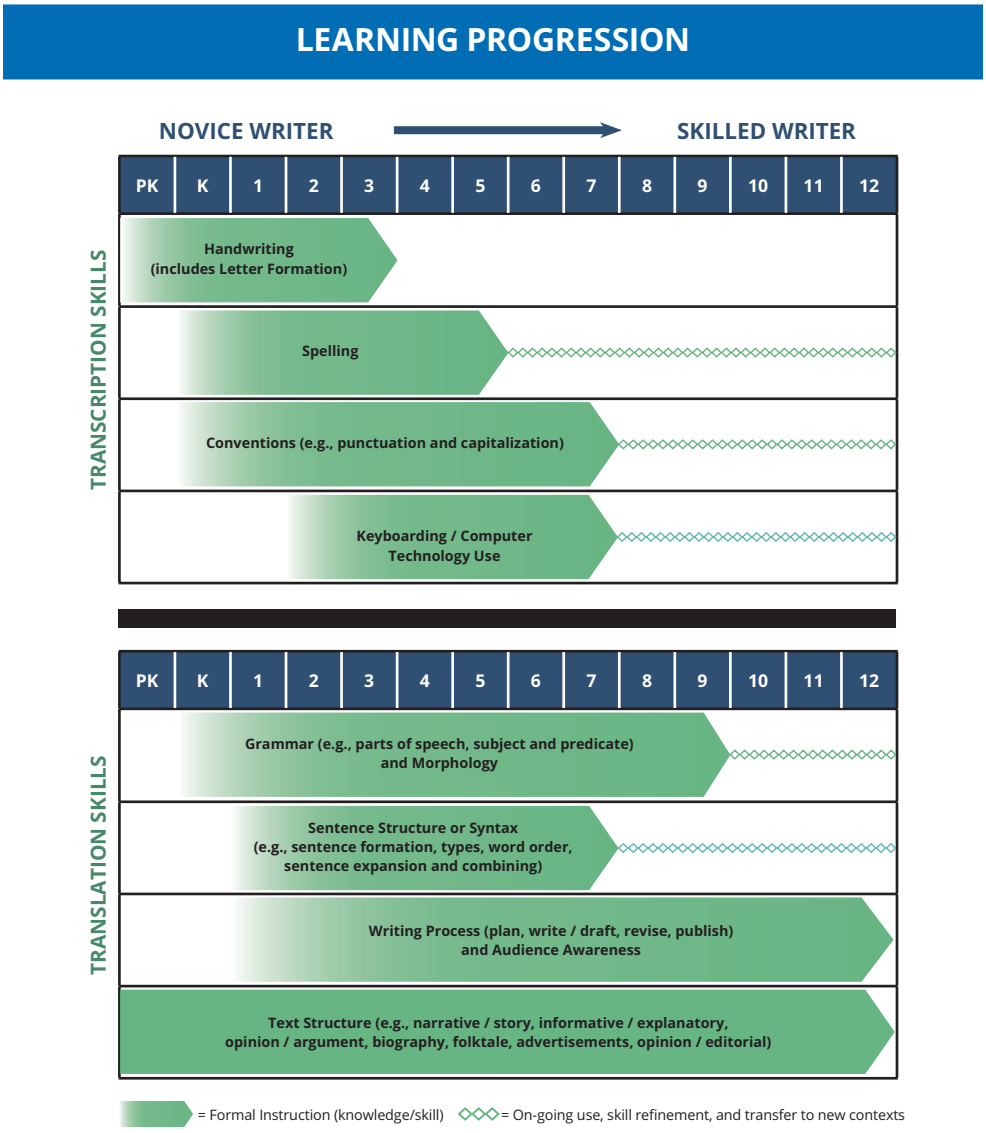
12 For more information on the literacy learning progressions, see Foorman et al., (2016); Graham et al., (2012); Hoover & Gough (1990); Berninger & Chonquoy (2012); and St. Martin, Vaugh, Troia, Fine, Coyne, (2020).

Learning Progression for Developing Skilled Readers



As with the Simple View of Reading development, the writing progression (developed from the Simple View of Writing) is also divided into categories of development, which include transcription and translation skills. The following figure shows a learning progression for development of these writing skills. It includes a sequence of teaching the skills necessary to be an accomplished writer. Each of the component skills listed within blue bars can and should be further defined and presented in a more in-depth instructional scope and sequence. The thin line represents the need for ongoing use, skill refinement, and transfer to new contexts.

Learning Progression for Developing Skilled Writers



What to Look For When Students are Provided Instruction that is Aligned to Reading and Writing Learning Progressions:

1. Ample time is provided in the daily schedule for direct instruction and student exploration in literacy.
2. Direct instruction in reading and writing occurs daily in literacy-specific learning time. Direct instruction in reading and writing also occurs in content area learning. Additionally, students are provided daily time to exercise their choice in reading and writing.
3. A clear purpose for reading and writing instruction can be explained by both the teacher and the students.
4. Teachers have daily lesson plans showing standards-based instruction that connect to the appropriate learning progressions. Time is available for students to receive additional skill support as needed.

Differentiated Literacy Instruction[13]

The reading and writing progressions shown above represent the trajectory for typical skill development. When educators understand the typical learning progressions and associated research-based teaching practices, students are more likely to receive the high quality literacy instruction and interventions that they need to be successful readers and writers. For students who struggle in one or more skill areas, differentiated instruction and intervention in addition to grade-level instruction will be needed. For this reason, grade-level classroom instruction must be a priority, with the teacher providing scaffolds and additional time for skill development as needed before, during, and after school. When a student struggles with literacy, is unable to complete assignments, or shows frustration in learning, a multi-disciplinary team should convene to problem-solve a situation. At a minimum, the team should include the classroom teacher, an educator with literacy expertise, a special education teacher (if possible), and a family member of the student.

Some students will need to receive evidence-based intervention. Multiple considerations should be addressed to ensure students are receiving the appropriate additional instruction that will improve literacy skills. One consideration is that the chosen intervention matches the need of the student as determined by screening and progress-monitoring assessment tools. A second consideration is to provide an appropriate amount of time for instruction and practice. Additionally, educators can ensure that the student receives opportunities to transfer a skill that was taught during intervention to classroom activities. Finally, the student may need additional explicit instruction such as simpler directions, additional modeling, more in-depth development of background knowledge, more immediate feedback, gradual fading of instructional supports, and sufficient independent practice. Teachers may also need to consider behavioral supports that can contribute to student success; these might include an environment that allows for increased focus, instructional methods to keep students on-task, and provision of strategies to help the student self-monitor engagement and progress.

The literacy supports offered must accelerate learning as opposed to continuing a cycle of remediation. Classroom teachers in all content areas can provide scaffolds to ensure students are engaging in grade-level literacy activities. Some scaffolds include reading with partners, reading aloud, shared writing, providing purposeful reasons for re-reading passages and revising drafts, and instruction on how to break complex sentences into more manageable pieces for better comprehension. While these research-based instructional practices are appropriate for all students, they are also key practices for reducing inequities by race, class, and ethnicity. Too often, differentiated instruction occurs outside the classroom and differs from instruction that occurs in the classroom with the whole class. When this takes place, there is a disconnect between what the individual student learns and what the rest of the class learns, putting the struggling learner at a greater disadvantage and exacerbating inequities. Often, a more effective model is to have the interventionist work in the classroom with students who are struggling with their literacy progression.

13 For more information on Differentiated Literacy Instruction, see Gersten et al., (2008); MDE MTSS Team. (2018); and Michigan Department of Education. (2020).

What to Look For When Students Receive Differentiated Learning:

1. Differentiated instruction is provided for students struggling with literacy learning inside the classroom from the teacher, interventionist, or other support staff. The differentiated instruction matches the student's learning need and accelerates progress in reducing learning gaps. The instruction is engaging and relevant to the student.

2. Teachers use varying grouping strategies among the students, with flexible groups for instruction that target students' learning needs.

3. Students work together in pairs and small groups to draw on their own knowledge and their peers' knowledge to co-construct meaning.

Time for Literacy Outside of School[14]

Time for literacy outside of school is also important. Spaces where reading time can be maximized include the years before a child enters school, hours spent outside of the school day, and school holiday and summer breaks. Additional time for both supported and independent reading increases the eagerness to read more, expands vocabulary, and builds knowledge.

The years before children enter school

Engagement with books and opportunities to write and draw from an early age promote excitement about reading and writing. Families and educators play a role in motivating children to read. Having a variety of books in the home, singing and talking to infants, reading books and nursery rhymes, and playing rhyming games with toddlers as part of daily living is important for vocabulary development. Creating an environment that promotes literacy includes allowing young children to use crayons, pencils, chalk, and paints to express their thoughts and ideas. Reading to children, talking about stories, and acting as reading role models are all ways to support more reading for very young children. The positive interactions that young children have when they read with adults increase their motivation to read more. Ensuring that families have access to high quality books during the years before preschool and beyond is necessary to ensure that children benefit from reading experiences. Local library programming or Great Start Collaborative programs such as Talking is Teaching can be leveraged to expand the vocabulary of young children.

Hours outside of the school day

Reading and writing before and after school are important for literacy development. Encouraging students to spend more time reading and writing outside of the school day can start by creating a culture of reading in the school building. To do this, schools make books available for borrowing, encourage book reviews and student writing to be shared during school announcements, and organize book clubs and writing groups as after-school activities. Schools can collaborate with communities by announcing library events and working with local businesses (such as barbershops, hair salons, and laundromats) to provide books for children to read while they wait. Guiding students to read independently or with a buddy while riding a bus to and from school is another way for a school to encourage more time for reading. It is important for educators to provide families with strategies to use when reading with their children. Some strategies include reading aloud together, providingwriting materials to use at home, and giving guidance on how to talk with children about what they read. Effective family engagement strategies for literacy and resources are included on the MDE literacy website.

14 For more information on the importance of independent reading, see Anderson et.al. (2019); Augustine et al., (2016); Kim & White, (2011); Kim & Quinn, (2013); Senechal & Young, (2008).

Literacy during summer and holiday breaks

Loss of reading skills during breaks from school can widen the learning gap for students. Independent reading and extra support for literacy skills can be provided during summer and holiday break time. Both informal and formal reading can be supported by the school. Informal learning opportunities include encouragement for students to read every day. For young children, reading with an adult each day should be strongly encouraged. For all students, daily reading outside of school is critical, with older students reading independently. To strengthen reading skills, children in grades 2 and below should read with an adult for at least 20 minutes daily outside of school time. Children in grades 3 and above should read at least 30 minutes daily outside of school time, either with or without an adult. This additional reading builds fluency, vocabulary, and background knowledge, all of which are necessary for the development of literacy skills. Local libraries can provide book suggestions and engaging summer reading programs that encourage a lot of independent reading. The encouragement for daily reading can come from teachers who provide personalized lists of books that students may like to read that are connected to their interests. Guidance to families and students can also include sharing of reading experiences, practicing skill development that was learned during class, and discussion prompts for older children who can read independently. Families can be encouraged to support their child's reading without concern for the length of text or genre. Novels, short stories, comic books, cooking recipes, and poetry are all forms of reading.

Formal reading programs involve face-to-face learning, virtually or in person. Summer reading programs can be offered by the school or from school partners like community centers and libraries. These programs work best when they recruit students who are not demonstrating grade-level literacy skills, the students attend regularly, and explicit instruction can be individualized. The learning objectives in the program should connect with learning from the regular classroom the goal of accelerating student learning. For these programs to be successful, the students must attend regularly and complete the full summer learning course. For older students, summer learning can provide them with the time they need to complete course credits. More details on formal reading programs for students who need skill practice are provided in Section 3.

What to Look for When Students are Involved in Time for Literacy Outside of School:

1. Schools find ways to provide free books to families with young children prior to the children starting school. This may include collaborating with community businesses and with school and local libraries.
2. Schools and families partner to encourage reading and writing before and after school. Schools provide books, resources, guidance, and coaching on how families can work with children to encourage reading and writing. Indeed, some districts have set up parent education and family literacy programs, in some cases similar to those initiated by the Harlem Children's Zone.
3. Schools collaborate with families to ensures students are engaged in reading and writing during holiday breaks and summer months. Schools provide access to books for informal learning and more formal summer school programs to support and accelerate literacy learning.
4. Schools partner with faith-based institutions, boys and girls clubs, and other youth-serving organizations on out-of-school-time literacy programming and supports.

SECTION 3: THE SCIENTIFIC OR TECHNICAL ASPECTS OF LITERACY INSTRUCTION

Michigan's Essential Practices for Literacy[15]

Michigan is committed to the *Essential Instructional Practices in Literacy (Literacy Essentials)* documents developed by the Early Literacy Task Force (ELTF), a subcommittee of the Michigan Association of Intermediate School Administrators (MAISA), and the General Education Leadership Network (GELN)[1]. A suite of *Literacy Essentials* has been developed by grade-band sets for ages birth through grade 12. These instructional practices define non-negotiable literacy engagement and instruction that children and students should experience every day from birth through grade 12. This minimum threshold for literacy instruction 'underscores our state's commitment to specific, research-based practices to improve literacy achievement.

The suite of *Literacy Essentials* addresses critical practices that support literacy at the early ages, such as talking to infants and playing rhyming and singing games with toddlers. In the elementary grades, core literacy instruction practices focus on vocabulary, phonological (including phonemic) awareness, phonics, writing, and comprehension. Building knowledge with science and social studies along with critical thinking and communication is an equal priority to learning to decode and comprehend. In middle school and beyond, content learning leads with a commitment to being literate across all curricular areas. This includes practicing the specialized ways of reading, writing, thinking, and communicating in each discipline. The *Literacy Essentials* are research-informed and, when connected to standards-aligned core literacy curriculum, will provide students with a firm literacy foundation. The *Literacy Essentials* also address the need for commitment to literacy at the district and building levels, where family engagement, professional learning, decision-making based on data, and student motivation and engagement are present.

A commitment to the *Literacy Essentials* is a step in the direction of equity for our state. Also needed is a deep understanding of literacy development among those who are educating students. As noted in the learning progressions in Section 2, the process of developing strong readers and writers is multi-faceted. There are many components to be taught in the outlined progressions. In addition to following the outlined progression of skill development, teachers need to implement evidence-based practices specifically geared toward teaching those skills. Explicitly teaching the requisite skills of reading and writing development will ensure students across grade levels have the best opportunity to become successful readers and writers. This means teachers will use a combination of modeling, guided, collaborative, and independent practice during instruction. The skills within the reading and writing learning progressions are discussed briefly below. Addressing these skills will look different in classrooms for younger students than in those with older students.

Reading[16]

Decoding (print concepts, phonological awareness, phonics, fluency)

Students bring a wide variety of lived literacy experiences when they first step into a classroom. Building on the knowledge that they have, the development of strong word recognition, and decoding abilities allows students to transform the print in books into spoken language. Explicit teaching of print concepts, phonological awareness, and phonics will establish a foundation for students to be able to read text accurately, at an

15 The suite of Essential Practices can be found at LiteracyEssentials.org

16 For more information about reading, see Adlof & Perfetti, (2014); Blachman et al., (2014); Gough & Tunmer (1986); Hoover & Gough, (1990); LiteracyEssentials.org; Moats & Tolman (2019); and Stahl & Nagy, (2006).

appropriate rate, and with expression. A student who cannot decode the words at a pace that allows him or her to understand, cannot comprehend what is written. Failure to master these reading foundational skills might result in persistent difficulties with reading throughout a child's educational career.

Educators can look for support to teach decoding in practices 4 and 5 in the Literacy Essentials: Prekindergarten and in the Literacy Essentials: Grades K to 3, and practice 4 in the Literacy Essentials: Grades 4-5.

Tips to support decoding

For students who are struggling with decoding and word recognition, teachers must determine which component skills within the learning progression need to be the focus of instruction. Difficulties in this area are at the core of most reading difficulties. Students who struggle with decoding often have difficulty understanding that sounds in words are linked to certain letter patterns. This poor phonemic awareness leads to struggles with word recognition, fluency, and reading comprehension. Instruction and intervention vary at each phase of a student's progress in learning to decode and supports may be needed regardless of the student's age or assigned grade. Through proper screening and assessment, teachers can analyze the results to inform instruction and provide appropriate interventions.

Classroom instruction to scaffold students with decoding and word recognition into grade-level text can include having students listen to a recording or a fluent reader provide the content aloud. Incorporation of sets of texts written at varying reading levels into instruction can build background knowledge and can be used to engage students at all entry points of reading. Articles, music, novels, magazines, and online materials can be used to create text sets. These instructional strategies help students to become more automatic in recognizing words and mapping them into the brain.

To support students with fluency, teachers should model reading that demonstrates appropriate speed, expression, and accuracy. Creating opportunities for multiple, yet meaningful, re-reading of text will provide students with extra practice and improve reading fluency. Fluency practice can support students of all reading levels and can be done through incorporating practice in reading letter names, partial words, words, phrases, and sentences.

Language Comprehension (oral language, vocabulary, background knowledge, comprehension)

Oral language, vocabulary, and ongoing knowledge-building should be integrated into literacy instruction and content area instruction. An oral language foundation for success can be created by developing language comprehension through rich conversations with and among students and through activities like reading aloud books that are rich in academic vocabulary. Vocabulary and reading comprehension are highly connected to one another; knowledge of word meanings accounts for 50-60 percent of the difference in reading comprehension between successful and struggling readers. Vocabulary instruction should be purposeful in developing broad knowledge of many words and deep knowledge of some to support students in their ability to understand what they are reading. Comprehension relies on multiple skills that contribute to understanding what is read. Since the goal of reading comprehension instruction is to influence, support, and extend the thinking processes during reading, it is critical that instruction focus on both language comprehension and decoding skills.

Educators can look for support to teach language comprehension in practices 3 and 7 in the Literacy Essentials: Prekindergarten and in the Literacy Essentials: Grades K to 3, practices 2 and 5 in the Literacy Essentials: Grades 4-5 , and practices 3, 5, 7, and 8 of the Disciplinary Literacy Essentials: Grades 6 to 12.

Tips to support language comprehension

Poor vocabulary can cause barriers to a student's access to grade-level text. In addition to ongoing teacher and student use of rich vocabulary and teaching word learning strategies as part of classroom instruction, teachers can focus on explicit instruction of academic vocabulary. Academic vocabulary words tend to have multiple meanings depending on the content area in which they are used. For example, when used in mathematics, the word "calculating" has a different meaning than when it is used in the context of describing a sneaky individual. This type of word can be confusing to a reader. Acknowledging the multiple uses that words have across contexts--for example, mapping words that are similar and opposite to the word "calculating"--can support a student in identifying what they already know and expanding their vocabulary.

Writing[17]

Transcription (handwriting, spelling, conventions, keyboarding)

Transcription skills include letter formation, handwriting and keyboarding fluency, spelling, and conventions including punctuation and capitalization. These skills are the foundation of written composition. Students need direct instruction in these skills, as well as time to process them and to develop and apply the skills for meaning. Spelling relies on attaching sounds to letters, breaking words into syllables, and attending to the parts of words that have meaning such as roots, prefixes, and suffixes. When students struggle in writing, it may be due to lack of mastery of one or more of the foundational transcription skills. Automaticity of transcription can allow written expression to increase in length and quality.

Tips to support transcription

Direct, explicit instruction with plentiful feedback is key for students who struggle with handwriting, spelling, and conventions. Writing production and quality suffer when students must pay close attention to letter formation, keyboarding, and spelling. While students are receiving intervention to support more automatic transcription, classroom teachers can provide scaffolds for students to access grade-level writing activities. One suggestion is to have the student dictate their writing. Providing word banks with key vocabulary can support students who struggle with spelling. In addition, breaking the writing task into smaller chunks can be helpful in supporting students so less writing must be generated at a time.

Translation (grammar, sentence structure, writing process, text structure)

Translation involves generating and organizing ideas into written words, sentences, and paragraphs. It focuses more on the process of writing that includes planning, drafting, editing, and revising. For beginning and struggling writers, translation can be a taxing activity, so direct instruction and time to practice are important for writing success. Students who have not mastered transcription skills, might require greater teacher support throughout the planning process. Supports can include providing writing prompts and modeling translation behaviors. For students to achieve full mastery of writing, the teacher must provide instruction across various genres (narrative, informational, and opinion), explicitly focusing on the different text structures and sentence composition qualities of each genre.

17 For more information about writing, see Graham et al., (2012); Moats & Tolman, (2019); and Treiman (2017).

Tips to support translation

For students who struggle with generating and organizing their ideas, the scaffolds suggested for transcription can be useful. This area of skill also includes planning, drafting, and revising. Offering opportunities for short writing activities can be helpful for students who struggle with motivation and skill to write long passages. Examples of scaffolds include using sentence frames, stems, or prompts that provide structure so students can engage in more elaborate writing. Mentor texts that provide high-quality examples of writing can be used to support student-generated writing.

Equity in literacy instruction starts with educators who have deep knowledge of literacy development and evidence-based instruction practices. However, teacher knowledge alone is not enough to improve access to quality literacy learning for all students. Literacy development begins before birth and people continue to grow in literacy through their lifetime, so learning cannot happen only during the school day. Time for differentiation, intervention, independent reading and writing, and acceleration must be purposefully included during and outside of the school day. In all places where literacy learning happens, children can be encouraged by the adults in their lives to embrace the importance, purpose, and empowerment that comes with being a reader and a writer. To maximize learning opportunities, adults can work within school, family, and community partnerships to provide access to quality literacy learning.

Educators can look for support in teaching writing in practice 6 the Literacy Essentials: Prekindergarten and in the Literacy Essentials: Grades K to 3, practices 2 and 5 in the Literacy Essentials: Grades 4-5 , and practices 3, 5, 7, and 8 of the Disciplinary Literacy Essentials: Grades 6 to 12.

What to Look For When Classrooms Provide Instruction on the Technical Aspects of Literacy Learning:

1. High quality curriculum, materials, and resources that align to the grade-level progressions provide the foundation for classroom instruction.
2. Teachers refer to the suite of essential practices for literacy published by a partnership between the Michigan Department of Education and the Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN) Early Literacy Task Force (ELTF) to inform appropriate grade-level application of the reading and writing progressions.
3. The school provides interventions for students who are not making progress in reading and writing as defined by the grade-level progressions.
4. Teachers provide scaffolds to help struggling students more easily access grade-level reading and writing activities.

SECTION 4: THE ROLE OF FAMILY ENGAGEMENT

Supporting Family Engagement and Literacy[18]

Effective family engagement is associated with positive outcomes for students, including improved literacy outcomes. There are connections between literacy resources at home and students' literacy development. For instance, children from homes with more books and with more family reading experiences perform higher on reading achievement tests than children from less reading-rich environments. Additional benefits are seen when families work with their children on specific literacy skills, such as writing and phonics activities, as supported by classroom teachers. Other home activities that support literacy development include writing grocery lists and "thank you" notes; making trips to businesses in the community or to the park that spark conversations; and family discussions and debates. Children have more positive attitudes about reading and writing when families communicate the importance of literacy learning and the role of reading and writing for achieving present and future goals.

When educators and families partner, they become co-creators of environments and experiences that support students in ways that improve literacy outcomes and life success. Both educators and families can be supported by learning about family engagement strategies that improve student education experiences and literacy learning. This section addresses family engagement practices that educators can use to support student success; and more specifically, these practices support access to literacy in ways that serve to eliminate potential disparities of race, class, and ethnicity. Educators can increase the success of family engagement efforts by nurturing cultural responsiveness to the practices, values, traditions, understandings, and ideologies of the families they serve. The Michigan Department of Education MiFamily: Michigan's Family Engagement Framework provides strategies for educators to expand and strengthen home-school partnerships. These strategies are described in the following examples.

Home-School Partnerships[19]

Home-school partnerships support family engagement efforts. Educators use these partnerships to foster personal relationships, respect, and mutual understanding with families in ways that value and support home cultures. When families are engaged in partnerships that encourage and celebrate family culture, students receive richer learning experiences and experience enhanced learning outcomes. Through these partnerships, literacy learning can be strengthened by shared efforts among the family, educator, and community to support student achievement. The following section provides an overview of six types of activities that schools can use to promote engagement and student outcomes while honoring family cultures.

Parenting

Educators can offer parenting activities to help families establish home environments that support students. Educators can offer workshops, videos, or social media messages to share age-appropriate parenting resources that support families in identifying and communicating goals and dreams for their children. Sharing those goals and dreams can help educators provide more individualized literacy supports for students. Family engagement strategies may also include workshops for families on ways to read aloud to children or help with literacy-related

18 For more information about family engagement, see Auerbach (2009); Gest et al., (2004); Mapp & Kuttner, (2013); and Bryk et al., (2010).

19 For more information about school-family partnerships, see Epstein et al., (2019).

homework. The school might provide resources in family literacy to support adult reading and writing as needed. In addition, districts can offer workshops for educators on how to deepen their relationships with students' families.

A family engagement liaison can be hired by districts to develop and expand positive culture and climate in schools. The liaison can develop and implement strategies that support family and school relationships. Like other staff members, this individual can help create welcoming school climates, foster relationships among families, develop a social network for families within the school, and support connections to the community. Through these efforts, the family liaison can support cultural responsiveness in the school community and can help families navigate the school system to advocate for their children.

What to Look For When Schools Engage Families in Parenting Activities:

1. Schools provide opportunities to build relationships with families in ways that inform educators about the goals, strengths, and talents of the students.
2. Educators offer family and parenting workshops that are accessible to the family.
3. Family and parenting workshops address topics and issues that parents request through surveys and interviews prior to the event.
4. Educators provide families with information and resources on how to develop home conditions that support learning.
5. Schools provide a family engagement liaison to help families navigate the school system and advocate for their children.
6. Educators offer families home visits to better understand a student and his/her family.

Communicating

Home-school partnerships are strengthened when schools create patterns for two-way communication between educators and families. Districts can provide educators with training that supports effective family communication practices. Schools can design communication plans for educators to share information about school programs and class instruction and for families to provide information on the progress of their students. School personnel can encourage two-way communication by making positive remarks about students during in-person conversations, phone calls, texts, or emails with families. Educators increase two-way communication by using technology such as text and email, so parents can interact easily with them. To support communication with families who do not speak English, schools can provide printed and digital materials in the home language and arrangements can be made for translation during conversations.

Communication efforts are important in supporting students' literacy learning. Families need to know about their child's success on grade-level learning goals. Educators can share literacy learning data and information on how they are supporting students and how families can reinforce that support. Families also need access to communication channels for sharing any concerns they have about their child's literacy progress. Educators might consider offering literacy learning workshops at the beginning of the school year to share reading and writing goals, offer specific homework expectations, and provide ways for families to contact the school for additional literacy supports.

What to Look For When Schools Engage Families Through Communication:

1. The school provides parent-teacher-student conferences on literacy goals and progress. Depending upon the age and capability of the student, some of these conferences are led by the students themselves. In all cases, the conferences include successes and challenges and what the teacher and family can do to support literacy success.
2. Language translators are available for families.
3. Clear information is available on school policies, available programs, reforms, and transitions for students.
4. A parent portal is available for families to support home learning, safety, and social connections.

Volunteering

Volunteering opportunities strengthen home-school partnerships. Schools can recruit, train, and organize family volunteers in ways that support students. Through volunteering, families and others who can share their time and talents are mobilized to support student activities. Volunteer activities can occur at the school or in other locations that are convenient to families such as a community center or public library. Volunteers can assist individual teachers by helping students practice specific literacy skills, or can help in the school library or media center. Teachers could support volunteers to provide tutoring: before, during, or after school or during the summer with learning that connects to the classroom and student needs.

What to Look For When Schools Engage Families in Volunteering:

1. A school or classroom volunteer program is developed and promoted to support students and their families. The program may include peer coaching and supports or opportunities to provide individualized supports for students.
2. A parent room or family center is available for volunteers to do work, lead and participate in meetings, and to house resources for families.
3. Family volunteers are recruited (and supported) to read to and with the students, serve as literacy tutors, or support learning in after-school programs.

Learning at Home

Educators can build home-school partnership by providing information, support, and resources to families about how to help their children learn at home. Activities for learning at home might include daily activities such as measuring for a recipe, creating a shopping list, and writing “thank you” notes. Other learning at home supports can include setting aside time for homework and a quiet place to learn. Educators can offer resources and options for summer programs or other learning opportunities that will support reading and writing success. Educators can also provide suggestions for how families can engage in conversations with their children about school progress and identify learning goals.

What to Look For When Schools Engage Families by Supporting Learning at Home:

1. Information is provided to families about skills required at each grade level.
2. Families are invited to plan and participate in literacy nights where reading and writing activities that can be done at home are demonstrated.
3. Access is provided to books, learning guides, and other materials that allow students to see themselves and their family in texts.

4. Educators share information with families on homework policies and how to monitor, discuss, and help with schoolwork at home.
5. Resources are provided to families on how to help students improve specific literacy skills.

Decision-Making

Home-school partnerships are strengthened when school leaders involve families in decision-making. Decision-making activities can range from parent-perception surveys to engagement on leadership teams. The activities must allow families to participate in meaningful ways that influence school policies, programs, and practices that affect their own and other children. School leaders can recruit and support family members to serve on a School Improvement Team, Parent-Teacher Association/Organization, or on other teams and committees. These opportunities allow educators to engage in collaborative activities with families. Decision-making activities include a diverse range of family and community voices that represent the families being served and the community where the school is located. Family involvement must be inclusive of language and cultural representation; a school's family liaison might be helpful in supporting all families engage in decision-making activities.

What to Look For When Schools Engage Families in Decision-Making:

1. Families are recruited and supported to serve on school leadership teams.
2. Leadership workshops are provided to help family members and students be confident in their collaboration with the school.
3. Family liaisons help ensure that parent surveys are completed and barriers are overcome so family members can successfully serve on leadership teams.

Collaborating with the Community

Community collaboration activities can be explored to strengthen home-school partnerships. Educators can identify and integrate resources and services from the community to enhance school programs, family practices, and student learning. Collaboration with the community supports the relationship of schools and families with community groups, organizations, agencies, and individuals. Community resources can assist and enrich literacy learning among students strengthen the community.

Schools and communities can collaborate to identify and or develop literacy-connected programs and services that are available to families, educators, and students. Educators can also collaborate with businesses and agencies on special projects to support literacy. Some school partnerships include working with barbershops, salons, and laundromats to offer books for children to read while waiting.

What to Look For When Schools Collaborate with Families and the Community:

1. Educators partner with a local library, museum, or businesses to present a "Literacy Night" event for students and their families. Families are given free passes and/or transportation to the attraction to encourage return visits.
2. Educators collaborate with business partners to build book collections for classroom and school libraries and books for students to take home.
3. A project is organized for students to read to senior citizens at a local center or facility.

SECTION 5: RESOURCES TO SUPPORT EQUITY IN LITERACY

This guidance document addresses multiple aspects of student engagement, literacy learning, and family partnerships to ensure evidence-based practices are used to improve access to literacy in ways that reduce class, racial, and ethnic disparities. The suggestions offered are not inclusive of all possibilities for supporting literacy learning. For that reason, there are reference links throughout the guide, along with several appendices to support educators in deepening their learning and ability to support students and their families. The appendix resources are summarized below.

Appendix A: Celebrating Authors of Color and Their Works of Literature

This document was developed by the Michigan Department of Education to share and honor authors of color and their literary works. The authors and their works are categorized by the age or grade level of the reading material. This list will be expanded over time.

Appendix B: Resources to Support Equity in Literacy

The resources in the annotated list in Appendix B support the topics addressed in this document. They include additional research, tools, and information to support educators in their own development of literacy and approaches to instruction to increase students' engagement and ultimately student success in literacy learning. The resource list will be updated and revised over time.

Appendix C: Equity Training Opportunities and Resources

To fully value the diversity of the students being served, educators must explore and address their implicit, and often unintentional, biases. Professional learning is a tool that can be used to help educators in their ongoing journey to increase their cultural competency, use inclusive teaching practices, and improve action towards anti-racism. The resources in Appendix C include suggestions for online and face-to-face efforts in equity learning. The examples included are not exhaustive, but offer considerations for school-based professional learning communities and opportunities for personal learning sessions.

The Role of Libraries

School Librarians

Multiple studies[1] in over 20 states, including Michigan, show that schools with a school library staffed by a full-time certified teaching school librarian have a high impact on increasing student achievement. These benefits are gained regardless of socio-economic or education levels of the community. Additionally, at-risk students benefit more than not-at-risk students from the presence of a full-time certified school librarian.[2]

Library-media specialists are specifically trained not only to build and maintain collections that support K-12 curriculum and self-directed learning opportunities; they also curate diverse collections that include multiple perspectives and culture. A diverse collection enables students to see themselves and people different from them in literature, to help build empathy and respect for others.[3]

Public Libraries

Public libraries offer equal and open access to information to meet the needs of all students and their families/caregivers. Public librarians are at the forefront of efforts for digital inclusion, including offering internet hot spots and digital devices for use by families and children without digital access, as well as e-books and other electronic resources.

Established public library programs are an excellent resource for teachers, students, and parents. The 2014 American Library Association's (ALA) Digital Inclusion Survey[4] found that:

- virtually all libraries (98 percent) offer free public Wi-Fi access
- 95 percent of libraries offer summer reading programs to forestall the "summer slide" in
- reading achievement experienced when learning "takes a holiday "between school terms
- close to 90 percent of libraries offer basic digital literacy training, and significant majorities of them support training related to new technology devices (62 percent), safe online practices (57 percent), and social media use (56 percent)
- a significant majority of libraries host social connection events for adults (61 percent) and teens (60 percent), such as book discussion groups or gaming programs
- 45 percent of libraries provide early-learning technologies for pre-K children.
- more than one-third of all libraries provide literacy, GED prep, STEAM, and afterschool programs

Not only do public libraries offer access to learning, but they encourage a love of reading through engaging programs and their diverse collections. In 2019, Michigan's 651 public libraries offered a combined total of 101,619 programs aimed at youth; the programs supported classroom visits, early literacy storytime sessions, information literacy trainings, STEM programs, summer reading, teen engagement, and more.

The digital resources, programming, and diverse collections provided to communities by their public libraries offer meaningful collaboration opportunities for schools. Such partnerships create a community in which students can not only discover the love of reading but can also see themselves

reflected in and supported by the community where they live. Educators are encouraged to use the Michigan Library Directory to contact their local public library directly, to learn about their resources and discuss collaboration opportunities.

Michigan eLibrary

Statewide support for digital equity is provided by the Michigan eLibrary (MeL), which offers resources to all schools and libraries across Michigan. MeL offers "24/7/365" access to reading and research materials for students who are learning at a distance. Whether the focus is on content-specific curriculum, Essential Instructional Practices in Literacy or the Michigan Integrated Technology Competencies for Students, MeL has eResources that support teaching and learning at every grade level. Connections to Google Drive and Google Classroom also support remote learning. Educators can learn more about MeL eResources through a MeL's Educator Guide. They can connect to Grades K-5 and Grades 6-12 eResources by visiting MeL.org.

1 https://bit.ly/evidSLib
2 http://bit.ly/MIslliteracy
3 For more discussion on the importance of learners experiencing "windows, mirrors and sliding glass doors", see Bishop, R. (1990).
4 Clark & Perry (2015)

Conclusion

This guidance document is a compilation of evidence-based literacy strategies, initiatives, and programs to improve access to literacy and literacy proficiency, with special attention to reducing class, racial, and ethnic disparities. In some regards, this document is a starting point in looking at literacy beyond simply the technical literacy skills to be taught to a consideration of the children whom we are teaching and of the contexts from which they come to us each day to be educated.

Teachers, literacy coaches, literacy coordinators, principals, superintendents, and other educators begin to establish a school culture that champions equity and inclusion when they engage in their own learning and self-study. To fully engage children, especially children who are historically marginalized and thus often not served well in schools, educators must help students to feel that they are seen and heard in the classroom. This effort takes intentionality and is easier said than done. Educator commitment to professional growth in how to engage historically marginalized children, and particularly children of color, is essential to student success. Students need to engage actively in literacy, to learn to shape ideas through acts of reading and writing. School leaders and educators are encouraged to use this guide to support their own journey and by extension the journeys of their students in bringing equity to the teaching of literacy.

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ACKNOWLEDGEMENTS

The Michigan Department of Education would like to express its sincere gratitude to the educators and leaders who supported the writing of this document. These individuals shared their knowledge, recommendations, and perspectives about equity and literacy, as well as insights on the organization of the contents in this document.

Sheila A. Alles – Chief Deputy Superintendent
Laurie Bechhofer – HIV Education Consultant, Office of Health and Nutrition
Julie Brehmer – Literacy Consultant, Office of Educational Supports
Liz Breed – MeL Coordinator, Library of Michigan
Brandy Bugni, Ed.D. – Literacy Manager, Office of Educational Supports
Sue C. Carnell, Ph.D. – Chief of Staff to the State Superintendent
Paula Daniels, Ed.D. – Director, Office of Educational Supports
Samuel Duncan – Departmental Specialist, Office of Systems, Evaluation, and Technology
Corinne Edwards, Ed.D. – Regional Consultant, Office of Educational Supports
Shanon Everett – Early Literacy and Family Engagement Consultant, Office of Great Start
Suzanne Grambush -Section 31, Early Literacy, and MTSS Consultant, Office of Educational Supports
Stephanie Holmes-Webster - Section 31, Early Literacy, and MTSS Consultant, Office of Educational Supports
Ann Kaskinen – MeL Engagement Specialist K-12, Library of Michigan
Joan Jackson - Section 31, Early Literacy, and MTSS Consultant, Office of Educational Supports
Venessa Keesler, Ph.D. – Former Deputy Superintendent, Division of Educator, Student, and School Supports
Noel Kelty, Ph.D. – Director, Office of Early Childhood Development and Early Education
Cathy Lancaster – Youth Services Coordinator, Library of Michigan
Melissa Manko – Literacy Consultant, Office of Educational Supports
Jessyca Matthews – English Teacher, Carmen Ainsworth
Michelle McManus – GSRP Program Consultant, Office of Great Start
William A. Pearson, Ed.D. – Interim Deputy Superintendent, Division of Educator, Student, and School Supports
Kathryn Piotrowski – Literacy Consultant, Office of Educational Supports
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Managing Communicable Diseases in Schools



Prepared by
Michigan Department of Education
and
Michigan Department of Health and Human Services, Divisions of Communicable Disease & Immunization

MICHIGAN Department of Education

MDHHS Michigan Department of Health & Human Services

Version 4.0 (July 2020)

Disease Basics

Schools can play a major role in helping to reduce or prevent the incidence of illness among children and adults in our communities. Encouraging good hand hygiene, following cleaning recommendations, and adhering to the most up-to-date mask requirements and recommendations contribute to a safe and healthy learning environment for children. When schools report illness to their local health department (LHD), public health specialists can assist schools with disease prevention and control guidance. This document provides schools with general information on what steps they can take to prevent and control communicable disease.

How Diseases are Spread

Understanding how diseases are spread can help prevent illness. Here are the most common routes of transmission:

- Fecal-oral: Contact with human stool; usually ingestion after contact with contaminated food or objects.
- Respiratory: Contact with respiratory particles or droplets from the nose, throat, and mouth.
- Direct skin-to-skin contact: Contact with infected skin.
- Indirect contact: Contact with contaminated objects or surfaces.
- Bloodborne: Contact with blood or body fluids.

Coughing and Sneezing

Teach children (and adults) to cough or sneeze into tissues or their sleeve and not onto surfaces or other people. If children and adults sneeze into their hands, hands should be washed immediately.

Handwashing Procedures

Washing your hands is one of the easiest and best ways to prevent the spread of diseases. Hands should be washed frequently including after toileting, coming into contact with bodily fluids (such as nose wiping), before eating and handling food, and any time hands are soiled. It is also important that handwashing occurs frequently throughout the day. Establish a process for immediate handwashing or the use of hand sanitizers prior to school building entry. Water basins and pre-moistened cleansing wipes are not approved substitutes for soap and running water. Alcohol-based hand sanitizers containing at least 60% alcohol may be used when soap and water are not available, and hands are not visibly soiled. However, sanitizers do not eliminate all types of germs so they should be used to supplement handwashing with soap and water. The general handwashing procedure includes the following steps:

- Wet hands under warm running water.
- Apply liquid soap. Antibacterial soap is not recommended.
- Vigorously rub hands together for at least 20 seconds to lather all surfaces of the hands. Pay special attention to cleaning under fingernails and thumbs.
- Thoroughly rinse hands under warm running water.
- Dry hands using a single-use disposable towel or an air dryer.
- Turn off the faucet with the disposable towel, your wrists, or the backs of your hands.

Bloodborne Exposures

Bloodborne pathogens, such as Hepatitis B virus (HBV), Hepatitis C virus (HCV) and human immunodeficiency virus (HIV), can be found in human blood and other body fluids. Bloodborne pathogens can be transmitted when there is direct contact with blood or other potentially infected material. This can include blood entering open cuts or blood splashing into mucous membranes (eyes, nose or mouth). All human blood should be treated as if it is infectious. If any bloodborne exposure occurs, contact your LHD to discuss the need for public health or medical follow-up. Carriers of bloodborne pathogens should not be excluded from school. For more information, see the Michigan Department of Education's "Bloodborne Pathogens and School Employees" website at http://www.michigan.gov/mde/0,4615,7-140-28753_64839_38684_29233_29803-241996--,00.html

Responding to Disease in a School

Develop a written plan for school staff on how to address illnesses and reduce spread. Prompt action by staff may prevent a serious outbreak of communicable disease. Consider contacting your LHD for guidance on creating a plan. Within this plan, the following topics should be covered:

Require sick students and staff to stay home.

- Share resources with the school community to help families understand when to keep children home. The When to Keep Your Child Home guidance from the American Academy of Pediatrics can be helpful.

Establish policies and procedures for students and staff who are sick at school.

- Establish or update policies and procedures to ensure students and staff who become sick at school or arrive at school sick are sent home as soon as possible.
- Recommend that individuals at higher risk for severe illness from exposure to communicable disease consult with their medical provider to assess their risk and to determine if they should stay home if there is an outbreak in the community.
- Schools are not expected to screen students or staff to identify communicable disease. If a community (or more specifically, a school) has cases of a communicable disease, local health officials will help identify those individuals and will follow up on next steps.
    - Michigan Communicable Disease Rules state "Primary schools, secondary schools, preschools, camps, or child daycares **must** report to their local health department the suspected occurrence of any communicable disease [in the reportable disease list], along with any unusual occurrence, outbreak, or epidemic of any disease, infection, or condition, amongst those in attendance. Notification to the local health department should include symptoms, number of ill students and staff, affected facilities, and closings due to illness".
- Monitor and Plan for Absenteeism Among Your Staff.
    - Develop plans to cover classes in the event of increased staff absences. Coordinate with ISDs and reach out to substitutes to determine their anticipated availability if regular staff members need to stay home if they or their family members are sick.

Isolation guidance for schools:

Keep sick students and staff, particularly those with symptoms of respiratory illness or gastrointestinal distress, separate from well students and staff until they can leave. Plan to have areas where these individuals can be isolated from well students and staff until they can leave the school. CDC provides guidance on an isolation plan if someone arrives or becomes ill at school. Isolation "separates sick people with a contagious disease from people who are not sick" (CDC, 2017).

The school plan should include the following:

- Evaluate the current designated space for school health services and determine if there is an adjacent space for isolation.
- If an adjacent space is not available, consider moving the school health work area to another larger location with a separate adjacent space.
    - Consideration of ventilation such as windows and an outside door is preferable to reduce the spread of disease for isolated individuals exiting the building.
    - Computer, phone, internet, and restrooms with handwashing facilities are required in the school health designated space.
- Create a "*When to isolate and send students and staff home*" flow chart for unlicensed staff and school administrators to follow if the school nurse is not present or is not in the school 100% of the time.
- Train unlicensed assistive personal on the administration of this flow chart, proper temperature taking procedure, and the use of Personal Protective Equipment (PPE), including eye protection, gowns, gloves, and facemasks.

- N95 masks may be recommended for healthcare providers and must be fit-tested to ensure proper protection. If N95 masks are not available due to supply issues, other facemasks may be used. See CDC Strategies for Optimizing PPE.
- If not already wearing a facemask, a surgical or cloth mask should be provided to anyone with respiratory symptoms and fever over 100.4°F if available and tolerated by the person and developmentally appropriate.
  - Send ill staff immediately home with administrative support, and isolate students if caregivers are not present to immediately take them home.
  - Using a tracking form, track students with symptoms of communicable disease and report to local public health for follow up.
  - If a sick child has been isolated in your facility, clean and disinfect surfaces in your isolation room or area after the sick child has gone home:
    - Close off areas used by the person who is sick.
    - Open outside doors and windows to increase air circulation in the areas.
    - Wait 24 hours or as long as possible before you clean or disinfect to allow respiratory droplets to settle before cleaning and disinfecting.
    - Clean and disinfect all areas used by the ill person, such as offices, bathrooms, and common areas.
    - If more than seven days have passed since the person who is sick visited or used the facility, additional cleaning and disinfection is not necessary. Continue routine cleaning and disinfection.
- Work closely with local public health for procedures for re-entry when schools have been closed for more than two weeks.
- Refer parents of high-risk students to their healthcare providers to determine when school re-entry is recommended.

Implement an Incident Command System to Identify Roles and Responsibilities

Develop a standard strategy for handling all school related incidents, regardless of the agencies or partners involved.

Communication Plan

Partner with public health officials to develop a core set of symptoms to be distributed to families, via the parent handbook and the school website. If there is an identified cluster, depending on the scope of the incident, public health officials may send this guidance to media, doctors, and pharmacies to include key community stakeholders.

Timely and accurate communication is a critical component of the response and recovery phases of the emergency management plan. During a crisis or emergency, communication with parents, staff, families, students, and the media is important, and each group may require different, yet consistent, messages.
Messaging efforts should:

- Coordinate with the local health department to correct any inaccurate information released by the media.
- Counter potential stigma and discrimination.
- Share actions taken by school administration.
- Provide information about additional safety precautions in place.
- Stress the importance of student and staff well-being and safety.

Train staff who answer the phone to help ensure that consistent messages are delivered to all callers. At the onset of an incident, schools may want to conduct a brief training session to provide and review scripts that include questions and answers, names and numbers of referrals, and resources to those who answer the phones.

Parents: Communication actions may include multiple communications via automated phone systems, formal letters from the administration, one letter from the classroom teacher, disease fact sheets and parent meetings.
Reminder: During an outbreak, families often want immediate information and may become concerned if they feel that information is being withheld or delayed. This is a challenge for some infectious disease outbreaks because of the time it takes for results to be reported and for public health interventions to be implemented. Communicate to families that the school is working with public health to stop the outbreak as quickly as possible.

Establish a Partnership with the Media Before an Event Occurs

The district and school should take appropriate measures to deliver information to the media including:

- A designated media holding center.
- Identification of the Public Information Officer (PIO) as outlined in the National Incident Management System (NIMS).
- Establishment of media briefing schedules.
- Development procedures for writing and approving news releases.
- Messages with consistent content for dissemination by the various agencies.

Additional Actions for Schools to Consider When Planning for an Infectious Disease Outbreak

Creating memoranda of understanding (MOUs) with mental health professionals

Any type of crisis or emergency involving a school can disrupt the sense of safety that teachers, students, and their families experience. The unpredictable nature of an infectious disease outbreak is a source of stress for all, especially when someone is hospitalized, seriously ill or passes away. To supplement the district's crisis intervention team efforts to provide counseling to students, staff and parents, districts may want to partner with local mental health providers. These professionals can step in to help respond and recover from the outbreak. It is important that schools create MOUs with area mental health professionals so that in the event of an infectious disease, or any other incident, there is a clear plan with designated roles and responsibilities for calming fears and anxieties.

Providing guidelines for social distancing

Social distancing refers to procedures to decrease the frequency of contact among people to lessen the risk of spreading an infectious disease. Depending on the type and severity of the infectious disease, closing schools may not be enough to slow the spread. It is recommended that, when closing schools, public health partners encourage social distancing for students and issue guidelines for social distancing. These procedures or guidelines, which may be distributed through the school networks, will play an integral role in limiting the transmission of disease.

Social distancing strategies

Select strategies are based on feasibility given the unique space and needs of the school. Not all strategies will be feasible for all schools. For example, limiting hall movement options can be particularly challenging in secondary schools. Many strategies that are feasible in primary or secondary schools may be less feasible in childcare settings. Administrators are encouraged to think creatively about all opportunities to increase the physical space between students and limit interactions in large group settings. Schools may consider strategies such as:

- **Cancel field trips, assemblies, and other large gatherings.** Cancel activities and events such as field trips, student assemblies, athletic events or practices, performances, school-wide parent meetings, or spirit nights.
- **Cancel or modify classes where students are likely to be in very close contact.** For example, in physical education or choir classes, consider having teachers come to classrooms to prevent classes mixing with others in the gymnasium or music room).
- **Increase the space between desks.** Rearrange student desks to maximize the space between students. Turn desks to face in the same direction (rather than facing each other) to reduce transmission caused from virus-containing droplets (e.g., from talking, coughing, sneezing).
- **Avoid mixing students in common areas.** If it is not possible to suspend use of common areas, try to limit the extent to which students mix with each other, and particularly with students from other classes.
    - Allow students to eat lunch and breakfast in their classrooms rather than mixing in the cafeteria.
    - Stagger lunch by class.
    - Separate lunch and recess area by class.
    - Send a few students into the library to pick out books rather than going as a class.
    - Suspend the use of lockers.
    - Restrict hallway use through homeroom stays or staggered release of classes.
    - Try to avoid taking multiple classes to bathrooms at once (e.g., avoid having all classes use the bathroom right after lunch or recess).

    - In childcare or elementary school settings, consider staggering playground use rather than allowing multiple classes to play together.
    - Limit other activities where multiple classes interact.
- **Stagger arrival and/or dismissal times.** These approaches can limit the amount of close contact between students in high-traffic situations and times.
- **Reduce congestion in the health office.** For example, use the health office for children with flu-like symptoms and a satellite location for first aid or medication distribution.
- **Limit nonessential visitors.** Limit the presence of volunteers for classroom activities, mystery readers, cafeteria support, and other activities.
- **Limit cross-school transfer for special programs.** For example, if students are brought from multiple schools for special programs (e.g., music, robotics, academic clubs), consider using distance learning to deliver the instruction or temporarily offering duplicate programs in the participating schools.
- **Teach staff, students, and their families to maintain a distance of six feet from each other in the school.** Educate staff, students, and their families at the same time and explain why this is important. Visual markers on the ground may encourage social distancing and should be considered in places where students, staff, and visitors congregate (e.g., lunch lines, in the office, outside of classrooms, and in bathrooms).

Develop a Continuity of Operations (COOP) Plan

A Continuity of Operations Plan (COOP) or long-term contingency plan ensures that school districts have the capability to continue essential functions across a wide range of crises and emergencies. The purpose of this contingency plan is to continue the performance of essential functions, reduce or mitigate disruptions to operations and achieve a timely recovery and reconstitution of the learning environment.

COOP components that may help districts prepare for, respond to, and recover from a communicable disease outbreak may include, but are not limited to:

- Maintaining essential functions, goods, and services, such as payroll, under a variety of conditions.
- Identifying and providing the support and technology for functions that can be performed from other remote locations.
- Identifying essential people who must continue to work.
- Identifying and delegating authority for closing schools, continuing functions (such as school lunch provision), identifying schools' potential responsibilities and liabilities, granting exemptions to required school days and modifying statewide assessment dates and requirements.
- Maintaining personnel and human resources policies (leave, disability, potential high absenteeism, non-salaried employees) which may involve prior negotiations with officials from employee unions.
- Reviewing policies and contracts, including those pertaining to potentially ordering warehouse items, such as tissues, soap, or hand sanitizer. Identifying financial resources for maintaining a continuous supply of preventive supplies, such as tissues, soap, or hand sanitizer.
- Installing backup power systems or sending all records to other locations for quick retrieval for all "core" functions (e.g., data processing, payroll, student records).
- Developing payroll systems in the event of a long-term closure (establishing alternative regional paycheck distribution sites or requesting employees arrange for direct deposit of paychecks).
- Coordinating with elected officials, government leaders, school officials, response partners and business leaders to plan alternative venues for learning to continue if necessary.
- Planning for the needs of students eligible for free and reduced-price meals in the event of a long-term closure.
- Considering alternative arrangements for students with special health needs that receive physical or occupational therapy at the school during school hours.

Plan for Alternative School Uses

School Based Immunization Clinic suggestions:

- Collaborate with the health department on clinic planning.
- Conduct a walk-through of the school with the building engineer to determine appropriate areas and traffic patterns for orienting the families, helping families complete intake forms, keeping children occupied while waiting for medications or immunizations (without the use of commonly-touched objects like books or toys).
- Consider having families wait in their cars, ready to receive a text message when it is their turn.
- Have people who are familiar to the students, families, and community members present at the clinic.

Additional considerations may include:

- Provide signage, directional arrows, or additional staff to help with moving families through the process.
- Have a central site serve as a check in and checkout desk for all those who are working at the clinic.
- If several parts of the building will be used, provide radios, walkie-talkies, and cell phones to avoid delays when trying to locate someone or transmitting a message. If using radios, have people practice how to use them during regularly scheduled fire or other safety drills.
- Determine if the school building requires cleaning or sterilization and if disposal of supplies requires special procedures. Arrange for these services before the clinic is closed in order to restore the learning environment as soon as possible.

When to Exclude a Child from School*

Many illnesses do not require exclusion. However, children may be excluded if the illness prevents the child from participating comfortably in school activities or if there is risk of spread of harmful disease to others. Criteria include:

1. Severely ill: A child that is lethargic or less responsive, has difficulty breathing, or has a rapidly spreading rash.
2. Fever: A child with a temperature of 101°F or greater AND behavior changes or other signs or symptoms (e.g., sore throat, rash, vomiting, or diarrhea). The child should not return until 24 hours of no fever, without the use of fever-reducing medications.
   Note: If there is influenza-like-activity or COVID-19-like-activity in the school or in the community, criteria would also include a temperature over 100.4°F and respiratory symptoms (e.g., cough, sore throat).
3. Diarrhea: A child has two loose or watery stools. The child should have no loose stools for 24 hours prior to returning to school. Exception: A healthcare provider has determined it is not infectious. Diarrhea may be caused by antibiotics or new foods a child has eaten. Discuss with a parent/guardian to find out if this is the likely cause. For students with diarrhea caused by *Campylobacter*, *E. coli*, *Salmonella* or *Shigella*, please refer to the chart below for exclusions and required clearance criteria.
4. Vomiting: A child that has vomited two or more times. The child should have no vomiting episodes for 24 hours prior to returning. Exception: A healthcare provider has determined it is not infectious.
5. Abdominal pain: A child with abdominal pain that continues for more than two hours or intermittent pain associated with fever or other symptoms.
6. Rash: The child with a rash AND has a fever or a change in behavior. Exclude until the rash subsides or until a healthcare provider has determined it is not infectious. For students with a diagnosed rash, please refer to the chart below for exclusions and required clearance criteria.
   Note: Rapidly spreading bruising or small blood spots under the skin need immediate medical attention.
7. Skin sores: A child with weeping sores on an exposed area that cannot be covered with waterproof dressing.
8. Certain communicable diseases: Children and staff diagnosed with certain communicable diseases, including COVID-19, may have to be excluded for a certain period of time. **See the chart below for disease-specific exclusion periods.**

* These are general recommendations. Please consult your local health department for additional guidance.

Exclusion criteria should be based on written policies that are shared with families during enrollment and when exclusion is necessary. Written exclusion policies promote consistency and reduce confusion. Extracurricular activities also need to be curtailed when a student has a communicable disease. Anyone with a diarrheal illness (e.g., Norovirus, Salmonellosis, Shigellosis, Shiga-Toxin producing *E. coli*, Giardiasis, or Cryptosporidiosis) should not use swimming pools for two weeks after diarrhea has ceased.

Maintain a Sanitary Setting

It is important to maintain a sanitary setting to prevent the spread of illnesses. Many items and surfaces in schools must be cleaned and sanitized frequently. To clean and sanitize means to wash vigorously with soap and water, rinse with clean water, and wipe or spray the surface with a sanitizing solution. The surface should air dry for the time listed on the product's instructions. For items that cannot be submerged into solution, spray or wipe with a sanitizing solution. Do not towel dry. Immediately wash, rinse, and sanitize items or surfaces that have been soiled with discharge such as urine or nasal drainage. Follow the Norovirus Cleaning Guidance when cleaning any vomit or stool incidents (http://www.michigan.gov/documents/mdch/NorovirusEnvironCleaning_281018_7.pdf) to prevent spread of norovirus and other gastrointestinal illnesses. Examples of sanitizing solutions include:

- Commercial sanitizers used only in accordance with the manufacturer's instructions.
- A fresh solution of water and non-scented chlorine bleach with a bleach concentration of 50–200 parts per million (one teaspoon to one tablespoon of bleach per gallon of water). More information can be found at https://www.epa.gov/pesticide-registration/selected-epa-registered-disinfectants

Any cleaning, sanitizing or disinfecting product must always be safely stored out of reach of children. To avoid fumes that may exacerbate asthma, bleach sanitization should occur before or after school, using appropriate concentrations. All sanitizers must be used in a manner consistent with their labeling. If there are questions about the product, guidance is available from the National Antimicrobial Information Network at 1-800-621-8431 or npic@ace.orst.edu or from the National Pesticide Information Center at 1-800-858-7378.

Vaccination

Vaccination is the best way to prevent many diseases. Monitor the Michigan Care Improvement Registry (MCIR) to assure that children are up to date on their vaccinations for school and childcare. Assure that staff have also received all recommended vaccines. Visit http://www.michigan.gov/mdhhs/0,5885,7-339-73971_4911_4914_68361-344843--,00.html for the Michigan Department of Health and Human Services (MDHHS) Immunization Division's School and Childcare/Pre-school Immunization Rules.

Reporting

Michigan Law requires schools and childcare centers to report specific diseases according to Act No. 368 of the Public Acts of 1978, which states that physicians, laboratories, primary and secondary schools, child daycares, and camps are required to report the occurrence or suspected occurrence of any disease, condition, or infections as identified in the MDHHS CD rules to your LHD within 24 hours. The creation of consistent reporting procedures and measures across all schools within one district or across the state will allow the rapid detection of unusual changes or trends in student health. It is important for schools to report to their LHD for a number of reasons, including:

- To identify disease trends, outbreaks, and epidemics.
- To enable preventative treatment and/or education.
- To target prevention programs, identify care needs, and allocate resources efficiently.
- To inform epidemiological practice and research.
- To evaluate the success of long-term control efforts.
- To assist with local, state, national, and international disease surveillance efforts.

Individual Case Reporting

The diseases highlighted in bold in the "Disease Specific Chart" below represent a subset of the diseases required to be reported on an individual case basis to your LHD. For a complete list of diseases that are required to be reported, and LHD contact numbers, please see:
https://www.michigan.gov/documents/mdch/Reportable_Diseases_Michigan_by_Condition_478488_7.pdf
Because of the risk of **rabies**, animal bites must be reported to your LHD and/or animal control within 24 hours.

The individual case report should include the following information:

- Name of the disease.
- Student demographic information including full name, date of birth, grade, classroom, street address along with zip code, name of parent/guardian, and phone number(s).
- The date the student was first absent.
- The individual who identified the disease (e.g., healthcare provider, parent/guardian, etc.).

Family Educational Rights and Privacy Act (FERPA) allows for the disclosure of personally identifiable information in connection with a health or safety emergency to public health authorities without individual or parent authorization if knowledge of the information is necessary to protect the health or safety of the student or other individuals under § 99.31(a)(10) and § 99.36 of the FERPA regulations.

Aggregate Reporting

Weekly aggregate counts of flu-like illness (also referred to as influenza-like illness) are to be reported to your LHD. Influenza-like illness refers to any child with fever and a cough and/or sore throat without a known cause other than influenza. Vomiting and diarrhea alone are NOT indications of influenza or flu-like illness. Some LHDs may also require weekly aggregate counts of gastrointestinal illness, which is defined as any child with diarrhea and/or vomiting for at least 24 hours. Other diseases such as strep throat, pink eye, and head lice may also need to be reported on a weekly basis. Schools should consult their LHD for reporting requirements and how to submit communicable disease reports.

Requesting Information from Parents

To assist with illness reporting, schools can provide suggestions to parents/guardians about what they should report regarding their child's illness. For example, "Michigan law requires that schools report the possible occurrence of communicable disease to the local health department. To assist in this reporting, please include the illness (if known) and who diagnosed it OR a detailed description of symptoms such as vomiting, diarrhea, fever, rash, or sore throat when reporting your child's absence." Information about illness reporting can be provided in packets to parents / guardians at the beginning of the school year. This reminder message can be left on the absentee line voice message.

Immediate Reporting of Serious or Unusual Communicable Disease

In addition to reporting aggregate and individual cases, call your LHD **immediately** to report any of the following serious illnesses: measles, mumps, rubella, pertussis, *Haemophilus influenzae* Type B, meningitis, encephalitis, hepatitis, tuberculosis, COVID-19, or any other serious or unusual communicable disease.

Immediate Reporting of Outbreaks

All outbreaks of suspected or confirmed communicable diseases are **immediately** reportable to your LHD. An outbreak is defined as any increase in a certain type of illness. Your LHD can assist in determining if an outbreak is occurring in the school. Even in the absence of closing a school, families should be notified about any outbreak. LHDs can assist with notification letters to families. This form may be used to assist in reporting to the LHD: https://www.michigan.gov/documents/mdch/Cluster_and_Facility_Outbreak_Report_Form_2015_501633_7.pdf

An influenza-like illness outbreak is when a school building is experiencing influenza-like illnesses among students and staff that are above a level at which would be expected at that time of year. Schools are encouraged to work with their LHD to determine influenza activity in your area.

A gastrointestinal illness outbreak is when a school building is experiencing gastrointestinal illnesses among students and staff that are above a level at which would be expected at that time of year. The sudden onset of vomiting and/or diarrhea in several students or staff may also suggest an outbreak is occurring.

School Closures due to Illness

Most gastrointestinal or respiratory illness outbreaks will not necessitate school closure. However, there are some instances where closure may be recommended for disinfection or other mitigation actions. Consult with your LHD for outbreak-specific recommendations. School closures due to illness should be reported **immediately** to your LHD regardless of whether it is an outbreak of one disease, a closure due to a variety of illnesses, or a closure due to staff illnesses.

Local Health Department Contact Information: http://www.malph.org/directory or http://www.michigan.gov/mdhhs/0,5885,7-339--96747--,00.html

Disease-Specific Information and Exclusion Guidelines

All diseases in **bold** are to be reported to your local health department

Disease	Mode of Spread	Symptoms	Incubation Period	Contagious Period	Contacts	Exclusions (subject to LHD approval)
Campylobacteriosis‡	Ingesting raw milk, undercooked meat, contaminated food / water; animal contact	Diarrhea (may be bloody), abdominal pain, malaise, fever	Average 2-5 days (range 1-10 days)	Throughout illness (usually 1-2 weeks, but up to 7 weeks without treatment)	Exclude with first signs of illness; encourage good hand hygiene	Exclude until diarrhea has ceased for at least 2 days; additional restrictions may apply
Chickenpox** ‡ **(Varicella)** 	Person-to-person by direct contact, droplet or airborne spread of vesicle fluid, or respiratory tract secretions	Fever, mild respiratory symptoms, body rash of itchy, blister-like lesions, usually concentrated on the face, scalp, trunk	Average 14-16 days (range 10-21 days)	As long as 5 days, but usually 1-2 days before onset of rash and until all lesions have crusted	Exclude contacts lacking documentation of immunity until 21 days after last case onset; consult LHD	Until lesions crusted and no new lesions for 24hr (for non-crusting lesions: until lesions are fading and no new lesions appear)
CMV (Cytomegalovirus)	Exposure to infectious tissues, secretions, or excretions	None or "mono-like"	1 month	Virus may be shed for 6 months to 2 years	If pregnant, consult OB; contacts should not be excluded	No exclusion necessary
Common Cold	Airborne or contact with respiratory secretions; person-to-person or by touching contaminated surfaces	Runny or stuffy nose, slight fever, watery eyes	Variable, usually 1-3 days	24hrs before onset to up to 5 days after onset	Encourage cough etiquette and good hand hygiene	No exclusion necessary
COVID-19	Airborne or contact with respiratory secretions; person-to-person or by touching contaminated surfaces	Fever, sore throat, shortness of breath, difficulty breathing, cough, runny nose, congestion, fatigue, vomiting, diarrhea	Average 5 days (Range 2-14 days)	2 days prior to symptom onset and potentially after symptom resolution	Exclude for 14 days since last exposure; Contact LHD for additional guidance on contacts of a confirmed or probable case	Exclude until 24hr with no fever **and** symptoms have improved **and** 10 days since onset; Contact LHD
Croup	Airborne or contact with respiratory secretions	Barking cough, difficulty breathing	Variable based on causative organism	Variable based on causative organism	Encourage cough etiquette and good hand hygiene	No exclusion necessary
Diarrheal Illness (Unspecified)	Fecal-oral: person-to-person, ingesting contaminated food or liquid, animal contact	Loose stools; potential for fever, gas, abdominal cramps, nausea, vomiting	Variable based on causative organism	Variable based on causative organism	Exclude with first signs of illness; encourage good hand hygiene	Exclude until diarrhea has ceased for 24h or until medically cleared
E. coli ‡ **(Shiga toxin-producing)**	Fecal-oral: person-to-person, from contaminated food or liquid, animal contact	Abdominal cramps, diarrhea (may be bloody), gas, nausea, fever, or vomiting	Variable, usually 2-10 days	For duration of diarrhea until stool culture is negative	Exclude with first signs of illness; encourage good hand hygiene	Medical clearance required; Exclude until diarrhea has ceased for at least 2 days

Disease	Mode of Spread	Symptoms	Incubation Period	Contagious Period	Contacts	Exclusions (subject to LHD approval)
Fifth Disease (Erythema infectiosum) (Parvovirus B19)	Person-to-person; Contact with respiratory secretions	Fever, flushed, lacy rash ("slapped cheek")	Variable, usually 4-20 days	Most infectious before 1-2 days prior to onset	If pregnant, consult OB; encourage good hand hygiene; do not share eating utensils	No exclusion if rash is diagnosed as Fifth disease by a healthcare provider
Giardiasis** ǂ	Person-to-person transmission of cysts from infected feces; contaminated water	Diarrhea, abdominal cramps, bloating, fatigue, weight loss, pale, greasy stools; may be asymptomatic	Average 7-10 days (range 3-25+ days)	During active infection	Encourage good hand hygiene	Exclude until diarrhea has ceased for at least 2 days; may be relapsing; additional restrictions may apply
Hand Foot and Mouth Disease** (Coxsackievirus) (Herpangina)	Contact with respiratory secretions or feces from an infected person	Sudden onset of fever, sore throat, cough, tiny blisters in mouth/throat and on extremities	Average 3-5 days (range 2-14 days)	From 2-3 days before onset and several days after onset; shed in feces for weeks	Exclude with first signs of illness; encourage cough etiquette and good hand hygiene	If secretions from blisters can be contained, no exclusion required
Head lice (Pediculosis)	Head-to-head contact with an infected person and/or their personal items such as clothing or bedding Head Lice Manual	Itching, especially nape of neck and behind ears; scalp can be pink and dry; patches may be rough and flake off	1-2 weeks	Until lice and viable eggs are destroyed, which generally requires 1-2 shampoo treatments and nit combing	Avoid head-to-head contact during play; do not share personal items, such as hats, combs; inspect close contacts frequently	Students with live lice may stay in school until end of day; immediate treatment at home is advised;
Hepatitis A** ǂ 	Fecal-oral; person-to-person or via contaminated food or water	Loss of appetite, nausea, fever, jaundice, abdominal discomfort, diarrhea, dark urine, fatigue	Average 25-30 days (range 15-50 days)	2 weeks before onset of symptoms to 1 to 2 weeks after onset	Immediately notify LHD regarding evaluation and treatment of close contacts; encourage good hand hygiene	Exclude until at least 7 days after jaundice onset and medically cleared; exclude from food handling for 14 days after onset
Herpes simplex I, II (cold sores / fever blisters) (genital herpes)	Infected secretions HSV I – saliva HSV II – sexual	Tingling prior to fluid-filled blister(s) that recur in the same area (mouth, nose, genitals)	2-14 days	As long as lesions are present; may be intermittent shedding while asymptomatic	Encourage hand hygiene and age-appropriate STD prevention; do not share personal items; avoid blister secretions	No exclusion necessary
Impetigo (Impetigo contagiosa)	Direct or indirect contact with lesions and their discharge	Lesions/blisters are generally found on the mouth and nostrils; occasionally near eyes	Variable, usually 4-10 days, but can be as short as 1-3 days	While sores are draining	Encourage good hand hygiene	Treatment may be delayed until end of the day; if treatment started before next day's return, no exclusion necessary; cover lesions

Disease	Mode of Spread	Symptoms	Incubation Period	Contagious Period	Contacts	Exclusions (subject to LHD approval)
***Influenza** (influenza-like illness)** 	Droplet; contact with respiratory secretions or touching contaminated surfaces)	High fever, fatigue, cough, muscle aches, sore throat, headache, runny nose; rarely vomiting or diarrhea	1-4 days	1 day prior to onset of symptoms to 1 week or more after onset	Exclude with first signs of illness; encourage cough etiquette and good hand hygiene	Exclude until 24hrs with no fever (without fever-reducing medication) and cough has subsided
Measles ǂ (Rubeola) (Hard/red measles)** 	Contact with nasal or throat secretions; airborne via sneezing and coughing	High fever, runny nose, cough, red, watery eyes, followed by rash on face, then body	Average 10-12 days (range 7-21 days) from exposure to fever onset	4 days before to 4 days after rash onset	Exclude contacts lacking documentation of immunity until 21 days after last case onset; consult LHD	Cases: Exclude until 4 days after rash onset
Meningitis ǂ (Aseptic/viral)**	Varies with causative agent: droplet or fecal oral route; may result from another illness	Severe headache, stiff neck or back, vomiting, fever, light intolerance, neurologic symptoms	Varies with causative agent	Varies with causative agent, but generally 2-14 days	Encourage cough etiquette and good hand hygiene	Exclude until medically cleared
Meningitis ǂ (Bacterial)**  **(*N. meningitis)* (*H. influenzae)* *(S. pneumoniae)***	Contact with respiratory secretions; spread by sneezing, coughing, and sharing beverages or utensils	Severe headache, fever, stiff neck or back, vomiting, irritability, light sensitivity, rash, neurologic symptoms;	Average 2-4 days (range 1-10 days)	Generally considered no longer contagious after 24hrs of antibiotic treatment	Immediately notify LHD; encourage good hand hygiene; do not share personal items and eating utensils	Medical clearance required; exclude until 24hrs after antimicrobial treatment
Molloscum contagiosum	Transmitted by skin-to-skin contact and through handling contaminated objects	Smooth, firm, flesh-colored papules (bumps) with an indented center	Usually between 2 and 7 weeks	Unknown but likely as long as lesions persist	Do not share personal items	No exclusion necessary
Mononucleosis	Person-to-person via saliva	Fever, sore throat, fatigue, swollen lymph nodes, enlarged spleen	30-50 days	Prolonged, possibly longer than 1 year	Do not share personal items	Exclude until able to tolerate activity; Exclude from contact sports until recovered
MRSA** (Methicillin-resistant *Staphylococcus aureus)*	Transmitted by skin-to-skin contact and contact with surfaces that have contacted infection site drainage	Possibly fever; lesion may resemble a spider bite (swollen, draining, painful); asymptomatic carriage is possible	Varies	As long as lesions are draining; found in the environment; good hand hygiene is the best way to avoid infection	Encourage good hand hygiene; do not share personal items such as towels, washcloths, clothing, and uniforms	No exclusion if covered and drainage contained; No swim exclusion if covered by waterproof bandage
Mumps ǂ** 	Airborne or direct contact with saliva	Salivary gland swelling (usually parotid); chills, fever, headache	Average 16-18 days (range 12-25 days)	7 days prior to and 8 days after parotitis onset	Exclude contacts lacking documentation of immunity until 25 days after last case onset; consult LHD	Exclude until 5 days after onset of salivary gland swelling

Disease	Mode of Spread	Symptoms	Incubation Period	Contagious Period	Contacts	Exclusions (subject to LHD approval)
***Norovirus** (viral gastroenteritis)	Food, water, surfaces contaminated with vomit or feces, person-to-person, aerosolized vomit	Nausea, vomiting, diarrhea, abdominal pain for 12-72hrs; possibly low-grade fever, chills, headache	Average 24-48hrs (range: 12-72hrs)	Usually from onset until 2-3 days after recovery; typically, virus is no longer shed after 10 days	Encourage good hand hygiene; contact LHD for environmental cleaning recommendations	Exclude until illness has ceased for at least 2 days; exclude from food handling for 3 days after recovery
Pink Eye (conjunctivitis)	Discharge from eyes, respiratory secretions; from contaminated fingers, shared eye make-up applicators	Bacterial: Often yellow discharge in both eyes Viral: Often one eye with watery/clear discharge and redness Allergic: itchy eyes with watery discharge	Variable but often 1-3 days	During active infection (range: a few days to 2-3 weeks)	Encourage good hand hygiene	Exclude only if herpes simplex conjunctivitis and eye is watering; exclusion also may be necessary if 2 or more children have watery, red eyes; contact LHD
Rash Illness (Unspecified)	Variable depending on causative agent	Skin rash with or without fever	Variable depending on causative agent	Variable depending on causative agent	Variable depending on causative agent	Exclude if fever or behavior changes present; may need medical clearance
Respiratory Illness (Unspecified)	Contact with respiratory secretions	Slight fever, sore throat, cough, runny or stuffy nose	Variable but often 1-3 days	Variable depending on causative agent	Encourage cough etiquette and good hand hygiene	Exclude if also fever until fever free for 24hrs without fever-reducing medication
Ringworm (Tinea)	Direct contact with an infected animal, person, or contaminated surface	Round patch of red, dry skin with red raised ring; temporary baldness	Usually 4-14 days	As long as lesions are present and fungal spores exist on materials	Inspect skin for infection; do not share personal items; seek veterinary care for pets with signs of skin disease	Treatment may be delayed until end of the day; if treatment started before next day's return, no exclusion necessary; exclude from contact sports, swimming until start of treatment
Rubella ǂ (German Measles)** 	Direct contact; contact with respiratory secretions; airborne via sneeze and cough	Red, raised rash for ~3 days; possibly fever, headache, fatigue, red eyes	Average 16-18 days (range: 14-21 days)	7 days before to 7 days after rash onset	If pregnant, consult OB; Exclude contacts lacking documentation of immunity until 21 days after last case onset; consult LHD	Exclude until 7 days after onset of rash
Salmonellosis ǂ	Fecal-oral: person-to-person, contact with infected animals, or via contaminated food	Abdominal pain, diarrhea (possibly bloody), fever, nausea, vomiting, dehydration	Average 12-36hrs (range: 6hrs-7 days)	During active illness and until organism is no longer detected in feces	Exclude with first signs of illness; encourage good hand hygiene	Exclude until diarrhea has ceased for at least 2 days; additional restrictions may apply

Disease	Mode of Spread	Symptoms	Incubation Period	Contagious Period	Contacts	Exclusions (subject to LHD approval)
Scabies	Close, skin-to-skin contact with an infected person or via infested clothing or bedding Scabies Prevention and Control Manual	Extreme itching (may be worse at night); mites burrowing in skin cause rash / bumps	2-6 weeks for first exposure; 1-4 days for re-exposure	Until mites are destroyed by appropriate treatment; prescription skin and oral medications are generally effective after one treatment	Treat close contacts and infected persons at the same time; avoid skin-to-skin contact; do not share personal items; see exclusion criteria	Treatment may be delayed until end of the day; if treatment started before next day's return, no exclusion necessary
Shigellosis** ǂ	Fecal-oral: frequently person-to-person; also via contaminated food or water	Abdominal pain, diarrhea (possibly bloody), fever, nausea, vomiting, dehydration	Average 1-3 days (range 12-96hrs)	During active illness and until no longer detected; treatment can shorten duration	Exclude with first signs of illness; encourage good hand hygiene	Exclude until diarrhea has ceased for at least 2 days; Medical clearance required
Strep throat / Scarlet Fever	Respiratory droplet or direct contact; via contaminated food	Sore throat, fever; Scarlet Fever: body rash and red tongue	Average 2-5 days (range 1-7 days)	Until 12hrs after treatment; (10-21 days without treatment)	Exclude with signs of illness; encourage good hand hygiene	Exclude until 12hrs after antimicrobial therapy (2+ doses)
Streptococcus pneumoniae ǂ 	Contact with respiratory secretions	Variable: ear infection, sinusitis, pneumonia, or meningitis	Varies; as short as 1-3 days	Until 24hrs after antimicrobial therapy	Consult LHD to discuss the potential need for treatment	Exclude until 24hrs after antimicrobial therapy
Tuberculosis (TB) ǂ	Airborne; spread by coughing, sneezing, speaking, or singing	Fever, fatigue, weight loss, cough (3+ weeks), night sweats, anorexia	2-10 weeks	While actively infectious	Consult LHD to discuss need for evaluation and testing of contacts	Exclude until medically cleared
Typhoid fever (*Salmonella* typhi) ǂ	Fecal-oral: person-to-person, ingestion of contaminated food or water (cases are usually travel-related)	Gradual fever onset, headache, malaise, anorexia, cough, rose spots, abdominal pain, diarrhea, constipation, change in mental status	Average range: 8-14 days (3-60 days reported)	From first week of illness through convalescence	Consult LHD for evaluation of close contacts	Exclude until symptom free; Medical clearance required; Contact LHD about additional restrictions
Vomiting Illness (Unspecified)	Varies; See Norovirus	Vomiting, cramps, mild fever, diarrhea, nausea	Varies; See Norovirus	Varies; See Norovirus	Encourage good hand hygiene; See Norovirus	Exclude until 24hrs after last episode
Whooping Cough (Pertussis)** ǂ 	Contact with respiratory secretions	Initially mild respiratory symptoms, cough; may have inspiratory whoop, posttussive vomiting	Average 7-10 days (range 5-21 days)	With onset of cold-like symptoms until 21 days from onset (or until 5 days of treatment)	Consult LHD to discuss the potential need for treatment	Exclude until 21 days after onset or until 5 days after appropriate antibiotic treatment
West Nile Virus	Bite from an infected mosquito	High fever, nausea, headache, stiff neck	3-14 days	Not spread person-to-person	Avoid bites with EPA approved repellents	No exclusion necessary

*Report only aggregate number of cases for these diseases

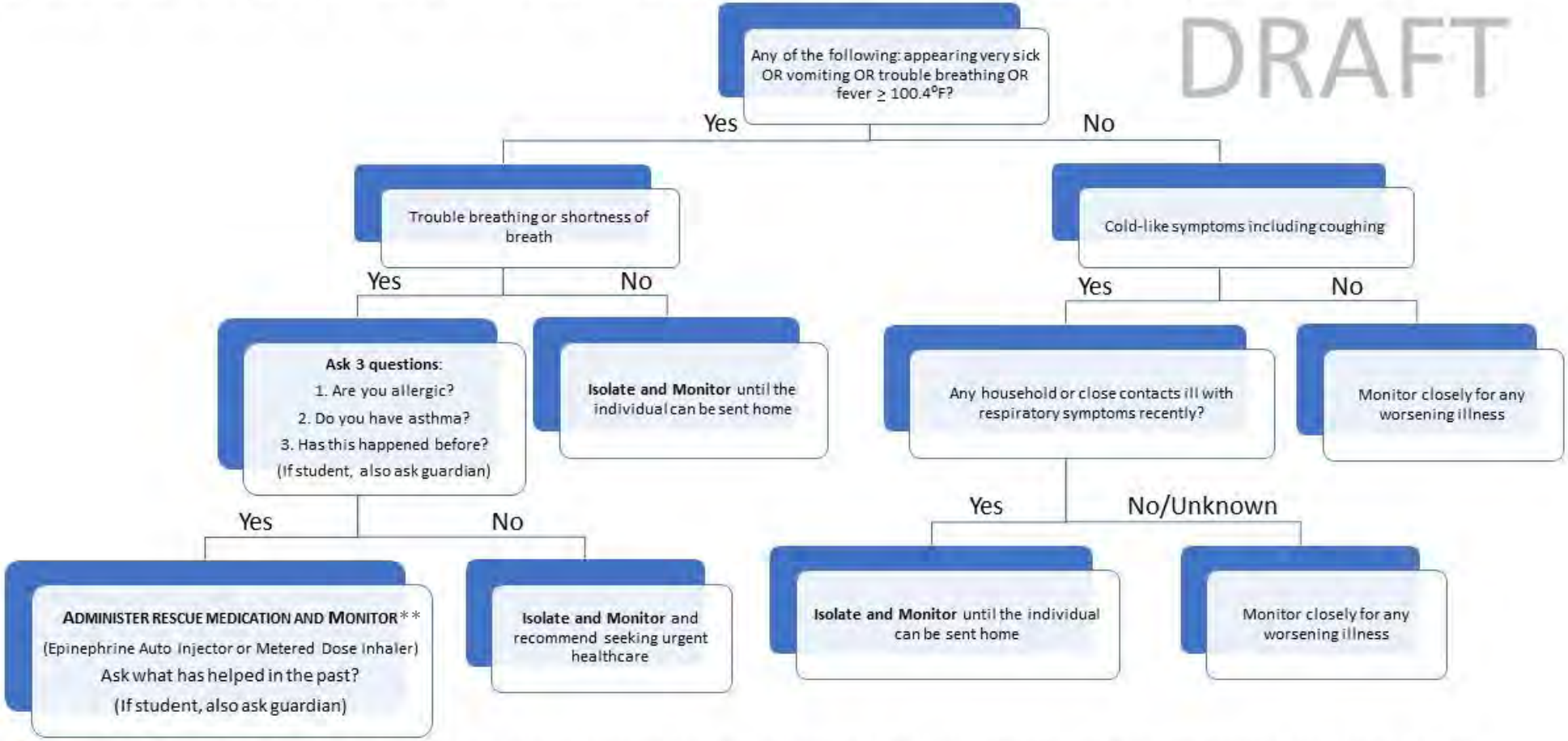
** Contact your local health department for a "letter to parents"

ǂConsult with local health department on case-by-case basis

Vaccination is highly encouraged to prevent or mitigate disease

When to Send a Person Home due to Illness*

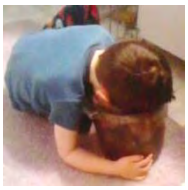
When a student or staff member starts to feel unwell, attempt to take their temperature using a no-touch method.



*This interim guidance may change as additional recommendations from the Centers for Disease Control and Prevention (CDC) are made available.

** Urgent healthcare may be necessary; call 911 if an epinephrine auto injector (EpiPen) was administered.

Select Diseases: Additional Information



Norovirus

Noroviruses are a group of viruses that cause gastroenteritis (GAS-tro-en-ter-I-tis). Norovirus is known incorrectly as the "stomach flu". Norovirus is NOT related to the flu (influenza), which is a respiratory illness caused by a different virus. Norovirus illness usually begins 24-48 hours after exposure but can appear as early as 10 hours after exposure. Symptoms usually include nausea, vomiting, diarrhea, and stomach cramping, but a low-grade fever, chills, headache, muscle aches, and a general sense of tiredness may also be present. The illness is usually brief, with symptoms lasting one to two days. Noroviruses are very contagious and spread easily from person-to-person. The virus is found in the stool and vomit of infected people. People can become infected in several ways, including eating food or drinking liquids that are contaminated by infected food handlers, touching surfaces or objects contaminated with norovirus and then touching their mouth before handwashing, or having direct contact with another person who is infected and then touching their mouth before handwashing. Children and staff exhibiting symptoms of viral gastroenteritis should be excluded from school or other group activities until two days after their symptoms have stopped. Frequent handwashing with warm water and soap for at least 20 seconds is highly encouraged as alcohol-based hand sanitizers are NOT affective against the virus. It is important to note that most household cleaners are ineffective against norovirus; a diluted bleach solution is the most reliable means of disinfection (https://www.epa.gov/pesticide-registration/selected-epa-registered-disinfectants). Norovirus can survive on surfaces for many days unless disinfected. Please see the References section below for the MDHHS Fact Sheet and Guidelines for Environmental Cleaning and Disinfection of Norovirus.



Influenza

Influenza (or "the flu") is a contagious respiratory illness caused by influenza viruses that infect the nose, throat, and lungs. It can cause mild to severe illness, and at times can lead to death. In fact, influenza causes more hospitalizations among young children than any other vaccine-preventable disease. People infected with influenza may experience fever or feeling feverish, chills, cough, sore throat, runny or stuffy nose, muscle or body aches, headaches, and/or fatigue; some children may experience vomiting and diarrhea. Most experts believe that flu viruses spread mainly by droplets produced when people with flu cough, sneeze or talk. These droplets can land in the mouths or noses of people who are nearby. Less often, a person might get infected with the flu by touching a surface contaminated with the influenza virus and then touching their own mouth, eyes, or nose. Most healthy adults may be infectious to others beginning one day before symptoms develop and up to five to seven days after becoming sick. Some people, especially young children and people with weakened immune systems, might shed the virus for even longer. One of the best ways to protect against the flu and its potential severe complications is to get a seasonal influenza vaccine each year. Flu vaccination is recommended for all children aged six months and older. Making healthy choices at school and at home can also help prevent the flu. Encourage children, parents, and staff to take the following everyday preventive actions:

- Stay home when you are sick and avoid close contact with people who are sick.
- Cover your nose and mouth with a tissue when you cough or sneeze. Throw the tissue away after use and wash your hands. If a tissue is not available, cover your mouth and nose with your sleeve, not your hand.
- Wash your hands often with soap and water. If this is not available, use an alcohol-based hand rub.
- Avoid touching your eyes, nose, or mouth. Germs spread this way.
- Clean and disinfect frequently touched surfaces at home, work, or school, especially when someone is ill.

Please see the References section below for the MDHHS and CDC Websites.

COVID-19

COVID-19 is the disease caused by the coronavirus, SARS-CoV-2. COVID-19 is a contagious respiratory illness that can cause mild to severe illness with symptoms including fever, chills, cough, fatigue, shortness of breath, body aches, sore throat, loss of taste or smell, congestion, runny nose, vomiting, and diarrhea. Current data indicate that older adults and those with underlying health conditions are more likely to develop serious illness. In May 2020, notices were distributed on Multisystem Inflammatory Syndrome in Children (MIS-C) associated with COVID-19. This disease is similar to Kawasaki disease and includes symptoms of abdominal pain, red eyes, fever for five or more days, red / cracked lips, rash, and swollen / red hands and feet. This may be sequalae from a recent COVID-19 infection and often requires intensive care. The virus is usually spread by respiratory droplets but may be spread via the airborne route. Individuals can become infected by touching a contaminated surface and then touching their mouth, eyes, or nose. Individuals are infectious beginning two days before symptoms and for days or weeks after symptoms resolve. Those with COVID-19 should isolate for at least 10 days after onset AND at least 24 hours with no fever, AND improvement in other symptoms. Some individuals may shed the virus (or test positive) for longer. Making healthy choices at school and at home can also help prevent COVID-19. Encourage staff and families to take these everyday preventive actions:

- Stay home when you are sick and avoid close contact with people who are sick.
- Stay home if you have been in close contact with someone who may be sick with COVID-19.
- Cover your nose and mouth with a tissue when you cough or sneeze. Throw the tissue away after use and wash your hands. If a tissue is not available, cover your mouth and nose with your sleeve, not your hand.
- Wash your hands often with soap and water. If unavailable, use an at least 60% alcohol-based hand rub.
- Avoid touching your eyes, nose, or mouth. Germs spread this way.
- Clean and disinfect frequently touched surfaces at home, work, or school, especially when someone is ill.

COVID-19 guidance changes frequently as more is learned about the virus and outbreak progression. For the most current information, visit: www.michigan.gov/coronavirus and www.cdc.gov/coronavirus/2019-ncov/index.html.

Enterovirus

Non-polio enteroviruses are very common and can infect anyone. Infants, children, and teenagers are more likely to get infected and become sick because they do not have immunity from previous exposures to the virus. There are over 60 types of non-polio enteroviruses, including polioviruses, coxsackieviruses, and echoviruses. In the United States, enteroviruses cause more than 10 million infections each year and are most likely to occur in the summer and fall. Most people who are infected with an enterovirus do not get sick or have only mild illness, like “the common cold” or a skin rash. Less commonly, an enterovirus infection can result in meningitis and very rarely, myocarditis, encephalitis, or paralysis. Infants and people with weakened immune systems have a greater chance of having these complications. The infection is spread via stool or respiratory secretions from an infected person or by contact with contaminated surfaces. Transmission is difficult to interrupt because most infections are asymptomatic. Good hygienic practices, like handwashing, are recommended, especially for pregnant women around the time of delivery as newborns are at risk for very severe illness. A solution containing 10% bleach is an effective way to inactivate the virus. In most instances, it is not necessary to close schools due to enterovirus. However, the decision to close a school for any communicable disease should be made by school officials in consultation with public health officials. Please see the References section below for the MDHHS Tip Sheet.

Methicillin – Resistant *Staphylococcus aureus* or MRSA

MRSA is methicillin-resistant *Staphylococcus aureus*, a type of staph bacteria that is resistant to several antibiotics. MRSA can cause skin and other infections. Usually, it is not necessary to close schools because of a MRSA infection in a student. However, the decision to close a school for any communicable disease should be made by school officials in consultation with local and/or state public health officials. When a MRSA infection occurs within the school population, the school clinician should determine, based on medical judgment, whether some or all students, parents, and staff should be notified. If medical personnel are not available at the school, consultation with the public health authorities should be used to guide this decision. Repeat cases, spread to other students, or complex cases should be reported to the LHD for consultation. MRSA transmission can be prevented by practicing good hand hygiene, especially before eating and after using the bathroom, and ensuring all infections are clean and covered, as this will greatly reduce the risks of surface contamination. Please see the References section below for the CDC Website and MDHHS Brochure.

***Clostridium difficile* Infection or CDI**

Clostridium difficile (C. diff) is a spore-forming bacterium that causes inflammation of the colon, known as colitis. It is the most common cause of diarrhea in healthcare settings. Individuals with other illnesses requiring prolonged use of antibiotics, and the elderly, are at greatest risk of acquiring CDI. Any surface or material that becomes contaminated with feces can serve as a reservoir for C. diff spores. Use bleach-based products for disinfection of environmental surfaces. Symptoms include watery diarrhea, fever, loss of appetite, nausea, and abdominal pain or tenderness. As with other diarrheal diseases, students should be excluded from school while they experience symptoms. Good hand hygiene practices will reduce transmission. Please see the References section below for the CDC Website and MDHHS Fact sheet.

Animals in the Classroom

Animals can be valuable teaching aids in the school setting, but safe practices are required to reduce the risk of infection or injury. The National Association of State Public Health Veterinarians (NASPHV) has developed guidelines for the exhibition of animals in school and other settings. Schools should ensure that:

- Teachers and staff know which animals are inappropriate as residents or visitors in schools.
- Teachers and staff know which animals should not be in contact with children.
- Personnel providing animals for educational purposes are knowledgeable about animal handling and the diseases that can be transmitted between animals and people.
- Staff and students wash their hands after contact with animals, their feed, or their habitats.

For complete details and recommendations for schools, please review the NASPHV Animal Contact Compendium, Appendix 4, "Guidelines for Exhibition of Animals in School and Child-Care Settings". Please see the References section below for the NASPHV website.

Bed Bugs (*Cimex lectularius)*



Bed bugs are small, brownish, flattened insects that feed on the blood of people while they are sleeping or inactive. Although the bite does not hurt, it may develop into an itchy welt similar to a mosquito bite. Bed bugs do not transmit disease, but they can cause significant itchiness, anxiety, and sleeplessness. Bed bug infestations are also very difficult and expensive to control. Usually, bed bugs only come out to feed during the night. Unlike head lice, they do not live on a person. However, they can hitchhike from one place to another in backpacks and on other items. Actual bed bug infestations in schools are uncommon. More commonly, a few bed bugs will hitchhike to school from an infested home by hiding in a student's clothing or backpack. Bed bugs could then be carried home by another student, making schools a potential hub for bed bug spread. This is not a minor concern – bed bugs are expensive and difficult to eradicate. If a school plans to use pesticides to control pests indoors, they are required under Michigan law to have an **integrated pest management (IPM)** plan in place. If a bed bug infestation is suspected or students are getting bitten during class, the school should contact a **licensed pest management professional** for assistance. Please see the References section below for the MDHHS Bed Bugs Fact Sheet for Schools.

Head Lice



Lice are parasitic insects that can be found on people's heads and bodies and survive by feeding on blood. Head lice infestations are spread most commonly by close person-to-person contact, usually by direct head-to-head contact, with an infested person. Less frequently, lice can be spread by sharing belongings. However, head lice survive less than one to two days if they fall off a person and cannot feed. Pets do not play a role in the transmission of human lice. Lice move by crawling; they cannot hop or fly. Both over-the-counter and prescription medications are available. Head lice are not known to spread disease. To help prevent and control the spread of lice:

- Avoid head-to-head (hair-to-hair) contact during play and other activities at home, school, and elsewhere.
- Do not share personal items such as hats, scarves, or combs or lie on areas exposed to an infested person.
- Machine wash contaminated items using the hot water (130°F) laundry cycle and the high heat drying cycle.

Do not use fumigant sprays or fogs as they are not necessary and can be toxic. It is recommended that schools review the MDHHS Head Lice Manual and develop a written policy addressing how infestations will be managed. Please see the References section below for the CDC Website and the MDHHS Head Lice Manual.

Acknowledgments

The authors gratefully acknowledge guidance from Kent County Health Department, Livingston County Health Department, Washtenaw County Public Health, Genesee County Health Department, and Kalamazoo County Health & Community Services.

References

- Bed Bugs Fact Sheet (MDHHS): http://www.michigan.gov/documents/emergingdiseases/Bed_bugs_schools_293498_7.pdf
- *C. difficile* website (CDC): http://www.cdc.gov/hai/organisms/cdiff/Cdiff-patient.html
- *C. difficile* Fact Sheet (MDHHS): http://www.michigan.gov/documents/mdch/CDiffTipSheet_374585_7.pdf
- Communicable Disease Information & Resources Website (MDHHS): www.michigan.gov/cdinfo
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- Coronavirus (COVID-19) website (CDC): https://www.cdc.gov/coronavirus/2019-ncov/index.html
- Coronavirus (COVID-19) School website (CDC): Interim Guidance for Administrators of US K-12 Schools and Child Care Programs to Plan, Prepare, and Respond to Coronavirus Disease 2019 (COVID-19): https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools-h.pdf
- Coronavirus website (MDHHS): https://www.michigan.gov/coronavirus
- Enterovirus Tip Sheet (MDHHS): http://www.michigan.gov/documents/mdch/Q311_Enterovirus_FINAL_367074_7.pdf
- EPA-Registered Disinfectants: https://www.epa.gov/pesticide-registration/selected-epa-registered-disinfectants
- Head Lice website (CDC): http://www.cdc.gov/parasites/lice/ or http://www.cdc.gov/parasites/lice/head/prevent.html
- Head Lice Manual (MDHHS): http://www.michigan.gov/documents/Final_Michigan_Head_Lice_Manual_106828_7.pdf
- Influenza website (CDC): http://www.cdc.gov/flu/keyfacts.htm or http://www.cdc.gov/flu/school/index.htm
- Influenza website (MDHHS): www.michigan.gov/flu
- Managing Infectious Diseases in Child Care and Schools. A Quick Reference Guide, 4th Edition. AAP 2017
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- MRSA Brochure (MDHHS): http://www.michigan.gov/documents/MRSA_brochure_FINAL_167898_7.pdf
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- National Association of State Public Health Veterinarians Website: http://www.nasphv.org/
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- Norovirus, Guidelines for Environmental Cleaning and Disinfection (MDHHS): http://www.michigan.gov/documents/mdch/NorovirusEnvironCleaning_281018_7.pdf
- Red Book: 2012 Report of the Committee on Infectious Diseases. 29th Edition. American Academy of Pediatrics
- Scabies Prevention and Control Manual (MDHHS): https://www.michigan.gov/documents/scabies_manual_130866_7.pdf

Summary of Changes for Managing Communicable Diseases in Schools Version 4.0

- Handwashing Procedures: Antibacterial soap is not recommended
- Maintain a Sanitary Setting: Sanitized surface should air dry for the time listed on product
- Maintain a Sanitary Setting: Bleach should be used before or after school in appropriate dilutions
- Responding to Disease in a School
- Vaccination: Updated website
- When to Exclude a Child from School: Added Severely ill, Abdominal pain, Skin sores
- When to Exclude a Child from School: Changed temperature for fever cutoff,
- When to Exclude a Child from School: Added recommendation for written exclusion criteria
- Requesting Information from Parents: Newly added section
- Immediate Reporting of Outbreaks: Added definitions of ILI and GI outbreaks
- School Closures due to Illness: Newly added section
- Changes in exclusion criteria: Impetigo, MRSA, Pink Eye, Rash, Ringworm, Scabies, Strep Throat
- Animals in the Classroom: Changed from Appendix 3 to Appendix 4
- New links: EPA cleaning guidelines and AAP's Quick Reference for infectious diseases in schools
- Added information on planning before an outbreak including NIMS and Communication Plan
- Added COVID-19 specific information

MI Safe Schools Testing Program

To support schools that wish to incorporate SARS-COV-2 testing into their plans to resume in-person learning, the Michigan Department of Health and Human Services (MDHHS) is offering a voluntary program to provide rapid antigen testing to educators and staff. Testing for SARS-COV-2, the virus that causes COVID-19, is not a requirement for schools to return to in-person learning. Schools that follow existing guidance carefully and diligently are not considered major risks for outbreaks. However, testing is one of many tools that, together, can be used to allow for safe in-person instruction.

What?
The MI Safe Schools testing program is a voluntary program offered by MDHHS for Michigan Pre-K–12 schools who wish to offer weekly testing to educators and staff in order to reduce risk associated with in-person school operations. MDHHS will provide training, guidance, and rapid antigen testing materials to schools who sign up and agree to the program requirements.

Who?
Pre-K through grade 12 teachers, administrators, paraprofessionals, teaching aides, and non-instructional staff who are working in-person and have daily student interactions are all eligible to opt into this program through their participating school or district.

Where?
Schools will be able to test educators and staff weekly on school grounds.

When?
Upon completion of testing training, signed consent forms, and receiving test materials, participating schools will be able to test staff. Schools will be able to offer testing to student-facing staff on a weekly cadence throughout the remainder of the 2020-2021 school year.

Why?
COVID-19 continues to pose a serious health threat. By taking that threat seriously through rigorous testing, alongside mask-wearing, cleaning, and other protocols, schools can reduce risk for students, parents, and staff. Schools that follow existing guidance carefully and diligently are not considered major risks for outbreaks. However, testing and early detection of cases can reduce risks associated with in-person instruction.

Participation Requirements

- Engagement of key stakeholders including educators, staff, and school administrators
- One testing lead must be identified per school, and contact information supplied
- Participating schools commit to a weekly testing cadence
- Participating individuals exhibiting COVID-19 symptoms must self-isolate at home
- Participating schools must report negative and positive test results on the day of testing
- Results and documents may be audited by MDHHS or local health departments

MI Blueprint

for Comprehensive Student Recovery

Student Recovery Advisory Council

May 2021



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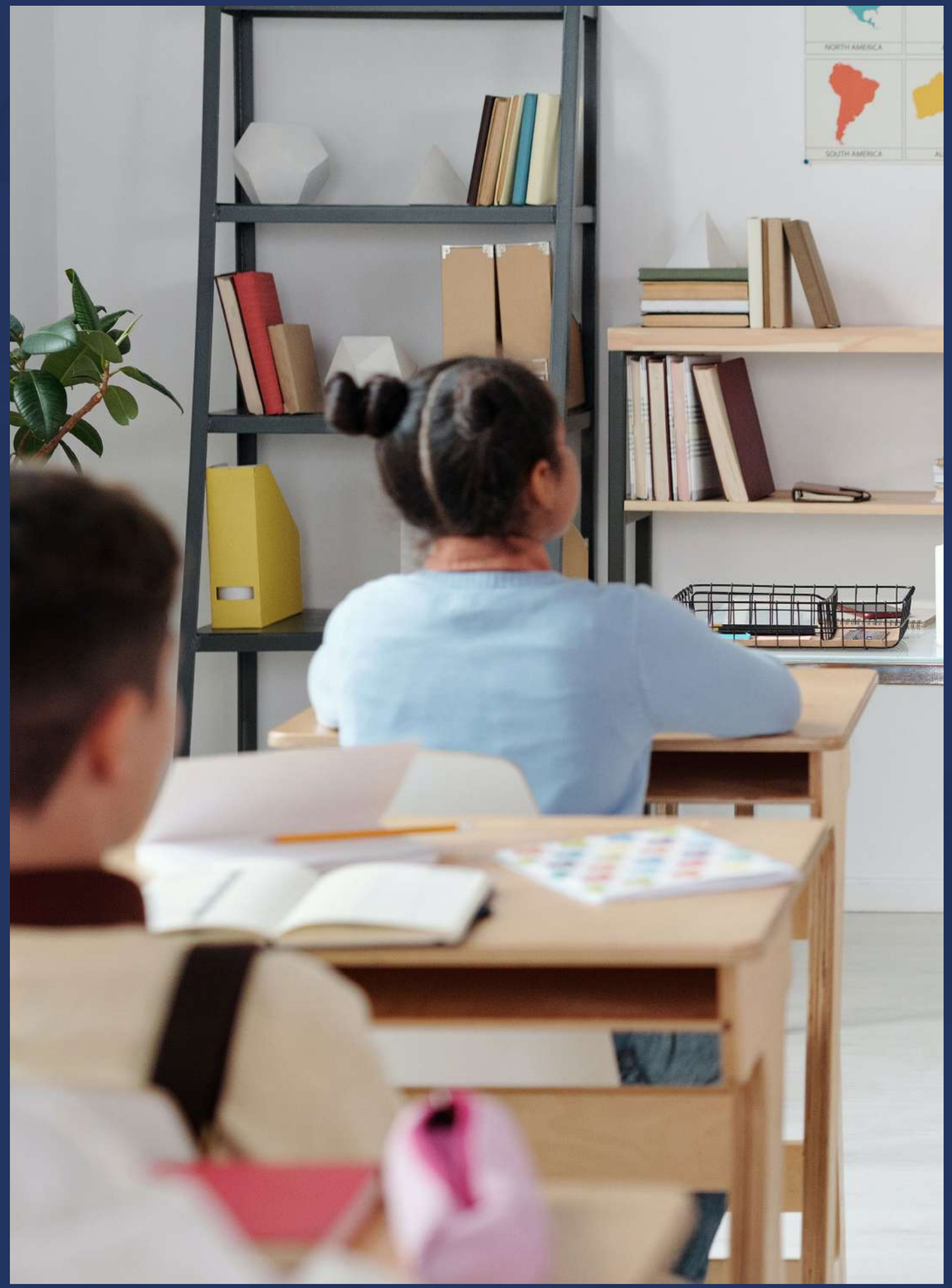
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Foreword

Dear School Community Members,

I am so hopeful about the future of Michigan's public schools.

The past year has been difficult for so many reasons, but we have witnessed acts of heroism amid unimaginable challenges.

The teacher who kept four computers and her cell phone going at all times during the day to ensure she didn't lose a single student, and then returned home to teach her own children.

The high school student who started a free, virtual tutoring program for younger students in her district.

The community foundations who pooled money to offer young people therapy sessions – regardless of whether or not they had health insurance.

The local health department that established a vaccination clinic in a high school gym on a Saturday morning to provide the first dose of the Pfizer vaccine to every educator in the district.

The team of bilingual parent liaisons, who worked through the summer to ensure that families with students whose primary language is not English, had access to nutritious food.

Again and again, we came together for our kids, our schools, and our communities.

It is for this reason, that as we turn towards comprehensive recovery for every community, school, and student in our great state, I am so hopeful.

On February 4, 2021, I signed Executive Order 2021-02, to create the Student Recovery Advisory Council of Michigan. I tasked the Advisory Council with creating guidance that helps school leaders and educators build a comprehensive, evidence-based, and equity-driven recovery plan that their community trusts.

The most pressing challenges school communities are facing aren't new, but they have been exacerbated by the pandemic, economic hardship, and social division. That is why I am so proud of the MI Blueprint for Comprehensive Student Recovery that the Advisory Council has created.

The Blueprint won't solve every problem or mitigate every risk, but it will put us on the path to meeting the academic, mental, social-emotional, and physical needs of all students. And it will provide a framework to provide support and resources for our educators and school staff. To meet the moment, LEAs and labor units will need to work together, and as always, issues subject to collective bargaining should be addressed at the local level.

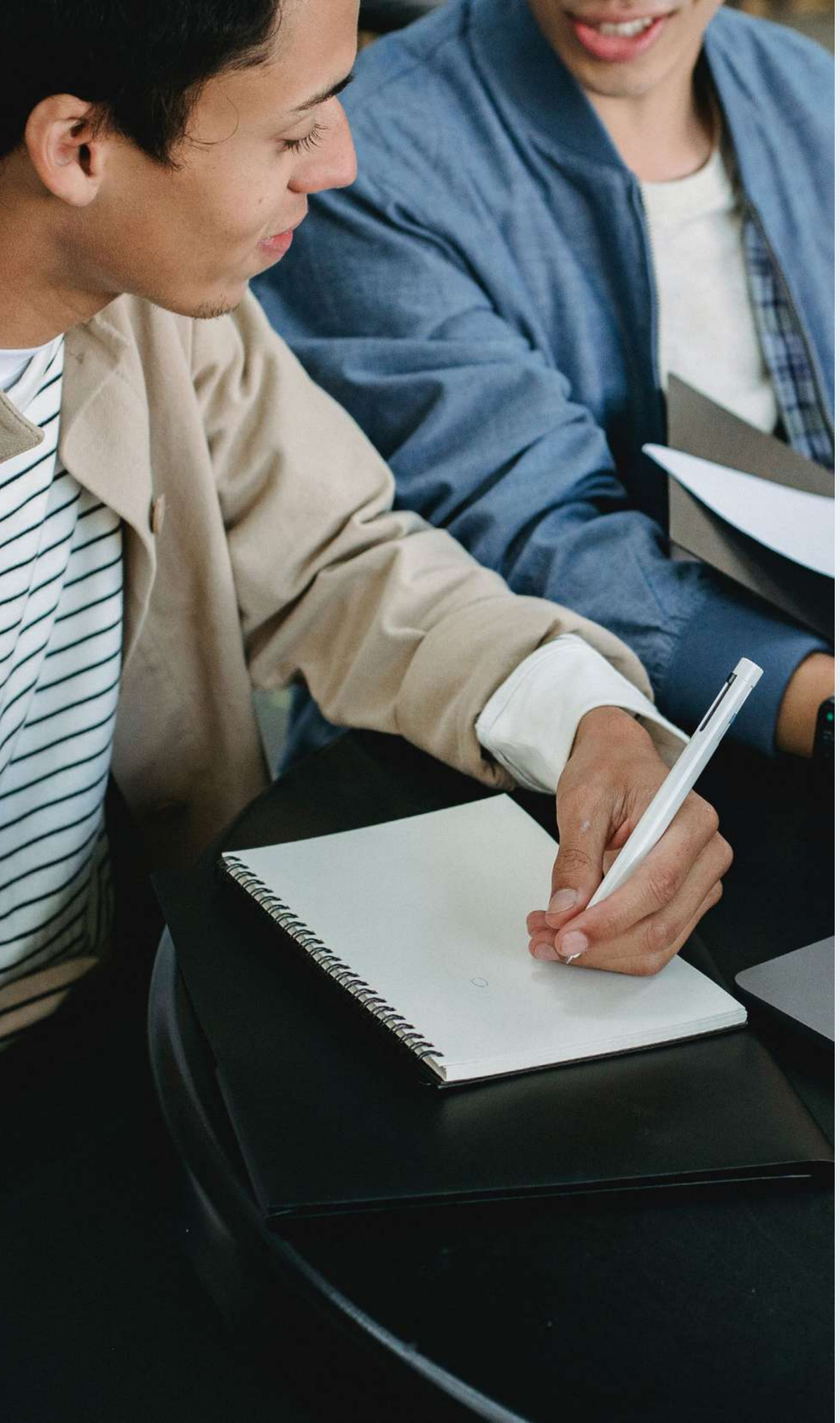
Perhaps most critically, the Blueprint will help us get back to the unique joy of teaching and learning.

The Advisory Council did its part. Now policymakers must act. There are a number of policy changes that need to be made to accelerate student recovery. We look forward to working closely over the coming weeks and months with our partners in the legislature to ensure that educators, school staff, school leaders, and district administrators have the tools, resources, and flexibility they require to support a comprehensive recovery for all students.

Thank you so much for all you have done, and all you will do as part of our collective recovery.



Governor Gretchen Whitmer



Acknowledgements

Members of the Student Recovery Advisory Council of Michigan collectively spent thousands of volunteer hours representing the diverse geographic and demographic composition of our state. Members served on behalf of parents, students, school leaders, educators, school counselors, public health officers, pediatricians, mental health experts, and community-based organizations. This Council's deep knowledge, boundless passion, and commitment to collaborate demonstrated Michigan at its best; united in the common purpose of ensuring all of Michigan's communities move forward together, on our path to recovery.

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The impact of the Covid-19 pandemic on Michigan's students

Districts, schools, and educators across the state have been working to provide meaningful and high-quality learning experiences for their students. They have established communities in socially distanced classrooms and through computer screens. They have provided food and hope to students and families - and so much more. They should be celebrated and thanked.

Despite their best efforts, data confirms that many Michigan preK-12 students have experienced substantial disruptions to their schooling during the 2020-21 academic year and that these disruptions have impacted some students more than others. We now know that the consequences on student well-being based on limited in-person instruction go beyond academic disruptions; this is particularly true for the students who are most traditionally under-resourced. To that end, since the onset of the pandemic, there has been an increase in reported domestic violence, child abuse, child neglect, and solitary substance use among adolescents.

The Covid-19 pandemic has also highlighted the multifaceted ability of public schools – not only to educate our students, but to keep them mentally and physically healthy. For instance, many children depend on schools for basic physical and mental health care services such as hearing and vision examinations, disability evaluations, immunizations, physical education, and food security. When students are not consistently in school buildings, many of these services fall by the wayside.

These ramifications and associated school disruptions may be particularly acute for students experiencing additional stressors derived from family, including economic hardship or the loss of a loved one, and neighborhood circumstances that contribute to disparities between high and low-income students, as well as between white students and students of color.

We now know that the Covid-19 pandemic has disproportionately impacted communities of color in Michigan. African Americans represent nearly 14 percent of the state's population, yet they represent 40 percent of the deaths from coronavirus. Covid-19 disparities have also appeared by ethnicity. The cumulative Covid-19 case rate per million population among Hispanic and Latino persons in Michigan has been over 70% higher than the rate in White populations. Students bring these experiences from their daily life into the classroom--demanding a proactive response to racial disparities in Michigan schools.

Together, these data affirm that Michigan's students need comprehensive and holistic support.

Student Mental and Physical Health

COVID-19 pandemic increased reports of:

- Domestic violence
- Child abuse/child neglect
- Solitary substance use among adolescents

School disruptions may be particularly acute for racial/ethnic minorities and low-income students.

Student Achievement

Estimates suggest that students return to school in fall 2020 with roughly 63-68% of the learning gains in reading and 37-50% of the learning gains in math relative to a normal year.

Aggregate test score declines among Black students were nearly 50% larger than those of their White peers.

Impact on Higher Education

FAFSA Testing:
Overall completion rates have fallen by 7% since 2019–20, but Title I schools and schools with high proportions of minority students declined 15 to 18%.

In Michigan, fall 2020 college enrollment dropped by 4.4% - over five times the decrease in fall 2019.

Research and data compiled by the Education Policy Innovation Collaborative, Michigan State University

Michigan's students need a comprehensive recovery plan

MI Blueprint for Comprehensive Student Recovery is designed to support local education leaders in developing and implementing a comprehensive recovery plan that is multi-year, evidence-based, and equity-driven. Specifically, it will provide a foundation to support the following key activities over the next six to eighteen months:



Determine the comprehensive needs of students and key stakeholders in the school community.



Strengthen relationships and trust through authentic and inclusive planning with all stakeholders.



Implement structural changes, expand student supports, and address staffing needs to strengthen and sustain evidence-based teaching and learning, while providing the resources that all students' need to thrive socially, emotionally, physically and mentally.

MI Blueprint for Comprehensive Student Recovery also provides specific recommendations for state-level policymakers to accelerate student recovery now and lay the foundation for significant systems change in the future.



How MI Blueprint for Comprehensive Student Recovery is organized

	Guidance to develop and implement a comprehensive student recovery plan	Policy recommendations to promote a comprehensive student recovery
Section		
Pages	Pages 11-34	Pages 35-40
Who is this section for?	• Superintendents • Educators • Labor organizations • School board members • School leaders	• State policymakers
What topics does this section address?	• Wellness • Academics • School Climate • Family and Community Engagement • Postsecondary	• Adequate, equitable funding • Consistent funding • Top talent • Innovation in teaching & learning • Universal Pre-K
How is this section organized?	Each topic includes a number of challenges. Each challenge includes: • Root cause • Goal • High-leverage actions • Supporting evidence • High-leverage actions in Michigan (where available)	• Recommendation • Rationale • Next steps



How to use MI Blueprint for Comprehensive Student Recovery

MI Blueprint for Comprehensive Student Recovery is designed to be adaptable based on the needs of local communities because each community experienced the pandemic differently. Some districts and schools may choose to follow the Blueprint step by step, while others may decide which sections are most helpful. In some instances, the Blueprints calls for additional resources, including staffing, to implement with fidelity. LEAs and schools should work with their local bargaining units to ensure the current collective bargaining agreements are followed or letters of amendment or memorandum of understanding are developed and executed as appropriate, particularly relative to new or expanded job responsibilities. **Nothing in the Blueprint is mandatory.**

1.

Establish a student recovery committee that is inclusive and representative of the diverse stakeholders involved. The committee is tasked with drafting and implementing the district's or school's comprehensive student recovery plan.

2.

Review the Blueprint through the lens of local challenges, opportunities, evidence, and equitable outcomes with the committee.

3.

Prioritize the most critical challenges to address **(it is not practical to take on every challenge)**.

4.

Consider how student supports may be implemented based on a shared understanding of the Blueprint. It is critical to include a staffing plan assessment to determine the new staff that will be needed and the responsibilities that will need to be redefined and/or expanded for existing staff.

5.

Engage your stakeholders in a transparent conversation regarding the district's or school's comprehensive student recovery strategy. Be intentional in ensuring engagement is representative of your community's diversity.

6.

Finalize your district's or school's comprehensive student recovery plan.

7.

Build a comprehensive student recovery budget using American Rescue Plan (ARP) funds that accounts for a multi-year recovery. Note the Blueprint addresses all components that LEAs will have to address in their ARP ESSER plan.

8.

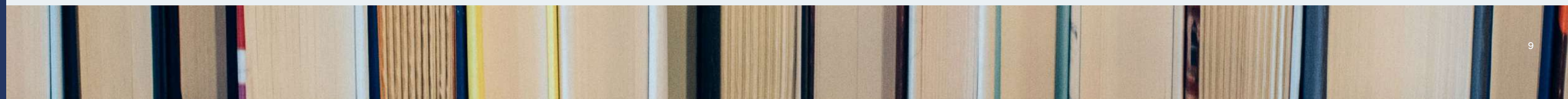
Share your comprehensive student recovery plan and budget with stakeholders.

9.

Hire new staff and expand responsibility of existing staff and compensate accordingly (e.g., for summer school and professional learning).

10.

Implement and begin to measure the short- and long-term effectiveness of your comprehensive student recovery plan.



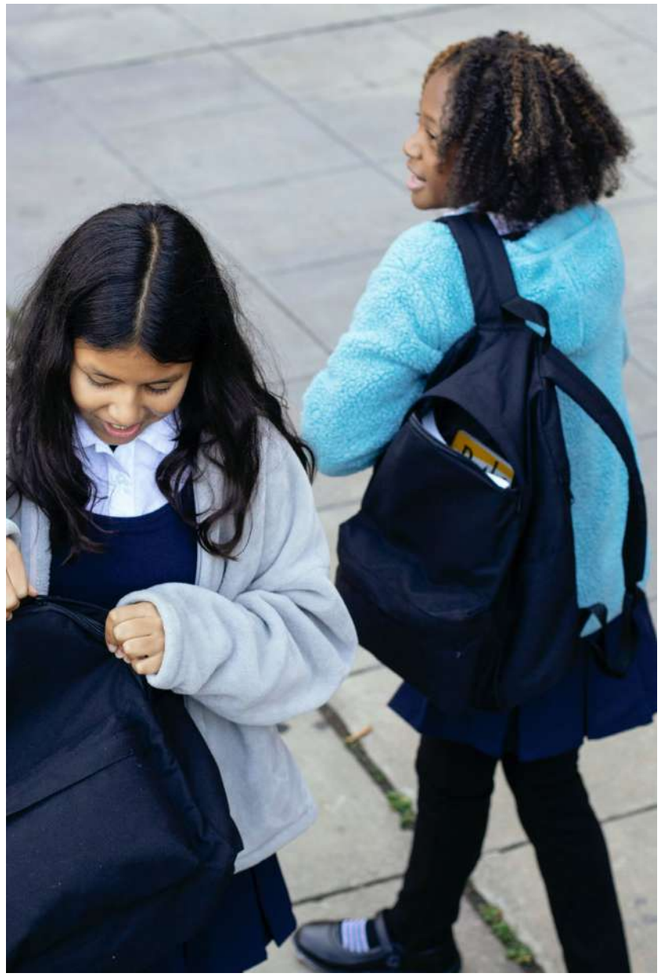
Guiding Principles

The Blueprint is based on the following principles. These principles may serve as a starting point for consideration of the core elements of a comprehensive student recovery plan.

The Blueprint must be informed by student voice.

The Blueprint must safeguard the health and safety of students and staff.

The Blueprint must provide flexibility and encourage adaptation and innovation.



The Blueprint must support a multi-year approach to recovery.

The Blueprint must be embedded within an equity framework, with attention paid to specific student populations.

The Blueprint must be grounded in evidence.

The Blueprint must ensure educators and school staff have the tools, resources and support they need.

The Blueprint must prioritize family and community engagement and partnership to maximize resources.

The Blueprint must take a whole-child/family approach.

Wellness

Healthy students -- physically, mentally and social-emotionally -- are better learners. Covid-19 has accentuated and created new stressors, limitations on physical movement and social activities due to quarantine, and unexpected lifestyle changes leaving our students more vulnerable to physical and mental illness, academic failure, and suicide.



Challenge

Incomplete knowledge of the comprehensive wellness needs of students and families

Root Cause

Staff capacity and wellness data



Goal

Establish comprehensive knowledge of the students' wellness needs during the first two months of the 2021-2022 school year and continue to assess wellness throughout the school year.

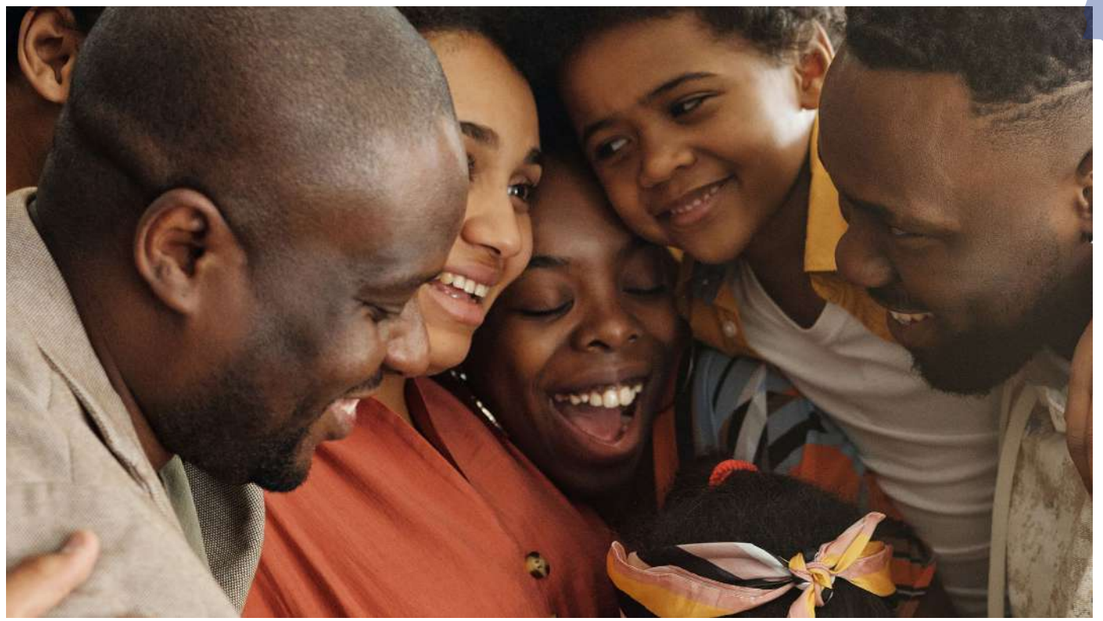
High-Leverage Actions

1

Conduct universal mental health screenings to identify students in need of supports, targeted services, or referrals. Disaggregate data by race/ethnicity, poverty, and zip code to ensure all groups are served equitably. Comply with all federal privacy laws.

2

Create opportunities for families to access educational opportunities focused on wellness and to voice wellness needs.



Supporting Evidence

Student Screening

- School Mental Health Collaborative, Best Practices in Universal Screening
- Wisconsin Department of Public Instruction, SEL Screening Tools
- Wisconsin Department of Public Instruction, Behavioral Health Screening Tools
- School Health Assessment and Performance Evaluation System, SHAPE System
- FastBridge, SABERS
- PanoramaEd, Social Emotional Learning Resources
- Aperture Education, DESSA assessment
- Youth in Mind, Strengths & Difficulties Questionnaire
- TRAILS, Student Mental Health Screening, A Toolkit for Schools During Covid-19

Family Wellness

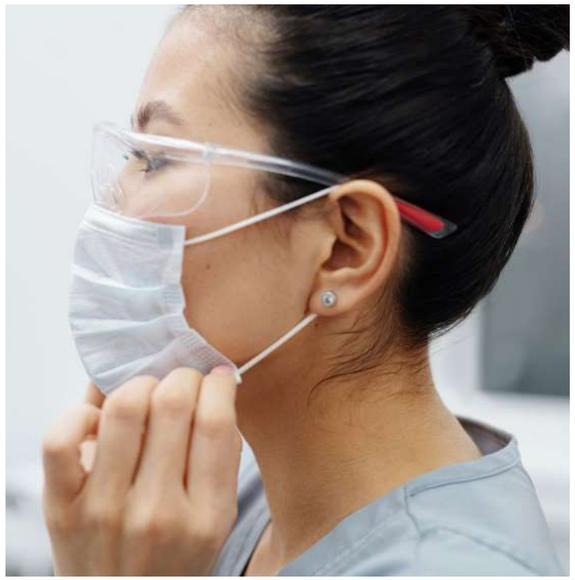
- Edutopia: Family Wellness Surveys

High-Leverage Actions in Michigan

At Detroit Public Schools Community District, school leadership collaborated with TRAILS to develop a universal student mental health screener. This screening measure was made available to all students in grades 3-12 and was completed by approximately 19,000 students. Students identified as needing follow-up support were linked with student support personnel, including over 300 school social workers and counselors that had been trained to deliver the TRAILS Coping with COVID-19 curriculum. This curriculum is free and publicly available on the TRAILS Website.

Challenge

Lack of access to a school nurse means missed opportunities to identify, monitor or manage illness, particularly for children with chronic conditions



Root Cause

School budget constraints and human capital shortages

Goal

Ensure every student has access to a school nurse or nursing services (e.g., shared nurse or telehealth) during the 2021-2022 school year.

High-Leverage Actions

- Leverage funds from the ARP to hire a full-time or shared nurse (for general populations, the minimum suggested ratio is 1:750 per the National Association of School Nurses).
- Include nurses in key decisions related to student health.
- Maximize and/or create common information systems to facilitate dialogue between school nurses and primary care providers.
- Set up telehealth consultations between pediatricians and in-school nursing services to assist with management in areas without ready access to pediatrician support locally.
- Partner with local Schools of Nursing to give student nurses robust clinical experiences and to recruit soon-to-be or recent graduates.

Supporting Evidence

- CDC, Health Schools School Health Index
- National Association of School Nurses, Framework for 21st Century School Nursing Practice
- Michigan Department of Community Health, Healthy Tools for Schools

Challenge

High rates of unmitigated student mental health challenges, including symptoms of depression, anxiety, traumatic stress, racial trauma, and grief

Root Cause

Mental health challenges exacerbated by Covid-19

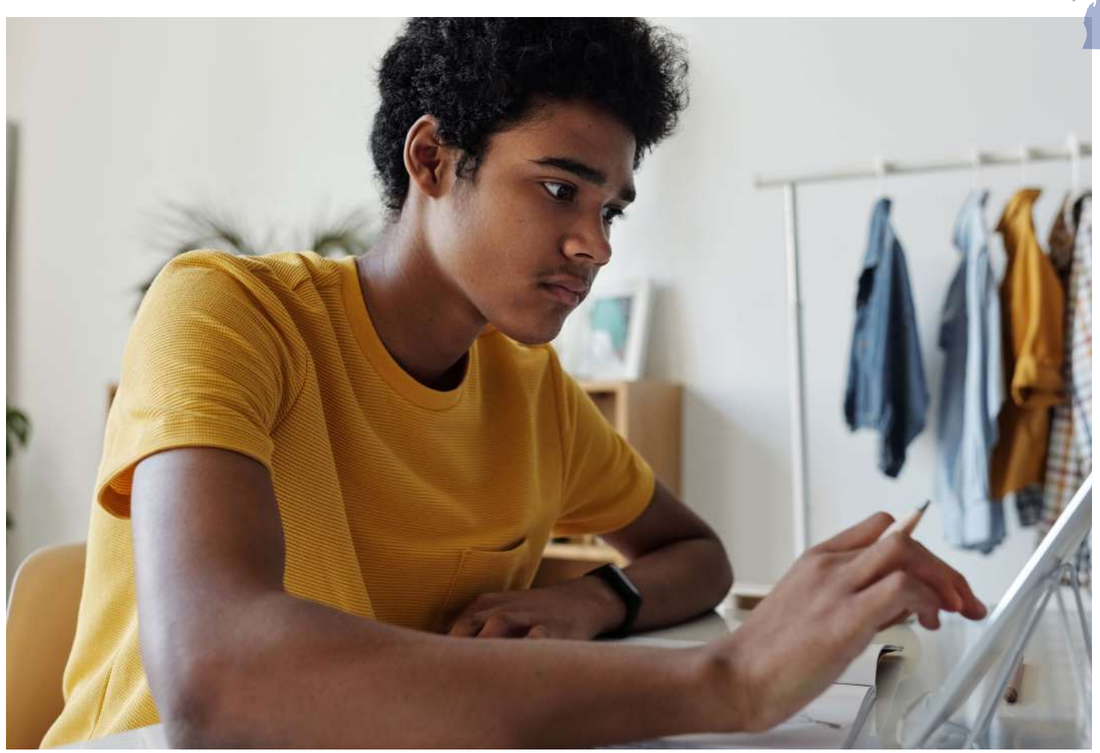


Goal

Student mental health recovery and social-emotional wellness is promoted through evidence-based professional learning and prioritization of the "whole child" and districtwide delivery of evidence-based, multi-tiered, culturally-affirming systems of support.

High-Leverage Actions

- Ensure all staff have access to high-quality professional development opportunities that equip them to support student wellness at multiple tiers.
- Implement coaching and consultation models to increase the impact of educator professional development and learning.
- Use disaggregated data to inform student referrals to appropriate wellness services.
- Implement evidence-based, culturally-affirming and aligned social and emotional learning programs in all grade levels.
- Implement evidence-based and culturally affirming multi-tiered interventions to support students impacted by symptoms of a mental health concern.
- Ensure school staff have access to a library of trauma-informed best practices, including racial trauma.
- Create non-threatening mechanisms for students to seek mental health support or refer a classmate to support services.



Supporting Evidence

Referrals

- SSIS CoLab

Social and Emotional Learning Programs

- Wisconsin Department of Public Instruction SEL Programs List
- CASEL, Programs guide
- CASEL, Implementation guide
- Michigan Department of Education, SEL programs and funding
- Michigan, Model Tier 1 Curriculum
- Harmony SEL

Multi-tiered Interventions

- TRAILS, Tier 2 CBT & Mindfulness Model
- MHTTC, School Resources
- CDC, Resources for teens

Trauma-Informed Best Practices

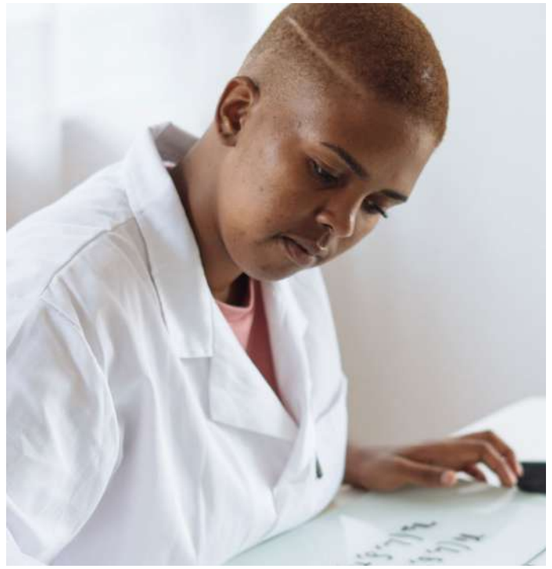
- University of Michigan, TIPPS Guide for Schools & One-Pager
- National Child Traumatic Stress Network
- Western Michigan University, Children's Trauma Assessment Center
- MDHHS, Trauma Resources
- CBITS
- Starr Commonwealth
- The National Child Traumatic Stress Network, Addressing Race and Trauma in the Classroom

Challenge

Diminished wellness visits and missing immunizations among children

Root Cause

Disruptions in regular well-child care due to the pandemic



Goal

Require or request documentation of immunization status for 2020-2021 and 2021-2022 Kindergarteners by December 31, 2021. Require or request documentation of regular well care for all K-12 students by fall 2022.

High-Leverage Actions

- Develop clarifying guidance regarding up-to-date immunization status prior to students starting school with the local health department.
- Identify students who don't have access to a pediatrician, and partner with local entities to provide access.
- Ensure all children are up-to-date with all CDC-recommended immunizations.
- Partner with the local health department and community pharmacists to disseminate information and make vaccination opportunities available for students who are eligible.
- Collaborate with local health departments and pediatricians to establish and share a list of providers who are accepting new patients. This could include pediatricians willing to travel from other communities.
- Engage local pediatricians regularly to offer educational presentations and activities for the broader community.
- Collaborate with local health departments and pediatricians to offer mobile health clinics to offer immunizations; well and acute care evaluations; and vision, hearing and dental screenings. Engage telehealth services where pediatrician access is not readily available.
- For students who are eligible, provide education about the Covid-19 vaccination. Update based on CDC guidance.

Supporting Evidence

- AAP, Well-Child/Immunization Schedule
- Michigan Care Improvement Registry



Challenge

Decrease in physical activity

Root Cause

Increased need for remote learning, likely displacing opportunities for physical activity (e.g. physical education and recess) and inconsistent access to athletics



Goal

Ensure all students have access to daily opportunities for physical activity as well as the ability to safely participate in their sport or physical activity of choice, regardless of school operating status.

High-Leverage Actions

- Districts should follow guidance from MDHHS and work with their local public health departments including all standard safety protocols related to youth sports using current best practices such as the Michigan High School Athletic Association (MHSAA) and Michigan State Youth Soccer Association protocols.

- Ensure recess is accessible to all students.
  - Avoid withholding recess as a disciplinary consequence. Stagger recess times, or partition playgrounds, so distancing is possible if needed during recess or physical education class.

- Choose outdoor activities during school time whenever possible.



- Ensure the needs of children with disabilities are being considered and met.

- Create engaging physical activity "homework" opportunities for students/families.

- Rethink the norms around time at school, incorporating opportunities for movement.
  - Engage multiple perspectives in planning free time (i.e. robotics advisors, lunch personnel, academic staff from multiple grade levels, parents and students from different cultural backgrounds).
  - Incorporate movement in music, theatre/art and other appropriate courses, as appropriate.

- Cultivate a culture of health at school that is fun and bold.
  - Use colorful signs that share reminders about the importance of good health with parents, students, and staff.

Supporting Evidence

- TRAILS, Behavioral Activation
- University of Michigan, inPACT
- Harvard School of Public Health, Schools for Health: Risk Reduction Strategies for Reopening Schools

High-Leverage Actions in Michigan

- Battle Creek Public Schools offers "Operation Fit" which includes morning movement and lunchtime programs led by community volunteers to help students increase physical activity, improve nutrition, and create healthy habits.

Challenge

Uneven distribution of work across school staff and caseload volumes that make delivery of timely, effective mental health and wellness services impossible

Root Cause

Insufficient and inequitable distribution of school mental health professionals across districts and limited collaboration with and access to allied community partners.



Goal

Establishment of a school-based, multi-tiered system of support that is adequately equipped and resourced to provide equitable, effective student services and engage in meaningful care coordination with community-based partners.



High-Leverage Actions

- Implement districtwide multi-tiered systems of support, informed by established state or national models.
- Establish a full-time school- or district-level student wellness leader.
- Learn about and access diverse funding streams to meet recommended staff ratios:
  - Counselors (1:250)
  - Social workers (1:250)
  - School psychologists (1:600)
- Partner with local mental healthcare providers and allied resources to maximize student and family access to effective services, and allow students to attend virtual healthcare appointments from an appropriate location in school (e.g., private office with a laptop/ipad).

Supporting Evidence

- ECS, State funding for school mental health
- School Mental Health, Foundations of School Mental Health
- MI School Finance Report
- Michigan Department of Education, Health Resources & Funding

Challenge

Educator burnout, low job satisfaction, and high staff turnover

Root Cause

Educator, staff, and administrator mental health concerns, including stress, anxiety, depression, grief, vicarious trauma, and burnout exacerbated by the pandemic

Goal

Establish districtwide policies and professional development offerings that acknowledge and are responsive to stressors for staff, build knowledge and skills that promote resilience and wellness, and design systems of support within the school that address educator, staff, and administrators' mental health and wellbeing.

High-Leverage Actions

- Provide all staff with materials to support their own self-care and wellness, including to complete wellness and burnout assessments.
- Schedule professional development events focused on staff wellness and healthy school climates.
- Engage with staff to find opportunities to promote and practice wellness and self-care.

Supporting Evidence

- Opportunity Thrive
- Professional Quality of Life Scale
- Educator Burnout Assessment
- Brian Bride, Secondary Traumatic Stress Scale
- Trauma Sensitive Schools, Self-Care Assessment and Care
- Stanford Medicine, Depression Screener
- ADAA, Anxiety Screener



High-Leverage Actions in Michigan

The MESSA Wellness program helps public education employees reduce risk factors for chronic disease, minimize depression and anxiety, and pursue a greater sense of overall health and well-being. There are a number of free wellness tools in addition to the opportunity for school employees to work directly with MESSA to create local worksite wellness committees, providing resources and one-on-one support focusing on mindfulness, movement and nutrition.

Wyoming Public Schools partnered with Pine Rest, a local behavioral health provider, to offer staff free and confidential short-term counseling, referrals, and follow-up services for personal or work related issues.

Academics

The pandemic's impact on student learning varies widely. For some students, the impact has been minor compared to their peers statewide. For others, barriers to learning created significant academic challenges and for some, resulted in complete disengagement from school. The recommendations below are organized based on a system of support to equitably address student's learning needs, commonly known as the Multi-Tiered System of Supports (MTSS).



Challenge

Students who receive core instruction (those in Tier 1), but may have gaps due to unfinished academic learning

Root Cause

Students' varying experiences due to the disruption of in-person instruction and associated trauma from the pandemic



Goal

By January 2022, engaged, connected, supported students achieving academic growth as measured by benchmark and formative assessments, and qualitative data collected by stakeholders (including students and families). Other goals recommended to include:

- An increase in student engagement, along with equitable access to educational opportunities that build student agency, emphasize critical thinking and problem solving, and allow students to exercise their creativity and curiosity.

- All students experience at least a year's worth of growth as measured by where they are academically when they start and end the 2021-2022 school year. Students with identified needs should have a comprehensive academic plan and robust support.



High-Leverage Actions

- Focus on intentionally cultivating high-trust classroom environments and making authentic connections with students in support of their academic wellbeing and access to learning.
  - Dedicate time at the very beginning of the school year to recognize students' unique strengths and understand their lives to foster a sense of belonging and build trusting relationships.
  - Support students in building strong social bonds with their peers to increase student engagement.

- Engage all students in grade-level content, high-quality, integrated curriculum, and culturally responsive instruction.
  - Ensure all students have access to standards-aligned curriculum and instructional materials.
  - Focus on acceleration strategies that help students gain the knowledge and skills necessary to engage with grade-level material.
  - Balance the need for students to learn essential skills with growing their motivation and their agency to drive their own learning long-term.
  - Integrate social and emotional learning (SEL) into instruction that helps students develop their identities, build self efficacy, show empathy for others, and forge supportive relationships.
  - Incorporate culturally responsive pedagogy that builds on the rich assets of students' lives to build relevancy and increase depth of understanding, and focus instruction on meaningful issues that impact students, families, and communities.
  - Include the diversity of languages, identities, cultures, and family practices represented to increase engagement and cross-cultural learning.
  - Maintain structures and systems necessary to ensure continuity of instruction in case there's a need for any students to learn remotely or resume remote learning.

- Assess every student's strengths and needs using benchmark and formative assessments paired with teacher observations, to establish a baseline and continually monitor progress.
  - Develop a suite of balanced assessments at the classroom and district level that foster growth mindset, meaningful feedback, exploration, and demonstration of students' strengths.
  - Use formative assessments including screeners, diagnostics, and embedded assessments, to identify students' ongoing and evolving needs.

  - Build student ownership over their own learning through one-on-one conferences, reflections and goal-setting sessions about their academic growth.

- Focus instruction on priority standards, emphasizing skills over content and depth over breadth.
  - Leverage existing resources to identify priority standards for each grade level.
  - Create dedicated time for teachers to learn and share knowledge about priority standards for their own and other grade levels.
  - Reorient instruction to students' learning levels by using formative assessment results.

- Create opportunities to integrate student voice and decision making into learning. Sample student engagement strategies may include, but are not limited to:
  - Democratic classroom decision making
  - Student-designed surveys, student-perception surveys and focus groups
  - Student-led journalism, and
  - Co-created personalized learning plans

- Provide targeted supports, strategies, and resources for families, such as take-home books to support academic wellbeing at home.
  - For students in high-poverty schools, providing access to culturally-relevant take-home books is particularly beneficial (note: increasing digital access for all students is a high-leverage action).
  - Prioritize earlier grades for additional supports.
  - Offer enrichment activities for students to do at home.
  - Cultivating trusting relationships between educators and immigrant-origin students can significantly improve their school engagement and outcomes.

- Consider teachers looping from one grade level to the next to keep cohorts of students with the same teacher as they progress between grades.
  - Looping creates a sense of certainty and consistency, particularly for vulnerable students who have experienced trauma and insecurity.
  - Looping is most effective when students are placed with more experienced teachers and when parents opt into the decision.

Supporting Evidence

- Wayne RESA, Fostering Recovery
- Hanover Research, Planning for Post-Covid-19 Student Engagement
- Annenberg Institute, Broad Based Academic Supports for all Students
- Center for Reinventing Public Education, Learning As We Go
- Learning Policy Institute, Assess What Students Need
- CCSSO, Restart & Recovery - Academics
- TNTP, Learning Acceleration Guide
- Achieve the Core, 2020-21 Priority Instructional Content in English Language Arts and Math - Achieve the Core
- Annenberg Institute, Engaging Parents and Families to Support the Recovery of School Districts
- CRE Hub (NYU Metro Center), Culturally Responsive Education
- Edutopia, Culturally Responsive Teaching
- Zaretta Hammond, Culturally Responsive Teaching and The Brain
- Elena Aguilar, Coaching for Equity
- CASEL, Social and Emotional Roadmap for Reopening Schools



High-Leverage Actions in Michigan

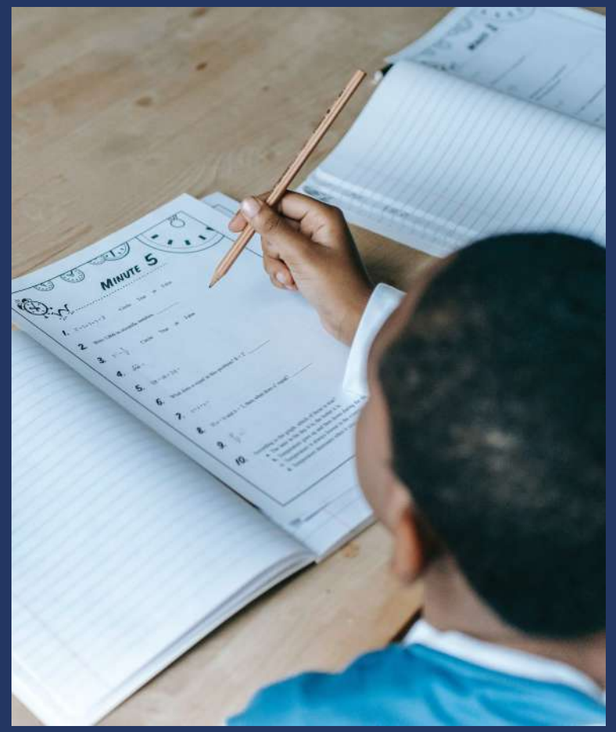
During the 2020-2021 school year, the Copper Country Intermediate School District Multi-Tiered Systems of Support (MTSS) team facilitated school-level data reviews using a Return To School Worksheet. After working through this data-based problem solving model as an ISD team, each district MTSS team then updated and worked off of their District MTSS Implementation Plan on a monthly basis, keeping track of their goals, action items, communication, and identifying supports they may need from the ISD or state. In addition, each school MTSS team works off of a similar School MTSS Implementation Plan.

Challenge

Students with significant unfinished academic learning (students in Tiers 2 and 3)

Root Cause

The disruption of in-person instruction exacerbated inequities and/or created new barriers to learning



Goal

By September 2022, engaged, connected, supported students are making academic growth as measured by benchmark and formative assessments, and qualitative data collected by stakeholders (including students). Other goals recommended include:

- An increase in student engagement, along with equitable access to educational opportunities that build student agency, emphasize critical thinking and problem solving, and allow them to exercise their creativity and curiosity.

- All students experience at least a year's worth of growth as measured by where they are academically when they start and end the 2021-2022 school year. Students with identified needs should have a comprehensive academic plan and robust supports.



High-Leverage Actions

- Identify students who are most in need of interventions to be able to access and engage with grade-level content, by using benchmark and formative assessments.
  - Implement a tiered approach to student learning. A tiered approach prioritizes interventions and supports based on the intensity of need.

- For students in need of additional support, offer double dose academic courses and acceleration academies focusing on priority standards.
  - Double dose academic courses require students to receive supplementary coursework in a specified subject area (i.e., mathematics), typically from the same teachers.

- This intervention is not simply about doubling instructional time. Teachers need professional development in how to best utilize extra instructional time.

- Consider other ways to give students access to enrichment opportunities.
  - Acceleration academies provide students with targeted, small group instruction in a single subject, delivered by select teachers over week-long vacation breaks.

- Students work in homogenous ability groups of around 10-12 students and receive about 25 hours of extra instruction.

- For students who need more individualized support, provide high-dosage tutoring. High dosage tutoring requires weekly tutoring sessions provided by volunteers, teachers, or paraprofessionals. High-dosage tutoring should be reserved for those students who are farthest behind, with attention to students with disabilities, English Learners, students who are homeless, and other vulnerable groups at-risk of failing. One-to-one tutoring has proven to be highly effective, however tutors could work with small groups of up to four students.
  - Ideally high-dosage tutoring should be provided three times a week for a total of 30-50 hours per semester (approximately 10 weeks). Research shows that tutoring can be effective face-to-face or virtually.
  - To ensure high participation, it is strongly recommended that tutoring sessions occur during the school day, rather than after school.

- Assess and update grading policies to be more equitable. High failure rates will not support student engagement, particularly for students who have been disproportionately impacted by the pandemic.

- Offer an extended-day option to provide adequate time for interventions.
  - Extended-day options could provide students with whole-child enrichment opportunities. Opportunities must be accessible to all students, particularly the most vulnerable. Note that the students most in need likely come from working families whose options may be limited to normal working hours (i.e. 9am-5pm). Coordinated meal planning, and access to childcare and transportation could lessen this burden for families.
  - Consider partnerships with high-quality community, faith or civic organizations that support extended-day opportunities.

- Consider adopting a balanced calendar that includes opportunities to extend the school year. A balanced calendar has the same number of school days as a normal calendar, but replaces summer vacation with shorter breaks during the school year. Michigan districts have the option to extend the school year. Short breaks allow districts to provide additional targeted instruction to students.
  - A balanced calendar can provide additional days during short-breaks for the most at-risk students. However, research suggests that simply adding days - especially ones that are focused on remediation - do not necessarily result in a positive impact on learning.
  - Consider shortening the summer with a pre-Labor day start to the school year to reduce the summer slide.

- Select co-teaching models to address student needs, such as station teaching, which is when co-teachers divide instructional content into segments to be delivered at two or more stations in the classroom, particularly for students with disabilities.
  - Another effective research-based co-teaching model is alternative teaching, in which one teacher teaches a lesson to the majority of the class, while a second teacher pulls a small group for a different lesson.
  - Note that research does not support the common model of co-teaching with one teacher and one assistant. Paraprofessionals should be maintained in teaching assistant roles if co-teaching is not implemented.
  - Note that co-teaching alone may be insufficient in meeting the needs of students with disabilities.

Supporting Evidence

- Annenberg Institute, Accelerating Student Learning with High Dosage Tutoring
- Annenberg Institute, Academic Supports for Students with Disabilities
- Annenberg Institute, Supports for English Learners
- Annenberg Institute, Broad Based Academic Supports for all Students
- The 74, Analysis: High-Quality, High-Dosage Tutoring Can Reduce Learning Loss.
- Annenberg Institute, School Practices to Address Student Learning Loss
- Joe Feldman, Grading for Equity
- National Bureau of Economic Research: Not Too Late: Improving Academic Outcomes Among Adolescents
- John Hattie, Influences on Student Achievement



Challenge

Students who are fully disengaged from school

Root Cause

Barriers to attendance caused or exacerbated by disruptions to in-person instruction (i.e., connectivity issues, homelessness, job loss, mental health, trauma, and multiple educational modalities)



Goal

Re-engage disengaged students, with particular attention to the most vulnerable students (e.g., homeless students, students with disabilities, English Learners, etc.) At the minimum, reestablish pre-pandemic attendance policies and measures for enrolled students during the 2021-2022 school year.

High-Leverage Actions

- Deploy real-time, comprehensive attendance tracking systems to identify disengaged students.
  - Provide clear, consistent definitions for recording absenteeism and attendance by educational modality (e.g., in-person, hybrid, remote).
  - Pay careful attention to students at-risk of being chronically absent (missing at least ten percent of school days per year, roughly two absences per month) through early warning systems. Tracking of chronic absences should occur on a rolling basis throughout the school year. Data should be real-time and disaggregated by student subgroups.



- Engage in intentional outreach to families and students via text messages, phone calls, and home visits.
  - Strategy should be coordinated, consistent, and planned, using district staff and volunteers. Be mindful of reaching families whose first language is not English.
  - Create written scripts to engage in a consistent and intentional strategy. Be mindful that families may feel shame or discomfort when being asked about their student's absence. Messaging should be asset-based, not deficit-based.
- Collaborate with community agencies to meet the basic needs of students. Needs may range from financial or housing insecurity to mental wellbeing and physical health.
  - Assess the availability of evidence-based, wrap-around supports and map resources. Two-way data sharing for identifying resources is critical for coordination.
  - Partner with faith-based organizations, community groups and community partners, social-service agencies, civic groups, neighborhood groups, and cultural associations, to ascertain the status of families that have fallen off the radar.
- Provide personalized support to help students to re-engage academically and socially and emotionally.
  - Secure the support of a trusting, caring adult.
  - Connect instruction and schoolwork to topics that are meaningful and relevant to students' lives and interests.
  - Continually monitor growth and adjust interventions as needed.

Supporting Evidence

- Attendance Works, Attendance Policy During the Covid-19 Pandemic
- Bellwether Education Partners, Missing in the Margins: Estimating the Scale of the Covid-19 Attendance Crisis
- EdWeek, Where are they? Students go Missing in Shift to Remote Classes
- Wayne RESA, Fostering Recovery
- Attendance Works, Attendance Playbook
- EdWeek, Schools Find Creative Ways to Update Contact Info for Missing Students
- The 74, Families Face Steep Truancy Fines, Contentious Court Battles As Pandemic Creates School Attendance Barriers
- National League of Cities, Addressing Student Reengagement in the Time of Covid-19

Challenge

Providing educators with professional knowledge and training that empowers them to address students' unfinished learning and disengagement



Root Cause

Students returning to school with a wider range of academic needs compared to "normal" school years, with a larger percentage experiencing unfinished learning

Goal

By the beginning of the 2021-2022 school year, teachers are equipped with high-quality professional learning and resources to address students' academic needs.

High-Leverage Actions

- Survey teachers to gather input about their professional learning needs.
- Create conditions for teachers to communicate within and across grade-level and content teams.
  - Create time and space for teachers to communicate across grade levels and content areas about missed content and students who are struggling.



- Cultivate collaborative working conditions that include opportunities for teachers to troubleshoot, problem solve, and share knowledge.
- Provide on-going professional learning opportunities in various forms, such as Professional Learning Communities, that address areas including:
  - Culturally responsive instruction and equity-based coaching
  - Priority standards and acceleration strategies
  - Effective small group and individualized instruction practices
  - Formative assessment best practices
  - Disciplinary/Interdisciplinary literacy, particularly for secondary teachers
  - Co-teaching and strategies that accelerate learning

Supporting Evidence

- CCSSO Restart and Recovery
- CRE Hub (NYU Metro Center), Culturally Responsive Education
- NCPMI Pyramid Model Equity Coaching

School Climate

School climate encompasses the social, emotional, and physical characteristics of a school community. Research shows that school climate and culture have a measurable impact on students' sense of belonging, access to opportunities, and academic achievement. Students cannot learn where they do not feel safe. The racial disparities seen throughout the Covid-19 pandemic and the systemic cycle of discrimination and injustice must be accounted for in our schools.

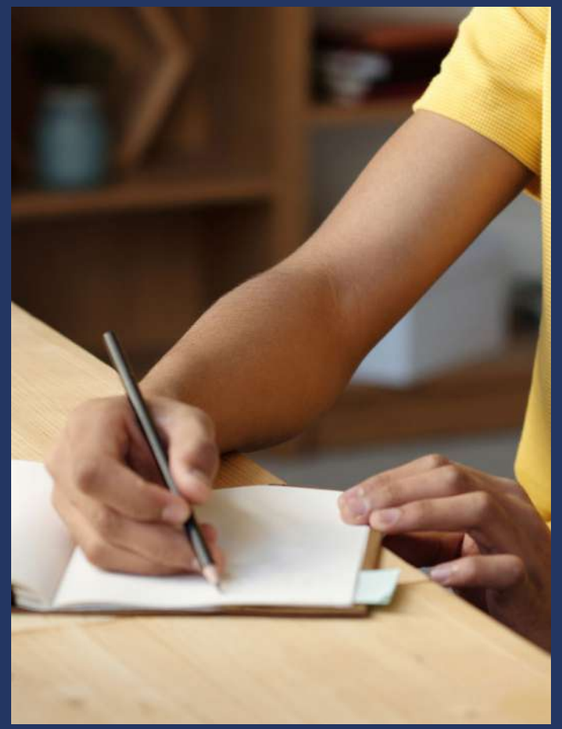


Challenge

Perpetuation and exacerbation of inequities and disproportionalities, reinforcing barriers to educational opportunity for students of color and other marginalized populations

Root Cause

Systemic racism, classism, sexism, and discrimination based on religion



Goal

Sustained, meaningful inquiry should begin before the start of and continue throughout the 2021-2022 school year that leads to the development and implementation of explicit, districtwide practices and policies to create a climate of inclusivity, belonging, and safety for all staff and students.

High-Leverage Actions

- Conduct districtwide surveys, -- e.g., School Climate Survey (MiMTSS) School Climate Survey (PBIS) -- on school culture and climate, and solicit input from staff, students, and families.
  - Include items to assess for perceived racism and racial discrimination.
- Conduct a comprehensive equity audit of local policies and practices with broad participation of local stakeholders.
  - Employ intentional strategies to gather input from marginalized community populations.
  - Look at data to intentionally understand differences in perspective by socio-demographic.
  - The audit should be accompanied by equity-based and culturally-relevant professional development for staff.
- Develop an equity and anti-racism board to lead equity work, organize training events, and establish a district DEI policy statement.
- Provide all staff with high-quality professional development related to implicit bias, systemic racism, and white privilege.
- Implement district wide Restorative Justice practices for staff, students, and community members.
- Provide all staff with high-quality professional development related to implicit bias, systemic racism, and white privilege.



Supporting Evidence

School Climate
- School Climate Survey (MiMTSS)
- School Climate Survey (PBIS)
- Increasing Student voice

Assessing Equity
- Equity Audit Tools & Resources
- Equity Rubric
- Guidebook: Building Educational Equity Indicator Systems
- The Leadership Academy, Equity Audit

Implicit Bias and Systemic Racism
- Center for Racial Justice, Anti-racist Training for Educators
- Committee for Children, Racial Equity Through Pedagogy & SEL
- New York Times, Podcast: Nice White Parents
- Kappa Online, Toward Racial Equity in Schools

Restorative Justice
- NEA, Restorative Practices
- WestEd, Restorative Justice in U.S. Schools
- MDE Restorative Justice
- IIRP, Restorative Practices

Family and Community Engagement

Research gathered over the past 40 years suggests family engagement is one of the strongest predictors of children's success in school. Family and community engagement should be a strategy that's embraced as a critical component of whole-school recovery.



Challenge

Strained school-district-community relationships as a result of Covid-19

Root Cause

Ineffective family engagement, increased stress levels, diminished social capital



Goal

Prior to the start of the 2021 school year, begin to restore and/or build relational trust

High-Leverage Actions

- Build the capacity of families to become more engaged as partners in their children's education.
  - Establish guidelines for regular communications between school and home, such as monthly calls from teachers, home visits, weekly newsletters, etc. and track communications.
  - Ensure communications offer actionable information or specific guidance for supporting their child's education.
  - Quality of interactions has been shown to more positively affect outcomes than frequency of interactions. Fewer communications that provide more detail are likely better.
  - Encourage families to focus on time management and work habits.
  - Ensure all local parent communities are represented in decision making.

- Build the capacity of school staff to understand the benefits of family engagement and build school-wide and individual practice.
  - Assemble a cross-district team responsible for family and community engagement.
  - Collaborate with teachers and staff to update or develop a parent handbook that establishes clear expectations.
  - Establish and publicize parent visiting hours and guidelines for contacting teachers and encourage teachers to focus on shared experiences.
  - Offer professional learning to help school staff build skills to effectively implement student voice strategies.
  - Develop a common understanding around the indicators of trust.

- Prioritize inclusion of student voice and build the capacity of students to be actively engaged in school decision

Supporting Evidence

Engagement

- Digital Promise, Innovative Examples of Community Involvement in Schools
- Hanover Research, Benefits of Family and Community Engagement
- National Association of State Boards of Education, Promoting Student Governance
- Harvard GSE, Effective Family Engagement Starts with Trust
- Learning Policy Institute, Educating the Whole Child

Inclusive School Climate

- National Association of Secondary Principals, Culturally Responsive Schools
- GLSEN, Inclusivity for LGBTQIA+ Students

Exclusionary Discipline Practices

- ACLU, School to Prison Pipeline
- APA, Exclusionary Discipline
- Restorative Justice Partnership

High-Leverage Actions in Michigan

- The Kent School Service Network uses the Community Schools Standards as an evidence-based strategy to promote equity and educational excellence while strengthening families and community. The associated logic model is particularly helpful in documenting activities, outputs, short-term outcomes and long-term outcomes.

- Saint Clair County RESA's Great Start Home Visiting program, works with parents to enhance their child's intellectual, language, social, emotional, and physical development from birth to age 5.

Challenge

Lack of high-quality, accessible community-based afterschool and summer programming, and community schools

Root Cause

Lack of time, resources, and funding to build and coordinate external partnerships that deliver out-of-school-time programs



Goal

Increase the number of students who participate in comprehensive community-based afterschool, enriching summer programming, out-of-school time, community schools with evidence-based wrap-around services, and more extensive school-community-family partnerships.

High-Leverage Actions

- Conduct a scan of existing needs of students and families that could be addressed by summer enrichment, comprehensive afterschool, and more expansive community collaboration.
  - Determine the urgent needs of families and students in the district and school.
  - Identify gaps in the school's current offerings and map them to student needs.
- Identify potential resources.
  - Utilize ARP to expand and improve summer enrichment and comprehensive afterschool; determine which neighborhoods, and rural communities most need the funds and how they could be leveraged to double the amount of available programs.
  - Identify existing community partners, and if few or none exist, conduct outreach to recruit partner services from neighboring schools, organizations, intermediaries or statewide organizations. Consider contracting programming needs out to lead evidence-informed community-based providers to provide services in schools and in nearby neighborhoods.
- Establish indicators and metrics to ensure a high-quality portfolio of opportunities and partnerships for students and communities that need them most.
- Track student participation, levels of engagement, and utilization rates in comprehensive afterschool, enriching summer, afterschool and out-of-school time, community schools.
- Consider deploying a full-time Family, Community Engagement and Summer and Afterschool Learning Leader to coordinate all out-of-school time programs on the school level. This will help support the initial and ongoing coordination of partnerships to benefit students and the school community.
- Establish regular check-ins with partners during the year to identify what is working, and needs to be improved or enhanced to meet the needs of young people.

Supporting Evidence

- Afterschool Alliance, Research
- National Summer Learning Association
- Expanding Minds and Opportunities, The Power of Afterschool and Summer Learning for Student Success
- National League of Cities, How Cities Can Support Afterschool Learning Programs During Covid-19 and Beyond
- Expanded Learning, Evidence of Impact
- Community Schools, Community school standards and guidelines
- Children's Aid Society, resources on how to support and develop a community school
- Mizzen by Mott, vetted afterschool and summer content

High-Leverage Actions in Michigan

- Communities In Schools of Michigan is an evidenced-based model that provides Wrap-Around Services/ Integrated Student Supports and believes that transformative relationships are the key to unlocking a student's potential. As a result of this work, CIS breaks down immediate and systemic barriers to create and sustain equitable outcomes.

Post-Secondary

Research suggests that access to jobs that provide economic security also demands attainment of postsecondary credentials. Despite this research, enrollment at postsecondary institutions has decreased significantly since the beginning of the pandemic. High school students from the classes of 2020-2024 may be less likely to pursue postsecondary education.



Challenge

Access to high-quality postsecondary pathways (e.g., a two-year or four-year college, trade school, career, and/or national service)

Root Cause

Inadequate, individualized postsecondary advising to navigate the complex postsecondary admissions, financial aid, and enrollment processes. This may be particularly true for students whose parents don't have a postsecondary education.



Goal

By the 2022-2023 school year, ensure all high school students have access to comprehensive postsecondary advising beginning in 9th grade and beyond.

High-Leverage Actions

- Leverage ARP funds to hire additional school counselors.
- Place college advisors into high schools under the supervision of school counselors.



- Ensure all high school seniors have support to complete the FAFSA, preferably by the state's priority deadline so that students are eligible for financial aid.
  - Launch a FAFSA completion campaign within the school building and during the school day.
  - Provide opportunities for students and families to complete the FAFSA in the community and on local college campuses.
- Require FAFSA completion as a high school graduation requirement, with opt-out provisions for students with special circumstances.

Supporting Evidence

- College Board Research, A Review of the Role of College Counseling, Coaching, and Mentoring on Students' Postsecondary Outcomes.
- University of Pennsylvania, The Role of College Counseling in Shaping College Opportunity: Variations Across High Schools
- Preparing for College: Nine Elements of Effective Outreach
- MI College Access, School Counselor Training: Foundations of Equity in College and Career Counseling
- MI College Access, Webinar Series - Roadmap to Opportunity
- AdviseMI

High-Leverage Actions in Michigan

- Eaton Rapids Public Schools hired a college and career advisor who supports college planning, career exploration, financial aid & scholarships.

Challenge

Progress toward a certificate or degree on track and on time

Root Cause

Unfinished learning, structure of remedial courses, costs.



Goal

Create high school to college pathways that ensure students access to credit-bearing coursework immediately, including early college credit, better utilizing their financial aid and putting them on track to on-time graduation.

High-Leverage Actions

- Create and support online opportunities for students to participate in early college credit activities, expanding the geographic reach of these programs.
- Hire dedicated staffing to support early college credit programs including advising and other success strategies for the students participating.
- End the use of remedial and developmental education where students often get stuck in their postsecondary progression.
  - Replace remedial/developmental courses with corequisite education and other strategies to ensure students enter college enrolled in credit-bearing coursework
  - Increase dual enrollment opportunities and create early middle college programs that allow students to earn college credits while in high school.
- Increase dual enrollment opportunities and create early middle college programs that allow students to earn college credits while in high school.
- Design and implement intervention programming with postsecondary institutions, such as summer bridge programs, learning academies, or supplemental instruction sessions that are accessible to all students.
- Engage all students in experiences that inspire postsecondary pursuits.
  - Identify essential experiences for high school students and families that lead to connections with postsecondary institutions that inspire postsecondary pursuits, including college visits, open house events, and information sessions.
  - Identify and implement incentives for high school students to engage with postsecondary institutions, including tuition benefits, scholarship information, and connections with employers (internships, apprenticeships, etc.).
- Communicate the need for postsecondary institutions to make adjustments and accommodations, and provide needed resources and support to address the additional and diverse needs of students entering college and universities post-pandemic, especially for students in vulnerable populations.

Supporting Evidence

- Kinexus Group
- Wayne RESA, Workforce
- American Institutes of Research, The Lasting Benefits of Early College High Schools Considerations and Recommendations for Policymakers
- American Institute of Research, Evaluating the Impact of Early College High Schools
- GBPI, Dual Enrollment Requires Sustainable Funding to Promote High School and College Success
- ECS, Rethinking Dual Enrollment to Reach More Students
- Brian An, The Impact of Dual Enrollment on College Degree Attainment: Do Low-SES Students Benefit?
- Career Ladders Project, Dual Enrollment Toolkit: A Resource for Community Colleges and School District Partners

High-Leverage Actions in Michigan

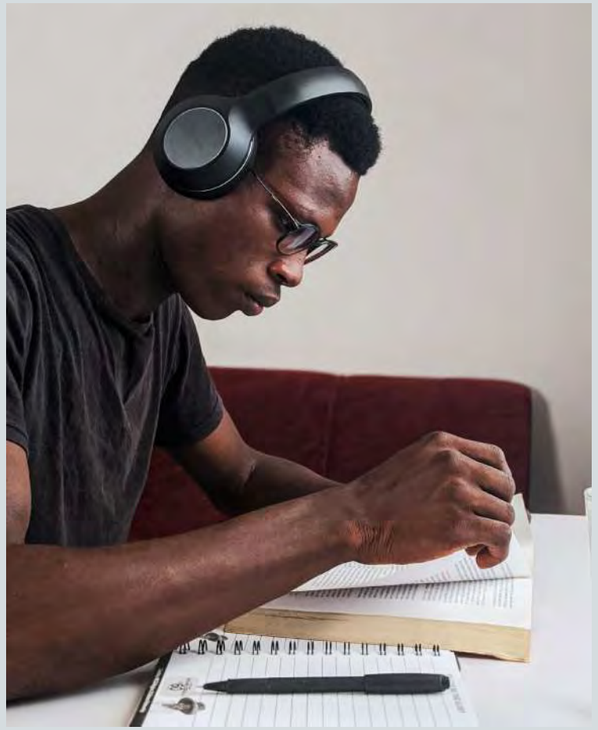
- Escanaba Area Public Schools offers a five-year course of study that coordinates high school classes with college classes. The goal is to earn an associate degree, industry certificate, Michigan Early Middle College Association certificate or 60 transferable college credits by the end of the 5th year along with the high school diploma.

Challenge

Incomplete or inaccessible information about the variety of postsecondary opportunities and career pathways available

Root Cause

Students from families that lack postsecondary experience may be unfamiliar and intimidated by the college-going process. Families may overestimate the cost of college while underestimating the return on investment.



Goal

Provide students and families with information about postsecondary opportunities and pathways to foster career identity



High-Leverage Actions

- Create partnerships between higher education institutions and high schools, Local College Access Networks, and community-based organizations to coordinate and plan postsecondary exposure activities.
- Disseminate information about Michigan's Hot Jobs and postsecondary pathways that lead to local employment opportunities to students and families.
- Engage Local College Access Networks as centers for information distribution to education, community and business leaders with the goal to create opportunities for students to learn about high demand careers and pathways.
- In partnership with local community college, build automatic and guaranteed community college admission processes for all high school graduates within a community college district. Send all high school seniors an acceptance letter in the spring stating upon graduation they are eligible for enrollment at their local community college.

Supporting Evidence

- Urban Institute, The Return on Investment for Higher Education
- Noel-Levitz, Inc., The Communication Expectations of College-Bound High School Students
- American College Application Campaign, 2017 Pre-College and Career Readiness Curriculum for Students and their Families (revised July 2017)
- Michigan Colleges Access Network, Roadmap to Opportunity

High-Leverage Actions in Michigan

- Cornerstone Schools creates unique learning experiences for its students with top companies from Detroit and around the world.

Policy Recommendations to Promote a Comprehensive Student Recovery

We know that we should not return to the same exact system that existed prior to the pandemic. It is naive to think that the entire P-16 system, with hundreds of years of rich history, can be reimagined in five months; we recognize that comprehensive recovery will be a multi-year process. However, in order to be successful, comprehensive recovery planning at the local level must be met with policy action by the state government. As such, we recommend policy actions that, if taken immediately, will accelerate student recovery now and lay the foundation for significant systems change in the future.

We suggest four high-priority policy actions that the state government can act on immediately to enable school districts to implement comprehensive student recovery plans--now and in the years ahead.



Recommendation One:

Adequate, Equitable Funding

Appropriate all federal relief funds identified to support children and schools and by 2025, enact an education budget that is equitable, adequate and sustainable by establishing a trajectory of funding to implement a weighted foundation allowance and accomplish the staffing recommendations of the School Finance Research Collaborative.

1

Funding should establish a base amount for each student, with weights for students with additional needs (e.g., English learners, special education, low-income).

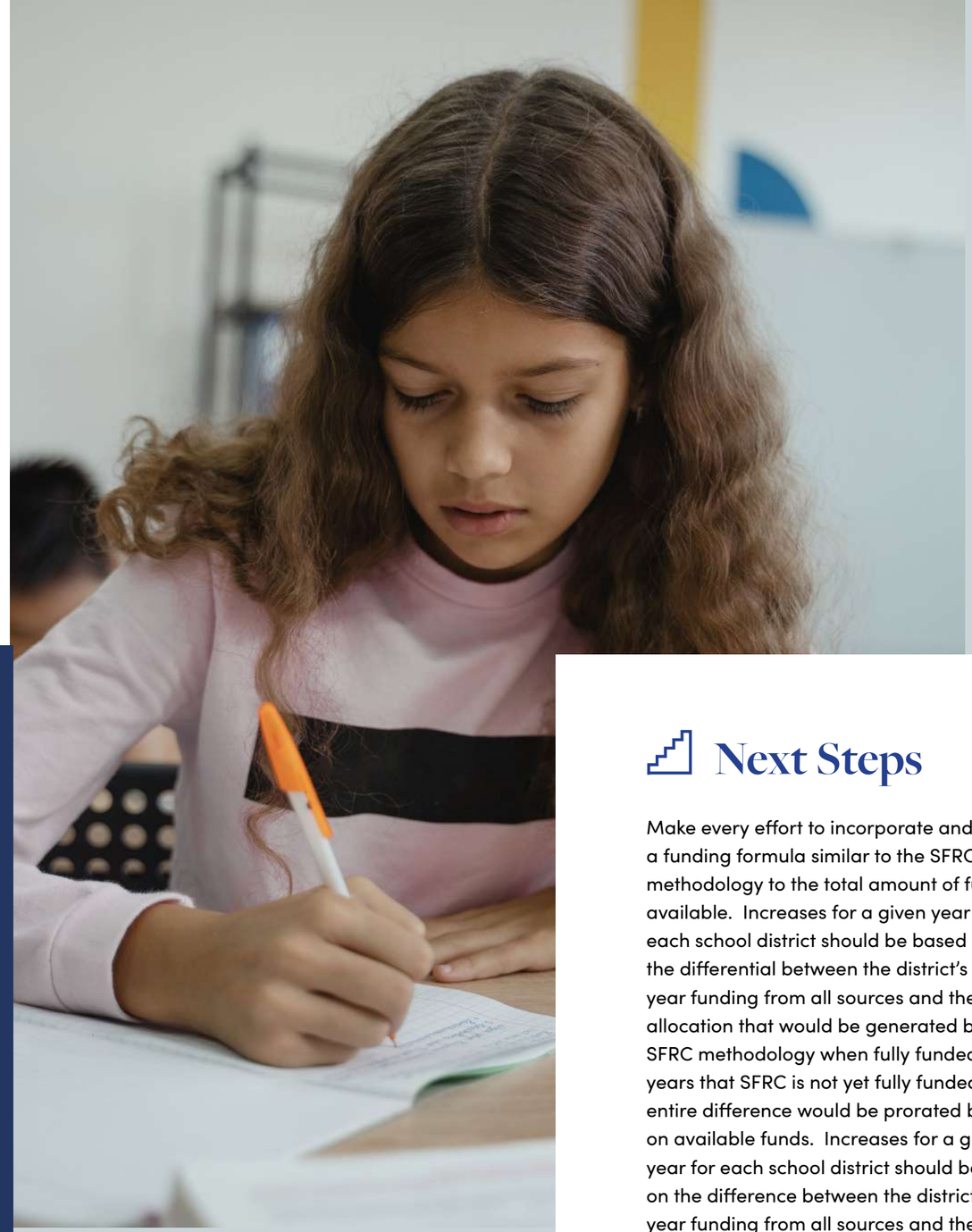
2

The funding formula would support critical staff like social workers, school counselors, interventionists, teachers, and other staff.

Rationale

School finance systems include numerous components that need to be considered. A base level of funding to support appropriate staffing levels is the foundation of the finance system.

- Despite major strides in Covid-mitigation strategies, there are still families who will want their children to continue learning remotely for the foreseeable future. Traditional pupil accounting rules do not provide adequate permission for districts to provide a fully-remote learning option.
- Current and anticipated enrollment serve as the primary basis for future staffing decisions.
- Because student programming is established prior to the start of the school year based on prior year and/or anticipated enrollment, it is difficult to alter the scheduling when a decline in enrollment occurs without causing significant disruption.
- It is critical to match staffing with enrollment as closely as possible in an effort to maximize/equalize appropriate student/teacher ratios.
- Allowing a school to receive funding based on the higher of current or prior year(s) enrollment, provides for the transition/reduction to occur in a planned/ less disruptive manner without financial penalty.
- The necessity for predictability and stability has taken on greater importance with the decline in education school graduates and the competitive hiring environment for graduates. This supply and demand situation is creating shortages in many school districts and especially in specific disciplines such as special education. This supply and demand disequilibrium may be further exacerbated by: a district's geographic location and size.



Next Steps

Make every effort to incorporate and apply a funding formula similar to the SFRC methodology to the total amount of funding available. Increases for a given year for each school district should be based on the differential between the district's prior year funding from all sources and the total allocation that would be generated by the SFRC methodology when fully funded. For the years that SFRC is not yet fully funded, the entire difference would be prorated based on available funds. Increases for a given year for each school district should be based on the difference between the district's prior year funding from all sources and the total allocation that would be generated by the SFRC methodology when fully funded.. Like with the 2X formula, districts further away from their targeted allocation would receive larger increases, but all districts should receive no less than an inflationary increase.

Recommendation Two:

Consistent Funding

Adopt a pupil accounting model which allows for seat-time flexibility for families that want to continue learning remotely and counts the highest enrollment of the past three years based on the October audited count. (e.g., use the highest enrollment of the current year or multiple prior years as the basis for funding schools).

Rationale

Appropriate all federal relief funds identified to support children and schools and by 2025, enact an education budget that is equitable, adequate and sustainable by establishing a trajectory of funding to implement a weighted foundation allowance and accomplish the staffing recommendations of the School Finance Research Collaborative.

- Despite major strides in Covid-mitigation strategies, there are still families who will want their children to continue learning remotely for the foreseeable future. Traditional pupil accounting rules do not provide adequate permission for districts to provide a fully-remote learning option.
- It is critical to match staffing with enrollment as closely as possible in an effort to maximize/equalize appropriate student/teacher ratios.
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Next Steps

Enact legislation that provides seat-time waivers for districts to have flexibility in delivery options to meet student needs.

Recommendation Three:

Top Talent

Adopt a statewide strategy to attract and retain educators, with intentional focus on educators of color.

Rationale

There is no better in-school strategy to support students' learning than to place them with a high-quality educator. Those most harmed by the teacher shortage are our students. For students of color, evidence suggests that having diverse teachers can make a significant difference in these students' lives. At a time when additional support is needed academically, socially, emotionally, and physically, schools and the state must critically think about how to recruit and retain educators. Research confirms that teachers of color can make a significant difference in the lives of all students.

1

Teachers of color boost the academic performance of students of color.

2

Increasing teacher diversity may improve satisfaction for teachers of color and decrease turnover.

3

Students of color can experience social-emotional and nonacademic benefits from having teachers of color, including fewer unexcused absences and lower likelihood of chronic absenteeism and suspension.

4

All demographics of students report having positive perceptions of their teachers of color, including feeling cared for and academically challenged.



Next Steps

- Create financial incentives for teachers to stay in the profession. Service scholarships and loan forgiveness provide incentives for teachers to enter and stay in the profession. Incentives should ensure that high-flying teachers are encouraged to work in the most impoverished communities. In exchange for loan forgiveness and service scholarships, teachers would commit to staying in their school for a minimum number of years. New dollars from the ARP should be prioritized to support implementation of this strategy.
- Create career ladders and alternative pathways for paraprofessionals and other staff seeking to become teachers.
- Provide resources and technical assistance to local districts, particularly in hard-to-staff communities, to establish a grow your own teacher cadet pipelines with current K-12 school students.

Recommendation Four:

Innovation in Teaching and Learning

Create the conditions for innovation by expanding Innovation Zones.

Rationale

Each community has experienced the pandemic differently and thus requires a different approach to recovery. Innovation zones will provide increased flexibility to waive certain regulations and requirements for schools and systems beginning to plan, design and implement personalized, competency-based models that will be critical to comprehensive student recovery. We know that we can't go back to the system that pre-existed the pandemic. Innovation Zones are a proven method to empower practitioners to develop and implement new learning models. In a moment to reimagine, we need less compliance enforcement and more support that enable innovative, student-centered learning programs in schools and systems.

Next Steps

- Design an application process for local districts, a collaboration of local districts, a collaboration between local districts and ISD, or a collaboration of a local district and college or university to receive flexibility and support for developing evidence-based, innovative practices.
- The application will include a waiver for accountability measures that restrict innovative practices that promote student mastery of a competency of skills.
- Innovation zone applications should be developed by a district stakeholder committee composed of at least fifty percent by district educators, students and members of the community. Innovation zones are designed to be in place as long as they are progressing towards, or accomplishing, the stated goals in the application. Innovation zone programs are not to be considered pilot programs.
- Create or identify a mechanism for oversight and technical and financial support of innovation zones.



Recommendation Five:

Universal Preschool

Expand access to high-quality preschool for all 3- and 4-year-olds.

Rationale

Learning does not begin at age five – and neither should public education. For our children and state to thrive, a K-12 education is no longer enough. Early childhood education, especially preschool, is a foundational experience for young children. Children who participate in preschool are better prepared for kindergarten, more likely to read by third grade, and more likely to graduate from high school. High-quality pre-k is particularly important for those children who were toddlers during the pandemic – and may have had less access to enriching, in-person learning opportunities or social interactions (structured child care environments, Head Start, playdates, Early On, etc).

Michigan is fortunate to have the Great Start Readiness Program (GSRP) – a homegrown, evidence-based preschool program that leads the nation in quality. Together with federal investments in Head Start, Michigan's existing GSRP should be the foundation of a universal preschool experience for all 3- and 4-year-olds, regardless of their family's income.





Next Steps

- Maintain the quality of Michigan's proven GSRP by increasing the funding per child.
- Steadily increase access to GSRP until all 4-year-olds are eligible, regardless of income.
- Expand Michigan's homegrown, evidence-based 3-year-old preschool pilot program to reach all 56 ISDs. Once the program is scaled statewide, steadily increase access until all 3-year-olds are eligible, regardless of income.
- During the state's move to universal preschool:
  - Prioritize equitable access,
  - Ensure the lowest income families are served first, and
  - Locate programs in community-based child care and school-based settings.

MI Safe Schools: Michigan's 2020-21 Return to School Roadmap



Governor Gretchen Whitmer
COVID-19 Task Force on Education
Return to School Advisory Council

June 30, 2020

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Foreword

> “We will continue to put safety first, leveraging science, data, and public health evidence to inform the decisions we make to serve each and every student in Michigan well.”

Dear School Community Members,

Thank you for pouring so much of your heart, mind, and soul into our children during these uncertain times. Your leadership has been heroic.

While there are still significant unknowns about the future of COVID-19 and its impact on Michigan, as I stated on June 17, I am committed to providing you with the guidance, support, and clarity to safely bring students back to the classroom for in-person instruction for the 2020-2021 school year. In doing so, we will continue to put safety first, leveraging science, data, and public health evidence to inform the decisions we make to serve each and every student in Michigan well.

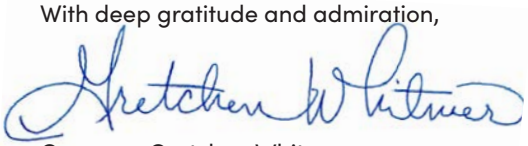
We committed to bring together diverse stakeholders and experts to understand the realities on the ground to inform return-to-school planning, as schools are much different than organizations in other parts of the economy. In May, through Executive Order 2020-88, the Return to School Advisory Council was created through a public process to provide recommendations for a safe, efficient, and equitable return to in-person instruction. This group was supported by a Task Force of experts from across the state government, including the Michigan Department of Health and Human Services, Michigan Department of Education, State of Michigan Attorney General, Michigan Department of Licensing and Regulatory Affairs, Michigan Department of Labor and Economic Opportunity, Michigan State Police, Michigan State Budget Office, and Michigan Department of Treasury who provided technical assistance and advice.

The result of the work of the Return to School Advisory Council and the Task Force is the MI Safe Schools Roadmap which follows. In it, you will find answers to many of the questions our school communities have been asking, including what safety protocols are required. We know that required safety protocols come with costs. Thus, we will be investing a significant amount of federal funds to support schools in the implementation of the required safety protocols outlined in the Roadmap and to address other needs resulting from COVID-19. Additionally, our partners at the Council of Michigan Foundations (CMF) have compiled a list of philanthropic resources here that may be available to augment public funds dispersed by the state.

We recognize there are a number of policy changes that need to be made, particularly those around regulatory flexibility for issues like seat time, attendance, standardized testing, and pupil accounting. We look forward to working closely over the coming weeks with our partners in the legislature and the Michigan Department of Education to create the flexibility that our schools require.

Again, my deepest thanks for all you have done, and all you will do as part of our collective recovery.

With deep gratitude and admiration,



Governor Gretchen Whitmer

Acknowledgements

Governor Whitmer extends her deepest appreciation to the members of the Return to School Advisory Council and the COVID-19 Task Force on Education. Each member brought their deep knowledge and immeasurable passion to provide recommendations that best serve Michigan's educators, school staff, families and students. Their efforts proved to be a source of strength and inspiration in a time of uncertainty, and we thank them sincerely for their leadership and willingness to serve.

Return to School Advisory Council

Chair, Tonya Allen, of Franklin, is the president and CEO of The Skillman Foundation.

Nicole Britten, of Saint Joseph, is the health officer for the Berrien County Health Department.

Johanna L. Clark, of Frankenmuth, is the principal of Frankenmuth High School.

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Melissa Isaac, of Mount Pleasant, is the director of education for the Saginaw Chippewa Indian Tribe of Michigan.

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Vic Michaels, of Detroit, is the assistant superintendent of student services and athletics for the Archdiocese of Detroit Catholic Schools and director of the Catholic High School League.

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Executive Summary

What is the purpose of the MI Safe Schools Roadmap?

First and foremost, the Roadmap provides required and strongly recommended safety protocols to keep school communities safe based on the status of the coronavirus. Additionally, the Roadmap provides recommendations across mental and social-emotional health, instruction, and operations within each phase of the MI Safe Start Plan, to support all schools in Michigan as they continue their return to school planning work and move towards implementation.

These requirements and recommendations are not always easy, but they are necessary. We must all continue to put safety first, leverage science, data, and public health evidence to inform the decisions we make to serve each and every student in Michigan well.

How was the MI Safe Schools Roadmap Developed?

Governor Whitmer implemented a six-phase approach to reopening the state in order to mitigate the impacts of COVID-19 and to protect the wellbeing of all Michiganders. On May 15, 2020, Governor Whitmer through Executive Order 2020-88, established the Return to School Advisory Council to develop recommendations for a safe return to in-person instruction. The Advisory Council included educators, administrators, elected officials, parents, students, and public health experts from across the state. Additionally, representatives from departments across Michigan state government assembled as a Task Force to support the development of the Roadmap. Ultimately, Governor Whitmer considered recommendations from the Advisory Council and Task Force to make final decisions about required safety protocols.

What guiding principles informed the instruction sections of the MI Safe Schools Roadmap?

1. Equitable access to learning is a right for each child.
2. In collaboration with parents, students, and teachers, schools will use data and evidence to prioritize resources for each child.
3. Teachers and staff will prioritize deep, meaningful relationships to create safe learning environments for each child.
4. Teachers and staff will empower the value, cultivation of relationships, and belonging of student and parent voice in all aspects of learning and emotional support for families.

How should the MI Safe Schools Roadmap be used?

Local education leaders should use this Roadmap to understand what safety protocols must be implemented, and to develop detailed district and building-level plans for how to implement the required safety protocols described in the Roadmap.

Families, students, and community stakeholders should use the Roadmap to understand what safety protocols will be in place when students return to school for in-person instruction.

All preK-12 schools will be required to follow the safety protocols outlined in this Roadmap which are noted as "required." Many schools may also choose to implement some or all of the "strongly recommended" or "recommended" practices, thus going beyond what is required.

What is the difference between "Required" protocols and those that are either "Strongly Recommended" or "Recommended" in the MI Safe Schools Roadmap?

Safety protocols that are required must be implemented by all Michigan schools that serve students in grades preK-12. They are the most feasible protocols that will minimize risk of exposure to COVID-19.

Safety protocols that are either strongly recommended or recommended are optional and all schools may choose to implement these safety protocols to minimize spread of COVID-19. All strongly recommended and recommended protocols and actions will not be appropriate or feasible in all settings and should be implemented as appropriate.

What Evidence Was Used to Develop the Recommendations in the Roadmap?

To the extent possible, the MI Safe Schools Roadmap relies on the most up-to-date scientific data available on COVID-19. While there is much that we have learned about the disease already, there is also, unfortunately, much that remains unclear. In the instance where a clear consensus has not been reached, or scientific opinion remains divided, we have decided to err on the side of caution with our staff and students' safety as our utmost priority.

On the question of whether there is actual spread of the disease by asymptomatic carriers, we believe that scientific data supports the conclusion that there is significant risk. Among adults, several studies have shown that the percentage of asymptomatic carriers may range from 40-70%.[1, 2] And although there are fewer studies looking at pediatric populations specifically, several studies support the notion that children can be infected and carry the disease asymptomatically as well.[3, 4]

Regarding the use of facial coverings, the balance of scientific data supports their value in reducing the risk of transmission in community settings. Both recent, targeted studies on this particular coronavirus, as well as larger meta-analyses of mask use in other infectious disease outbreaks, support the value of facial coverings in keeping communities safe.[5, 6, 7, 8, 9, 10] Our recommendations on cleaning and disinfection are derived from CDC, EPA, and OSHA standards.[11]

Finally, in developing these recommendations, we compared the practices of other countries to balance feasibility against a reasonable reduction in risk.[12, 13] In our analysis, we compared various interventions including the implementation of student cohorting, staggered schedules, face mask use, barrier screens, other personal protective equipment, changes to dining operations, and alterations to recess and athletic activities. We believe the recommendations put forth in this Roadmap represent the best practices that can be reasonably implemented in our schools.

Will required safety protocols and recommendations need to be collectively bargained?

LEAs and schools should work with their local bargaining units to ensure the current collective bargaining agreements are followed or letters of amendment or memorandum of understanding are developed and executed as appropriate, particularly relative to new or expanded job responsibilities.

What are school opening scenarios for Fall 2020?

Depending on the status of MI Safe Schools, there are three scenarios for school opening in fall 2020:

1. Schools open for in-person instruction with minimal required safety protocols (MI Safe Start Phase 6).
2. Schools open for in-person instruction with moderate required safety protocols (MI Safe Start Phase 5).
3. Schools open for in-person instruction with more stringent required safety protocols (MI Safe Start Phase 4).
4. Schools do not open for in-person instruction and instruction is provided remotely (MI Safe Start Phases 1-3).

How does the MI Safe Schools Roadmap relate to the MI Safe Start Plan?

Governor Whitmer will continue to use the MI Safe Start Plan as the highest-level governing framework for determining if and when it is safe to resume in-person instruction. Within the MI Safe Start Plan, schools are not permitted to provide in-person instruction of any kind if their region is within Phases 1-3 of the pandemic. All schools are permitted to resume in-person instruction beginning in Phase 4 of the MI Safe Start Plan. Some regulations and mandates will be relaxed as COVID-19 public health metrics improve in Phase 5 of the MI Safe Start Plan. All schools will remain open with some lasting safety requirements once community spread is not expected to return during Phase 6 of the MI Safe Start Plan. Schools will retain authority to enact stricter public health requirements than is mandated within this Roadmap. Additionally, school districts will retain the authority to close school buildings even if they have not been mandated to do so. Tribal Education Agencies and non-public schools are exempt from many state regulations, but must adhere to the health and safety protocols outlined in the Roadmap in order to actively mitigate the spread of COVID-19 for all Michiganders.

How should LEAs and schools interact with their local public health departments?

LEAs and schools should plan to review the most current public health data released by the State of Michigan in the MI Safe Start Map on a weekly basis. Additionally, schools should hold weekly discussions with local public health officers throughout the duration of the pandemic to understand local public health trends, such as the number of positive cases, percent positive cases, hospital capacity, testing capacity, whether a case is attributed to a cluster or specific event, and hospital staffing capacity.



What happens next?

The Return to School Advisory Council, in partnership with the Michigan Department of Education (MDE), will provide a series of supplemental resources to support districts and schools as they implement the Roadmap.

Who We Are And Who We Serve

School Workforce Demographics

According to various bodies of medical research, those over age 65 are disproportionately vulnerable to COVID-19. This impacts a school's preparation for return to school planning, including health and safety and staffing shortages. According to the most recent available data from Michigan's Center for Educational Performance and Information[14], a significant share of Michigan's public education workforce is over the age of 65, including:

1.7%
of elementary school teachers

2.1%
of middle and high school teachers

2.1%
of principals

2.5%
of school counselors

8.5%
of janitorial staff

10.7%
of food distribution staff

19.7%
of transportation staff

Student Populations

The effects of COVID-19 on the health of racial and ethnic minority groups and vulnerable populations are still emerging; however, current data suggest a disproportionate burden of illness and death among racial and ethnic minority groups. Evidence also indicates that access to technology—devices and high-speed internet—is correlated to race and socioeconomic status which is likely to manifest in learning loss amongst vulnerable populations. Thus, it is critical to focus on Michigan's:

17.9%
students who are African American

8.2%
students who are Hispanic/Latino

0.6%
students who are American Indian or Alaska Native

4.4%
students who are two or more races

3.5%
students who are Asian

13.3%
students with disabilities

48.7%
students who are economically disadvantaged

6.2%
students who are English language learners

2.2%
students who have experienced homelessness

Diverse Programming

Michigan schools provide educational opportunities in diverse settings. Regardless of how old a child is or where instruction occurs, schools must take essential actions to mitigate risk and operate as safely as possible. That includes, but is not limited to:

- PreK-12 instruction
- Birth to five services
- Career and technical education
- Early middle college
- Out-of-school time learning and after school
- Special education services from birth through age 26



Safety Protocols

Mental & Social-Emotional Wellbeing

Instruction

Operations

MI SAFE START

Phases 1-3

Virus Status

- ✓ Community spread of the virus is increasing and substantial.
- ✓ There is concern about health system capacity.
- ✓ Testing and tracing efforts may not be sufficient to control the spread of the pandemic.

School Operating Status

- ✓ No in-person instruction, remote only.

Essential Actions and Safety Protocols

- ✓ Safety Protocols
- ✓ Mental and Social-Emotional Well-being
- ✓ Instruction
- ✓ Operations

Safety Protocols

MI Safe Start | Phases 1-3

✓ All safety protocols are REQUIRED in MI Safe Start Phases 1-3

Personal Protective Equipment and Hygiene

- ☐ Schools are closed for in-person instruction.

Spacing and Movement

- ☐ Schools are closed for in-person instruction.
- ☐ School buildings may continue to be used by licensed child care providers, if providers follow all emergency protocols identified by the state.
- ☐ School employees and contractors are permitted to be physically present in school buildings for the purposes of conducting basic school operations, including remote live instruction, as determined by school administrators.

Screening Students

- ☐ Schools are closed for in-person instruction.

Responding to Positive Tests Among Staff and Students

- ☐ Schools are closed for in-person instruction.

Food Service, Gathering and Extracurricular Activities

- ☐ Schools enact food distribution programs.
- ☐ All inter-school activities are discontinued.
- ☐ After-school activities are suspended.

Athletics

- ☐ All athletics are suspended.

Cleaning

- ☐ Schools are closed for in-person instruction, and cleaning practices are adjusted to maintain school building functional order.

Busing and Student Transportation

- ☐ All busing operations are suspended.



Mental & Social-Emotional Health

MI Safe Start | Phases 1-3

✓ Strongly Recommended While Schools Are Closed for In-Person Instruction

- ☐ Schools should implement a mental health screening for all students by a trained professional, if possible. Any screening should be compliant with HIPAA and FERPA policies. Screening instructions (offered verbally to younger students) should provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines.
- ☐ Establish and communicate guidelines to all staff regarding identification and rapid referral of at-risk students to appropriate building-level support teams.
- ☐ Provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk, proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.
- ☐ Establish a comprehensive crisis management plan that leverages available internal and external/community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of a school staff member).
- ☐ Compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that reference school and community wellness resources.
- ☐ Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.
- ☐ Provide resources for staff self-care, including resiliency strategies.
- ☐ Designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners.
- ☐ Leverage MDE resources for student and staff mental health and wellness support.
- ☐ Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).
- ☐ Communicate with parents and guardians, via a variety of channels, return to school transition information including:
  - ☐ Destigmatization of COVID-19.
  - ☐ Understanding normal behavioral response to crises.
  - ☐ General best practices of talking through trauma with children.
  - ☐ Positive self-care strategies that promote health and wellness.

Instruction

MI Safe Start | Phases 1-3

✓ Strongly Recommended While Schools Are Closed for In-Person Instruction

Governance

- ☐ Create a district Return to Instruction and Learning working group, potentially led by the Director of Curriculum, Chief Academic Officer or the equivalent, and composed of a broad group of stakeholders on the district and school level, to:
    - ☐ Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations.
    - ☐ Revise the district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness.
    - ☐ Share the district's remote learning plan with all involved stakeholders.

Remote Instruction

- ☐ Ensure that remote learning plans, revised based on feedback and input from school leaders, educators, families, and students, are distributed to all involved stakeholders in their home language. Create opportunities for ongoing feedback.
- ☐ Activate remote learning programs at scale to deliver standards-aligned curricula and high-quality instructional materials. Integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. Consult MDE for high-quality digital resources.
- ☐ Support schools to assess every student in grades preK-12 during the first few weeks of school, using a screener, diagnostic, or formative assessments that can be given online or conducted virtually, to understand where students are academically and inform instructional decisions for teachers, students, and families.
- ☐ Review students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers to reflect the child's needs based on assessment data and parent feedback, and design accommodations and match services accordingly.
    - ☐ Commence online intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and career and technical education.
    - ☐ Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible.
- ☐ Secure supports for students who are transitioning to postsecondary.
- ☐ Conduct checkpoints with school leaders around curriculum and instruction and ongoing monitoring of student progress, specifically honing in on the progress of students in need of additional support.
- ☐ Remain connected with MDE about policies and guidance.
- ☐ Develop a continuation of services plan for students needing occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

Instruction

MI Safe Start | Phases 1-3

✓ Strongly Recommended While Schools Are Closed for In-Person Instruction

Communication & Family Supports

- ☐ Implement any additional communication systems needed to reach every family and student in their home language through multiple modes (e.g., text, call, email, home visit) to share:
  - ☐ Expectations around the duration of the closure and reopening;
  - ☐ Decisions about grade-level proficiencies, modes of assessment and feedback, daily instructional time, and estimated workload. This should be done in collaboration with local bargaining units;
  - ☐ Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child; and
  - ☐ Training on accessing and using the school's digital systems and tools, and workshops for families to build digital literacy.

Professional Learning

- ☐ Continue to provide professional learning and training through virtual modes for educators to:
  - ☐ Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education;
  - ☐ Share knowledge, continuously learn, and exchange ideas, successes and failures around remote learning;
  - ☐ Share information and data about students' assessment results, progress, and completed assignments;
  - ☐ Learn how to use the school's digital systems and tools appropriately and sustainably; and
  - ☐ Build capacity around high-quality remote learning.
- ☐ Utilize structures, such as professional learning communities, for educators to collaborate on prototypes for a week's worth of instruction to establish consistency and an appropriate workload.

Monitoring

- ☐ Activate plans to monitor and assess the following:
  - ☐ Connectivity and Access:
    - ☐ Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.
  - ☐ Attendance:
    - ☐ Develop systems to monitor and track students' online attendance on a daily basis.
  - ☐ Student Work:
    - ☐ Teachers will assess the quality of student work and provide feedback to students and families.
    - ☐ Students will self-assess the quality of work, reflect on teacher feedback, and learning progress.

Operations

MI Safe Start | Phases 1-3

✓ Strongly Recommended While Schools Are Closed for In-Person Instruction

Facilities

- ☐ Audit necessary materials and supply chain for cleaning and disinfection supplies.
- ☐ Continue to maintain schools in good working order to prepare for the subsequent return of students.
- ☐ Execute school cleaning and disinfection protocols according to the CDC School Decision Tree.
- ☐ Custodial staff are recommended to wear surgical masks when performing cleaning duties.
- ☐ ISDs and schools should create a contingency plan to coordinate the use of school buildings for essential actions including elections, food distribution, and child care, particularly for essential workers.
- ☐ Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.
    - ☐ Advocate for ISDs to coordinate with LEMPs.

Technology

- ☐ Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.
- ☐ Designate a single point of contact in each school to plan and communicate with district technology teams.
- ☐ Develop a district technology plan that includes guidance for schools. If possible, include training and support for educators to adapt remote learning for the classroom.
- ☐ Identify a device and/or general technology support lead for each school. Consider elevating that position to a more formal role and providing additional support potentially with parent volunteers.
- ☐ Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.
- ☐ Where practical given demands on parents or guardians, consider identifying family technology liaisons to support communication regarding the use of technology and serve as a "help desk."
- ☐ Develop district-wide procedures for return and inventory of district-owned devices as part of a return to school technology plan. The procedures should include:
    - ☐ Safely bagging devices collected at schools;
    - ☐ Sanitizing the devices prior to a repair or replacement evaluation;
    - ☐ Ordering accessories that may be needed over the summer; and
    - ☐ Conducting prepared maintenance

Operations

MI Safe Start | Phases 1-3

✓ Strongly Recommended While Schools Are Closed for In-Person Instruction

routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.

- ☐ Identify an asset tracking tool.
- ☐ Identify a vendor to assist with processing, returning, and maintaining devices, if needed.
- ☐ Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.
- ☐ Prepare the Infrastructure Evaluation process. Every WiFi access point and wired network device should be tested.
- ☐ Develop a technology support plan for families.
- ☐ Continue to monitor device usage and compliance with online learning programs.
- ☐ Provide support programs to ensure that students and families can access online teaching and troubleshoot problems with access.
- ☐ Ensure that students can submit assignments and be evaluated accordingly.
- ☐ Schedule ongoing staff training on platforms and tools.
- ☐ Review and update (as needed) relevant technology policies including data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology.
- ☐ Ensure every student has access to the appropriate technology and connectivity needed to continue learning.

Budget, Food Service, Enrollment, and Staffing

- ☐ Based on instructional programming, provide instructional resources and materials to staff and students as feasible.
- ☐ Work with MDE to understand flexibility with hiring and develop a plan to govern hiring in a remote environment.
- ☐ Ensure a plan for nutrition services and student meals is in place, and provide a list of alternative meal options to families.
- ☐ Solidify food service processes, device distribution, delivery sites, and communication plans as necessary.
- ☐ Define logistical expectations, including attendance expectations and time on schooling by grade level for students and teachers.

MI SAFE START

Phase 4

Virus Status

- ✓ The number of new cases and deaths has fallen for a period of time, but overall case levels are still high.
- ✓ Most new outbreaks are quickly identified, traced, and contained due to robust testing infrastructure and rapid contact tracing.
- ✓ Health system capacity can typically handle these new outbreaks, and therefore case fatality rate does not rise above typical levels.
- ✓ The overall number of infected individuals still indicate the need for distancing to stop transmission and move to the next phase.

How to Keep School Communities Safe

- ✓ School preparedness and response activities continue - conducting ongoing surveillance and executing a series of active mitigation measures.
- ✓ Schools should be prepared to implement social distancing measures.
- ✓ Short-term dismissals and suspension of extracurricular activities should be expected for cleaning and contact tracing purposes.
- ✓ Schools must consider the judgment of the local health department for the sub-region (i.e., county or ISD) of concern.

School Operating Status

- ✓ In-person instruction is permitted with required safety protocols.

Essential Actions and Safety Protocols

- ✓ Safety Protocols
- ✓ Mental and Social-Emotional Well-being
- ✓ Instruction
- ✓ Operations

Safety Protocols

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Personal Protective Equipment

REQUIRED

- ☐ Facial coverings must always be worn by staff except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Any staff member who cannot medically tolerate a facial covering must not wear one. Any staff member that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering.
    - ☐ PreK-5 and special education teachers should consider wearing clear masks.
    - ☐ Homemade facial coverings must be washed daily.
    - ☐ Disposable facial coverings must be disposed of at the end of each day.
- ☐ Facial coverings must be worn by preK-12 students, staff, and bus drivers during school transportation. Any staff or student that is unable to medically tolerate a facial covering must not wear one. Any staff or student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
- ☐ Facial coverings must always be worn in hallways and common areas by preK-12 students in the building except for during meals. Any student that is unable to medically tolerate a facial covering must not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
    - ☐ Homemade facial coverings must be washed daily.
    - ☐ Disposable facing coverings must be disposed of at the end of each day.
    - ☐ Note: Students with significant disabilities preventing the use of facial coverings are referred to forthcoming guidance from MDE.
- ☐ Facial coverings must be worn in classrooms by all students grades 6-12. Any student who cannot medically tolerate a facial covering must not wear one. Any student who is incapacitated, or unable to remove the facial covering without assistance, must not wear one.
- ☐ All students in grades K-5 must wear facial coverings unless students remain with their classes throughout the school day and do not come into close contact with students in another class.

Strongly Recommended

- ☐ Facial coverings should be considered for K-5 students and students with special needs in classrooms.
- ☐ Facial coverings should be considered for preK students and students with special needs in hallways and common areas.
    - ☐ Facial coverings are not recommended for use in classrooms by children ages 3 and 4.
    - ☐ Facial coverings should never be used on children under age 2.

Hygiene

REQUIRED

- ☐ Provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques).
- ☐ Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.

Strongly Recommended

- ☐ Educate staff and students on how to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.

Safety Protocols

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- ☐ Systematically and frequently check and refill soap and hand sanitizers.
- ☐ Students and teachers must have scheduled handwashing with soap and water every 2-3 hours.
- ☐ Limit sharing of personal items and supplies such as writing utensils.
- ☐ Keep students' personal items separate and in individually labeled cubbies, containers, or lockers.
- ☐ Limit use of classroom materials to small groups and disinfect between use, or provide adequate supplies to assign for individual student use.
- ☐ Procure portable handwashing and/or hand sanitizing stations to set up throughout school buildings.

Spacing, Movement and Access

Strongly Recommended

- ☐ Space desks six feet apart in classrooms. Class sizes should be kept to the level afforded by necessary spacing requirements.
- ☐ In classrooms where large tables are utilized, space students as far apart as feasible.
- ☐ As feasible, arrange all desks facing the same direction toward the front of the classroom.
- ☐ Teachers should maintain six feet of spacing between themselves and students as much as possible.
- ☐ Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials.
- ☐ Post signage to indicate proper social distancing.
- ☐ Floor tape or other markers should be used at six-foot intervals where line formation is anticipated.
- ☐ Provide social distancing floor/seating markings in waiting and reception areas.
- ☐ Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.
- ☐ Adult guests entering the building should be screened for symptoms, wear a facial covering, and wash/sanitize hands prior to entering. Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building.

Recommended

- ☐ If a classroom has windows that can open, they should be open as much as possible, weather permitting. Considerations should be made for students with allergy-induced asthma.
- ☐ As able and appropriate, schools should try to cohort groups of students to isolated hallways or areas that can be monitored.
- ☐ As able, "specials" (like art, music, and library) should be brought to the classrooms instead of having students move to different locations.
- ☐ If all students cannot fit in the classroom space available, a school may consider implementing a staggered school schedule that incorporates alternative dates of attendance or use of virtual teaching. If a staggered school schedule is adopted, schools should partner with community organizations to identify safe spaces where children can engage virtually, especially if family members work and children cannot be home alone.
- ☐ Efforts should be made to keep six feet of distance between people in the hallways. Staggered movements at incremental intervals should be used if feasible to minimize the number of persons in the hallways as able.

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- ☐ Have staff monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.
- ☐ Where possible, physical education should be held outside and social distancing of six feet should be practiced.
- ☐ Boarding schools should seek guidance from MDHHS regarding spacing, movement, and facility access.
- ☐ Flow of foot traffic should be directed in only one direction, if possible. If one-way flow is not possible, hallways should be divided with either side following the same direction.
- ☐ Entrances and exits should be kept separate to keep traffic moving in a single direction.

Screening Students and Staff

REQUIRED

- ☐ Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff.

Strongly Recommended

- ☐ Every school should identify and designate a quarantine area and a staff person to care for students who become ill at school.
- ☐ Students who become ill with symptoms of COVID-19 should be placed in an identified quarantine area with a surgical mask in place until they can be picked up. Identified school staff caring for these children should wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.
- ☐ Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines.
- ☐ Staff should conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home.

Recommended

- ☐ A monitoring form (paper or electronic) for screening employees should be developed.
- ☐ Families are encouraged to check their child's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if symptoms of COVID-19 are present.
- ☐ Families are encouraged to monitor their children for symptoms of COVID-19. The presence of any symptoms, including cough or shortness of breath, should prompt the family to keep the student home from school and to follow up with a primary care provider.

Safety Protocols

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Testing Protocols for Students and Staff and Responding to Positive Cases

REQUIRED

- ☐ Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff.

Strongly Recommended

- ☐ Students who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported by their parent or guardian, emergency contact, or ambulance if clinically unstable, for off-site testing.
- ☐ Staff who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported for off-site testing.
- ☐ Symptomatic students and staff sent home from school should be kept home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.
- ☐ Families should be notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home.
- ☐ In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts should be made to contact any close contacts (those who spent more than 15 minutes less than six feet in close proximity to the student or staff member) so that they can be quarantined for 14 days at home. Students and staff should be closely monitored for any symptoms of COVID-19. At this time, empiric testing of all students or staff members in the class is not recommended. Only those that develop symptoms require testing for COVID-19.

Recommended

- ☐ Parents and guardians are encouraged to check students' temperature at home every morning using oral, tympanic (ear), or temporal scanners; students with a temperature of 100.4 or greater must stay home and consider coronavirus testing.
- ☐ Parents and guardians are encouraged to monitor for symptoms of COVID-19. The presence of any unexplained symptoms, including cough or shortness of breath, should prompt the parent or guardian to keep the student home from school and to follow up with their primary care provider.

Responding to Positive Tests Among Staff and Students

REQUIRED

- ☐ All schools, public and private, must cooperate with the local public health department if a confirmed case of COVID-19 is identified, and in particular, must collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at the school.

Strongly Recommended

- ☐ Notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
    - ☐ The Local Health Department will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self quarantine for up to 14 days after exposure. Local health officials, depending on the situation, may identify other contacts who

require quarantine. Schools can help the local health department by collecting data and contact information of those exposed.

- ☐ Note: schools should provide staff with guidance on confidentiality laws and statutes that protect student and staff health information. Student communicable disease related information is protected health information. (Even if a family/ student acknowledges and publicly discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test).

- ☐ Employees with a confirmed case of COVID-19 should only return to the workplace after they are no longer infectious. Local health officials will provide instruction about return to work, using the most current guidelines from the CDC for this determination.
- ☐ Cleaning staff should wear a surgical mask, gloves, and a face shield when performing cleaning of these areas.
- ☐ If possible, smaller areas such as individual classrooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles.

Food Service, Gathering, and Extracurricular Activities

REQUIRED

- ☐ Prohibit indoor assemblies that bring together students from more than one classroom.

Recommended

- ☐ Classrooms or outdoor areas should be used for students to eat meals at school, if distancing guidelines cannot be met.
- ☐ If cafeterias must be used, meal times should be staggered to create seating arrangements with six feet of distance between students.
  - ☐ Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks.
  - ☐ Students, teachers, and food service staff should wash hands before and after every meal.
- ☐ Students, teachers, and staff should wash hands before and after every event.
- ☐ Large scale assemblies of more than 50 students are suspended.
- ☐ Off-site field trips that require bus transportation to an indoor location are suspended.
- ☐ Recess should be conducted outside whenever possible with appropriate social distancing and cohorting of students. If more than one class is outside, students should wear facial coverings.
- ☐ If possible, school-supplied meals should be delivered to classrooms with disposable utensils.
- ☐ If possible, schools should offer telecasting of assemblies and other school-sanctioned events.
- ☐ Extracurricular activities may continue with the use of facial coverings.

Safety Protocols

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Athletics

REQUIRED

- ☐ Comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).
- ☐ Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant should confirm that they are healthy and without any symptoms prior to any event.
- ☐ All equipment must be disinfected before and after use.
- ☐ Inter-school competitions may be held provided that, facial coverings are worn if school transportation is provided. Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent "Busing and Student Transportation" section.
- ☐ Spectators are allowed provided that facial coverings are used by observers and six feet of social distancing can be maintained at all times. Attention must given to entry and exit points to prevent crowding.
- ☐ Each participant must use a clearly marked water bottle for individual use. There should be no sharing of this equipment.
- ☐ Handshakes, fist bumps, and other unnecessary contact must not occur.
- ☐ Indoor weight rooms and physical conditioning activities that require shared equipment are suspended. Outdoor physical conditioning activities are allowed while maintaining social distancing.
- ☐ Large scale indoor spectator events are suspended. Large scale outdoor spectator or stadium events are limited to 100 people, and people not part of the same household must maintain six feet of distance from one another.

Cleaning

REQUIRED

- ☐ Frequently touched surfaces including light switches, doors, benches, bathrooms, must undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.
- ☐ Libraries, computer labs, arts, and other hands-on classrooms must undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution.
- ☐ Student desks must be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.
- ☐ Playground structures must continue to undergo normal routine cleaning, but using an EPA-approved disinfectant is unnecessary.
- ☐ Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products.
- ☐ Staff must wear gloves, surgical mask, and face shield when performing all cleaning activities.

Safety Protocols

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Busing and Student Transportation

REQUIRED

- ☐ Require the use of hand sanitizer before entering the bus. Hand sanitizer must be supplied on the bus.
- ☐ The bus driver, staff, and all students in grades preK-12, if medically feasible, must wear facial coverings while on the bus. Note: there may be situations where it is not safe for the bus driver to wear a facial covering. Decisions about these situations should be made on a case-by-case basis with local public health officials.
- ☐ Clean and disinfect transportation vehicles before and after every transit route. Children must not be present when a vehicle is being cleaned.
- ☐ Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.
- ☐ Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily.
- ☐ Create a plan for getting students home safely if they are not allowed to board the vehicle.
- ☐ If a student becomes sick during the day, they must not use group transportation to return home and must follow protocols outlined above. If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and must not return to drive students.
- ☐ Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
- ☐ Weather permitting, consider keeping windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe.

Medically Vulnerable Students and Staff

Strongly Recommended

- ☐ Systematically review all current plans (e.g. Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19.
- ☐ Create a process for students/families and staff to self-identify as high-risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignments.

Recommended

- ☐ Pertaining to medically vulnerable students, revise the school's remote learning plan to incorporate feedback and input from teachers, families, students, and school leaders and improve its effectiveness. Share it with all involved stakeholders.
- ☐ Staff caring for children and providing any medical care that include aerosol generating procedures (e.g., nebulizers) should have N95 masks.
- ☐ Enable staff who are high-risk for severe illness to minimize face-to-face contact and to allow them to maintain a distance of six feet from others, modify job responsibilities that limit exposure risk, or to telework if possible. Meaningfully engage and consult with local bargaining units.



Mental & Social-Emotional Health

MI Safe Start | Phase 4

✓ Strongly Recommended Before Schools Reopen for In-Person or Hybrid Instruction

- ☐ Encourage schools to implement a mental health screening for all students by a trained professional, if possible. Any screening should be compliant with HIPAA and FERPA policies. Screening instructions (offered verbally to younger students) should provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines.
- ☐ Establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams.
- ☐ Provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk and proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.
- ☐ Encourage the identification of a point person or establish an access navigator to centralize mental health referrals, communications to families/ students, and public-facing wellness materials.
- ☐ Establish a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of a school staff member).
- ☐ Compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that references school and community wellness resources.
- ☐ Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.
- ☐ Provide resources for staff self-care, including resiliency strategies.
- ☐ Designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners.
- ☐ Leverage MDE resources for student and staff mental health and wellness support.
- ☐ Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).
- ☐ Communicate with parents and guardians, via a variety of channels, return to school transition information including:
  - ☐ Destigmatization of COVID-19;
  - ☐ Understanding normal behavioral response to crises;
  - ☐ General best practices of talking through trauma with children; and
  - ☐ Positive self-care strategies that promote health and wellness.

Instruction

MI Safe Start | Phase 4

✓ Strongly Recommended Before Schools Reopen for In-Person or Hybrid Instruction

Governance

- ☐ Create a district Return to Instruction and Learning working group, potentially led by the Director of Curriculum, Chief Academic Officer or the equivalent, and composed of a broad group of stakeholders on the district and school level, to:
  - ☐ Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations.
  - ☐ Revise the district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness.
  - ☐ Share the district's remote learning plan with all involved stakeholders in case of a return to remote learning.

Instruction

- ☐ Activate hybrid learning programs at scale to deliver standards-aligned curricula and high-quality instructional materials. Integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. Consult MDE for high-quality digital resources.
- ☐ Make expectations clear to school leaders and teachers around hybrid or remote instruction that include:
  - ☐ Best practices for blended or remote learning;
  - ☐ Grade-level proficiencies;
  - ☐ Modes of student assessment and feedback;
  - ☐ Differentiated support for students;
  - ☐ The inclusion of social-emotional learning; and
  - ☐ Guidance around daily instructional time and workload per different grade bands to ensure consistency for students.
- ☐ Set an instructional vision that ensures that:
  - ☐ Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
  - ☐ Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
  - ☐ Every students' academic and social-emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.
- ☐ Secure supports for students who are transitioning to postsecondary.
- ☐ Support schools to implement grade-level curricula that is aligned to Michigan preK-12 standards.
  - ☐ Support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction.
- ☐ Revise students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers to reflect the child's evolving needs based on assessment data and parent feedback, and design accommodations and match services accordingly.
  - ☐ Commence intervention and support services. Plans must include all programs

Instruction

MI Safe Start | Phase 4

and learning environments, especially special education, birth to five services, and CTE.

- ☐ Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible.

☐ Inventory all intervention programs and services available to students on the district and school level and identify any gaps.

☐ Remain connected with MDE about policies and guidance.

☐ Develop a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

Communications and Family Supports

☐ Implement any additional communication systems needed to reach every family and student in their home language through multiple modes (e.g., text, all call, email, home visit) to share:

- ☐ Expectations around their child's return to school;
- ☐ Clear information about schedules and configurations, if hybrid;
- ☐ Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies; and
- ☐ Plans for each of the different school opening scenarios.

☐ Provide resources that demonstrate schools value parents as partners in their child's education. Offer family supports that provide families with:

- ☐ Training about how to access and use the school's chosen digital systems and tools;
- ☐ Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child;
- ☐ Opportunities to build their digital literacy; and
- ☐ Strategies to support their child's learning at home.

Professional Learning

☐ Provide adequate time for schools and educators to engage in:

- ☐ Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed;
- ☐ Identify students who did not engage in remote learning and develop a plan to provide additional supports, if needed. Share data and concerns about each student's growth and needs with students' assigned teacher(s) for the 2020-2021 school year;
- ☐ Identify students who potentially need additional support; and
- ☐ Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning.

☐ Create a plan for professional learning and training, with goals to:

- ☐ Offer restorative supports for teachers and learning around equity and implicit bias,

social-emotional learning, and culturally responsive education;

- ☐ Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use; and
- ☐ Build school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging.

Strongly Recommended When Schools Re-open for In-Person or Hybrid Instruction

Instruction

- ☐ Ensure that every student:
  - ☐ Has access to standards-aligned, grade-level instruction, including strategies to accelerate student learning;
  - ☐ Is assessed to determine student readiness to engage in grade-level content; and
  - ☐ Is offered scaffolds and supports to meet their diverse academic and social-emotional needs.
- ☐ Conduct checkpoints with school leaders around curriculum pacing and ongoing monitoring of student progress, specifically honing in on the growth of students who need acceleration.
- ☐ Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.
- ☐ Conduct a review of each students' IEP in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services including OT, PT, and Speech while school buildings were closed.
- ☐ Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs.
- ☐ Set expectations for schools and teachers to integrate high quality digital tools and resources that are appropriate and sustainable at each grade level, to increase teachers' and students' familiarity with online learning in case of a return to remote instruction.
- ☐ Determine and activate structures outside of the regular school day, such as summer learning options, extended day, and after-school programming, to potentially be leveraged to support students in need of additional support.
- ☐ Support schools to communicate regularly with families in their home language about their child's progress and the targeted plans for students in need of additional support.
- ☐ If hybrid, activate plans to monitor and assess the following:
  - ☐ Connectivity and Access:
    - ☐ Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.
  - ☐ Attendance:
    - ☐ Develop systems to monitor and track students' online attendance on a daily basis.
  - ☐ Student Work:
    - ☐ Teachers will assess the quality of student work and provide feedback to students and families.
    - ☐ Students will self-assess the quality of work, reflect on teacher feedback, and learning progress.

Operations

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Facilities

Strongly Recommended Before Schools Reopen for In-Person Instruction

- ☐ Audit necessary materials and supply chain for cleaning and disinfection supplies.
- ☐ Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.
    - ☐ Advocate for ISDs to coordinate with LEMPs.
- ☐ Audit any additional facilities that the district may have access to that could be used for learning.
- ☐ Provide school-level guidance for cleaning and disinfecting all core assets including buildings and playgrounds. Frequently touched surfaces should be cleaned several times a day.
- ☐ Alert school-based custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and/or CDC. It is expected that this guidance will be updated in real-time based on the status of community spread across local geographies.
- ☐ Encourage schools to convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection.
- ☐ Encourage schools to provide advanced training for custodial staff.
- ☐ Custodial staff should continue deep cleaning over the summer.
- ☐ Audit all school buildings with a focus on:
    - ☐ How many classrooms are available;
    - ☐ The size of each classroom;
    - ☐ Additional spaces that are available (e.g., gym, lunchroom, auditorium); and
    - ☐ The ventilation in each classroom.
- ☐ Audit school security protocols to decide if any process changes need to be implemented.
- ☐ School security staff should follow CDC protocols if interacting with the general public.
- ☐ Maintain facilities for in-person school operations.
    - ☐ Check HVAC systems at each building to ensure that they are running efficiently.
    - ☐ Air filters should be changed regularly.
    - ☐ Custodial staff should distribute wastebaskets, tissues, and CDC-approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during travel between sites.
    - ☐ Signage about frequent handwashing, cough etiquette, and nose blowing should be widely posted, disseminated, and encouraged through various methods of communication.
    - ☐ Custodial staff should follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.
- ☐ School leaders should conduct and document a facility walk-through with the custodial services team to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.
- ☐ Procure level-1 facial coverings, including those with a transparent front, for preK-5 teachers, low-income students, and students with special needs.
- ☐ Procure level-1 surgical masks for cleaning and janitorial staff.

Operations

MI Safe Start | Phases 4

Strongly Recommended If Schools are Instructed to Close for In-Person Instruction

- ☐ Activate school cleaning and disinfection protocols according to the CDC School Decision Tree. Custodial staff should wear surgical masks when performing cleaning duties.
- ☐ Maintain facilities for resumption of school operations.

Budget, Food Service, Enrollment, and Staffing

Strongly Recommended Before Schools Reopen for In-Person Instruction

- ☐ Support schools in assessing student arrival protocols. This should include how students arrive at and depart from school (e.g., school bus, dropped off via car, drive themselves, walk, public transportation).
- ☐ Support schools in conducting staff and student outreach to understand who is coming back.
    - ☐ For staff, this should include a breakdown of the staff – administrators, educators, support staff, full-time nurses, part-time nurses, school counselors, etc.
    - ☐ Develop a staffing plan to account for teachers and staff who are not returning or are at risk (i.e., those who are 65 years or have an underlying medical condition and decide not to return).
    - ☐ For students, this should include those with preexisting conditions who may need a remote learning environment.
- ☐ Assess need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs.
- ☐ Work with relevant local bargaining units to assess how job responsibilities may shift in light of COVID-19 and how new or additional responsibilities will be accounted for.
- ☐ Recruit, interview and hire new staff.
- ☐ Consider redeploying underutilized staff to serve core needs.
- ☐ Where possible, and in partnership with local bargaining units, identify and modify staff positions, that would enable high-risk staff to provide remote services.
- ☐ Communicate any student enrollment or attendance policy changes with school staff and families.
- ☐ Provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely.
- ☐ Seek and provide guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies).
- ☐ Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs.
- ☐ Inventory how many substitute teachers are available.
- ☐ Build and send back to school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures.
- ☐ Verify that student and staff handbooks and planners are printed and ready for distribution and/or are available digitally. Create a master list of any changes to distribute at the first staff meeting.
- ☐ Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.
- ☐ Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.

Operations

MI Safe Start | Phases 4

- ☐ Work with school leaders to orient new school staff to any operational changes.
- ☐ Create master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind.
- ☐ Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.

Technology

Strongly Recommended Before Schools Re-open for In-Person Instruction

- ☐ Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.
- ☐ Designate a single point of contact in each school to plan and communicate with district technology teams.
- ☐ Develop a district technology plan that includes guidance for schools. If possible, include training and support for educators to adapt remote learning for the classroom.
- ☐ Identify a device and/or general technology support lead for each school. Consider elevating that position to a more formal role and providing additional support potentially with parent volunteers.
- ☐ Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.
- ☐ Where practical given demands on parents or guardians, consider identifying family technology liaisons to support communication regarding the use of technology. (For example, the existing parent organization may be able to fulfill this role).
- ☐ Develop district-wide procedures for return and inventory of district owned devices as part of a return to school technology plan. The procedures should include:
  - ☐ Safely bagging devices collected at schools;
  - ☐ Sanitizing the devices prior to a repair or replacement evaluation;
  - ☐ Ordering accessories that may be needed over the summer; and
  - ☐ Conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement.
- ☐ Identify an asset tracking tool.
- ☐ Identify a vendor to assist with processing, returning, and maintaining devices, if needed.
- ☐ Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.
- ☐ Prepare the Infrastructure Evaluation process. Every WiFi access point and wired network device should be tested.
- ☐ Develop a technology support plan for families.

Operations

MI Safe Start | Phases 4

Strongly Recommended If Schools are Instructed to Close for In-Person Instruction

- ☐ Deploy digital learning devices and move to virtual learning.
- ☐ Communicate consistent procedures for return and inventory of school owned devices as part of a return to school technology plan. The procedures should include:
  - ☐ Safely bagging devices collected at schools;
  - ☐ Transporting them to a central location;
  - ☐ Sanitizing the devices prior to a repair or replacement evaluation; and
  - ☐ Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.
- ☐ Ensure that school and community access points and wired network devices are functional.

Strongly Recommended When Schools Reopen for In-Person Instruction

- ☐ Organize and centralize online resources that were created, published, or distributed by teachers and others during the closure period.
- ☐ Compile technology-facing lessons learned for inclusion in the district's updated remote learning plan.
- ☐ Review issue tracking and inventory results frequently as a way of understanding the quality and progress of technology processes in your district.
- ☐ Continue infrastructure evaluations until all issues are resolved.
- ☐ Identify chronic technology issues that arose during the school closure period and use them to begin the development of a long-term technology maintenance plan.

Transportation

Strongly Recommended Before Schools Reopen for In-Person Instruction

- ☐ Inventory buses, contractors, including any vehicles used for transporting students to/from school or to other school events, and students riding buses. Address questions, such as:
  - ☐ How many buses are or could be made available in the district?
  - ☐ How much variation is there in the size and maximum capacity of buses in the district?
  - ☐ How have the buses been currently or historically used (i.e., transportation to/from school, transportation for multiple schools, athletic events, food service delivery)?
  - ☐ How many drivers will be returning? How many are in the training pipeline? What is the plan to address any shortage of drivers?
- ☐ Assess whether any bus contractors have been impacted by COVID-19 (i.e., closed or opt-out from current routes).
- ☐ Inventory bus drivers to understand the extent of high-risk populations.
- ☐ Finalize bus procedures for bus drivers and students that are informed by public health protocols.
- ☐ Encourage close collaboration between transportation and IEP teams to monitor changes to students' IEPs and implement accordingly.

Strongly Recommended if Schools Are Instructed to Close for In-Person Instruction

- ☐ Utilize buses to provide food service and delivery of instructional materials where possible.

MI SAFE START

Phase 5

Virus Status

- ✓ New cases and deaths continue to decrease for an additional period of time.
- ✓ At this point, the number of active cases has reached a point where infection from other members of the community is less common.
- ✓ With widespread testing, positivity rates often fall much lower than earlier phases.
- ✓ Rapid case investigation, contact tracing, and containment strategies cause new cases to continue to fall.

How to Keep School Communities Safe

- ✓ School preparedness and response activities around surveillance and active mitigation continue from Phase 4 with loosening of required safety protocols.
- ✓ Schools should remain prepared to implement social distancing measures.
- ✓ Short-term dismissals and suspension of extracurricular activities remain possible for cleaning and contact tracing purposes.
- ✓ Students and teachers at increased risk of severe illness should remain prepared to implement remote teaching and learning modalities.
- ✓ Schools must consider the judgment of the local health department for the sub-region of concern.

School Operating Status

- ✓ Schools open for in-person instruction with minimal required safety protocols.

Essential Actions and Safety Protocols

- ✓ Safety Protocols
- ✓ Mental and Social-Emotional Wellbeing
- ✓ Instruction
- ✓ Operations

Safety Protocols

MI Safe Start | Phase 5

Personal Protective Equipment

Strongly Recommended

- ☐ Facial coverings should always be worn by staff except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Any staff member who cannot medically tolerate a facial covering should not wear one. Any staff member that is incapacitated or unable to remove the facial covering without assistance, should not wear a facial covering.
    - ☐ PreK-5 and special education teachers should consider wearing clear masks.
    - ☐ Homemade facial coverings should be washed daily.
    - ☐ Disposable facial coverings should be disposed of at the end of each day.
- ☐ Facial coverings should always be worn in hallways and common areas by preK-12 students in the building except for during meals. Any student that is unable to medically tolerate a facial covering should not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, should not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. If social distancing and cohorting is practiced and enforced, facial coverings for students in grades preK-5 are encouraged but not required.
    - ☐ Homemade facial coverings should be washed daily.
    - ☐ Disposable facing coverings should be disposed of at the end of each day.

Recommended

- ☐ Facial coverings should be considered for preK students and students with special needs in hallways and common areas.
    - ☐ Facial coverings are not recommended for use in classrooms by children ages 3 and 4.
    - ☐ Facial coverings should never be used on children under age 2.
- ☐ Facial coverings should be considered for K-5 students and students with special needs in classrooms, especially if students and teachers are not placed in cohorts.
- ☐ Facial coverings should be worn in classrooms by grades 6-12 students. Any student who cannot medically tolerate a facial covering must not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, must not wear one.
- ☐ Gloves are not required except for custodial staff or teachers cleaning their classrooms.

Hygiene

Strongly Recommended

- ☐ Provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques).
- ☐ Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.
- ☐ Educate staff and students to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.
- ☐ Students should wash their hands or use hand sanitizer after changing any classroom; teachers

in the classroom should wash their hands or use sanitizer every time a new group of students enters their room.

Recommended

- ☐ Systematically and frequently check and refill soap and hand sanitizers.
- ☐ Students and teachers should have scheduled handwashing with soap and water every 2-3 hours.
- ☐ Limit sharing of personal items and supplies such as writing utensils.
- ☐ Keep students' personal items separate and in individually labeled cubbies, containers, or lockers.
- ☐ Limit use of classroom materials to small groups and disinfect between uses or provide adequate supplies to assign for individual student use.
- ☐ Procure portable handwashing and/or hand sanitizing stations to set up throughout school buildings.

Spacing, Movement and Access

Recommended

- ☐ Spacing is six feet between desks to the extent that it is feasible.
- ☐ Class sizes should be kept to the level afforded by necessary spacing decisions.
- ☐ In classrooms where tables are utilized, space students as far apart as feasible.
- ☐ Arrange all desks facing the same direction toward the front of the classroom.
- ☐ Teachers should try to maintain six feet of spacing between themselves and students as much as possible.
- ☐ Post signage to indicate proper social distancing.
    - ☐ Floor tape or other markers should be used at six-foot intervals where line formation is anticipated.
    - ☐ Provide social distancing floor/seating markings in waiting and reception areas.
    - ☐ Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.
    - ☐ Post signs on the doors of restrooms to indicate proper social distancing.
- ☐ If a classroom has windows that can open, they should be open as much as possible, weather permitting. Considerations should be made for students with allergy-induced asthma.
- ☐ As able, schools should try to cohort groups of students to isolated hallways or areas that can be monitored for positive cases if there is a COVID-19 exposure.
- ☐ As able, "specials" (like art, music, and library) should be brought to the classrooms instead of having students move to different locations.
- ☐ Flow of foot traffic should be directed in only one direction, if possible. If one-way flow is not possible, hallways can be divided with either side following the same direction.
- ☐ Efforts should be made to keep six feet of distance between people in the hallways. Staggered movements at incremental intervals should be used if feasible to minimize the number of persons in the hallways as able.
- ☐ Have staff monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.
- ☐ Boarding schools should seek guidance from MDHHS regarding spacing, movement, and facility access.

Safety Protocols

MI Safe Start | Phase 5

Screening Students, Staff, and Guests

Strongly Recommended

- ☐ Every school should identify and designate a quarantine area and a staff person to care for children who become ill at school.
- ☐ Students who become ill with symptoms of COVID-19 at school should be placed in an identified quarantine area with a surgical mask in place until they can be picked up. Identified school staff caring for these children should wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.
- ☐ Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines.
- ☐ Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building.

Recommended

- ☐ Staff should conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home.
- ☐ Any parents or guardians entering the building should wash or sanitize hands prior to entry.
- ☐ Parents or guardians are not allowed in the school building except under extenuating circumstances as determined by school officials. Only one parent or guardian per child should be allowed to enter except under extenuating circumstances as determined by school officials.
- ☐ Parents or guardians are encouraged to check their children's temperature at home every morning using oral, tympanic (ear), or temporal scanners; students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if no other explanation is available.
- ☐ Parents or guardians are encouraged to ask their children or monitor for symptoms of COVID-19, including cough, congestion, shortness of breath, or gastrointestinal symptoms every morning. Any positives should prompt parents or guardians to keep the student home from school.
- ☐ Entrances and exits should be kept separate to keep traffic moving in a single direction.

Testing Protocols for Students and Staff and Responding to Positive Cases

Strongly Recommended

- ☐ Students who develop fever or become ill with symptoms of COVID-19 at school should wear a mask and be transported by their parent/guardian, emergency contact, or ambulance, if clinically unstable, for off-site testing.
- ☐ Staff who develop fever or become ill with symptoms of COVID-19 at school should wear a mask and should be transported for off-site testing.
- ☐ Parents and guardians should be notified of the presence of any laboratory positive or clinically diagnosed cases in the classroom and/or school to encourage closer observation for any symptoms at home.
- ☐ Symptomatic students and staff sent home from school should be kept home until they have tested negative or have been released from isolation according to CDC guidelines.

Safety Protocols

MI Safe Start | Phase 5

- ☐ In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts should be made to contact any close contacts (those who spent more than 15 minutes within six feet to the student or staff member) so that they can be quarantined at home. Classmates should be closely monitored for any symptoms. At this time, empiric testing of all students in the class is not recommended. Only those that develop symptoms require testing.

Recommended

- ☐ Parents or guardians are encouraged to check student's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 greater must stay home and consider COVID-19 testing if no other explanation is available.
- ☐ Parents or guardians are encouraged to monitor for symptoms of COVID-19, including any cough, congestion, shortness of breath, or gastrointestinal symptoms every morning. Any positives should prompt the parent or guardian to keep the student home from school and seek out testing.

Responding to Positive Tests Among Staff and Students

Strongly Recommended

- ☐ Notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
    - ☐ The Local Health Department will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self quarantine for up to 14 days after exposure. Local health officials, depending on situation, may identify other contacts who require quarantine. Schools can help the local health department by collecting data and contact information of those exposed.
    - ☐ Note: schools should provide staff with guidance on confidentiality laws and statutes that protect student and staff health information. Student communicable disease related information is protected health information. (Even if a family/student acknowledges and publicly discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test).
- ☐ Employees with a confirmed case of COVID-19 should only return to the workplace after they are no longer infectious. Local health officials will provide instruction about return to work, using the most current guidelines from the CDC for this determination.

Recommended

- ☐ If possible, smaller areas such as individual classrooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles.

Safety Protocols

MI Safe Start | Phase 5

- ☐ Cleaning staff should wear a surgical mask when performing cleaning of these areas along with gloves and face shield.

Food Service, Gathering, and Extracurricular Activities

Strongly Recommended

- ☐ Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks.
- ☐ Students, teachers, and cafeteria staff wash hands before and after every meal.
- ☐ All gatherings, including those that occur outdoors (e.g., graduations) should comply with current and future executive orders that set caps on congregations of people.
- ☐ If field trips occur, they should comply with transportation guidelines within this document, including mandatory facial covering.

Recommended

- ☐ If possible, classrooms should be used for eating in place, taking into consideration food allergies.
- ☐ If cafeterias need to be used, meal times should be staggered to create seating arrangements with six feet of distance between students.
- ☐ If possible, school-supplied meals should be delivered to classrooms with disposable utensils.
- ☐ Schools should offer telecasting of assemblies and other school-sanctioned events if able.
- ☐ Students and teachers should wash hands before and after every event.
- ☐ After-school programs may continue with the use of facial coverings.

Athletics

Strongly Recommended

- ☐ Indoor spectator events are limited to 50 people. Large scale outdoor spectator or stadium events are limited to 250 people. Spectators not part of the same household must always maintain six feet of distance from one another.
- ☐ Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant should confirm that they are healthy and without any symptoms prior to any event.
- ☐ All equipment must be disinfected before and after use.
- ☐ Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent “Busing and Student Transportation” section.
- ☐ Each participant should use a clearly marked water bottle for individual use. There should be no sharing of this equipment.

Recommended

- ☐ Indoor weight rooms and physical conditioning activities are allowed. Social distancing of six feet between participants should be maintained while indoors and sharing equipment should be avoided.
- ☐ Handshakes, fist bumps, and other unnecessary contact should not occur.

Safety Protocols

MI Safe Start | Phase 5

Cleaning

Strongly Recommended

- ☐ Frequently touched surfaces including lights, doors, benches, and bathrooms should undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.
- ☐ Libraries, computer labs, arts, and other hands-on classrooms should undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution. Efforts must be made to minimize sharing of materials between students, as able.
- ☐ Student desks should be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.
- ☐ Playground structures should continue to undergo normal routine cleaning, but using an EPA-approved disinfectant is unnecessary.
- ☐ Athletic equipment can be cleaned with either an EPA-approved disinfectant or diluted bleach solution before and after each use.
- ☐ Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use such products.

Recommended

- ☐ Staff should wear gloves, surgical masks, and face shield when performing all cleaning activities.

Busing and Student Transportation

Strongly Recommended

- ☐ Strongly encourage the use of hand sanitizer before entering the bus. Hand sanitizer should be supplied on the bus.
- ☐ The bus driver, staff, and all students in grades preK–12, if medically feasible, should wear facial coverings while on the bus.
- ☐ Clean and disinfect transportation vehicles regularly. Children should not be present when a vehicle is being cleaned.
- ☐ Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.
- ☐ Clean, sanitize, and disinfect equipment including items such as car seats and seat belts, wheelchairs, walkers, and adaptive equipment being transported to schools.
- ☐ Create a plan for getting students home safely if they are not allowed to board the vehicle.
- ☐ If a student becomes sick during the day, they should not use group transportation to return home and should follow protocols outlined above.
- ☐ If a driver becomes sick during the day, they should follow protocols for sick staff outlined above and should not return to drive students.

Recommended

- ☐ Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
- ☐ Weather permitting, consider keeping windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe.

Safety Protocols

MI Safe Start | Phase 5

Medically Vulnerable Students and Staff

Strongly Recommended

- ☐ Systematically review all current plans (e.g., Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and updating their care plans as needed to decrease their risk for exposure to COVID-19.
- ☐ Create a process for students/families and staff to self-identify as high risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignments.

Recommended

- ☐ Staff caring for children and providing any medical care that include aerosol generating procedures (e.g., nebulizers) should wear an N95 mask at the time of delivery.
- ☐ Enable staff who self-identify as high risk for severe illness to minimize face-to-face contact and to allow them to maintain a distance of six feet from others, modify job responsibilities that limit exposure risk, or to telework if possible.



Mental & Social-Emotional Health

MI Safe Start | Phase 5

✓ Recommended Before Schools Reopen for In-Person Instruction

- ☐ Encourage schools to implement a mental health screening for all students by a trained professional, if possible. Any screening should be compliant with HIPAA and FERPA policies. Screening instructions (offered verbally to younger students) should provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines.
- ☐ Establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams.
- ☐ Provide all staff with timely, responsive, and ongoing training/PD as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk and proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.
- ☐ Encourage the identification of a point person or establish an access navigator to centralize mental health referrals, communications to families/students, and public-facing wellness materials.
- ☐ Establish a comprehensive crisis management plan that leverages available internal and external/community-based resources, which can be activated efficiently as needed following an acute incident (e.g., loss of student, loss of a school staff member).
- ☐ Compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that references school and community wellness resources.
- ☐ Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.
- ☐ Provide resources for staff self-care, including resiliency strategies.
- ☐ Designate a mental health liaison (school-based) who will work across the district, local public health agencies, and community partners.
- ☐ Leverage MDE resources for student and staff mental health and wellness support.
- ☐ Activate communication channels for district stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).
- ☐ Communicate with parents and guardians, via a variety of channels, return to school transition information including:
  - ☐ Destigmatization of COVID-19;
  - ☐ Understanding normal behavioral response to crises;
  - ☐ General best practices of talking through trauma with children; and
  - ☐ Positive self-care strategies that promote health and wellness.

Instruction

MI Safe Start | Phase 5

✓ Recommended Before Schools Reopen for In-Person Instruction

Governance

- ☐ Create a district Return to Instruction and Learning working group, potentially led by the Director of Curriculum, Chief Academic Officer or the equivalent, and composed of a broad group of stakeholders on the district and school level, to:
    - ☐ Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations.
    - ☐ Revise the district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness.
    - ☐ Share the district's remote learning plan with all involved stakeholders in case of a return to remote learning.

Instruction

- ☐ Set an instructional vision that ensures that:
    - ☐ Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
    - ☐ Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
    - ☐ Every students' academic and social-emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.
- ☐ Support schools to implement grade-level curricula that is aligned to Michigan preK-12 standards.
    - ☐ Support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction.
- ☐ Revise students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers to reflect the child's evolving needs based on assessment data and parent feedback, and design accommodations and match services accordingly.
    - ☐ Commence intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE.
    - ☐ Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible.
- ☐ Inventory all intervention programs and services available to students on the district and school level and identify any gaps.
- ☐ Remain connected with MDE about policies and guidance.
- ☐ Develop a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.
- ☐ Secure supports for students who are transitioning to postsecondary.

Instruction

MI Safe Start | Phase 5

✓ Recommended Before Schools Reopen for In-Person Instruction

Communications and Family Supports

- ☐ Implement any additional communication systems needed to reach every family and student in their home language through multiple modes (e.g., text, all call, email, home visit) to share:
  - ☐ Expectations around their child's return to school;
  - ☐ Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies; and
  - ☐ Plans for each of the different school opening scenarios.
- ☐ Provide resources that demonstrate schools value parents as partners in their child's education. Offer family supports that provide families with:
  - ☐ Training about how to access and use the school's chosen digital systems and tools;
  - ☐ Opportunities to build their digital literacy; and
  - ☐ Strategies to support their child's learning at home.

Professional Learning

- ☐ Provide adequate time for schools and educators to engage in:
  - ☐ Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed;
  - ☐ Identify students who did not engage in remote learning and develop a plan to provide additional supports, if needed. Share data and concerns about each student's growth and needs with students' assigned teacher(s) for the 2020-2021 school year;
  - ☐ Identify students who potentially need additional support; and
  - ☐ Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning.
- ☐ Create a plan for professional learning and training, with goals to:
  - ☐ Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education;
  - ☐ Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use; and
  - ☐ Build school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging.

Instruction

MI Safe Start | Phase 5

Recommended When Schools Reopen for In-Person Instruction

Instruction

- ☐ Ensure that every student:
  - ☐ Has access to standards-aligned, grade-level instruction, including strategies to accelerate student learning;
  - ☐ Is assessed to determine student readiness to engage in grade-level content; and
  - ☐ Is offered scaffolds and supports to meet their diverse academic and social-emotional needs.
- ☐ Conduct checkpoints with school leaders around curriculum pacing and ongoing monitoring of student progress, specifically honing in on the growth of students who need acceleration.
- ☐ Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.
- ☐ Conduct a review of each students' IEP in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services including OT, PT, and Speech while school buildings were closed.
- ☐ Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs.
- ☐ Set expectations for schools and teachers to integrate high quality digital tools and resources that are appropriate and sustainable at each grade level, to increase teachers' and students' familiarity with online learning in case of a return to remote instruction.
- ☐ Determine and activate structures outside of the regular school day, such as summer learning options, extended day, and after-school programming, to potentially be leveraged to support students in need of additional support.
- ☐ Support schools to communicate regularly with families in their home language about their child's progress and the targeted plans for students in need of additional support.

Operations

MI Safe Start | Phases 5

Facilities

Recommended Before Schools Reopen for In-Person Instruction

- ☐ Audit necessary materials and supply chain for cleaning and disinfection supplies.
- ☐ Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.
    - ☐ Advocate for ISDs to coordinate with LEMPs.
- ☐ Audit any additional facilities that the district may have access to that could be utilized for learning.
- ☐ Provide school-level guidance for cleaning and disinfecting all core assets including buildings and playgrounds. Frequently touched surfaces should be cleaned several times a day.
- ☐ Alert school-based custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and CDC. It is expected that this guidance will be updated in real-time based on the status of community spread local geographies.
- ☐ Encourage schools to convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection.
- ☐ Encourage schools to provide advanced training for custodial staff.
- ☐ Custodial staff should continue deep cleaning over the summer.
- ☐ Audit all school buildings with a focus on:
    - ☐ How many classrooms are available;
    - ☐ The size of each classroom;
    - ☐ Additional spaces that are available (e.g., gym, lunchroom, auditorium, etc.); and
    - ☐ The ventilation in each classroom.
- ☐ Audit school security protocols to decide if any process changes need to be implemented.
    - ☐ School security staff should follow CDC protocols if interacting with the general public.
- ☐ Maintain facilities for in-person school operations.
    - ☐ Check HVAC systems at each building to ensure that they are running efficiently.
    - ☐ Air filters should be changed regularly.
    - ☐ Custodial staff should distribute wastebaskets, tissues, and CDC approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during transit between sites.
    - ☐ Signage about frequent handwashing, cough etiquette, and nose blowing should be widely posted, disseminated, and encouraged through various methods of communication.
    - ☐ Custodial staff should follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.
- ☐ School leaders should conduct and document a facility walk-through with the custodial services team to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.
- ☐ Procure level-1 facial coverings, including those with a transparent front, for preK-5 teachers, low-income students, and students with special needs.
- ☐ Procure level-1 surgical masks for cleaning and janitorial staff.

Operations

MI Safe Start | Phase 5

Budget, Food Service, Enrollment, and Staffing

Recommended Before Schools Open for In-Person Instruction

- ☐ Support schools in assessing student arrival protocols. This should include how students arrive at and depart from school (e.g., school bus, dropped off via car, drive themselves, walk, public transportation).
- ☐ Support schools in conducting staff and student outreach to understand who is coming back.
    - ☐ For staff, this should include a breakdown of the staff – administrators, educators, support staff with a teaching license, support staff without a teaching license, full-time nurses, part-time nurses, school counselors, etc.
    - ☐ Develop a staffing plan to account for teachers and staff who are not returning or are at risk (i.e., those who are 65 years or have an underlying medical condition and decide not to return).
    - ☐ For students, this should include those with preexisting conditions who may need a remote learning environment.
- ☐ Assess need for new or additional positions with a specific focus on student and staff wellness, but also including technology support.
- ☐ Work with relevant local bargaining units to assess how job responsibilities may shift in light of COVID-19 and how new or additional responsibilities will be accounted for.
- ☐ Recruit, interview and hire new staff.
- ☐ Consider redeploying underutilized staff to serve core needs.
- ☐ Where possible, and in partnership with local bargaining units, identify and modify staff positions, that would enable high-risk staff to provide remote services.
- ☐ Communicate any student enrollment or attendance policy changes with school leaders, and families.
- ☐ Provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely.
- ☐ Seek and provide guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies).
- ☐ Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs.
- ☐ Inventory how many substitute teachers are available.
- ☐ Build and send back to school communications to all relevant stakeholders (i.e., parents or guardians, school staff) and include updates across all workflows.
- ☐ Verify that student and staff handbooks and planners are printed and ready for distribution. Create a master list of any changes to distribute at the first staff meeting.
- ☐ Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and socialize with school leaders.
- ☐ Engage school leaders in a budgeting exercise to help them plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.
- ☐ Work with school leaders to orient new school staff to any operational changes.
- ☐ Create master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind.
- ☐ Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.

Operations

MI Safe Start | Phases 5

Technology

Recommended Before Schools Reopen for In-Person Instruction

- ☐ Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.
- ☐ Designate a single point of contact in each school to plan and communicate with district technology teams.
- ☐ Develop a district plan that includes guidance for schools. If possible, include training and support for teachers to adapt remote learning skills for the classroom.
- ☐ Identify a device and/or general technology support lead for each school. Consider elevating that position to a more formal role and providing additional support potentially with parent volunteers.
- ☐ Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.
- ☐ Where practical given demands on parents or guardians, consider identifying family technology liaisons to support communication regarding the use of technology. (For example, the existing parent organization may be able to fulfill this role).
- ☐ Develop district-wide procedures for return and inventory of district owned devices as part of a return to school technology plan. The procedures should include:
    - ☐ Safely bagging devices collected at schools;
    - ☐ Sanitizing the devices prior to a repair or replacement evaluation;
    - ☐ Assessing technology needs from loaner devices during Spring 2020;
    - ☐ Ordering accessories that may be needed over the summer; and
    - ☐ Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.
- ☐ Identify an asset tracking tool.
- ☐ Identify a vendor to assist with processing, returning, and maintaining devices, if needed.
- ☐ Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.
- ☐ Prepare the Infrastructure Evaluation process. Every WiFi access point and wired network device should be tested.
- ☐ Develop a technology support plan for families.
- ☐ Where possible, consider implementing live streaming of classrooms for students who are medically vulnerable.

Operations

MI Safe Start | Phases 5

Transportation

Strongly Recommended Before Schools Reopen for In-Person Instruction

- ☐ Inventory buses, contractors, including any vehicles used for transporting students to/from school or to other school events, and students riding buses. Address questions, such as:
    - ☐ How many buses are or could be made available in the district?
    - ☐ How much variation is there in the size and maximum capacity of buses in the district?
    - ☐ How have the buses been currently or historically used (i.e., transportation to/from school, transportation for multiple schools, athletic events, food service delivery)?
    - ☐ How many drivers will be returning? How many are in the training pipeline? What is the plan to address any shortage of drivers?
- ☐ Assess whether any bus contractors have been impacted by COVID-19 (i.e., closed or opt-out from current routes).
- ☐ Inventory bus drivers to understand the extent of high-risk populations.
- ☐ Finalize bus procedures for bus drivers and students that are informed by public health protocols.
- ☐ Encourage close collaboration between transportation and IEP teams to monitor changes to students' IEPs and implement accordingly.

MI SAFE START

Phase 6

Virus Status

✓ Post-Pandemic.
✓ Few, if any, active COVID-19 cases locally.
✓ Community spread not expected to return.
✓ Sufficient community immunity and availability of treatment.

How to Keep School Communities Safe

✓ Practice good hygiene.

School Operating Status

✓ Open for in-person instruction.

Essential Actions and Safety Protocols

✓ Safety Protocols

Safety Protocols

MI Safe Start | Phase 6

Personal Protective Equipment

- ☐ Safety protocols no longer required.

Hygiene

Recommended

- ☐ Provide adequate supplies to support healthy hygiene behaviors (e.g., soap, hand sanitizer with at least 60% alcohol for safe use by staff and older students, paper towels, and tissues).
- ☐ Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.
- ☐ Systematically and frequently check and refill soap and hand sanitizers.
- ☐ Encourage staff and students to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.

Spacing and Movement

- ☐ Safety protocols no longer required.

Screening Students

- ☐ Safety protocols no longer required.

Responding to Positive Tests Among Staff and Students

REQUIRED

- ☐ In the event of a lab or clinically diagnosed case of COVID-19 among staff or a student, the classroom or areas exposed must be immediately closed until cleaning and disinfection can be performed.
  - ☐ If the person was in the school building without a facial covering, or large areas of the school were exposed to the person, short term dismissals may be required to clean and disinfect the larger areas. This decision must be made in concert with the local public health department.
- ☐ Cleaning staff must wear a surgical mask when performing cleaning of these areas along with gloves and face shield.

Food Service, Gatherings and Extracurricular Activities

- ☐ Safety protocols no longer required.

Athletics

- ☐ Safety protocols no longer required.

Cleaning

- ☐ Safety protocols no longer required.

Busing and Student Transportation

- ☐ Safety protocols no longer required.

Medically Vulnerable Students and Staff

- ☐ Safety protocols no longer required.

Appendix

Understanding Key Terms

To assess, consider, and understand the pandemic scenarios, establishing a shared vocabulary is critical.

Asynchronous Learning: Asynchronous learning is a general term used to describe forms of education, instruction, and learning that do not occur in the same place or at the same time.

Basic Reproductive Number: Abbreviated "R_0", and pronounced "R naught", refers to the number of new infections resulting from a single infected person. This term is also used interchangeably with the term "viral transmissibility."

> When R_0 is greater than 1, each infected person is spreading the virus to more than one other person, and the virus is increasing in the population.
>
> When R_0 is equal to 1, each case spreads the virus to one other person, and the number of cases in a population stays constant over a period of time.
>
> When R_0 is less than 1, each infected person transmits the virus to less than one other person, and over time, case counts will decrease in the population.

Cohort: A mass of students who are grouped together and do not mix with other groups of students.

Contact Tracing: The process of identifying people who have contracted COVID-19 and the people who may have been exposed to the virus, and working with them to interrupt further disease transmission.

Coronavirus: A specific type of virus named for the appearance of crown-like spikes on their surface. There are seven known types of coronaviruses that can infect human beings regularly. A "novel" coronavirus is a new subtype of coronavirus to which human beings have not been previously exposed. As a result, humans are more susceptible to infection. SARS-CoV-2 is a novel coronavirus.

COVID-19: Abbreviation of "Coronavirus Disease-2019". The name for the actual disease state caused by the coronavirus. COVID-19 and SARS-CoV-2 are often used interchangeably, though this is inaccurate. The term "COVID-19" should be used to discuss the disease, while SARS-CoV-2 should designate the virus itself.

> At the time of the Roadmap's release, symptoms of COVID-19 include: fever or chills; cough; shortness of breath or difficulty breathing; fatigue; muscle or body aches; headache; new loss of taste or smell; sore throat; congestion or runny nose; nausea or vomiting; and diarrhea.

Epidemic: An outbreak of disease that spreads quickly and affects a disproportionate number of individuals in a population.

Herd immunity: Resistance to the spread of a contagious disease within a population that results when a sufficient number of persons are immune either though prior infection and recovery or through vaccination. Herd immunity does not begin to develop until at least 60-70% of the population has been infected and recovered.

Incubation period: The duration of time it takes for an infected person to begin to physically manifest symptoms that can be outwardly observed.

Influenza virus: Another specific type of virus from a different family than coronaviruses. There are four types of influenza, of which only three typically cause infection in humans on a seasonal basis.

Pandemic: A specific type of epidemic —the outbreak of widespread disease— that spreads over greater geographic distanc-

es and affects an exceptionally high proportion of the population. Pandemics are relatively rare events, and not every epidemic qualifies as a pandemic. The World Health Organization declared the SARS-CoV-2 outbreak as a pandemic in March 2020.

Remote/distance learning: Remote Learning occurs when the learner and instructor, or source of information, are separated by time and distance and therefore cannot meet in a traditional classroom setting. Information is typically transmitted via technology (email, discussion boards, video conference, or audio bridge).

Severe Acute Respiratory Syndrome-Coronavirus-2: Abbreviated as SARS-CoV-2, the scientific name of the coronavirus causing the pandemic.

Social and Emotional Learning: Social and Emotional Learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Staggered schedules: Certain groups of students attend school during certain days and times, thereby reducing the numbers of students in the school building.

Synchronous learning: Synchronous learning refers to a learning event in which a group of students are engaging in learning at the same time. Before learning technology allowed for synchronous learning environments, most online education took place through asynchronous learning methods.

Trauma-Informed Approach: A trauma-informed school recognizes that exposure to trauma is widespread and impacts student social, emotional, academic, and physical functioning; and responds by fully integrating and sustaining trauma awareness and knowledge into all school policies, procedures, practices, and the physical environment in order to create a culture that emphasizes the safety and wellbeing of both staff and students and that creates opportunities for students who are trauma survivors to rebuild a sense of control and empowerment and to thrive academically. For many schools, becoming trauma-informed requires a paradigm shift across all levels to re-focus on understanding what may have happened to a child and what supports will help a child heal, rather than on setting universal expectations or applying punitive discipline to shape student learning and behavior.

Understanding Pandemic Modeling: Coronavirus And Influenza

Epidemiologists typically rely on prior disease outbreaks for guidance when modeling new virus behavior. For example, annual influenza modeling relies on historical influenza virus behavior. But the COVID-19 pandemic has proven somewhat atypical from a modeling perspective for several reasons.

First, coronaviruses as a family have not been known to cause pandemics like this one. Recent coronavirus outbreaks, including severe acute respiratory syndrome (SARS) and Middle East respiratory syndrome (MERS), did not have the geographic reach of SARS-CoV-2. Instead, they manifested in more limited geographic areas. Second, each was less infectious than SARS-CoV-2, and transmission from person-to-person was lower than that of SARS-CoV-2. Finally, both SARS and MERS were each much more lethal than SARS-CoV-2 (approximately 14% and 35% of the individuals who contracted the respective viruses died)[15], which made the termination of transmission chains easier to achieve.

Broadly speaking, although they are from different families of viruses, SARS-CoV-2 is displaying behavior more similar to a novel influenza than to a coronavirus because of its higher transmissibility, wider geographic spread, and lower comparative mortality relative to other lethal coronaviruses.[16] Therefore, influenza outbreaks offer better historical and comparative models for assessing this outbreak.

Since 1700, there have been at least eight global influenza pandemics that can inform COVID-19 scenario planning.

Coronavirus and Influenza: Similarities and Differences

Similarities

Highly contagious

Universal susceptibility

Spread primarily by respiratory droplets

Can also be spread by individuals who do not show symptoms during the incubation period[17]

Differences

Longer incubation period than influenza (between 2-14 days[18] versus 1-4 days[19])

Percentage of persons with asymptomatic infections is greater with COVID-19 (up to 25% compared to approximately 16% in influenza[20, 21])

Viral shedding with SARS-CoV-2 may peak before symptoms manifest themselves, allowing infected individuals to spread the disease with greater efficiency than those infected with influenza[22, 23]

Higher R_0 than influenza. Prior pandemic influenza outbreaks have had an R_0 of around 2 (each person infected passes it on to two other persons) while the SARS-CoV-2 R0 without mitigation measures has, at times, exceeded 5.7

Seasonality and Duration

From a seasonal perspective, and again comparing SARS-CoV-2 to pandemic influenza, it is worth noting that, "of eight major [influenza] pandemics that have occurred since the early 1700s, no clear seasonal pattern has emerged for most. Two started in winter in the Northern Hemisphere, three in the spring, one in the summer, and two in the fall."[24]

Of those eight pandemics, seven had an initial peak followed by a subsequent peak approximately six months later. Among those subsequent peaks, some were smaller, while some were significantly larger and quite devastating. In a few instances, mortality rates increased with time such that the disease became more dangerous during the second waves. Finally, some of the pandemics also included third and even fourth waves though these were all smaller and shorter in duration than first and second wave events.

Eventually, these pandemics subsided when enough of the population had been infected, developed immunity, and were no longer susceptible. Alternatively, the viruses themselves mutated and were either no longer infectious or their mortality decreased. The critical point, however, is that second, third, and fourth waves have a confirmed historical precedent and are not an aberration. **It is highly likely that this virus will return with a peak that is difficult to predict.**

Vaccination

Interestingly, of the eight pandemic events referenced above, only one was significantly affected by a vaccination campaign (the 2009 H1N1 influenza). In that instance, a vaccine became available approximately six months after the pandemic initially began in Veracruz, Mexico, and a full-scale, global pandemic was averted. The other seven pandemics all propagated at a global scale before a vaccine could be effectively produced.

For SARS-CoV-2, there are approximately 120 vaccine candidates in development. Some have advanced further than others, but all remain in relatively early clinical trials. Some experts have estimated that if new techniques currently under experimentation succeed, a vaccine could be available as early as late-2020. Most, however, agree that a vaccine for SARS-CoV-2 may become available in mid-2021. As research and testing to develop a vaccine continue, routine vaccination, including for the novel influenza, remains crucial to protect Michiganders from other diseases, which can lead to unnecessary medical visits and hospitalizations, further straining the healthcare system.

Effects of Pediatric Populations on Disease Spread

Historically, pandemic influenza outbreaks have most severely affected populations at the extremes of age, with the youngest and oldest members of society typically experiencing the highest mortality rates. The 1918-1919 influenza was an outlier in that regard and affected middle-aged persons in higher percentages than typically observed.

With SARS-CoV-2, there remains much to learn about how pediatric, school-age populations are affected. Data from the U.S. Centers for Disease Control and Prevention[25], China[26], the Netherlands[27], and Italy[28] all suggest that serious COVID-19 illness in children is rare. However, there are increasing reports of a pediatric multisystem inflammatory syndrome that may be linked to SARS-CoV-2[29]. Whether children can spread the disease to others without showing symptoms remains unclear. Some studies have shown that children who are infected clearly have circulating levels of virus in their bloodstreams similar to adults[30]. But, because the frequency of infected children seems to be so low, it has been difficult to definitively determine whether or not they can spread the virus to others. Studies from Iceland[31], Italy[32], and the Netherlands[33] have all shown extremely low rates of pediatric infection. Early data from France[34], Australia[35], and the Netherlands[36] that followed school children and families found no instances where the child spread the disease to staff or teachers, and very low rates of transmission from child to more senior members of the family. These have all been relatively small studies in Europe, however, and data from the United States are still being developed.

Ultimately, it remains unclear to this point at what rate children develop serious illness secondary to SARS-CoV-2 infection and whether they can pass the virus to other children and adults. Most studies suggest each of these rates is extremely low, but the data are imperfect, and this is an area of active research.

Implications

Based on the transmissibility, seasonality, duration, and vaccination timing, expert models conclude that it is most likely that the COVID-19 pandemic will last 18-24 months.[37] During that period, and assuming the high levels of transmissibility already observed, it is estimated that 60-70% of the population would need to be infected, recover, and develop immunity, "to reach a critical threshold of herd immunity to halt the pandemic."[38] Current estimates are that even in highly affected areas such as Wuhan, China, and New York City, United States, the total percentage of the population infected is between 3-10%. There is clearly significant potential for this virus to continue propagating.

There are, however, several factors that would affect those estimates. First, a successful vaccine could be developed in the near term, though, as noted above, that is unlikely based on historical precedent. Second, a successful treatment could be developed such that the "cost" of getting infected decreases, and overall mortality rates improve. Third, the virus mutates such that it is no longer as infectious or as dangerous. Historical rates of coronavirus mutation are much lower than influenza, however, and this outcome appears relatively unlikely in the near term. Fourth, we institute and continue mitigation measures to help decrease the basic reproductive number and drive down transmission (e.g., social distancing).

Mitigation

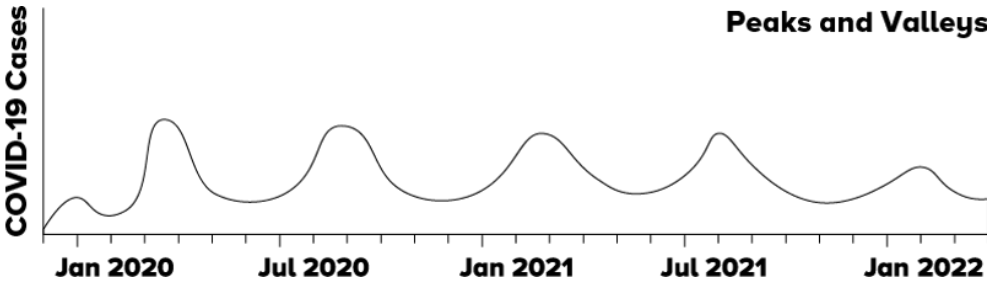
The most effective method to decrease transmission rates in the absence of a vaccine or treatment is to prevent contact between persons for a period that includes a full incubation and recovery cycle (between 14-28 days for this virus). When this happens, transmission chains between persons can be broken, and the R_0 for the virus within a specific population can be driven downwards. If R_0 can be suppressed to less than 1, then each person is effectively transmitting the virus to less than one person, and the outbreak will die out on its own with sufficient time.

Such has been the national strategy for SARS-CoV-2 for the past several months. By effectively closing all sites of congregation, including schools, worksites, restaurants, places of worship, and social gatherings, an effort was made to decrease R_0. Difficulties with coronavirus testing at scale, however, have made it difficult to accurately measure this figure on a national scale, and government leaders and emergency response officials have had to rely on imperfect data, including the number of persons hospitalized and intensive care unit utilization as proxies for this number.

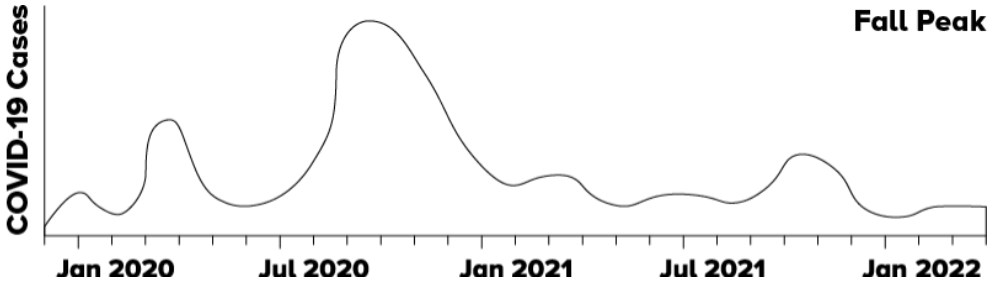
Coronavirus Pandemic Scenarios

Based on the evidence detailed above, three possible pandemic scenarios could play out over the next 18-24 months and should be considered.[39] These graphs are for illustrative purposes only. They are not actual projections of how the virus will unfold relative to dates.

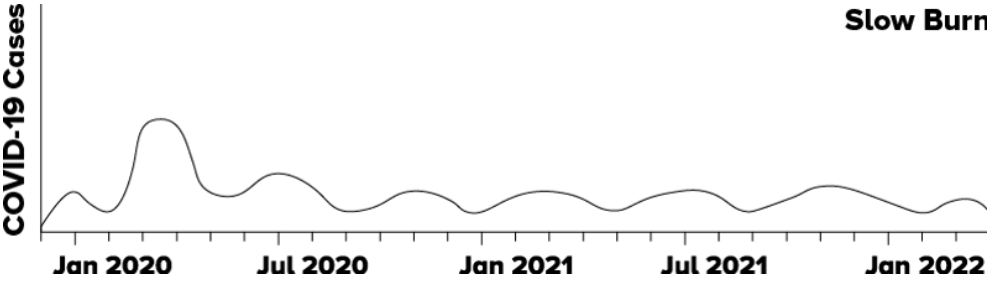
- **Peaks and Valleys:** The first wave of COVID-19 occurring in Spring 2020 is a representative wave with several follow-on outbreaks of similar scale and duration.



- **Fall Peak:** The first Spring 2020 wave of COVID-19 is a smaller wave with the second, more severe wave in Fall 2020 following afterward.



- **Slow Burn:** The first wave in Spring 2020 is the most severe wave, but the outbreak continues on a slow burn in the population at a low or moderate level.



Each of these scenarios includes waves that will vary by geographic location and require periodic mitigation measures when subsequent peaks develop. The duration of the peaks, or how long a local outbreak lasts, will depend on the number of persons affected and how quickly the R_0 can be reduced to 1 or less in the population. Reducing the R_0 can only be achieved through early case identification, isolation of affected individuals, and isolation of affected contacts to prevent further spread.

Community Spread and School Operating Status

Within each of the pandemic scenarios above, the virus will manifest in local communities in one of three ways at any given point in time:

Substantial: expected when case counts in Michigan have increased or accelerated rapidly, R_0 is significantly greater than 1, and state leaders have decided to return to MI Safe Start Phases 1-3;

Minimal to moderate: R_0 is close to or equal to 1 with a significant amount of circulating disease in the given geographic area. This level of community spread corresponds to MI Safe Start Phase 4-5; or

None to minimal: defined as very few, if any, active COVID-19 cases locally, with a R_0 significantly less than 1. This corresponds to MI Safe Start Phase 6.

In addition to the number of cases and the basic reproductive number, state and local public health officials consider characteristics across four factors when determining community risk. These factors help determine the phase of the pandemic within each region across the MI Safe Start Plan. These factors include:

Disease epidemiology: level of community transmission, ratio of positive cases to total tests administered, number and type of outbreaks, impact of the outbreaks on delivery of healthcare or other critical infrastructure or services, and epidemiology in surrounding jurisdictions;

Community characteristics: size of community and population density, level of community engagement/support, size and characteristics of vulnerable populations, access to healthcare, transportation, planned large events, and relationship of community to other communities;

Local healthcare capacity: healthcare workforce, number of healthcare facilities, testing capacity, hospital intensive care unit capacity, and availability of personal protective equipment; and

Public health capacity: public health workforce and availability of resources to implement strategies, and available support from other state/local government agencies and partner organizations.

STATE OF MICHIGAN GUIDELINES FOR OPERATING SCHOOLS SAFELY

INTRODUCTION

The State of Michigan has set a goal that all school districts offer an in-person learning option for students as soon as possible, and no later than March 1st. The value of in-person schooling is immeasurable and we all want a return to normal by doing what is best for students, educators and parents. Governor Whitmer and the State of Michigan are working diligently with local school officials and community leaders to ensure schools can operate with proven mitigation measures in place.

Many students have struggled to succeed with distance learning, and the students facing the greatest challenges are disproportionately those who already face the most obstacles. Many of these students and their families need a face-to-face learning environment in order to learn and thrive. Some families will still choose for their children to continue learning remotely and some educators meet the CDC definition of high-risk – and we will continue to support these groups that wish to continue teaching and learning at a distance. We also know that in-person learning provides a key benefit for many parents who rely on their children being in school to be able to participate fully in the economy.

Over the last nine months, medical experts and epidemiologists have closely followed the data and have learned that schools can establish a low risk of transmission by ensuring that everyone wears a mask and adopting careful infection prevention protocols. It is critical that we take a fact-based approach by doing things like wearing face masks, washing hands, and practicing social distancing. As rapid testing access expands, we will have even more tools to make schools safer for students, educators, and other staff.

Schools are strongly encouraged to provide as much in-person learning as is feasible, especially for young learners (PK-5), economically disadvantaged learners, learners with special education needs, and English language learners. The goal should be to reach at least half-time for all students. Nevertheless, we recognize that schools may still need to close if they are experiencing an uncontrolled outbreak, or if they are unable to operate due to quarantined staff. And if cases again rise precipitously, schools may be subject to closure orders from state or local health departments. Unless subject to a closure order, school reopening and closing decisions will ultimately be made by local school districts.

This document collects and summarizes guidance for schools across a range of topics that are relevant to in-person school operations. Prior guidance based on state reopening phases or local case rate targets is now obsolete. In its place, this document recommends that, to reopen or remain open under levels of spread now prevailing statewide, schools should continue to adopt and implement strict infection-control measures. And it affirms that reopening decisions should be made locally, using a holistic assessment of multiple pandemic metrics, and considering the broader COVID context at a given time. Please note that this guidance is intended to update the June 30th, 2020
MI Safe Schools Roadmap.

This guidance is subject to change. MDHHS is carefully monitoring new developments, including the entry of a more transmissible COVID variant into the United States. This document may also be updated if new guidance is provided from the Centers for Disease Control.

STATE OF MICHIGAN GUIDELINES FOR OPERATING SCHOOLS SAFELY

SARS-COV-2 TESTING IN SCHOOLS

Testing to diagnose COVID-19 is part of a comprehensive strategy and should be used in conjunction with promoting behaviors that reduce spread (e.g., mask use, social distancing, hand hygiene); maintaining healthy environments (e.g., cleaning and disinfection, ventilation); managing school operations (e.g., class sizes); and preparing for when someone gets sick.

Testing is not a requirement for schools to return to in-person learning. Schools that follow existing guidance carefully and diligently are not considered major risks for outbreaks. However, testing and early detection of cases may be one additional tool that may be used to allow for in-person instruction.

The state has worked with the Michigan High School Sports Association to pilot a testing program in 200 state high schools. Now that feasibility has been assessed, the state will roll out a voluntary program to offer weekly testing to educators in public schools. Additional pilot programs may also be offered to school districts that are interested in a limited amount of student testing for the purposes of surveillance.

Testing in schools is not a replacement for mitigation practices, including use of masks and social distancing.

VACCINATIONS

The Michigan Department of Health and Human Services (MDHHS) has released a prioritization plan for COVID-19 vaccinations. Teachers and other school staff are classified as “frontline essential workers” under the MDHHS guidance and are now eligible to receive vaccinations with the start of Phase 1b. School districts will be working with state and local partners to arrange vaccination opportunities for school staff. Vaccination is not a requirement for schools to return to in-person learning.

MDHHS is following the Centers for Disease Control and Prevention (CDC) recommendations for prioritization of distribution and administration of COVID-19 vaccines for adults. CDC recommendations are based on input from the Advisory Committee on Immunization Practices (ACIP). This federal advisory committee is made up of medical and public health experts who develop recommendations on the use of vaccines in the United States. ACIP recommended on 12/3/20 that both 1) health care personnel and 2) residents of long-term care facilities be offered COVID-19 vaccine in the initial phase of the vaccination program.

FEDERAL FUNDING AVAILABLE FOR SCHOOLS

In December 2020, Congress passed and President Trump signed a bipartisan COVID-19 relief package that provides widespread economic aid, including significant financial support for schools. Michigan’s PK-12 schools are expected to receive more than $1 billion, largely allocated through a formula driven by Title I. This is more than four times the amount allocated to schools from the original CARES Act.

STATE OF MICHIGAN GUIDELINES FOR OPERATING SCHOOLS SAFELY

FEDERAL FUNDING AVAILABLE FOR SCHOOLS CONT.

Among other allowable uses, schools may use these funds to implement infection mitigation strategies, including:

- Coordination of coronavirus response efforts
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies
- Training and professional development for staff of the local educational agency on sanitation
- Purchasing supplies to sanitize and clean
- School facility improvements that reduce risk of virus transmission and exposure to environmental hazards
- Upgrades and maintenance to improve indoor air quality
- Other activities necessary to maintain operations

MDE will release more detailed guidance on district-by-district allocations and procedures for drawing down these funds.

SAFETY PROTOCOLS

Designated COVID-19 point of contact: Schools should designate a staff person, such as the school nurse, to be responsible for responding to COVID-19 concerns. All school staff and families should know who this person is and how to contact them.

Cohorting: If feasible, schools should divide students and teachers into distinct groups that stay together throughout an entire school day during in-person classroom instruction. Schools should limit mixing between groups such that there is minimal or no interaction between cohorts.

Personal Protective Equipment: Per the **MDHHS December 18th Epidemic Order**, face masks (as defined by MDHHS) must always be worn indoors by all staff and students 5 and older, except for meals and in other limited circumstances.

- Face masks may be made of cloth material (preferably multi-layered) or they may be disposable surgical or KN95 masks
- Masks should fit snugly, with no gaps, and should be worn over the nose and mouth
- Cloth face masks should be washed daily.· Disposable face masks should be disposed of at the end of each day
- Plastic face shields or eye protection may be used in addition to cloth face masks for additional risk mitigation, if desired.
- Further guidance on masking is **available online**.

Hand Hygiene: Provide adequate supplies to support hand hygiene (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper hand washing techniques).

STATE OF MICHIGAN GUIDELINES FOR OPERATING SCHOOLS SAFELY

SAFETY PROTOCOLS CONT.

Spacing and Movement:

- Maintain six feet of distance at all times.
- In instructional settings, space desks six feet apart, making creative use of all school spaces (e.g., gymnasiums, cafeterias, multi-purpose rooms).

If physical distancing of six feet cannot be maintained in instructional settings with an all in-person approach, schools should consider alternative strategies to reduce student density. This may include the use of a hybrid schedule that allows students to maintain six feet of distancing and attend in-person school for at least half-time.

If a school district nonetheless proceeds with in-person learning, at a minimum it should:

- Maintain minimum seated distance of three feet in classrooms
- Consider the feasibility of installing barriers/partitions for additional risk mitigation
- Ensure that when students are eating at lunch with masks off, they maintain six feet of physical distance to the extent feasible
- Class sizes should be kept to the level afforded by the spacing guidance listed above.

Ventilation:

- Increase outdoor air ventilation, using caution in highly polluted areas
    - When weather conditions allow, increase fresh outdoor air by opening windows and doors (if possible) unless this poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms)
    - Use fans to increase the effectiveness of open windows.
    - Position fans securely and carefully in or near windows to facilitate outdoor air exchange
    - Consider ventilation system upgrades or improvements after obtaining consultation from experienced Heating, Ventilation and Air Conditioning (HVAC) professionals and reviewing specific guidance (**American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) Guidance for Building Operations During the COVID-19 Pandemic**)
- The Michigan Department of Environment, Great Lakes, and Energy (EGLE) **has a program to assist Michigan K-12 public schools** by providing recommendations to reduce infectious aerosol transmission via the heating, ventilating, and air-conditioning (HVAC) systems. This program surveys Michigan K-12 public schools to gather information on their HVAC systems. On completing the survey, schools are eligible to request an onsite inspection from a licensed HVAC contractor for recommendations
- Air filters should be changed on a more frequent basis and per manufacturers' guidance
- See **this EGLE document** and **this EPA website** for additional air quality best practices

STATE OF MICHIGAN GUIDELINES FOR OPERATING SCHOOLS SAFELY

SYMPTOMATIC SCREENING

- Staff and students should screen for symptoms associated with COVID-19, at home, prior to coming to school. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home
- Every school should identify and designate a quarantine area and a staff person to care for students who become ill at school
- **Symptomatic individuals** may not attend school until they have tested negative on a molecular (PCR) test, or have completely recovered according to **CDC guidelines**.

RESPONDING TO POSITIVE TESTS

In the event of a lab or clinically diagnosed case of COVID-19, the school should immediately work with the local health department in accordance with guidelines to initiate an investigation and implement measures up to, and including, closure if necessary.

FOOD SERVICE, ATHLETICS, AND EXTRACURRICULAR ACTIVITIES

- As feasible, have children eat meals outdoors or in classrooms, while maintaining social distance (at least 6 feet apart), instead of in a communal dining hall or cafeteria
- Close communal use shared spaces such as dining halls if possible; otherwise, stagger use and clean and disinfect between use
- Recess and physical exercise classes should be conducted outside whenever possible with appropriate social distancing and cohorting of students
- Classes that involve physical contact among participants, a high degree of exhalation or physical exertion indoors, or where masks cannot be worn, should not be conducted at this time
- Activities that can be modified to allow social distancing or that require minimal physical contact can continue
- MDHHS orders should be consulted for the most recent requirements on which sports are permitted

SURFACES

- Use of shared objects (e.g., gym or physical education equipment, art supplies, toys, games) should be limited when possible, or cleaned between use
- **Frequently touched surfaces** including light switches, doors, benches, bathrooms, should be cleaned at least twice daily with either an **EPA-approved disinfectant** or diluted bleach solution

STATE OF MICHIGAN GUIDELINES FOR OPERATING SCHOOLS SAFELY

WATER

- After a prolonged facility shutdown, to minimize the risk of lead or copper exposure, and Legionnaire's disease, follow **EPA's steps (Training, Testing, and Taking Action)** to ensure that all water systems and features are safe to use
- Restoring and maintaining water quality after extended shutdowns is key to protecting educators and students from exposure to health risks. EGLE recommends the development of a drinking water quality maintenance plan to reduce risks associated with low to no use of water
- Use **this checklist** for restoring and maintaining water quality
- Follow **EPA's steps (Training, Testing, and Taking Action)** to ensure that all water systems and features are safe to use
- Additional recommendation on improving the quality of school drinking water can be found **here**

WORKPLACE SAFETY PRECAUTIONS

Schools and their employees are covered by guidance issued by the Michigan Occupational Safety and Health Administration's (MiOSHA) **October 14th Emergency Rules**. These rules clearly outline the practices that all employers must undertake regarding employee screening, exposure notification, preparedness planning, infection prevention, health surveillance, personal protective equipment, and training. Schools are required to comply with all guidelines articulated by the October 14th rules. School districts should also consult federal guidance issued by the CDC entitled, **"Operating Schools during COVID-19: CDC's Considerations"** for additional information.

QUARANTINE AND ISOLATION PRECAUTIONS FOR STAFF AND STUDENTS

Staff and students who either test positive or are close contacts of those who test positive should follow the **guidance issued by MDHHS** as well as Local Health Departments. If individuals are considered close contacts, but do not have symptoms, they should nonetheless quarantine for 10 days, per CDC guidance. They should only resume normal activities if they have no symptoms.

Contacts who do exhibit symptoms should get tested immediately. Additional information is **available here**.

CHILD CARE AND AFTER SCHOOL PROGRAMMING

Schools are strongly encouraged to allow child care and after school programming to occur in person in school buildings. Licensed child care providers should follow the "**Guidelines for Safe Child Care Operations During COVID-19**" issued by the Department of Licensing and Regulatory Affairs.

STATE OF MICHIGAN GUIDELINES FOR OPERATING SCHOOLS SAFELY

SCIENTIFIC STUDIES REGARDING SCHOOL RE-OPENING

The guidance in this document is informed by outbreak information throughout the state of Michigan, consultations with expert epidemiologists and clinicians, as well as the following studies and reports:

American Academy of Pediatrics and the Children's Hospital Association, "Children and COVID-19: State Data Report: Summary of publicly reported data from 49 states, NYC, DC, PR, and GU," Published 12/17/2020, https://downloads.aap.org/AAP/PDF/AAP%20and%20CHA%20-%20Children%20and%20COVID-19%20State%20Data%20Report%2012.17.20%20FINAL.pdf

Ingo E. Isphording, Marc Lipfert, and Nico Pestel, "School Re-Openings after Summer Breaks in Germany Did Not Increase SARS-CoV-2 Cases," IZA Institute of Labor Economics, October 2020, http://ftp.iza.org/dp13790.pdf

Brandon Guthrie, Jessie Seiler, and Lorenzo Tolentino et al., ,"Summary of Evidence Related to Schools During the COVID-19 Pandemic," University of Washington COVID-19 Literature Report, October 19, 2020, https://depts.washington.edu/pandemicalliance/wordpress/wp-content/uploads/2020/10/COVID-19-Schools-Summary_2020_10_19.pdf

Dyani Lewis, "Why schools probably aren't COVID hotspots," Nature, October 29, 2020, https://www.nature.com/articles/d41586-020-02973-3

Smriti Mallapaty, "How schools can reopen safely during the pandemic," Nature, August 18, 2020, https://www.nature.com/articles/d41586-020-02403-4#ref-CR1

Walter S. Gilliam, Amyn A. Malik, and Mehr Shafiq et al., "COVID-19 Transmission in US Child Care Programs," Pediatrics, December 2020, https://pediatrics.aappublications.org/content/early/2020/12/04/peds.2020-031971

World Health Organization, "What we know about COVID-19 transmission in schools," October 21, 2020, https://www.who.int/docs/default-source/coronaviruse/risk-comms-updates/update39-covid-and-schools.pdf?sfvrsn=320db233_2.

Michigan's Top 10 Strategic Education Plan

MISSION

Support learning and learners

VISION

Every learner in Michigan's public schools will have an inspiring, engaging, and caring learning environment that fosters creative and critical thinkers who believe in their ability to positively influence Michigan and the world beyond.

GUIDING PRINCIPLES

1. All students have access to high-quality instruction regardless of their gender, sexual orientation, ethnicity, race, economic status, native language, or physical, emotional, and cognitive abilities to close the student achievement and opportunity gaps that currently exist.
2. All educators are encouraged to be creative and innovative. All educators are adequately compensated and respected for their professionalism, and have the resources, support, and training needed to educate students.
3. All students are encouraged to express their creativity, have voice in their own learning, feel connected to their schools, and have authentic, meaningful relationships with educators.
4. All students are provided every opportunity to achieve the broadest range of life dreams.
5. Families and communities are essential partners of teachers, support staff, and administrators in the education of students.
6. In support of students and their achievement, the Michigan Department of Education is coordinated, aligned, and properly resourced, and collaborates with school districts and a wide range of partners and stakeholders.

GOALS

- Expand early childhood learning opportunities
- Improve early literacy achievement
- Improve the health, safety, and wellness of all learners
- Expand secondary learning opportunities for all students
- Increase the percentage of all students who graduate from high school
- Increase the percentage of adults with a post-secondary credential
- Increase the numbers of certified teachers in areas of shortage
- Provide adequate and equitable school funding

METRICS

Metrics are a critical component of the Top 10 Strategic Education Plan. Metrics have been identified for each goal and will be reviewed and reported annually.

CONTRIBUTIONS

To support the implementation of the Top 10 Strategic Education Plan, a three-pronged approach has been developed. First, the education community is encouraged to share their contributions to each of the goals on the MDE website. The online repository provides the opportunity for hard work to be viewed and replicated. Additionally, educator convenings related to each goal will be held to discuss best practices, identify the research that supports the practice, and discuss the positive effects of the practice on student outcomes. Furthermore, a series of written documents will be developed and shared online that highlight best practices for each goal area.

To learn more about how your organization can contribute to the success of the strategic education plan, or how MDE can support your efforts, visit the MDE website.

