

# **Extended COVID-19 Learning Plan**

## ***as described in Public Act 149, Section 98a***

The Plan does not replace the District's COVID-19 Preparedness and Response Plan, it is an additional plan that includes new assurances and sections on educational goals, instructional delivery, grading, and equitable access.

### **Caseville Public School Extended COVID-19 Learning Plan**

Address of School District: 6609 Vine Street, Caseville, MI 48725

District Code Number: 32030

District Website Address: [www.cpseagles.org](http://www.cpseagles.org)

District Contact and Title: Megan Koslowski, K-12 Principal

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Name of Intermediate School District: Huron Intermediate School District

Date of Approval by HISD:

## Updated Assurances based on Senate Bill 927

1. The District/PSA will make their ISD/Authorizing Body approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's/PSA's website no later than October 4 **12**, 2020.
2. **By not later than January 15, 2021, the district shall create a report that includes information regarding both of the following and shall ensure that the report under this subdivision can be accessed through the transparency reporting link located on the district's website:**
  - a. **The amount and type of training provided during the current school year as of the date of the report to teachers of the district through professional development that focuses on how to deliver virtual content.**
  - b. **The amount and type of training provided during the current school year as of the date of the report to the parents and legal guardians of pupils and to pupils on how to access and use virtual content provided by the district.**
3. The District/PSA will create and make available on its transparency reporting link located on the District/PSA's website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan not later than February 1, 2021, for goals its expected would be achieved by the middle of the school year and not later than the last day of school of the 2020-2021 school year for goals the District/PSA expected would be achieved by the end of the school year.
4. Benchmark Assessments: The District/PSA will
  - a. select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
  - b. administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year and again not later than the last day of the of the 2020-2021 school year.
5. If delivering pupil instruction virtually, the District/PSA will
  - a. provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
  - b. expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.
6. The District/PSA, in consultation with a local health department will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that are based on local data that are based on key metrics. Note: A determination concerning the method for delivering pupil instruction shall remain at the District/PSA Board's discretion. Key metrics that the District/PSA will consider shall include at least all of the following:
  - a. COVID-19 Cases or Positive COVID-19 tests
  - b. Hospitalizations due to COVID-19
  - c. Number of deaths resulting from COVID-19 over a 14-day period

- d. COVID-19 cases for each day for each 1 million individuals
- e. The percentage of positive COVID-19 tests over a 4-week period
- f. Health capacity strength
- g. Testing, tracing, and containment infrastructure with regard to COVID-19

7. If the District/PSA determines that it is safe to provide in-person instruction to pupils, the District/PSA will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District/PSA.

8. The District/PSA assures that
- a. instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
  - b. the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
  - c. the District/PSA will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after ISD approval of the plan, and ~~every 30 days~~ **each month** thereafter at a meeting of the Board, and
  - d. **For each reconfirmation described in this subdivision, the district shall report to the center, in a form and manner prescribed by the center,**
    - i. **the instructional delivery method that was reconfirmed;**
    - ii. **how that instruction will be delivered for each grade level offered by the district, including pre-kindergarten, as applicable; and**
    - iii. **whether or not, as determined by the department in consultation with the center, the district is offering higher levels of in-person instruction for English language learners, special education students, or other special populations.**
  - e. public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District/PSA during a public meeting described in PA-149.

9. The District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.

10. The District/PSA will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District/PSA and the pupil's teacher or at least one (1) of the pupil's teachers, **or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress** during each week of the school year for at least 75% of the pupils enrolled in the District/PSA. The District/PSA will publicly announce its weekly interaction rates at each District/PSA Board meeting where it re-confirms how instruction is being delivered. The District/PSA will make those rates available through the transparency reporting link located on the District/PSA website each month for the 2020-2021 school year.

**Clarification of Assurance 10:** "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 subdivision, must be to the 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.

*Herbert J. Ewald*

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District Superintendent or President of the Board of Education

9-16-20

Date

# Learning Plan Narrative

## Opening Statement

Please provide a statement indicating why an Extended COVID-19 Learning Plan is necessary to increase pupil engagement and achievement for the 2020-2021 school year.

The spread of COVID-19 and resulting shutdown of schools has had a profound effect on our students and local community. Students, staff, and community have experienced a traumatic, once in a lifetime event, in some cases causing them exposure to harmful conditions and stressful environments at home. The closure of school has caused gaps in all students' education, a furthering gap in inequities among the school community served, and the need to assess where students are at so that goals for growth can be made.

Upon return to school this fall, of first and foremost concern will be the well-being of students and school community. We understand that every student experienced a different learning experience during the last quarter of the 2019/2020 school year, and, as a result, we are expecting that our students will be starting the 2020/2021 school year with a greater disparity and range in competencies and abilities. Many students will be behind their peers and the typical progress that is expected of a student in that age range in previous years. Teachers must be ready to work collaboratively to review data and student work in order to assess where each individual student is at in their learning and development of skills and modify instruction as need in order to meet the students where they are at and help them progress and grow.

Caseville Public Schools plans to open for face to face instruction five full days a week for all students and families who are comfortable with returning. We are able to do so within the guidelines put forth in the reopening roadmap. Additionally, any student/family who is not able to or comfortable with returning for full time, face to face instruction, we are providing a part day, hybrid option and an entirely virtual option. In order to ensure learning for all students, we will focus on ensuring all students are equipped with devices and internet and that staff is given ample training and collaboration opportunities in a safe environment.

## Educational Goals

- **Please outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. The District must establish all of its goals no later than September 15, 2020.
- **Specify** which goals are expected to be achieved by the middle of the school year and which goals are expected to be achieved by the end of the school year.
- **Ensure** that all of the following apply to the educational goals described in this section: (a) The goals include increased pupil achievement or, if growth can be validly and reliably measured using a benchmark assessment or benchmark assessments, growth on a benchmark assessment in the aggregate and for all

subgroups of pupils; (b) The District benchmark assessment(s) are aligned to state standards and will be administered to all pupils K-8 at least once within the first 9 weeks of the 2020-2021 school year and not later than the last day of the 2020-2021 school year to determine whether pupils are making meaningful progress toward mastery of these standards; and (c) the District's/PSA's educational goals are measurable through a benchmark assessment or benchmark assessments.

- To the extent practicable, the District will administer the same benchmark assessment or benchmark assessments that was administered to pupils in previous years.

### **Quality Evidence-Based Assessment Practices**

The Caseville Public School District believes that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in school/district academic performance and to identify effective instructional programs. We believe it can provide guidance for standardizing or adjusting curriculum and instruction across grade levels, schools, and districts.

However, we will not use benchmark assessment data alone to make high-stakes instructional decisions about individual student learning. Rather, we will continue the use of (and professional learning around the use of) both benchmark and formative assessment process as a powerful practice embedded in the teaching and learning process to continuously observe where our students are in order to modify instruction. Educators will discuss and collaborate weekly in order to tailor instruction to meet students' needs.

We believe the use of the formative assessment process, which is supported by an extensive body of research, provides in-time data for both our teachers and students to accelerate their learning and progress and gives us a more complete picture of what our students know and are able to do. It is for this reason that staff will meet in teams every Friday to discuss benchmark assessments, formative assessments, and other samples of student work.

### **Educational Goals**

The Acadience assessments in reading will be administered to all students, K-3, in the fall, winter and spring in accord with the Ready by Grade 3 law. Grades 4-6 will be assessed with Acadience as well, twice: once in the first nine weeks of the school year, and again prior to the last day of school. Grades 7-8 will use AIMS Web. Math will be assessed using Acadience for grades K-6 in the first nine weeks of the school year and again prior to the end of the school year and using AAIMS Math for grades 7-8. Formative assessments will provide information to inform our progress toward our goals over the course of the year. Progress reports will be available on our website in February and June. Additionally, students in grades 9-11 will take the PSAT in the fall to gauge student learning and again in the spring.

As a means of continuous improvement in teaching & learning, all teachers will receive professional development in, and commit to the use of, the formative assessment process and/or provided with time to work collaboratively with other teachers and professionals.

Additionally, we will continue to engage stakeholders in the district's balanced assessment system, including publicly sharing aggregate and student subgroup performance reports on benchmark/universal screening results.

**Goal 1** - All students (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by the assessment identified for their grade.

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading/ELA academic standards. This process will take place during weekly PLC time (Professional Learning Community).
- Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff. This process will take place during weekly PLC time (Professional Learning Community).

**Goal 2** - All students (K-8) will improve performance in Mathematics from Fall to Spring as measured by the assessment identified for their grade.

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Math academic standards. This process will take place during weekly PLC time (Professional Learning Community).
- Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff. This process will take place during weekly PLC time (Professional Learning Community).

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

**Please describe** how and where instruction will be delivered during the 2020-2021 school year. (e.g. instruction may be delivered at school or a different location, in-person, online, digitally, by other remote means, in a synchronous or asynchronous format, or any combination thereof).

Note: The District's full instructional plan can be found in the MI Safe Schools Roadmap District Preparedness Plan which is on the District website under the Transparency Link.

[www.cpseagles.org](http://www.cpseagles.org)

### **Mode of Instruction**

To start the school year, all K-12 students will choose to either attend school every day for face-to-face instruction or use an online or hybrid option. Student and staff health and safety will be addressed through a cohort model that keeps students together for the entire school day. Student working virtually may do so from a school issued device and through our Eagle Academy, using primarily Edgenuity.

**Please describe** how instruction for core academic areas will expose each pupil to the academic standards that apply for each pupil's grade level or course in the same scope and sequence as the District had planned for that exposure to occur for in-person instruction.

Note: The School District's full instructional plan can be found in the MI Safe Schools Roadmap District Preparedness Plan which is on the District website under the Transparency Link. [www.cpseagles.org](http://www.cpseagles.org)

### **Curriculum and Instruction: Academic Standards**

The District's curriculum for core academic areas is aligned to state standards. As teachers navigate the wider than usual range of competencies expected this fall, they will use pre-assessments to plan for differentiation of content, use results from pre-assessments to inform instruction and prioritize K-12 instructional standards for the 2020-2021 School Year. Teachers will 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, and incorporate well-being and SEL/trauma-informed practices into instruction.

Teachers will work as mentors to engage students who are attending remotely through weekly two-way contacts. Instructors are provided by Edgenuity and are certified teachers with the state of Michigan and will strive to use Best Practices in Distance Learning. Together they will work to:

- Remember Maslow
- Nurture a positive home climate for learning and parental involvement
- Establish and maintain remote classroom norms and learning routines
- Implement culturally responsive teaching practices
- Encourage student collaboration and discourse
- Create opportunities for and attend carefully to feedback
- Engage students in meaningful learning opportunities

**Please describe** how pupil progress toward mastery of the standards described within this section will be graded or otherwise reported to the pupil and the pupil's parent or legal guardian.

### **Assessment and Grading**

Our District bases its assessment system on the Michigan Standards. We regularly assess students at the district and classroom level to determine if they are making progress toward meeting those standards. We place a heavy emphasis on formative assessment. This is critical in the instructional process so that students receive timely feedback that helps them know what they need to do to improve. It also gives the teacher important information to know how to adjust the teaching and learning process to meet each student's needs.

We also have a system for delivering summative assessments at the district and classroom levels. These are given at the end of a period of learning as an evaluation of what has been learned and are part of our district grading process. For example, our teachers deliver summative assessments at

the end of each unit of study in our curriculum. These assessments are based on a coherent set of standards in the subject area that focus on a related group of skills and disciplinary knowledge.

We make available to our parents and legal guardians a web-based system that allows them to see their children's grades at any time. Our teachers keep up-to-date information on student grades in this system. We also send progress reports to our parents and guardians during each marking period. This is in addition to the expectation we have for all teachers that they keep parents and guardians abreast of any concerns regarding a student's grade through emails and phone calls. Finally, we send report cards to parents at the end of each marking period. Parents are also given universal assessment results.

## Equitable Access

If delivering pupil instruction virtually, please **describe** how the District will provide pupils with equitable access to technology and the internet necessary to participate in instruction.

## Technology

The District ensures all students will be provided equitable access to technology and the internet as described in our Continuity of Learning Plan that was previously submitted to the state. The District's system for maintaining student access to technology devices and the internet is described in the Continuity of Learning Plan, and again in the MI Safe Schools Roadmap-- District Preparedness Plan found at [www.cpseagles.org](http://www.cpseagles.org). Each student is given the opportunity to use a school issued chromebook/device to complete work remotely and help in securing internet access if needed.

**Please describe** how the District will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules, and regulations.

## Students with identified special needs

When school starts, students' IEPs, IFSPs, and 504 plans will be reviewed in coordination with general and special education teachers and/or providers to address any data-driven accommodations and/or services that are needed due to known changes in students' needs.

For students from birth to five, those with identified special needs, and those attending CTE programming, intervention and support services will be integrated into the student's program immediately upon the start of school. Students who qualify for services and working remotely have been assigned with their special education teacher as a mentor and IEP and accommodations information will be shared and uploaded as necessary to Edgenuity in order for their instructors to modify and accommodate instruction appropriately.

The district has established structures for general and special education teachers and/or providers to collaborate and communicate regarding student performance and student needs on IEP goals and objectives with special consideration regarding assistive technology and accessibility.

The district ensures a continuation of services for students receiving speech and language, occupational therapy, physical therapy, or social work services within their IFSP or IEP. The district also ensures a method for the continuation of evaluation for students suspected of having a disability as well as those requiring re-evaluation.

**Optional Considerations for District Extended COVID-19 Learning Plans:**

- 1. In addition to the students with disabilities noted above, please describe how the District/PSA will ensure that the needs of other vulnerable student populations, such as but not limited to, early English Learners and Fledgling/struggling students, are met.
- 2. Please describe how the District/PSA will ensure that students will, during pandemic learning, have continued access to programs such as, but not limited to, Early Childhood, CTE, Early-Middle College, Dual Enrollment, and Advanced Placement as applicable within the District/PSA.

The School District's full instructional plan addresses ways all learners are supported and can be found in the [MI Safe Schools Roadmap--Sample District Preparedness Plan](#), which is posted on our school website at [www.cpseagles.org](http://www.cpseagles.org).