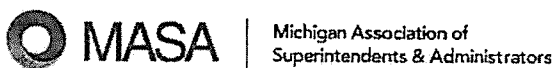


# Extended COVID-19 Learning Plan as Described in Public Act 149, Section 98a

September 11, 2020

On August 20, 2020 Governor Whitmer signed House Bill 5913 into law as Public Act 149. Section 98a states that in order to receive state aid for 2020-2021, districts must provide for instruction under an extended COVID-19 Learning Plan ("Plan") that has been approved by an intermediate district or authorizing body. The Plan does not replace the District's/PSA'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. PA 149 does not apply to districts that operate as a cyber school.

District/PSA educational goals written for all students and all subgroups must be established no later than September 15, 2020 and submitted in their Plan to the ISD or Authorizing Body, as applicable, no later than October 1, 2020 for approval. ISDs and PSAs will transmit the approved plan to the state superintendent of public instruction and the state treasurer.



## **Rogers City Area Schools-Extended COVID-19 Learning Plan**

Address of School District/PSA: 1033 W. Huron Ste. B Rogers City, Michigan 49779

District/PSA Code Number: 71080

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

District/PSA Contact and Title: Nicholas Hein, Superintendent of Schools

District/PSA Contact Email Address: [nicholas.hein@rcashurons.org](mailto:nicholas.hein@rcashurons.org)

Name of Intermediate School District/PSA: COP ESD

Date of Approval by ISD/Authorizing Body:

## Assurances

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 1, 2020.
2. 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.
3. Benchmark Assessments: The District/PSA will
  - o select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
  - o 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.
4. If delivering pupil instruction virtually, the District/PSA will
  - o provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
  - o 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.
5. 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:
  - o COVID-19 Cases or Positive COVID-19 tests
  - o Hospitalizations due to COVID-19
  - o Number of deaths resulting from COVID-19 over a 14-day period
  - o COVID-19 cases for each day for each 1 million individuals
  - o The percentage of positive COVID-19 tests over a 4-week period
  - o Health capacity strength
  - o Testing, tracing, and containment infrastructure with regard to COVID-19

6. 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.
7. The District/PSA assures that
  - o instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
  - o the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
  - o 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 thereafter at a meeting of the Board, and
  - o 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.
8. 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.
9. 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 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.



\_\_\_\_\_  
District Superintendent or President of the Board of Education/Directors

9/22/20

\_\_\_\_\_  
Date

# Learning Plan Narrative

## Opening Statement

The COVID-19 global pandemic is impacting our school community in a number of ways: we are experiencing a traumatic event, many students may have significant gaps in their learning, and equity issues are more pronounced.

As we return to school in the fall, our first priority will be to ensure the well-being of all members of our school community. This is exactly why we created our Covid-19 Preparedness and Response Plan in cohesion with the Michigan Safe Schools Roadmap.

Because of the wide range of experiences students had during the remote learning portion of the 19-20 school year, we anticipate that students will come to school in the fall of 2020 with a wider than usual range of competencies. We expect that many students will be behind and will need opportunities to catch up. Teachers will need to collaborate with each other as they examine student work and determine what comes next in the learning for each student.

As Rogers City Area School District plans to begin the school year in a hybrid learning environment, we will need to ensure that there are structures in place to ensure student engagement and achievement for all. To allow this to occur, our virtual learners have been given instructions on how to login and navigate the Canvas platform. This plan will focus on teaching and learning with an emphasis on equity for all learners and the well-being of students and staff.

## Educational Goals

- **Please outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. The District/PSA must establish all of its goals no later than September 15, 2020. Authorizing bodies expect PSA educational goals will be aligned to the educational goal within your charter contract.
- **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/PSA 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/PSA will administer the same benchmark assessment or benchmark assessments that it administered to pupils in previous years.

The Rogers City Area 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.

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.

### Educational Goals

The Smarter Balanced (Data Recognition Corporation), Early Literacy (DRC), and Math (DRC) benchmark assessments in reading and mathematics will be administered to all students three times: once in the first nine weeks of the school year, and again prior to the last day of school. 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.

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.

Additionally, we will continue to engage stakeholders in the district's balanced assessment system, including publicly sharing aggregate and student subgroup performance reports on DRC results. These can be posted on our website without individual student data.

**Goal 1** - All students (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by the data from the DRC assessments.

- 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.
- Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

**Goal 2** - All students (K-8) will improve performance in Mathematics from Fall to Spring as measured by the DRC assessments.

- 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.
- Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

### **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).

#### **Mode of Instruction**

Students will be given the option of being face-to-face or virtual. The face-to-face learners will be in class Monday through Friday. The virtual learners will be given lessons and assignments weekly. Staff will inform the virtual learners on when the assignments are due.

- **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/PSA had planned for that exposure to occur for in-person instruction.



## Curriculum and Instruction: Academic Standards

The Rogers City Area School District 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 these standards in cohesion with the data from the DRC assessments to drive their curriculum and instruction. Other pieces that will drive instruction will be Delta Math screeners as well as Acadience (Dibels) testing.

All of our teachers work to engage students remotely, they will use Best Practices for Remote Learning.

- 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

Rogers City Area School 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 standard learned. For example, our teachers deliver summative assessments at the end of each chapter or 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 (PowerSchool). Our teachers keep up-to-date information on student grades in this system. We also send report cards 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 REMIND, emails, texts, and phone calls.

## Equitable Access



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

### **Equitable Instruction**

Rogers City Area School district is providing virtual learners with laptops and chromebooks. At this time we are checking to see if the Coronavirus Relief Fund, per Preparedness Plan will allow us to purchase hot spots for those with poor or no internet service. Other options to consider are placing a hot spot within the school buildings that virtual students could use from the parking lot and/or purchasing home internet for the virtual learners. Again, the Coronavirus Relief Fund would have to be used to purchase these means of connection.

- **Please describe** how 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.

The virtual students with disabilities and/or their parents will be contacted by the district's special education providers. This conversation will consist of the teachers, parents, and/or student with disability completing a Contingency Learning Plan. This plan goes hand-in-hand with the student's IEP. Virtual students with disabilities will have remote instruction via Zoom, Google Meet, etc. to adequately service the student's resource room time. The general education staff, in good faith, will adhere to the accommodations of all virtual learners. Much like face-to-face learners, staff will document how they are accommodating these students.

- **Optional Considerations for District/PSA 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.

Rogers City Area Schools would ensure that the student has someone available to read and translate the virtual lessons and assignments. This could be done with the assistance of a family

member, trusted friend, or someone hired by the school. Teachers will contact struggling virtual learners via phone, REMIND, or email to see how they can improve the situation.

Rogers City Area Schools does not provide a Pre-K program. Rogers City Area Schools will continue to contact all students during the pandemic to assure their academic needs are met and online classes will be taught in line with in class instruction as well in speciality areas.