



Extended COVID-19 Learning Plan

as Described in [Public Act 149](#), Section 98a



September 2020



Lapeer Community Schools Extended COVID-19 Learning Plan

Address: 250 Second Street, Lapeer, Michigan 48446:

District Code Number: 44010

District Website Address: LapeerSchools.org

District Contact and Title: Matt Wandrie, Superintendent

District Contact Email Address: mwandrie@lapeerschools.org

Name of Intermediate School District: Lapeer County ISD

Date of Approval by ISD/Authorizing Body:

Assurances

1. The District will make their ISD/Authorizing Body approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's website no later than October 1, 2020.
2. The District will create and make available on its transparency reporting link located on the District'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 expected would be achieved by the end of the school year.
3. Benchmark Assessments: The District will
 - select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - 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 will
 - provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
 - 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 had planned for that exposure to occur for in-person instruction.
5. The District, 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 Board's discretion. Key metrics that the District will consider shall include at least all of the following:
 - COVID-19 Cases or Positive COVID-19 tests
 - Hospitalizations due to COVID-19
 - Number of deaths resulting from COVID-19 over a 14-day period
 - COVID-19 cases for each day for each 1 million individuals
 - The percentage of positive COVID-19 tests over a 4-week period
 - Health capacity strength
 - Testing, tracing, and containment infrastructure with regard to COVID-19

6. If the District determines that it is safe to provide in-person instruction to pupils, the District will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District.
7. The District assures that
 - instruction will be delivered as described in this plan and re-confirmed by the District Board,
 - the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - the District 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
 - public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District during a public meeting described in PA-149.
8. 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.
9. The District will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District 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. The District will publicly announce its weekly interaction rates at each District Board meeting where it re-confirms how instruction is being delivered. The District will make those rates available through the transparency reporting link located on the District website each month for the 2020-2021 school year.



District Superintendent or President of the Board of Education/Directors

9-15-2020

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.

Lapeer Community Schools Statement:

Like Districts across the state and nation, Lapeer Community Schools has worked tirelessly to ensure the continuity of learning for all students during the COVID-19 pandemic. As we return to school, we have policies and procedures in place to ensure the health and safety of everyone our school community.

The District began the 2020-21 school year on September 8 with a face-to-face on-boarding week for the purpose of allowing students to get acclimated to our virtual learning program prior to the interim full-time virtual period (September 14-October 2). Every student in the District had the opportunity meet their teacher, access support for technology and to be presented with classroom expectations for the school year.

The District will begin full-time face-to-face instruction on October 5. This extended COVID-19 Learning Plan lays out the specifics of our two modes of instructional engagement during this period (virtual and in-person).

This plan will ensure student engagement and achievement for all students, while providing a structure for ongoing professional development for staff in a safe and healthy 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. 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 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 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 it administered to pupils in previous years.

Lapeer Community Schools Statement:

Quality Evidence-Based Assessment Practices:

Lapeer Community Schools 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 practices. 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 to make high-stakes instructional decisions about individual student learning. Rather, we will use NWEA/MAP as our benchmark data to identify students who exhibit reading and math deficiency using MTSS criteria and continue the use of (and professional learning around the use of) the 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.

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.

The K-8 MDE Early Literacy and Mathematics Benchmark Assessment (NWEA/MAP) in reading and mathematics will be administered to all K-8 students three times a year: once in the first nine weeks of the school year, again in the winter to monitor growth, and in the spring. Fall scores K-5 will be one data point used to determine intervention or acceleration supports on a weekly basis. Winter scores at the 5th-8th grades will be used as one data point for classroom placement the following year. Diagnostic assessments such as DRA2 at the K-5 level will be administered in the fall and used to provide information on instructional needs. Various formative assessments will be administered regularly and used to provide information to inform our progress toward our goals over the course of the year. Progress reports are available between trimesters at the elementary level and between semesters at the secondary level.

Additionally, we will continue to engage stakeholders in the district's balanced assessment system, including providing parents with assessment reports and written notification if students require an individualized reading instructional plan, strategies to support students at home, and take home reading program.

District Improvement Goals:

Goal 1: High-Quality Instruction that is Learner-Centered (Quality Instruction 2.1-2.2) - Teachers will foster Student Engagement Through Quality Instruction and Deeper Learning Experiences and ensure that all students receive individualized instruction and feedback based on assessment data, both formative and summative. Training on the effectiveness of increased student engagement in relation to effectively being facilitators of student centered learning as evidenced by walk through documentation and lesson plans aligned to Danielson Model. Training, to include coaching, will be provided on student centered learning formats for instruction, such as essential practices in literacy, workshop model components, Cooperative Learning/Kagan Strategies, differentiation and feedback based on assessment data.

Goal 2: High-Quality Curriculum, Aligned to State Adopted Standards (Quality Curriculum 1.3 a and b) - Staff will develop learning outcomes representing high expectations and rigor that are connected to a sequence of learning aligned to state standards (units and lessons). Outcomes will be written in the form of student learning KUD (what students need know, understand and be able to do), permit viable methods of assessment, and reflect different types of learning.

Goal 3: High-Quality Collaborative Processes (Collaborative Processes 3.1) - Professional development and guidance for implementation of effective professional learning communities: Teachers will utilize formative assessments within collaboration to monitor student learning and provide feedback to students. Students will be aware of the criteria and performance standards by which their work will be evaluated. Teachers will monitor the progress of students (groups and individual) regarding their understanding and make use of the information for next steps in instruction, though the use of student data analysis software to analyze and improve instruction.

All goals are monitored in the fall, winter and spring with percent improvement measured in June.

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).

Lapeer Community Schools Statement:

To ensure the district is providing the required two-way interaction for our students, documentation will be required to be reported in the district's student information system, further supporting documentation may include the use of weekly teacher attendance reports and/or teacher logs for students.

Phase 3 Instructional Plan:

1. During Phases 1-3, District teachers will provide lessons and activities virtually to students daily using Google Classroom, Zoom, and Google Meet.
A detailed explanation of this online instruction plan can be viewed here: LAPEER COMMUNITY SCHOOLS PHASE 1-3 REMOTE LEARNING PLAN.
http://www.lapeerschools.org/UserFiles/Servers/Server_3097392/File/K-2%20Fall%20Virtual%20Plan%20PDF.pdf. Click here for sample student schedules:
http://www.lapeerschools.org/UserFiles/Servers/Server_3097392/File/final%20sample%20schedules.pdf.
 2. The Phase 1-3 Remote Learning Plan provides that online instruction provided during Phases 1-3 will provide students with the following:
 1. Contact with their current Lapeer teacher(s) multiple times each week.
 2. Instruction and coursework in their current LCS courses at a similar pace as traditional face-to-face instruction so as to ensure completion of an entire year of curriculum.
 3. Teacher support with assessments, such as quizzes and tests.
 4. Feedback, grades, and credit-bearing course for the work they submit and complete.
 5. Intervention supports from Lapeer teachers and staff.
 6. Special education and related services, as applicable, from Lapeer special education providers and staff.
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3. Families without access to technology will be provided opportunities to check out devices and alternate means for gaining access to virtual content. For example:

1. Wireless access points will be located throughout the community for students/parents who require internet access.
2. The District will coordinate curriculum resource distribution at each building to ensure students have access to necessary hard copy materials, and will station drop-off and pick up boxes, by grade level and department, at all school buildings for retrieving and turning in work.
3. The District has developed resources to assist students and parents with navigating online learning tools and will provide parents with training opportunities.
4. Families whose students receive services or supports as English Language Learners (ELL) or students with disabilities under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act will be contacted by the student's case manager and/or service provider to discuss accessing services and support opportunities for students individually or in small groups.
5. Recognizing that all strongly recommended and recommended protocols and actions will not be appropriate or feasible in all settings, the District will implement, as appropriate and to the extent feasible given limitations of space, resources, and other conditions, all other strongly recommended and recommended protocols addressing instruction during Phases 1-3.

Phase 4 (Face-to-Face Instruction):

1. The District will provide students in grade preK-12 with in-person instruction. In the alternative, students have the option of enrolling in the District's virtual program, which provides online instruction in all courses and the opportunity to meet in person with District teachers for additional support.
2. Set an instructional vision that ensures that:
 - a. Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
 - b. Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
 - c. Every students' academic and social-emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.
3. Secure supports for students who are transitioning to postsecondary.
4. Support schools to implement grade-level curricula that is aligned to Michigan preK-12 standards.
 - a. Support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction.

5. 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.
 - a. Commence intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services and CTE.
 - b. 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.
6. Inventory all intervention programs and services available to students on the district and school level and identify any gaps.
7. Remain connected with MDE about policies and guidance.
8. 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.
9. 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
 - a. Expectations around their child's return to school;
 - b. Clear information about schedules and configurations, if hybrid;
 - c. Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies; and
 - d. Plans for each of the different school opening scenarios.
10. Provide resources that demonstrate schools value parents as partners in their child's education. Offer family supports that provide families with:
 - a. Training about how to access and use the school's chosen digital systems and tools;
 - b. Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child;
 - c. Opportunities to build their digital literacy; and
 - d. Strategies to support their child's learning at home.
11. Provide adequate time for schools and educators to engage in:

- a. Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed;
- b. 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;
- c. Identify students who potentially need additional support; and
- d. Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning.

12. Create a plan for professional learning and training, with goals to:

- a. Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education;
- b. Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use; and
- c. Build school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging.

13. Ensure that every student:

- a. Has access to standards-aligned, grade-level instruction, including strategies to accelerate student learning;
- b. Is assessed to determine student readiness to engage in grade-level content; and
- c. Is offered scaffolds and supports to meet their diverse academic and social-emotional needs.

14. 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.

15. Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.

16. 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.

17. Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs.

18. 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.
19. 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.
20. 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.
21. Recognizing that all strongly recommended and recommended protocols and actions will not be appropriate or feasible in all settings, the District will implement, as appropriate and to the extent feasible given limitations of space, resources, and other conditions, all other strongly recommended and recommended protocols addressing instruction during Phase 4.

- **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.

Lapeer Community Schools Statement:

Note: The Lapeer Community Schools full instructional plan can be found [here](#).

LCS On-Line Instructional Plan: For students who were enrolled in face to face instruction for the 2020-2021 school year and required to begin remote learning, students will continue to receive access to on-line instruction five days a week that will be presented virtually. Instruction will continue to be delivered by LCS teachers, presenting the curriculum and content through daily lessons and activities through Google Classroom, Zoom and Google Meet discussions to support students throughout the week.

A few highlights of what students can expect are:

- Have contact with their current LCS Teacher(s) multiple times each week.
- Continue to work on their current LCS courses and content at a similar pace as traditional face-to-face instruction to ensure completion of an entire year of curriculum.
- Receive teacher support with assessments, such as quizzes and tests
- Receive feedback, grades, and credit-bearing course for the work they have submitted and completed while working remotely. Students will have an Educational Development Plan (EDP).
- Receive Special Education Programs and Services by LCS special education providers and staff.
- Receive Intervention supports by LCS teachers and staff.

- **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.

Lapeer Community Schools Statement:

Pupil progress toward mastery of the standards will be graded and reported in PowerSchool as normal during the 2020-21 school year. Teachers follow consistent criteria to help each student understand in each course or program what expectations and achievements are needed to earn each grade as well as what will produce a failing grade. This is made available to parents in classroom syllabus form at the secondary level. Frequent opportunities for each student to obtain information as to his/her progress toward the learning goals of courses are made available to students and parents weekly in PowerSchool and progress reports are submitted between trimesters at the elementary level and semester at the secondary level. Additionally, as mentioned above, we will continue to engage stakeholders in the district’s balanced assessment system, including providing parents with assessment reports and written notification if students require an individualized reading instructional plan, strategies to support students at home, and take home reading program, as outlined in Read by Grade Three Law and House Bill 5913.

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.

Lapeer Community Schools Statement:

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 will offer Wi-Fi hotspots at Lapeer High School, the Center for Innovation – West Campus and Turrill Elementary. In addition, students will have the opportunity to sign-up for drop-in sessions at all school buildings in order to utilize Wi-Fi and/or computer lab space. Families without access to technology will be provided opportunities to check out devices and alternate means for gaining access to virtual content.

- **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.

Lapeer Community Schools Statement:

Student 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.

Continuity of Learning Plans will be developed for students with IEPs, IFSPs, and 504 plans in the event the district is in remote instruction and the following plans cannot transcend from a face to face learning environment to remote instruction.

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.

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 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 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.

Lapeer Community Schools Statement:

The Lapeer Community Schools full instructional plan addresses ways all learners are supported and can be found [here](#).