



**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 superintendent of public instruction and the state treasurer.



Monroe County ISD Extended COVID-19 Learning Plan

Address of School District/PSA: 1101 S Raisinville Rd

District/PSA Code Number: 58000

District/PSA Website Address: www.monroeisd.us

District/PSA Contact and Title: Rachel Kopke, Assistant Superintendent for Special Education and Early Childhood Services

District/PSA Contact Email Address: rachel.kopke@monroeisd.us

Name of Intermediate School District/PSA: Monroe County ISD

Name of PSA Authorizing Body (if applicable):

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 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.



District Superintendent or President of the Board of Education/Directors



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 COVID-19 global pandemic is impacting our educational 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.

Given the fluidity of our present circumstances, it is necessary to have plans in place and to be prepared for multiple learning environments and for flexibility of learning opportunities that will meet the needs of any learner. Maintaining pupil engagement is critical for academic achievement. By establishing learning goals, setting parameters for remote learning expectations, and working alongside families, we will work in partnership to ensure all students have access to a learning platform in order to make academic gains. It will be critical that our educational teams have time and space to collaborate in order to make plans to meet the wide range of competencies our students may present with upon returning to instruction.

Our ISD run programs will start in a variety of forms. All decisions were made with a focus on teaching and learning and an emphasis on equity for all learners in addition to the well-being of students and staff.

Early Childhood programs will begin in a hybrid learning environment. Our center based programs (Educational, Transition, Out-County MoCI) will begin with half days in the month of September and transition to full days in October. Our Youth Center will continue to provide face to face instruction five days per week. The Middle College has three options available for students. The first option will have students attending face-to-face 2-3 days per week and connecting live on the other days for synchronous instruction during their assigned course periods. The second option will allow students to connect daily for live synchronous instruction based on their schedule just like they were sitting in the classroom. The third option will allow them to be virtual learners with asynchronous instruction they can access any time, any place, any where. We will need to ensure that there are structures in place to ensure student engagement and achievement for all. 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.

MCISD educational programs have historically utilized benchmark assessment to inform instructional practices and to demonstrate academic achievement. In addition, MCISD special education programs have engaged in curriculum based assessments, student learning objectives, progress and monitoring of IEP goals and objectives, criterion referenced assessments, and commercially available assessments that stem from our instructional programs (ULS, LCE, etc.).

Some students with special needs participate in the MIACCESS assessment and will not be able to participate in the benchmark assessments administered by their local school district. The scores for these assessments should be included in the district report of the educational goal as required by Public Act 149. It is not a requirement that the data be reported to the regional data hubs. The chart below is organized to assist in writing an educational goal for these students:

Tool for Assessment	Measure	Determination	Timeline
IEP Goals	Percentage	Proficiency	By the middle of the school year
Curriculum Based Assessment	_____ of _____ students	Specific status: completed, emerging, etc.	By the end of the school year
Commercially available curriculum/assessment tool (Readtopia, Edmark, Unique Learning System)	Grade Level		
Criterion Referenced Assessment (Brigance, TS Gold)	_____ months of growth		

Goal 1 - All students (preK-8) will improve performance in Reading/ELA from Fall to Spring as measured by SLOs (with mid year checkpoint in January), criterion referenced assessment, curriculum based assessment, and/or commercially available assessment.

- 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 (prek-8) will improve performance in Mathematics from Fall to Spring as measured by SLOs (with mid year checkpoint in January), criterion referenced assessment, curriculum based assessment, and/or commercially available assessment..

- 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.

Youth Center School Improvement Goal: Focus on Achievement Gaps in ELA and Math
By May of 2021, 85-100% of students will meet growth targets in math core content competencies during direct instruction, online learning, or blended instruction as evidenced by assessment score or product performance.

We will also continue the use of formative assessment process as it is 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. As a means of continuous improvement in teaching and learning, all teachers will receive professional development in, and commit to the use of, the formative assessment process.

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).

Instruction for Center-based, ECSE, and Transition Center programs will be delivered at school or in a remote platform as described in each student Contingency Learning Plan (CLP). Remote instruction may be a blend of recorded lessons, live streaming, small group video conferencing, or large group video conferencing. The offer of FAPE for students within the above mentioned programs is a brick and mortar option. Yet the District acknowledges that some families may opt to keep their child home and not to access brick and mortar programming and instruction. In the event a family chooses to keep their child out of live instruction, a CLP will be developed to address how special education instruction, programs, and services may be delivered remotely. The Youth Center currently quarantines students upon arrival until a negative COVID-19 test is obtained. Regular instruction is face to face with virtual platform available. The Middle College has three options available for students. The first option will have students attending face-to-face 2-3 days per week and connecting live on the other days for synchronous instruction during their assigned course periods. The second option will allow students to connect daily for live synchronous instruction based on their schedule

just like they were sitting in the classroom. The third option will allow them to be virtual learners with asynchronous instruction they can access any time, any place, any where. We will need to ensure that there are structures in place to ensure student engagement and achievement for all. This plan will focus on teaching and learning with an emphasis on equity for all learners and the well-being of students and staff. The Middle College will also utilize Schoology. Schoology will continue to be our main source for remote learning and instructional materials. Teachers will be in Schoology very frequently throughout the week. Please view each teachers Schoology page for this information. Administrators and teachers will also likely use additional means to help with two-way communication such as Zoom, direct messages in Schoology, email, phone calls and other applications that allow for real time collaboration.

- **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.

For students attending brick and mortar programming, exposure to Early Childhood Standards, Essential Elements, and appropriate activities of daily living will be done through live classroom instruction, small group, large group, and individual explicit teaching. For families who choose to keep their child home, exposure will be through recorded lessons, live streaming options, individual meetings with teachers//service providers, and instructional material that is sent home or pushed out electronically. The Youth Center will access Edgenuity courses online if appropriate. The Middle College is providing live synchronous instruction to almost all of the students. For the few opting for virtual asynchronous instruction, we will be utilizing Edgenuity courses as appropriate with Michigan certified teachers in courses that meet the Michigan Merit Curriculum content standards.

- **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.

Any paper/pencil materials will be returned through mail, email, or fax and graded with feedback. Youth Center and Middle College will provide feedback per normal procedures/protocol. Early Childhood programs will work closely with families to monitor progress through observations during live instruction as well as input provided during individual meetings with families. Progress on mastery of IEP goals and objectives will be reported per normal procedures through progress reports sent home. Progress monitoring will continue to be a critical component of our learning environments.

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.

Devices have been purchased in order for the Educational and Transitional Center to be a 1:1 school. Devices are available at the Youth Center. Early childhood staff will work with families to assess their technology needs and support families with accessing devices as needed. The Middle College is 1:1 and has been for the last 6 years.

- **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.

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 as well as to develop contingency plans should face to face instruction be halted secondary to: a) the district being placed in Phase 1,2,or 3 by EO or by community decision, b) the district selecting a remote form of instruction in Phases 4,5, and 6, c) a parent choosing to keep a student home due to health and safety, d) student illness due to COVID-19 or a household member quarantined due to exposure to COVID-19.

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. Resources to consider: Alt+Shift consultation or web resources at - <https://www.altshift.education/resources/remote-learning-resources>

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/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.

We will continue to use our interpreters, translate educational materials, and ensure all parent/family materials sent home are translated. Student mental health screenings will help provide data on students who may be struggling with social emotional concerns. Continued progress monitoring on student learning and IEP goals and objectives will provide data and insight into students who may be struggling. Early Childhood programs will offer a virtual platform; no Educational or Transition Center student is enrolled in the middle-college, AP course, or dual enrollment. Those Middle College students who have a 504 or IEP will continue to receive services and as they would normally.