



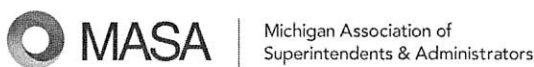
## Updated Columbia School District Extended COVID-19 Learning Plan as Described in Public Act 149, Section 98a

**October and November, 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.

District/PSA Extended COVID-19 Learning Plans should be submitted to the ISD or Authorizing Body as a PDF file.



## 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
  - 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/PSA 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/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:
  - 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/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
  - instruction will be delivered as described in this plan and approved by the District/PSA 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/PSA will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after the 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/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.



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President of the Board of Education

November 9, 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.

The Columbia School District Extended COVID-19 Learning Plan for the 2020-2021 school year is necessary because this is a critical time for our community of learners due to the impact of the COVID-19 global pandemic. This plan is designed to:

- Increase pupil engagement
- Increase student achievement
- Address academic and equity gaps.

The Columbia School District has provided two learning opportunities for students during the 2020-2021 school year. Families may select **Face to Face Learning** or **Learning at Home** for their children. Both options will provide our students with equitable opportunities for learning to support their continued growth.

### 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 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.

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

The Columbia School District is providing pupils with equitable access to technology to participate in instruction, either through in school Face to Face instruction or Learn at Home. The District is exposing each student to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as the District's normal exposure to instruction. The District is using benchmark assessment evidence that can monitor and evaluate patterns and trends in both school and district academic performance. The benchmark assessment evidence is being used to identify effective instructional practices, programs and strategies.

The formative assessment process at Columbia School District is a powerful tool that is embedded in the teaching and learning focus. The formative assessment process allows Columbia School District teachers and administrators to continuously observe student progress and adjust interventions and instructional practices to benefit our pupils.

The Columbia School District has set goals for students in grades kindergarten through eighth grade. The goals for Columbia School District for 2020 - 2021 cover the core academic areas of reading and mathematics.

### **Educational Goals**

#### **Goal 1:**

- As measured by the iReady assessment at the middle and at the end of the school year, the district will have an increased number of students meeting their growth in reading toward standards as measured on the benchmark assessment in the aggregate and for all student groups who have at a minimum of 30 students. The benchmark assessment will be administered three times per year. The initial assessment will be completed within 30 days of the beginning of the school year. All results, initial, mid-year, and year end results will be reported. The initial and mid-year results will be used to monitor and adjust instruction.

#### **Goal 2:**

- As measured by the iReady assessment at the middle and at the end of the school year, the district will have an increased number of students meeting the mathematics growth as measured on the benchmark assessment in the aggregate and for all subgroups of pupils who have at a minimum of 30 students. The initial assessment will be completed within 30 days of the beginning of the school year. The benchmark assessment will be administered three times with mid-year results reported and used to monitor and adjust instruction.

The increased number of the students will be quantified as either the number of the students or percent of students when Fall 2020 baseline data is available. Baseline is needed to assess the impact on student achievement and growth from schools closing in the spring due to COVID-19.

- All teachers are using the formative assessment process to support adjustment to teaching and learning, to support meaningful student progress towards mastery of Reading and English language arts academic standards.
- Results from Reading and English language arts benchmark assessments, local Reading and English language arts summative assessments, and formative assessment are being 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**

Columbia School District is providing learning opportunities to our students using the following options:

- Face to Face Instruction
- Learning at Home instruction using an asynchronous format

Columbia School District learning management systems will include:

- Columbia Central Jr-Sr High School, grades 7-12 students are utilizing Google Classroom as the Learning Management System
- Columbia Elementary and Columbia Upper Elementary, K-6 students will utilize Google Classroom, Accelerate, Study Island (grades 3 - 6) and iReady for Learn at Home students. Face to Face students will benefit from using iReady along with Google Classroom.
- Columbia Options High School, grades 7 - 12 students are utilizing Accelerate and Google Classroom.

For prekindergarten through sixth grade pupils, the Columbia School District is using a cohort model that keeps students together for the entire school day.

Columbia Central Jr-Sr High School students are using a hybrid model that allows for personalized attention on the Wednesday Learn at Home remote instructional day. This hybrid model allows teachers to work with students individually and in small groups both

at home and at school (students are required to sign up for either At Home or Face to Face academic support sessions when needed).

All staff and students will engage in Learning at Home instruction if the State of Michigan moves to Phase One, Two or Three. In this case, grades 7 - 12 students will move to a synchronous format, with periods of asynchronous instruction, following the school day academic schedule. The elementary (PK - 6) teachers will offer synchronous and asynchronous instruction.

- **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.

### Curriculum and Instruction

The Columbia School District curriculum for core academic areas is aligned to state standards. The Columbia School District teachers are using **Best Practices** for both remote, Learning at Home students, and in person, Face to Face Learning pupils.

- Teachers of kindergarten through eighth grade, and Columbia Options students are using feedback from the iReady mathematics and reading assessments to inform instruction and prioritize their focus on the instructional standards.
- High school teachers are using information from formative assessments to focus instruction.
- High school teachers are using Illuminate assessments for mathematics and reading.
- Learning at Home and Face to Face students will benefit from equitable instruction and support.
- Expectations for Learning at Home students corresponds to pupils who are learning in the classroom Face to Face.
- Columbia School District teachers have a focus to keep students engaged in meaningful learning opportunities.
- Students will benefit from opportunities for feedback from their teachers.
- It is critical that students utilize the district issued Chromebook and have reliable internet to perform Learning at Home requirements. The district has provided hotspots for those who do not have internet access. All students must adhere to all district acceptable use technology guidelines.
- Students should follow and maintain a time schedule to complete course work each day.
- Accommodations for students with an IEP or 504 Plan are provided.
- Teachers work with Learning at Home students who need support throughout the school day as necessary through email correspondence, online meetings, and phone calls.
- Students must check and respond to school email on a consistent and timely basis each day.

- Students are expected to meet all deadlines and requirements to earn credit. Grades and due dates will be equitable to students who are participating in Learn at Home and Face to Face learning. All grades will be posted in PowerSchool.
- Columbia Central High School and Options High School juniors and seniors may attend classes at the Jackson Area Career Center. They must attend Face to Face on Monday-Friday. As of November 1, 2020, Jackson Area Career Center is having virtual instruction on Wednesday. Columbia Central High School and Options High School Career Center students will follow the JACC attendance guidelines and calendar. If help with transportation to JACC is needed, students may take the bus from the Columbia Central or the Options High School campus as arranged with the Columbia School District transportation department.
- Columbia School District is supporting the mental health of our students as needed through our counseling program. Monitoring will take place through mental health screenings, the use of in person/teleconferencing meetings and/or two-way interactions with students and families.
- Students may participate in after school extracurricular activities and athletics in K-12.

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| <ul style="list-style-type: none"> <li>• <b>Please describe</b> 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.</li> </ul> |
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### Assessment and Grading

The Columbia 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 towards standards. The use of formative assessments is critical to our instructional process in order to allow students timely feedback on areas of improvement. Formative assessment data helps to inform teachers and gives them the opportunity to redirect and adjust their teaching and learning process to meet each student's needs.

- All students will progress towards meeting the requirements of the State Standards.
- Academic progress is updated and communicated to parents and students using PowerSchool, parent/teacher conference meetings, i-Ready reports (K-8), Illuminate reports (9-12), and progress reports.
- The pre K-2 elementary campus, utilizes standards based grading. Report cards reflect progress toward each standard.
- The 3-6 elementary campus uses a 4 point scale and the 7-12 secondary campus uses a 5 point weighted grade point scale. Report cards will reflect progress toward the Michigan Merit curriculum using this grading format.
- Both the elementary and secondary campuses will host online parent teacher conferences in the Fall for teachers to discuss the academic progress of each student.
- The secondary level will provide grade concern notices to parents on a biweekly basis through a progress report. We will offer strategies to utilize for grade improvement such



as Saturday School Academic Support, or meeting with the classroom teacher, through Zoom or in person.

### **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.

Columbia School District will deliver pupil instruction both to Learn at Home and Face to Face students. Each student within the Columbia School District (PK-12) has been provided with either a Chromebook, laptop or iPad. Students who do not have reliable access to the internet are provided with a hotspot.

- **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.

The Columbia School District will strive in good faith, and to the extent practicable, to meet individual needs of all students with IEPs. Each student's IEP will be reviewed and amended as appropriate by December 18, 2020. Contingency Learning Plans (CLP) will be written if necessary and appropriate to ensure FAPE for special education students.

- **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/PSA.

- Columbia School District students who are in Early Childhood may choose Learn at Home or Face to Face instruction.

- Counselors will refer families to outside mental health resources and community support programs when necessary.
- All Face to Face learners and Learn at Home students in K-6 who qualify are receiving Reading interventions targeted at their level.
- Students have the opportunity to take classes at the secondary level through dual enrollment, Jackson County Early College, JAC3 and enroll in advanced placement classes through Columbia Central High School.