*Concord Community Schools*

# CONCORD COMMUNITY SCHOOLS
## Extended COVID-19 Learning Plan
## Addendum #2
### *as Described in Public Act 149, Section 98a*

**August 27, 2020**
**September 3, 2020 Clarifications**
**September 14, 2020 - Concord Board of Education passed COVID-19 ELP**
**September 30, 2020 Revisions Based on PA-0165 (SB-927)**
**October 19, 2020 Concord Board of Education is presented with Addendum #1**
**November 16, 2020 Concord Board of Education is presented with Addendum #2**

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.

# CONCORD COMMUNITY SCHOOLS Extended COVID-19 Learning Plan

**Address of School District/PSA:**

405 S. Main St.
Concord, MI 49237

**District/PSA Code Number:**

38080

**District/PSA Website Address:**

www.concordschools.net

**District/PSA Contact and Title:**

Becky Hutchinson
Concord Concord Community Schools Superintendent

**District/PSA Contact Email Address:**

rebecca.hutchinson@concordscools.net

**Name of Intermediate School District/PSA:**

Jackson County Intermediate School District

**Name of PSA Authorizing Body (if applicable):**

**Date of Approval by ISD/Authorizing Body:**

COVID-19 ELP 9/14/2020
Reconfirmation and COVID-19 ELP Addendum #1 10/19/20

_____
District Superintendent or President of the Board of Education/Directors

11-16-20
_____
Date

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***ADDENDUM TO PROVIDING SUPPORT TO STUDENTS -*** *The following changes were made to the COVID-19 support plan based on feedback from parents and data from grade checks. Changes or additions to the original plan and addendum #1 are highlighted in yellow*

### ADDITIONAL SUPPORT DAY - WEDNESDAY - IN PHASE 4

Wednesday morning during phase 4 (7:50-9:50) has been designed to provide small-group, face to face instruction for students that need additional support.

- ❏ Students that have been identified as needing additional support will be notified.
- ❏ Those students may include special education students, title students, students that received an incomplete on any spring course work, and/or those that are struggling to complete assigned course work.
- ❏ Families that have selected face to face or online instruction can contact their building administrator to request additional support on these days as well. Accommodations will be made to support these requests based on capacity.
- ❏ Teachers can also ask that students be added to the additional support day Wednesday. These requests could be made for a variety of reasons including failing to engage, concerns about food security or physical safety, mental health concerns, or struggling with content.
- ❏ Letter for Wednesday Support
- ❏ After September 9th, teachers can refer a student to Wednesday morning. It is highly selective. Teacher must have completed a series of steps before filling out the Referral Form.
- ❏ Bussing will be provided to and from school on Wednesday for those requiring additional support.
- ❏ Wednesday morning face to face instruction will begin Wednesday, September 9th, 2020. During the first sessions, special education students will be invited in.
- ❏ Freshman will be looked at closely on a biweekly basis, those at risk for not reviewing credit will be contacted to attend Wednesday morning support. They have the option for additional time and support on Wednesday if they elect to stay the whole day.

## TRAININGS OFFERED TO SUPPORT STUDENTS AND PARENTS

### Parent Training

Parent engagement is critical. We need to help them navigate through supporting students with their digital learning. They need to understand the instructional format, assigned work, and the digital tools.

- Google Classroom, Cyberparenting, and Downloading work to work offline 9.30.20

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- How do I check my kids folder??? AND How do I know an assignment is finished???
- Administration will look at the market research on how to engage parents in the training that is necessary for understanding digital learning and the required tools to support it.
- Training will continue to be pushed out on a regular basis.  One adjustment being made is developing shorter videos.  Completed videos are listed below.
  - The Unsubmit Button
  - How to Monitor Student Progress Using PowerSchool and Google Classroom

**Student Training**

- Instructional approach - How to manage The Modern Classroom - video
- Where do I start?
- Time management - How do I manage my time for success? STUDENT-LED
- Student-led video conference?
- Now what am I going to do? Document for High School Students
- How to Use Google calendar
- How to get the most out of email for students
- Downloading the materials for students

ISD Student and Parent Videos

**Resources for Technology and Internet Support**

- Internet hot spot schedule and installation of wifi in the parking lot

**Monitoring Academic Progress**

- Progress reports will be pulled on a regular basis by the office staff
- Failing grade letter sent home at least once in the middle of the quarter/semester

**Plan for Failing Students**
**Step 1:** The teacher will meet with the student to discuss this matter.  The student has one week to bring their grade up to passing.
**Step 2:** The teacher will contact the parent by phone, email, or mail to discuss this matter.  The student has one week to bring their grade up to passing.
**Step 3:** The teacher will refer the student to the principal, counselor, or social worker  for non-productive classroom behavior. The principal will meet with the student and contact the parent. The student can request support from the teacher at lunch or after school.
**Step 4:**  A face to face or virtual meeting and/or phone call will take place that will include the parent,

student, teachers, counselor, and principal. At this time, we will devise a plan that may include the following:

1. Providing accommodations as needed. Does the student need extra time in class? Should a copy of class notes be provided? Should the quizzes or tests be read to the student?

2. Does the student need a Student Study Team (SST) referral?

3. Academic contract between the teachers and students.

4. Possible outside referral if deemed necessary. Are there other factors that are causing the student to fail? The student & parents would work with our counselor on this matter.

5. Empower the parent to help from home. This can include providing additional resources, like training on Modern CLassroom, Google classroom and other technology tools. It is also important that the parent has an understanding of how to monitor their child using PowerSchool.

6. If a student has multiple failures the student will be asked to attend Additional Support Wednesday's to provide the student with the time they need to complete the work.

## *ADDENDUM TO INSTRUCTIONAL CONTENT-* *The following changes were made to the COVID-19 support plan based on feedback from parents and data from grade checks. Changes or additions to the original plan and addendum #1 are highlighted in yellow*

Concord Community School District will take several steps to ensure that our students are exposed to all of the essential academic standards that apply for each pupil's grade level or course in the scope and sequence. The most important step is to ensure our teachers remain focused on providing high quality instruction using the systems we have already developed. Therefore, teacher training and collaboration is critical.

❏ All teachers were provided with Concord's Pacing Guides. The pacing guides were developed and aligned to our benchmark assessments and Michigan essential state standards.
❏ The teachers were provided with training in the spring of 2020 on how to plan instruction for the fall so that essential standards were covered in both face to face and online format.
   ❏ Professional Learning Hyperdoc: Prepare for Face to Face and Online Instruction in 20-21
   ❏ Teachers Discussing Unit Planning using INSPECT assessments as success criteria
   ❏ Teacher Led Discussion on Planning for the Fall
❏ Teachers were then offered more training this summer and early fall to further prepare them for teaching in a hybrid environment. The training focused on adjusting the instructional model and the tools needed for providing online learning.
   ❏ See schedule and offerings in chart below

**Concord Community DPPD**

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| PD Date | Time | Agenda | Facilitator | SCECH Hours | Proof of Completion/ Attendance | Way to access course |
|---------|------|--------|-------------|-------------|----------------------------------|----------------------|
| | | | | | | |

| PD Date | Time | Agenda | Facilitator | SCECH Hours | Proof of Completion/ Attendance | Way to access course |
|---------|------|--------|-------------|-------------|----------------------------------|----------------------|
| **10/19/2020 - FLEX DAY and 3/8/2021 - FLEX DAY** | | | | | | |
| COVID-19 and Sexual Harassment | FLEX | Develop a basic understanding in order to make good decisions in the classroom environment | SafeSchools | 1 | Printed certificate submitted to Laurie | The course will be accessed through Safeschools. *The SafeSchools email shall be sent to all participants by Thursday, August 6th.* The course will begin when the program is accessed through the email. Once you have a certificate, please print and turn in via email to Laurie . |
| Modern Classroom | FLEX | Creating high quality blended instruction, design effective self-paced learning, teaching and grading for mastery, next steps | Modern schools - account created | 2 | Printed certificate submitted to Laurie | The Modern Classroom Essentials Free Course you will acces in the link above. You will create your own account and work your way through the course work. *You can begin this course today.* When you complete the course, you will complete the survey, scroll to the top of the dashboard, and print the certificate. Once you have a certificate, please print and turn in via email to Laurie . |
| Student Agency and Google Classroom | FLEX | Increase student agency and efficacy in the Google Classroom Environment | Online - Michigan Virtual | 5 | MV secures SCECHs -must complete MV survey and MOCES survey in order to get SCECH credit | The course will be accessed through Michigan Virtual. *The Michigan VIrtual email shall be sent to all participants by Monday, August 10th (may be sooner MV is currently entering educator data).* The course will begin when the program is accessed through the email. Once you have a certificate, please print and turn in via email to Laurie . |
| Podcast PD: Google Forms, Failure Free Failing, and Competency Based Education | FLEX | Students and staff learning about having a growth mindset and using Google forms to assess learning in a competency based way | Online - Michigan Virtual | 4 | MV secures SCECHs - must complete MV survey and MOCES survey in order to get SCECH credit | The course will be accessed through Michigan Virtual. *The Michigan VIrtual email shall be sent to all participants by Monday, August 10th (may be sooner MV is currently entering educator data).* The course will begin when the program is accessed through the email. Once you have a certificate, please print and turn in via email to Laurie . |

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- ❏ The Instructional Plan slide deck provided a framework to help teachers blended learning so students could access content either face to face or online.
- ❏ In November, we launched two very big initiatives. The first one is the Modern Classroom Project Mentorship - 16 staff members elected to participate in this. They will receive 30 hours of additional training with a one-on-one expert coach. The program will last 12 weeks. The second initiative was the development of a self-paced professional learning program. A website and attendance was developed and contains over 15 learning modules that the teacher gets to select from. These learning modules will help create consistency across the district making it easier for students and parents to accomplish learner. These two training programs will help the implementation of the blended learning model.
- ❏ Additionally, the administrative team will create some templates to help establish consistency and engagement across the district. We will share these models with the teachers, and there will be an expectation that the teachers implement a selected number of these models to enhance both virtual and face to face instructional time. These models will be built from the research based content in this slide deck Concord's Modern Classroom Project.