



Linden Community Schools

A SUPPLEMENT TO LINDEN'S COVID-19 RETURN TO SCHOOL PLAN

EXTENDED COVID-19 LEARNING PLAN

REQUIRED BY THE STATE SCHOOL AID ACT, MCL 388.1698a

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EXTENDED COVID-19 LEARNING PLAN
REQUIRED BY THE STATE SCHOOL AID ACT, AS AMENDED BY PUBLIC ACT 149 OF 2020

I. INTRODUCTION

Linden Community Schools (the “District” or “Linden”) has developed this Extended COVID-19 Learning Plan to comply with the State School Aid Act, as amended by the Return to Learn Legislation (Public Acts 147, 148, and 149 of 2020). Pursuant to this Act, this Plan is intended to provide the District with maximum flexibility to adapt its educational programs to respond to the COVID-19 pandemic while ensuring all students can access and educationally benefit from the instruction provided.

This Extended COVID-19 Learning Plan supplements the District’s COVID-19 Return to School Plan, adopted pursuant to Executive Order 2020-142 and Michigan’s 2020-21 Return to School Roadmap. While the Extended COVID-19 Learning Plan focuses on the delivery of instruction, the Return to School Plan addresses issues related to safety (including personal protection equipment, hygiene, screening, testing, transportation, athletics, etc.), mental and social-emotional wellbeing, instruction, and operations. Both the Extended COVID-19 Learning Plan and the COVID-19 Return to School Plan are posted on the District’s website.

Due to the unique circumstances presented by the COVID-19 pandemic, the State School Aid Act was amended to permit greater flexibility in educating students for the 2020-2021 school year while ensuring quality instruction and learning to the greatest extent. To achieve this purpose, the statute requires Linden to adopt an Extended COVID-19 Learning Plan. The statute requires the District to include the following in its Extended COVID-19 Learning Plan:

- Establish educational goals for all students at the beginning of the year that it expects to be achieved by the middle and end of the school year. The goals must be measured through benchmark assessments that have been approved by MDE, are aligned to state standards, and/or are local assessments.
- Describe the delivery of instruction, including whether the instruction is in person, in different locations, online, digital, or by other remote means or real-time (synchronous) or recorded (asynchronous). Changes to the delivery of instruction will be based on guidelines developed in consultation with the local health department and District employees based on key metrics related to local COVID-19 data.
- Describe how students in all core academic subjects (English, math, science, and social studies) will be exposed to the same academic standards in scope and sequence as would be provided for in-person instruction.
- If providing instruction virtually, describe how it will provide equitable access to technology and the internet.
- Describe how students with disabilities will be provided with equitable access to instruction and accommodations.
- Prioritize providing in-person instruction for students in grades K-5 if the District determines it is safe to do so, as required by law.
- Ensure that at least two 2-way interactions occur between each student and the student’s teacher each week.
- Every 30 days following the approval of this Plan, parents are to be provided an opportunity to provide input at a Board of Education meeting, at which time the Board must act to re-confirm how instruction is going to be delivered, whether in person, in different locations, online, digital, or by other remote means and/or real-time (synchronous) or recorded (asynchronous).

This Extended COVID-19 Learning Plan is subject to the timelines provided below in Section III.

II. 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.

President of the Board of Education/Directors

Date

District Superintendent

Date

III. PLAN COMPONENTS

A. REASON FOR PLAN

The District has concluded an extended COVID-19 learning plan is necessary to increase student engagement and achievement for the 2020-2021 school year because:

- The District needs flexibility to deliver instruction to students through non-traditional methodologies due to the evolving public health circumstances regarding COVID-19.
- The District needs flexibility to adjust the plan for instructional delivery as guidance from the local, state, and federal law evolves throughout the COVID-19 pandemic.

B. EDUCATIONAL GOALS

This Extended COVID-19 Learning Plan must specify the educational goals the District expects to achieve by the middle and end of the 2020-2021 school year. These goals must include increased student achievement in the aggregate and for all subgroups of students, and the goals must be established by September 15, 2020. Some of the educational goals chosen by the District must be related to the benchmark assessment(s) the District is required to identify and administer pursuant to section 104 of the State School Aid Act, MCL 388.1704.

The District must select the following math and reading benchmark assessment(s) for students in grades K-8 which will be administered during the first 9 weeks of school, and again before the last day of the school year, to determine whether students are making meaningful progress toward the mastery of state standards. The benchmark assessment(s) selected must be:

- A benchmark assessment from an MDE-approved provider, which currently include NWEA, Curriculum Associates, Renaissance Learning, and Data Recognition Corporation (“DRC”) (see [Benchmark Assessments MEMO # COVID-10-095](#), MDE, 8/21/2020);
- A benchmark assessment that contains progress monitoring tools and enhanced diagnostic assessments;
- A local benchmark assessment; or
- Any combination of the above.

To the extent practicable, the District will administer a benchmark assessment(s) it has administered to students in previous years.

The District is using NWEA as its benchmark assessment for reading and math students in grades K-8. The District also administers NWEA for students in grades 9-12 for math. The NWEA assessments in reading and mathematics will be administered to all students three times: once within the first nine weeks of the school year, once within the first five weeks of semester two, 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. Teachers use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of academic standards. Results of benchmark assessments, local summative assessments, and formative assessment will be continuously discussed and analyzed by staff. Additionally, we will continue to engage stakeholders in the district’s balanced assessment system, including publicly sharing aggregate and student subgroup performance reports on NWEA results.

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks
Middle of the Year Reading Goal	All students (K-8) will improve performance in Reading/ELA from Fall to Winter as measured by NWEA mid-year norms.
End of the Year Reading Goal	70% of all students (K-8) will demonstrate proficiency in Reading/ELA from Fall to Spring as measured by MSTEP and/or NWEA end of year norms.

Middle of the Year Mathematics Goal	All students (K-8) will improve performance in Mathematics from Fall to Winter as measured by NWEA mid-year norms.
End of the Year Mathematics Goal	60% of all students (K-8) will demonstrate proficiency in Mathematics from Fall to Spring as measured by MSTEP and/or NWEA end of year norms.

By February 1, 2021, the District will create a report regarding progress made on its midyear educational goals and ensure a copy of the progress report can be accessed through the transparency page on the District's website.

By the last day of the school year, the District will create a report regarding progress made on its year-end educational goals and ensure a copy of the progress report can be accessed through the transparency page on the District's website.

C. INSTRUCTIONAL DELIVERY

The District must provide a description of how instruction may be delivered during the 2020-2021 school year. Instruction "may be delivered at school or at a different location, in person, online, digitally, by other remote means, in a synchronous or asynchronous format, or any combination thereof." MCL 388.1698a(1)(c).

Students and parents have two options for obtaining instruction for the 2020-2021 school year: remote instruction and 100% virtual instruction.

Remote Instruction (Google Classroom)

The District will begin the school year on September 8, 2020 with remote instruction in lieu of in-person instruction, and reevaluate after 30 days whether to continue with this model, move to in-person instruction, or provide instruction through a combination of the two methods. Thus, remote learning looks to recreate the in-person classroom environment. Students will have a complete schedule with District teachers. When the District is able to reconvene for in-person instruction, students will continue with these same courses and teachers. Students will engage with their teacher through a device, with live instruction, frequent check-ins, monitoring for daily progress, etc. This allows students to be engaged and present.

Students engaged in remote instruction will be expected to meet all course requirements, as outlined by their teachers and aligned with the District curriculum. Remote instruction uses both synchronous and asynchronous methods of instruction, and students will be required to engage in both types of activities. Synchronous activities may include live-streamed instruction via Zoom, Google Meetings, or other means during class periods. Asynchronous activities may include watching a video or teacher-recorded lesson or completing an assignment or assessment. Students will have the opportunity to receive additional teacher support during scheduled office hours.

100% Virtual Instruction (Accelerate/Odysseyware)

Students and families choosing 100% virtual instruction must commit to this mode of learning for at least one semester. This learning platform is modular based, student driven, and aligned to Michigan state standards. Virtual instruction uses primarily asynchronous learning activities and takes place entirely online. Such activities will include video lectures and self-paced lessons to take the student(s) through their learning experience. Students in the virtual program will not have access to the same synchronous lessons and learning activities with Linden teachers as students in the remote learning option. Instruction is student-centered and self-paced, using the Accelerate and Odysseyware virtual platforms. Office hours for teacher assistance will be provided.

D. INSTRUCTION FOR CORE ACADEMIC AREAS

The District must provide a description of (1) how instruction for core academic areas provided under the extended COVID-19 learning plan will expose each student to the academic standards that apply for each student'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; and (2) how student progress toward mastery of the standards described in this subdivision will be graded or otherwise reported to the student and the student's parent or legal guardian.

1. The Linden Community Schools curriculum for core academic areas is aligned to state standards and housed in our district curriculum platform. As teachers navigate the wider than usual range of competencies expected this fall, pre-assessments will help determine students' prior knowledge and skills which will allow teachers to plan for differentiation of content as well as prioritize K-12 instructional standards for the 2020-2021 School Year.

Using varying instructional approaches will help meet the range of student needs as they return to school in the fall. These best practices coupled with high expectations for all, demanding critical thinking, establishing a culture conducive to learning, and creating real-world connections will help students master the learning competencies outlined in the curriculum both in face-to-face and virtual classroom environments.

- 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.
2. The District will continue to provide progress reports and report cards to parents to indicate student progress toward mastery of standards. In addition, the District uses StudentVue and ParentVue to allow students and parents to view work that still needs to be completed, grades for individual assignments, and the student's overall grade. This same information can be viewed by virtual students and their parents using the progress monitoring system that is part of the Accelerate and Odysseyware platforms used for virtual instruction. In addition, virtual students and their parents can review their course progress on these platforms as they complete each module.

E. EQUITABLE ACCESS TO TECHNOLOGY

1. The District **will** be delivering student instruction virtually for at least part of the 2020-2021 school year.
2. If the District is delivering student instruction virtually for at least part of the 2020-2021 school year, it must provide an assurance and description of how students will be provided with equitable access to technology and the internet necessary to participate in instruction:

The District completed a device distribution plan and surveyed to determine which parents and families require equipment and/or internet access. On the basis of those survey results, the District distributed Chromebooks and hotspots to ensure students have access to the technology and internet necessary to participate in instruction.

F. STUDENTS WITH DISABILITIES

The District must provide a description of how it will ensure it provides students with disabilities equitable access to instruction and accommodations in accordance with applicable state and federal laws, rules, and regulations:

Linden Community Schools will strive in good faith and to the extent practicable, based upon available resources, technology, training, and curriculum, as well as the circumstances presented by COVID-19, to provide equal access to any alternative modes of instruction to students with disabilities from birth through age 26.

IEPs and 504 plans are being reviewed in coordination with general education teachers, special education teachers, and related service providers to reflect the child's needs based on assessment data and parent feedback. IEP and 504 teams are designing accommodations and matching services accordingly to the student's individualized needs and aligned with educational opportunities of the general student population. IEP and 504 teams, including general education teachers, special education teachers, and related service providers will use

district structures to collaborate on delivery methods for assessments and instruction as outlined in IEPs and 504 plans.

Student needs related to accessibility are being considered and assistive technology provided, where appropriate. Related service providers are developing a continuation of services and/or instructional plan to foster ongoing learning for students who receive Occupational Therapy, Physical Therapy, Speech & Language, Social Work, or Psychological Services. These services may be delivered using a virtual platform. Plans will allow students and families to meaningfully access the alternative modes of instruction.

G. DISTRICT-WIDE GUIDELINES – APPROPRIATE METHODS OF DELIVERING INSTRUCTION

The District ensures it will develop, in consultation with the local health department and District employees, district-wide guidelines concerning appropriate methods for delivering student instruction that are based on local data and key metrics. As required by MCL 388.1698a(1)(g), these district-wide guidelines will be based on “key metrics,” which include, but are not limited to, the following:

- (i) The trend of COVID-19 cases or positive COVID-19 tests, hospitalizations due to COVID-19, and the number of deaths resulting from COVID-19 over a 14-day period.
- (ii) COVID-19 cases for each day for every 1 million individuals.
- (iii) The percentage of positive COVID-19 tests over a 4-week period.
- (iv) Health care capacity strength.
- (v) Testing, tracing, and containment infrastructure with regard to COVID-19 [MCL 388.1698a(1)(g).]

Regardless of the guidelines developed pursuant to section 98a(1)(g) of the State School Aid Act, the final determination concerning the methods through which instruction will be delivered will be made by the District.

H. PRIORITY FOR RETURN TO IN-PERSON INSTRUCTION

If the District determines after a period of remote instruction that it is safe to provide in-person instruction to students, the District will prioritize providing in-person instruction to students in grades K to 5 who are enrolled in the District.

I. 2-WAY INTERACTIONS

The District ensures that at least two 2-way interactions occur between each student enrolled in the District and the student’s teacher (or at least one of the student’s teachers if he/she has more than one teacher) during each week of the school year for at least 75% of students enrolled in the District.

1. The District will publicly announce its weekly 2-way interaction rate at each reconfirmation hearing and will make these rates available each month through the transparency reporting link on its website.
2. A **2-way interaction** is defined as a communication that occurs between a student and the student’s teacher or at least 1 of the student’s teachers, 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 student is enrolled. Responses must be to the communication initiated by the teacher, and not some other action taken. The communication described in this subdivision may occur through, but is not limited to, any of the following means:
 - Electronic mail
 - Telephone

- Instant messaging
- Face-to-face conversation
- Engagement through a synchronous platform, such as Skype, Zoom, Google Classroom, or Microsoft Teams (documentation of such an interaction may consist of an attendance record maintained by the teacher). See [Return to Learn Law Details – MEMO # COVID-19-094](#), MDE, 8/21/2020.

According to guidance from the Pupil Accounting Manual, parent- or guardian-facilitated two-way interaction may be required if the student is in grades K-5 and is not able to participate in a two-way interaction without assistance.

IV. TIMELINE OF IMPORTANT DATES

Deadline	Event or Required Task
September 15, 2020	<ul style="list-style-type: none"> • Establish educational goals expected to be achieved by the middle and end of the 2020-2021 school year.
October 1, 2020	<ul style="list-style-type: none"> • Submit Extended COVID-19 Learning Plan to ISD • Make Extended COVID-19 Learning Plan accessible through Transparency Reporting link on District’s website
30 Days After Approval of Extended COVID-19 Learning Plan (Appx. November 1, 2020) and every 30 days thereafter	<ul style="list-style-type: none"> • Board meeting to re-confirm how instruction is going to be delivered during the 2020-2021 school year, with public comment solicited from parents/legal guardians of enrolled students.
Within First 9 Weeks of 2020-2021 School Year	<ul style="list-style-type: none"> • Administer first reading and math benchmark assessment(s) to K-8 students (*Read by Grade 3 assessments must be administered within the first 30 days of the school year)
Within 30 Days of First Benchmark Assessment(s)	<ul style="list-style-type: none"> • Provide each student’s data from the benchmark assessment(s), as available, to the student’s parent or legal guardian
February 1, 2021	<ul style="list-style-type: none"> • Create a report regarding progress made in meeting mid-year educational goals and post a copy of the progress report on the transparency page of the District’s website.
Not Later Than the Last Day of 2020-2021 School Year	<ul style="list-style-type: none"> • Administer second reading and math benchmark assessment(s) to K-8 students • Create a report regarding progress made in meeting year-end educational goals and ensure a copy of the progress report can be accessed through the transparency page on the District’s website.
June 30, 2021	<ul style="list-style-type: none"> • Send aggregate district-level data from the benchmark level assessment(s) to regional data hub (which will send data to CEPI)
Within 30 Days of Second Benchmark	

Assessment(s)

- Provide each student's data from the benchmark assessment(s), as available, to the student's parent or legal guardian

V. REFERENCES

[Section 98a of the State School Aid Act, MCL 388.1698a, as added by Public Act 149 of 2020](#)

[Section 104 of the State School Aid Act, MCL 388.1704, as amended by Public Act 149 of 2020](#)

[2019-2020 Pupil Accounting Manual](#) and subsequent updates

[Return to Learn Law Details – MEMO # COVID-19-094](#), MDE, 8/21/2020

[Benchmark Assessments MEMO # COVID-10-095](#), MDE, 8/21/2020

[Executive Order 2020-142](#), and any subsequent related order

[MI Safe Schools: Michigan's 2020-2021 Return to School Roadmap](#)