



Extended COVID-19 Learning Plan
as Described in [Public Act 149](#), Section 98a

September 14, 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.



Ovid-Elsie Area Schools Extended COVID-19 Learning Plan

Address of School District/PSA: 8989 E. Colony Rd., Elsie MI 48831

District/PSA Code Number: 19120

District/PSA Website Address: www.ovidelsie.org

District/PSA Contact and Title: Dr. Ryan L. Cunningham, Superintendent

District/PSA Contact Email Address: ryan.cunningham@ovidelsie.org

Name of Intermediate School District/PSA: Clinton County RESA

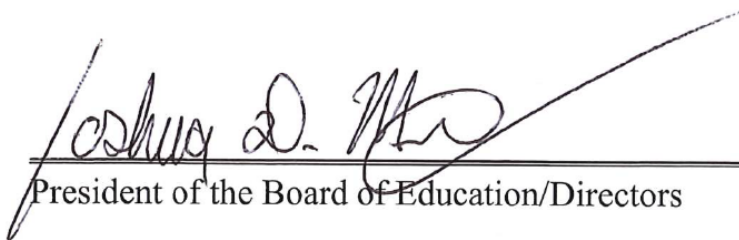
Name of PSA Authorizing Body (if applicable): NA

Date of Approval by ISD/Authorizing Body: September 21, 2020

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 reconfirm 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

Monday, September 21, 2020

Date

Learning Plan Narrative

- 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.

Opening Statement

The COVID-19 global pandemic is impacting our school 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.

As we return to school in the fall, our first priority will be to ensure the well-being of all members of our school community. Because of the wide range of experiences students had during the remote learning portion of the 2019-20 school year, we anticipate that students will come to school in the fall of 2020 with a wider than usual range of competencies. We expect that many students will be behind and will need opportunities to catch up. Teachers will need opportunities to collaborate with each other as they examine student work and determine what comes next in the learning for each student.

Ovid-Elsie Area Schools is offering both a hybrid (face-to-face with virtual Wednesday's) and a full-time remote learning option for our students and families. We will need to ensure that each student is provided with opportunities for engagement and structures to track student achievement.

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.

Quality Evidence-Based Assessment Practices

Ovid-Elsie Area 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 programs. 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, Ovid-Elsie Area Schools will continue the use of the formative assessment process, and professional learning and individual coaching around the use of, 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.

Educational Goals

The NWEA assessments in reading and mathematics will be administered to all K-11 students three times this school year: once in the first nine weeks of the school year, the second in January, 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. Progress reports will be available on our website in February 2021 and June 2021.

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 and student engagement process. We will partner with Communications by Design to provide professional learning and individual coaching around these two areas.

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.

Goals:

- 1. By the end of the 2020-2021 school year the district will have an increased number of students meeting their reading growth as measured on their benchmark assessments (K-8) in the aggregate and for all student groups who have at a minimum of 30 students.*
- 2. By the end of the 2020-2021 school year the district will have an increased number of students meeting their math growth as measured on their benchmark assessments (K-8) in the aggregate and for all student groups who have at a minimum of 30 students.*

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).

Note: The Ovid-Elsie Area Schools full instructional plan can be found at [OEAS COVID-19 Preparedness Plan](#).

Mode of Instruction

To start the school year, all K-12 students will attend school at their respective buildings with a hybrid model that has face-to face instruction on Monday, Tuesday, Thursday, and Friday. Wednesday's will have students learning remotely to allow for deep cleaning for all district

buildings, until further notice. Students will also have the option to receive instruction remotely through our MVP program. These students will receive the same content as our face-to-face students.

To address student and staff safety, K-8 students will remain in cohorts throughout the day. Middle School teachers will travel to each cohort throughout the day to limit student contact. The High School will run a block schedule with 3-4 classes per day to limit transitions and contact with students and staff.

- **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.

Ovid-Elsie Area Schools curriculum for core academic areas is aligned to the Common Core State Standards. Over the past two years, the secondary teachers have engaged in professional learning to determine essential and supplemental standards to develop unit plans. This work has led to the development of new assessments that align to the rigor embedded in their essential standards. Our elementary curriculum will be delivered through our Journeys reading series and through Eureka Math. As teachers navigate the wider than usual range of competencies expected this fall, they will need to collaborate more within their departments and among grade levels to provide guidance to scaffold students learning progressions. Students will also have the option to receive instruction remotely through our MVP program. These students will receive the same content as our face-to-face students.

Ovid-Elsie teachers will receive training over the next two years to better utilize technology and effective practices in the areas of formative assessment and student engagement. Staff will have access to individual coaching from our Technology Integration Coach and outside coaching from Instructional Coaches at Communications by Design. All of our District Provided Professional Development, District level meetings, and department/grade level teams will focus on these two areas. We will focus on using formative assessment to ascertain students' current level of performance and provide differentiated instruction through a variety of student engagement strategies. Teachers will be developing individual goals to progress along the [CBD Transformational Matrix](#).

- **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.

Assessment and Grading

Ovid-Elsie Area Schools 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 toward meeting those standards. We have placed a heavy emphasis on formative assessment. This is critical in the instructional process so that students receive timely feedback that helps them know what they need to do to improve. It also gives the teacher important information to know how to adjust the teaching and learning process to meet each student's needs.

We also have a system for delivering summative assessments at the District and classroom levels. These are given at the end of a period of learning as an evaluation of what has been learned and are part of our district grading process. For example, our teachers deliver summative assessments at the end of each unit of study in our curriculum. These assessments are based on a coherent set of standards in the subject area that focus on a related group of skills and disciplinary knowledge.

We make available to our parents and legal guardians a web-based system on PowerSchool that allows them to see their child(ren)'s grades at any time. Our teachers keep up-to-date information on student grades in this system. We also send progress reports to our parents and guardians during each marking period. This is in addition to the expectation we have for all teachers that they keep parents and guardians abreast of any concerns regarding student grades through emails and phone calls. Finally, we send out to parents report cards at the end of each marking period.

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.

Technology

Ovid-Elsie Area Schools ensures all students will be provided equitable access to technology as described in our [Continuity of Learning Plan](#), previously submitted to the State. The Ovid-Elsie Area Schools system for maintaining student access to technology devices and the internet is described in the Continuity of Learning Plan, and again in the [OEAS COVID-19 Preparedness Plan](#).

Ovid-Elsie Area Schools has implemented a one-to-one device initiative. Through this program the District has provided equitable access to the school community through the distribution of devices (K-12) and increased access to the Internet at each building through the utilization of “parking lot wifi” which is available 24/7 and is accessible by any student with a device.

- **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.

Students with identified Special Needs

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.

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.

Ovid-Elsie Area Schools' full instructional plan addresses ways all learners are supported and can be found in the [OEAS COVID-19 Preparedness Plan](#).