



Deckerville Community Schools

Extended COVID-19 Learning Plan as described in Public Act 149, Section 98a

Final

September 3, 2020 Clarifications

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.



Deckerville Community Schools Extended COVID-19 Learning Plan

Address of School District/PSA: 2633 Black River St. Deckerville, MI 48427

District/PSA Code Number: 76090

District/PSA Website Address: <https://www.deckerville.k12.mi.us/>

District/PSA Contact and Title: Michael S. Hukan - Superintendent

District/PSA Contact Email Address: mhukan@deckerville.k12.mi.us

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

Name of PSA Authorizing Body (if applicable):

Date of Approval by ISD/Authorizing Body: September 29th, 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 no 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 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 is 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 re-confirmed 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.

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 has and continues to impact our school community and our community at large. As a result of a multitude of COVID triggered events, many students may have experienced significant gaps in their individual learning during the 2019-2020 school year.

As a result, the 2020-2021 school year presents itself with a new set of unique challenges. Our first priority for the new school year will be to ensure the well-being of all members of our school community and then to evaluate and assess the academic status of each student. 2019-2020 resulted in a wide range of experiences for students during the remote learning portion. It is expected that some students may be behind and will need support to get caught back up, while others will demonstrate skills beyond their current grade/age/functional standards. School staff will need additional time to appropriately assess and analyze data to determine the learning path for each individual student.

The 2020-2021 school year for Deckerville Community Schools will consist of students participating in learning either in-person or through virtual/distance education. The decision for each individual student's learning path will be determined by the student's guardian. Educational equity will be monitored and structures put in place to ensure that student engagement and achievement are achieved by all. The Extended COVID-19 Continuity of Learning Plan will focus on teaching and learning with an emphasis on high level education, 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 was administered to pupils in previous years.

Quality Evidence-Based Assessment Practices

Deckerville Community 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, Deckerville Community Schools will continue the use of (and professional learning around the use of) the formative assessment process 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 Star 360 assessments in reading and mathematics will be administered to all students in grades K-8 at least twice: once in the first nine weeks of the school year, 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 presented periodically at Board of Education meetings.

The College Board Assessments (PSAT/SAT) will be offered and administered to students in grades 8-12 in the fall of 2020 and again in the spring of 2021. Data from assessments will be used to determine teacher instruction and individual intervention plans for students.

As a means of continuous improvement in teaching & learning, all teachers will receive professional development in, and commit to the use of, the formative assessment processes and Google Classroom.

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 1 - All students (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by Star 360.

- 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 (K-8) will improve performance in Mathematics from Fall to Spring as measured by Star 360.

- 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.

Goal 3 - All students tested in grades 8-11 will improve performance on their overall College Board Assessment score from fall 2020 to spring 2021. Students in grades 8-12 will be offered the opportunity to take the College Board PSAT/SAT assessments in the fall of 2020. Students in grades 8-11 will be offered the corresponding College Board Assessment in spring 2021.

- Results from PSAT/SAT assessment, local summative assessments, and formative assessments will be continuously discussed and analyzed by staff. Data provided by these assessments will determine necessary intervention strategies to use individually with each student.

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: Additional Deckerville Community Schools information can be found in the [COVID-19 Preparedness and Response Plan](#) found on the district website.

Mode of Instruction

To start the school year, K-5 students who have not chosen our Deckerville Virtual Academy option will attend school every day for face-to-face instruction. Student and staff health and safety will be addressed through a cohort model that keeps students together for the entire school day.

Students in grades 6-12 who have not chosen our Deckerville Virtual Academy option will attend school every day for face to face instruction. With this model, students will attend a normal middle school/high school schedule.

In the event that school is mandated to enter extended shut down due to COVID-19, the students above will be assigned devices to take home with them and will participate in an otherwise normal schedule and curriculum delivered via Google Classroom. Parent communication will be accomplished using the Remind app during any extended shut down.

All students K-12 may also choose a virtual learning option not using Deckerville Community Schools' teachers. In this model, the student will attend Deckerville Virtual Academy and will remain an enrolled student with the district, and the district will pay an outside vendor to provide instructional content.

- **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.

Curriculum and Instruction: Academic Standards

Deckerville Community Schools curriculum for core academic areas is aligned to state standards. As teachers navigate the wider than usual range of competencies expected this fall, they will collaborate and use best practices to provide guidance to help them design new (or best utilize existing) pre-assessments and prioritize K-12 instructional standards for the 2020-2021 school year.

- **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

Deckerville Community Schools bases its assessment system on the Michigan and National Standards and Benchmarks. We regularly assess students at the district and classroom level in order to determine if they are making progress toward meeting those standards. We place 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.

Deckerville Community Schools also has a system for delivering summative assessments at the district and classroom levels. These are given at the end of a marking period/semester or unit 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 areas that focus on a related group of skills and disciplinary knowledge.

Deckerville Community Schools make available to our parents and legal guardians a web-based system (Skyward) that allows them to see their children's grades at any time. Our teachers keep up-to-date information on student grades in this system. We also send report cards to our parents and guardians at the conclusion of each marking period via physical mail. This is in addition to the expectation we have for all teachers that they keep parents and guardians informed of any concerns regarding a student's grade through emails, phone calls and other forms of communication.

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

Deckerville Community Schools ensures all students will be provided equitable access to technology and the internet as described in our Continuity of Learning Plan that was previously submitted to the state. Deckerville Community Schools' system for maintaining student access to technology devices and the internet is described in the [COVID-19 Preparedness and Response Plan](#) that was previously submitted to the state. Students will be allowed to take devices home in the event of an extended mandated shut down. Deckerville Community Schools remains committed to working with families to provide support in the event the family does not have adequate internet access.

- **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.

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.

Deckerville Community Schools 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.

Deckerville Community Schools 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.