



CONCORD COMMUNITY SCHOOLS
Extended COVID-19 Learning Plan
Addendum #1
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

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@concordschools.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

ADDENDUM TO ASSURANCES - The changes presented were made at the state level to beef up and clarify the requirements presented in the Return to Learn bills. Specific changes are highlighted in yellow.

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 12, 2020**.
2. **By not later than January 15, 2021, the district shall create a report that includes information regarding both of the following and shall ensure that the report under this subdivision can be accessed through the transparency reporting link located on the district's website:**
 - a. **The amount and type of training provided during the current school year as of the date of the report to teachers of the district through professional development that focuses on how to deliver virtual content.**
 - b. **The amount and type of training provided during the current school year as of the date of the report to the parents and legal guardians of pupils and to pupils on how to access and use virtual content provided by the district.**
3. 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.
4. Benchmark Assessments: The District/PSA will
 - a. select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - b. 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.
5. If delivering pupil instruction virtually, the District/PSA will
 - a. provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
 - b. 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.

6. 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:
 - a. COVID-19 Cases or Positive COVID-19 tests
 - b. Hospitalizations due to COVID-19
 - c. Number of deaths resulting from COVID-19 over a 14-day period
 - d. COVID-19 cases for each day for each 1 million individuals
 - e. The percentage of positive COVID-19 tests over a 4-week period
 - f. Health capacity strength
 - g. Testing, tracing, and containment infrastructure with regard to COVID-19

7. 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.

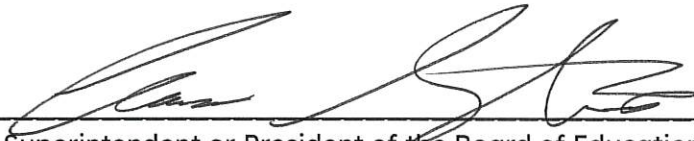
8. The District/PSA assures that
 - a. instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
 - b. the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - c. **the District/PSA will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after ISD approval of the plan, and every 30 days each month thereafter at a meeting of the Board, and**
 - d. **For each reconfirmation described in this subdivision, the district shall report to the center, in a form and manner prescribed by the center,**
 - i. **the instructional delivery method that was reconfirmed;**
 - ii. **how that instruction will be delivered for each grade level offered by the district, including pre-kindergarten, as applicable; and**
 - iii. **whether or not, as determined by the department in consultation with the center, the district is offering higher levels of in-person instruction for English language learners, special education students, or other special populations.**
 - e. 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.

9. 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.

10. 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, **or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress** 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.

Clarification of Assurance 10: "2-way interaction" means a communication that occurs between a pupil and the pupil's teacher or at least 1 of the pupil's teachers **or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress**, 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 pupil is enrolled **or relevant to the pupil's overall academic progress or grade progression**. Responses, as described in this subdivision, must be to the communication initiated by the teacher, **by another district employee who has responsibility for the pupil's learning, grade progression, or academic progress, or by the pupil**, and not some other action taken.



District Superintendent or President of the Board of Education/Directors

10-27-20

Date

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 are highlighted in yellow

Special Education Students

- Concord 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. IEP meetings will be held virtually unless a face to face meeting is requested by the parents. Structures will be developed by the ISD team to facilitate virtual meetings.
- Contingency Learning Plans will be connected to each IEP if they are necessary and appropriate to ensure FAPE is provided to all special education students.
- The district will also continue to put forth a good faith effort to utilize assessments, grade level intervention periods, and student study teams to provide intervention, gather data, and discuss progress and concerns with students we suspect may have a disability.

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.

TRAININGS OFFERED TO SUPPORT STUDENTS AND PARENTS

Parent Training

- [Google Classroom, Cyberparenting, and Downloading work to work offline 9.30.20](#)
- **How do I check my kids folder??? AND How do I know an assignment is finished??? Tuesday October 27th from 6:00-6:30**
- [See Saw for Early Elementary - Video](#)
 - **Face to Face Tuesday, November 3rd 6:00-6:30**

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.**