



Carsonville Port Sanilac Schools Extended COVID-19 Learning Plan *as described in Public Act 149, Section 98a* **Final**

[September 3, 2020 Clarifications](#)

[September 30, 2020 Revisions Based on PA-O165 \(SB-927\)](#)

Introduction:

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. **A district that is a public school academy that, by agreement, provides educational services for the residents of a district that is not a public school academy and that does not directly provide public educational services to its residents that intends to provide instruction under an extended COVID-19 learning plan shall submit its extended COVID-19 learning plan described in subsection (1) to the intermediate district in which it is located not later than October 1, 2020 for approval.**

The ISD or Authorizing Body will **approve Extended COVID-19 Learning Plans no later than October 9, 2020** and transmit the approved plans to the state superintendent of public instruction and the state treasurer. Approved plans must be made accessible through the transparency reporting link located on the district’s website by not later than October 12, 2020.

District/PSA Extended COVID-19 Learning Plans should be submitted to the ISD or Authorizing Body as a PDF file.



Carsonville – Port Sanilac Schools

Extended COVID-19 Learning Plan

Address of School District/PSA: 100 N. Goetze Rd.

District/PSA Code Number: 76070

District/PSA Website Address: www.carsonvilleportsanilac.com

District/PSA Contact and Title: Douglas R. Muxlow, Superintendent

District/PSA Contact Email Address: dmuxlow@cpsk12.us

Name of Intermediate School District/PSA: Sanilac County ISD

Name of PSA Authorizing Body (if applicable): N/A

Date of Approval by ISD/Authorizing Body:

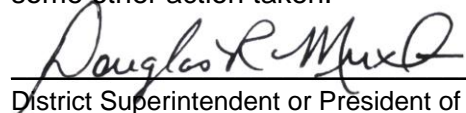
Assurances

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 **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

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

9/14/20

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.

As we return to school in the fall, Carsonville – Port Sanilac’s 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 19-20 school year, we anticipate that students will come to school in the fall of 2020 with a wider than usual range of competencies.

Teachers will also need opportunities to collaborate with each other as they examine student work and plan for best teaching strategies and content delivery for each student. As CPS begins the school year with both virtual and in-person learning environments, we will ensure that there are structures in place to maximize student engagement and achievement for all. This plan will focus on teaching and learning with an emphasis on 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 it administered to pupils in previous years.

Carsonville – Port Sanilac Schools believes that benchmark assessment evidence should be used to monitor and evaluate patterns and trends in school/district academic performance and to identify effective instructional programs. We believe that benchmark assessments provide guidance for standardizing or adjusting curriculum and instruction across grade levels, schools, and districts. In addition to the use of standardized benchmark assessment data, CPS will also continue 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, along with standardized benchmark assessments, both of which are supported by an extensive body of research, provide in-time data for both our teachers and students to accelerate their learning and progress and gives CPS a complete picture of what our students know and are able to do.

Expected growth and goals for each student is individualized. Our initial education goals, through assessments, will be to determine a starting point academically which may be unique due to school moving to remote learning. By mid-school year, we hope to have retaught and/or remediated and are progress toward one year's growth for our 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: Carsonville – Port Sanilac’s full instructional plan can get found in the Carsonville – Port Sanilac Schools COVID-19 Preparedness and Response Plan.

Delivery of Instruction will be delivered in 3 forms for the 2020 – 2021 school year: In-person, and two virtual options; temporary and year-long.

In-Person instruction will be done following a normal 180-day calendar adhering to the “Return to School Roadmap” Phase requirements.

The 2 virtual options will use Accelerate Education using the Canvas LMS in consortium with Genesee ISD. Any family obstacles to remote learning will be done on individual family basis.

The Temporary “Covid” option will follow the content and pacing of the in-person instruction. This will allow for the return to in-person instruction to be as seamless as possible. This option allows for parental choice as to when students will return, provided their child is on pace with classroom instruction.

The Year-Long virtual option will be self-paced and overseen by a CPS Teacher of Record through Edgenuity or Accelerate GenNet Portal.

Should the state move to Phase 3, all students will transition into our virtual formats, with instruction and pacing be led by the CPS classroom teacher.

Google Classroom will also be a resource used with our virtual platforming.

- **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.

Carsonville – Port Sanilac Schools curriculum for core academic areas is aligned to state standards and has gone through a rigorous vetting process by CPS teachers.

All teachers determine their ‘Priority Standards’ that will be the foundation for instruction for in-person as well as virtual students. Because CPS teachers will pace assignments for our temporary virtual students, it will be assured that academic standards are covered. Those students that are attending virtually all year will be exposed through Accelerate Education and the assigned Teachers of Record. These standards serve as the core foundation for teacher collaboration around Tier 1 instruction as well as necessary intervention and enrichment for all students.

- **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.

CPS Schools bases its assessment system on the established standards. We regularly assess students at the district and classroom level to determine if they are making progress toward meeting those standards. We place a heavy emphasis on formative assessment, as well as standardized benchmark assessments. 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. Summative assessments 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.

Skyward allows parents 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 periodic progress reports to our parents and guardians throughout the school year. This is in addition to the expectation we have for all teachers that they keep parents and guardians abreast of any concerns regarding a student’s grade through emails and phone calls.

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.

Any technological or internet deficiencies will be addressed to the extend feasible by CPS on individual basis.

Chromebooks have been purchased and are available for every student in the CPS district.

For those where connectivity is the obstacle, at the minimum, hard copies of assignments and feedback will be delivered to families that have validated obstacles to virtual learning.

Also, CPS has expanded their WiFi access to reach into school parking lots. This addition will allow families to download needed work and then return to upload finished assignments.

Unfortunately, in our rural area educational hotspots are not available due to lack of infrastructure so needs are met individually and creatively.

- **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.

Since the start of fiscal year '20 – '21, CPS staff have been reviewing special education students' plans. Adjustments and additional accommodations will be determined in coordination with general and special education teachers and/or providers to address any data-driven changes in students' needs.

The district ensures a continuation of services for students receiving speech and language, occupational therapy, physical therapy, or social work services within their 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.