



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

September 24, 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.

Clio Area Schools Extended COVID-19 Learning Plan

Address of School District/PSA: 430 North Mill Street, Clio, MI 48420

District/PSA Code Number: 25150

District/PSA Website Address: www.clioschools.org

District/PSA Contact and Title: Fletcher Spears III, Superintendent

District/PSA Contact Email Address: fspears@clioschools.org

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

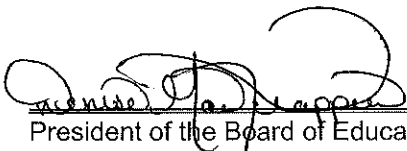
Name of PSA Authorizing Body (if applicable):

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 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
 - o instruction will be delivered as described in this plan and approved by the District/PSA Board,
 - o the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - o 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
 - o 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

9/24/20

Date



District Superintendent

9/24/2020

Date

Learning Plan Narrative

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 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. 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.

As Clio Area Schools plans to begin the school year in both face-to-face and 100% online learning environments, we will need to ensure that there are structures in place to ensure student engagement and achievement for all. This plan will focus on teaching and learning with an emphasis on equity for all learners and the well-being of students and staff. This plan is for all students within the district except for those students learning in our alternative education program, Clio Community High School. This is a year-round schooling experience that already offers many of the design elements detailed in this program with additional emphasis on the needs of severely at-risk students who may be deficient in high school credit attainment or need an alternative setting to succeed.

Educational Goals

The STAR assessments in reading and mathematics will be administered to all students the times: once in the first nine weeks of the school year, once 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 and June.

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 process.

Additionally, we will continue to engage stakeholders in the district's balanced assessment system, including publicly sharing aggregate and student subgroup performance reports on STAR results.

Goal 1 - All students (K-8) will improve performance in Reading/ELA from Fall to Winter and Winter to Spring as measured by STAR Early Literacy, STAR Reading and STAR Math and Local Assessments.

- 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 Winter and Winter to Spring as measured by STAR Math and Local Assessments.

- 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 (K-12) will improve performance in all subject areas with a semester's growth for each semester course taken as measured by local assessments.

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of each course's academic standards.
- Results from local assessments, and formative assessment will be continuously discussed and analyzed by staff.

- Note: The Clio Area School District full instructional plan can be found in the [2020/2021 Clio Area Schools District Preparedness Plan](#)

Extended COVID-19 Learning Plan
Goal Reporting
Required by February 1, 2021 and by the end of 20/21 School Year

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks
Middle of the Year Reading Goal	All students will achieve 45 scaled score points of growth by February on Benchmark and Local Assessments.
End of the Year Reading Goal	All students will achieve 90 scaled score points of growth by June on Benchmark and Local Assessments
Middle of the Year Mathematics Goal	All students will achieve 45 scaled score points of growth by February on Benchmark and Local Assessments.
End of the Year Mathematics Goal	All students will achieve 90 scaled score points of growth by June on Benchmark and Local Assessments.

Achievement or Growth on Benchmark Assessment

Reporting Category	By February 1		Before End of Year	
	Reading	Math	Reading	Math
All Students	45	45	90	90
Econ. Disadvantaged	45	45	90	90
Special Education	45	45	90	90
English Learner	45	45	90	90
Female	45	45	90	90
Male	45	45	90	90

Instructional Delivery & Exposure to Core Content

Mode of Instruction

- To start the school year, all K-12 students will attend school every day for face-to-face or in 100% online instruction.
 - **For Face-to-Face Learners:** Student and staff health and safety will be addressed through a cohort model that keeps students together for the entire school day or reduced class sizes to address attempted social distancing measures for face-to-face students.
 - **For Online Learners:** students will receive a Chromebook and WiFi hotspot if needed to access learning. Teachers will teach online students from their classrooms. Sometimes this instruction will occur synchronously with their face-to-face peers. Sometimes this instruction will occur asynchronously to allow access anytime, anywhere, or anyplace learning.

Note: The Clio Area School District full instructional plan can be found in the [MI Safe Schools Roadmap--Clio Area Schools Preparedness Plan](#).

Curriculum and Instruction: Academic Standards

The Clio Area School District curriculum for core academic areas is aligned to state standards and housed in our [Clio Area Schools Curriculum Maps](#). As teachers navigate the wider than usual range of competencies expected this fall, they will use these [Curriculum, Instruction, and Assessment Toolkits](#) to provide guidance to help them design new (or best utilize existing) pre-assessments to plan for differentiation of content, use results from pre-assessments to inform instruction and prioritize K-12 instructional standards for the 2020-2021 School Year. The CIA Toolkits will guide teachers to implement instructional approaches to meet the range of student needs as they return to school in the fall, identify assessment ideas that allow students to demonstrate understanding in a variety of ways, assess and provide instruction in the content areas in face-to-face, virtual, and blended classroom environments, and incorporate well-being and SEL/trauma-informed practices into instruction.

As our high school elective teachers work to engage students remotely, they will use [Best Practices for Remote Learning](#):

- Remember Maslow
- Nurture a positive home climate for learning and parental involvement
- Establish and maintain remote classroom norms and learning routines
- Implement culturally responsive teaching practices
- Encourage student collaboration and discourse
- Create opportunities for and attend carefully to feedback
- Engage students in meaningful learning opportunities
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Assessment and Grading

Clio Area School District 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 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.

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 that allows them to see their children's grades at any time called Synergy. 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 a student's grade through emails and phone calls. Finally, we send out to parents report cards at the end of each marking period.

Equitable Access

Technology

The Clio Area School District 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. The Clio Area School District system for maintaining student access to technology devices and the internet is described in the Continuity of Learning Plan, and again in the MI Safe Schools Roadmap--Clio Area Schools Preparedness Plan.

Clio Area Schools will follow all IEPs in place for students with disabilities. For students in a virtual setting, a Contingency Learning Plan will be added to the IEP to ensure equitable access to instructions and services. Students will receive comparable services decided on by the IEP team with parent input for those participating virtually. For students with face to face instruction, the IEP team will also add a Contingency Learning Plan to ensure equitable access in the event of online learning is taking place for all students. The Contingency Learning Plan also details how each student will continue to have access to the general education curriculum along with their non disabled peers.

Clio Area Schools will meet the needs of EL students by continuing to provide facilitation support based on WIDA scores either online or in person as selected by the parent. The team establishes a Goal and Accommodation sheet for each student along with service delivery times. This will remain the same for students. For struggling students, we will continue our MTSS process of Tier 1, Tier 2 and Tier 3 supports. We are prepared to offer these supports either online or in person as needed.

The Clio Area School District also provides an extensive Multi-Tiered System of Support for students who struggle with academic and behavioral challenges. Title I and At-Risk services are provided to both face-to-face and online learners.