



## **District/PSA Template for the Extended COVID-19 Learning Plan as Described in Public Act 149, Section 98a**

**August 27, 2020**

**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 state superintendent of public instruction and the state treasurer.

This is a Review Only document. Please download it as a Microsoft Word document to add your own District/PSA logo and Extended Covid-19 Learning Plan.

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



## Elm River Township School District Extended COVID-19 Learning Plan

Address of School District/PSA: 3999 E. Winona Road, Toivola, MI 49965

District/PSA Code Number: 31070

District/PSA Website Address: <https://www.elmriver.school/>

District/PSA Contact and Title: Bruce R. Matson, Teacher/Administrator

District/PSA Contact Email Address: bmatson@elmriver.school

Name of Intermediate School District/PSA: Copper Country Intermediate School District

Name of PSA Authorizing Body (if applicable):

Date of Approval by ISD/Authorizing Body:



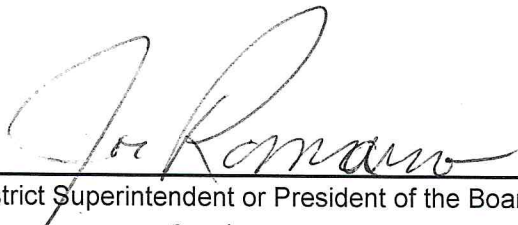
## Assurances

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 re-confirmed 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 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 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.



District Superintendent or President of the Board of Education/Directors

9-21-20

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.

### Elm River Township School District

The Extended COVID-19 Learning Plan is helping the Elm River School improve the quality and implementation of our on-line/livestream instruction. In particular, we are concerned about meeting the needs of our kindergarteners, since they typically need a lot of hands-on, adult guidance. Therefore, we are also utilizing the skills of para-pro to supplement the livestream instruction to our kindergarteners. In addition, we are working cooperatively with the parents to effectively teach the instructional packets at home. In comparison to our on-line/livestream instruction which was used to finish the last school year, we are increasing livestream instruction time and added an additional on-line, research-based program called MobyMax to supplement all core curricular areas.





## 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.

### Elm River Township School District

All Educational Goals at the Elm River School align to State Standards, are research-based, and are measured by benchmark assessments, observation, and other valid research-based data.

#### Category: English/Language Arts

**Goal 1: Reading Fluency** - All students will increase in reading fluency through targeted interventions.

**Measurable Objective:** A total of 3 fifth and seventh grade students will increase student growth in oral fluency in Reading by 06/04/2021 as measured by the DIBELS and MobyMax assessments.

**Strategy:** Guided Reading Program - All students will utilize an online adaptive guided reading program and will read chapter books daily to improve fluency.



**Activity 1 - MobyMax**

At least three times per week for 30 minute sessions, all students will utilize the adaptive reading program called MobyMax to enhance their reading fluency.

**Activity 2 - Oral Reading / Sustained Silent Reading**

All students will simultaneously read for 15-20 minutes each day after the morning recess. We will call this time "Flying Solo." At-risk readers will be matched up with staff members to read aloud to them. The staff member will monitor the student on a daily basis to ensure the reading level of the text is appropriate. Students not matched up with staff will read silently. This process helps build reading stamina, focus, and comprehension. Students will read chapter books of their choice in an area of interest.

**Research Cited:** Cwiek, R. (2012). Guided Reading and leveled texts. Michigan Reading Journal, 44(2), pg. 11-17 Fountas & Pinnell (1996). Guided Reading: Good first teaching for children. Portsmouth, NH: Heinemann. Marzano, R.J. (2004). Building background knowledge for academic achievement. Alexandria, VA: ASCD.

**Category: Mathematics**

**Goal 1: Math Application** - All students will improve at utilizing grade level math skills and problem solving strategies.

**Measurable Objective:** A total of 3 fifth and seventh grade students will demonstrate a proficiency in applying grade level skills and problem solving strategies in Mathematics by 06/04/2021 as measured by classroom, MobyMax, and M-STEP assessments.

**Strategy:** Differentiated Math Instruction - All students will receive research-based core math instruction. Depending on a student's individual needs, opportunities will be provided for enrichment, challenge/problem solving, and intensive skill remediation.

**Activity - IXL - Individualized Math Instruction**

IXL is an online program that provides supplemental instruction based on all of the common core objectives. Each student's program will be individualized to meet their needs by filling their gaps and reinforcing known skills.

**Research Cited:** Hall, S.L. (2009). Differentiated Instruction: Tiers without tears. (www.RTInetwork.org) Tomlinson, C.A. (2005), The differentiated classroom: Responding to the needs of all learners.





- **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).

#### Elm River Township School District

The students will receive instructional material in two main ways besides direct, in-person instruction. First, if the parent chooses electronic instruction or if the students are quarantined, instructional packets will be delivered to the entry way or garage of each student's home every Monday between 3:15 and 3:45 pm. The completed work will also be picked up at this time. Instructional packets will contain copies of directions and examples to guide each student and/or parent with the skill being taught/reviewed. In addition, each student will have daily assigned time slots to meet with their teacher through Messenger with Facetime. Other questions and concerns will be met through Messenger as needed and/or additional Facetime will be scheduled. Each student's assigned Chromebook will be provided to take home, if necessary, to access electronic instruction.

In addition, students will utilize the on-line programs, IXL and Moby Max, to provide access to information across every content strand in the core curriculum in Language Arts, Math, Science, and Social Studies. These on-line programs provide samples for each skill being introduced along with several questions pertaining to that skill. Answers are provided along with an explanation for each incorrect answer. All content can be assigned and monitored by the teacher.

- **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.

#### Elm River Township School District

The staff give input during in-services and staff meetings toward the effectiveness of school programming and the progress toward School Improvement Plan Goals which are based on grade level academic standards. Adjustments are made to the core instruction and/or targeted interventions are planned to meet student needs as they are found. These adjustments and interventions are progress monitored by classroom observation and tests and/or on-line assessments like MobyMax.





- **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.

#### Elm River Township School District

All work that is picked up will be evaluated for completeness and graded the same as in-person work. Incomplete work will be sent back at the next scheduled drop off. Specific skills that are not understood will be re-taught during the student's scheduled Facetime with the teacher and may or may not be sent back to be re-done at the teacher's discretion. Skills covered on the on-line programs will be monitored remotely by the teacher. Every login, amount of time on-line, subject area worked on, number of questions correctly answered, areas of difficulty, etc..., will be monitored.

The teacher will assign the content areas and content strands to be covered independently by each student. Content strands found to be difficult or not sufficiently completed will be reviewed in-person or during the student's next Facetime meeting and may be re-assigned at the teacher's discretion. Mid-quarter progress reports (more for at-risk students) and quarterly report cards will provide parents with feedback toward mastery of content within all core subject areas.

#### 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.

#### Elm River Township School District

The Elm River School provides and assigns a Chromebook for each student enrolled. These devices are maintained regularly through services provided by REMC1 in Hancock, Michigan. At school, Internet access is provided for all students. At home, if the parents do not have internet, an internet hotspot will be provided free of charge.



- **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.

#### Elm River Township School District

Due to the small number of students at our very rural school, all students, especially at-risk students, get all their needs met on an individual and/or small group basis. Students with IEP's or 504 plans can be accommodated in two ways. First, if the plan allows regular education classroom accommodations, then those needs will be met by the regular teacher. But if the plans require specialized certification to provide the service, then the Copper Country ISD will schedule weekly visits to meet these needs in a resource room setting. When possible, the regular classroom teacher utilizes universal accommodations for all students, not just the student needing the special accommodation. The effectiveness of these accommodations are reviewed regularly with staff and parents with data-driven adjustments made as needed.

- **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.

#### Elm River Township School District

As previously stated, all students at Elm River School receive small group and/or individualized instruction as needed. For example, students who are capable are of acceleration are enabled to do so, yet students in need of remediation are provided the necessary intervention. Pandemic learning does not alter our ability to provide these individualized services. Even with live-streamed instruction, we have scheduled one-on-one meetings with each student to meet their specific needs, even if they have grade level partners. In addition, our on-line programs (IXL and MobyMax), individualizes the content according to their needs, by placement test and/or assigned by the teacher. These adaptive technologies supplement content that is already mastered and provide extra practice in areas needing review.

