

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

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.

All health and safety protocols articulated in our Preparedness Plan will remain in effect until further notice. In addition, classroom organization will be allowed to shift from rows to groups if the arrangement allows for three (3) feet minimum between students and six (6) feet between groups. Groups will be no larger than four (4) students.

Board Approved: September 21, 2020
Updated: October 16, 2020
Updated: December 14, 2020
Updated: January 22, 2021

**Coopersville Area Public School District
Extended COVID-19 Learning Plan**

Address of School District/PSA: 198 East Street, Coopersville, MI 49404

District/PSA Code Number: 70120

District/PSA Website Address: www.coopersvillebroncos.org

District/PSA Contact and Title: Matt Spencer, Superintendent

District/PSA Contact Email Address: m Spencer@cap sk12.org

Name of Intermediate School District/PSA: Ottawa Area ISD

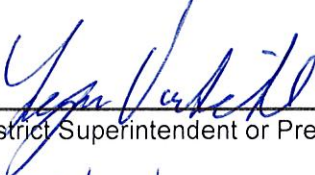

Name of Authorizing Body (if applicable): CAPS Board of Education

Date of Approval by ISD/Authorizing Body: September 24, 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 12 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.

 (Board President)
  (Superintendent)

District Superintendent or President of the Board of Education

09/21/2020

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 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.

Coopersville Area Public Schools will begin the school year in a face-to-face and virtual learning environment, 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.

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

The Coopersville Area Public School District 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 only use benchmark assessment data to make instructional decisions about individual student learning, when appropriate. In addition, Coopersville Area Public School District will continue the use of common assessments and professional learning around the use of common assessment/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/common assessment data process and benchmark data is impactful when properly balanced with other common assessments to support students learning and 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 NWEA assessments in reading and mathematics will be administered to all students in grades K-8 three times. Once in the first nine weeks of the school year, prior to February and again prior to the last day of school. Formative or common 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 commit to the use of the formative/common 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 NWEA results.

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

- All teachers will use the formative/common 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.
- The District will increase the mean reading RIT score on NWEA in reading and math for all students and subgroups of students from fall to winter. (The increase is based on typical growth as shown by normative data).
- The District will increase the aggregate mean reading RIT score on NWEA in reading and math for all students and subgroups of students from fall to spring. (Increase is based on typical growth as shown by normative data)

Goal 2 - All students (K-8) will improve performance in Mathematics from fall to spring as measured by NWEA.

- All teachers will use the formative/common 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.
- The District will increase the aggregate mean mathematics RIT score on NWEA in reading and math for all students and subgroups of students from fall to winter. (The increase is based on typical growth as shown by normative data)
- The District will increase the aggregate mean mathematics RIT score on NWEA in reading and math for all students and subgroups of students from fall to spring. (Increase is based on typical growth as shown by normative data)

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: The Coopersville Area Public School District full instructional plan can be found in the [Coopersville Area Public Schools Preparedness Plan](#).

Mode of Instruction

To start the school year, all K-12 students will attend school every day for face-to-face instruction, or have been provided with the option to do online synchronous instruction K-5, and a combination of synchronous and asynchronous in 6-12. K-5 student and staff health and safety will be addressed through a cohort model that keeps students together for the entire school day. In grades 6-12 students will follow a block schedule, to limit contact during face-to-face instruction. Students in grades 6-8 will attend three classes per day, and in grade 9-12 there will be 4 classes per day.

They will use a green/white pattern, this schedule attends to health and safety by minimizing the number of passing times needed and share time such as the lunch period will be separated into 4-5 areas.

- **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.

Note: The Coopersville Area Public School District full instructional plan can be found in the [Coopersville Area Public Schools Preparedness Plan](#).

Curriculum and Instruction: Academic Standards

The Coopersville Area Public School District curriculum for core academic areas is aligned to State standards and housed in Atlas Rubicon. As teachers navigate the wider than usual range of competencies expected this fall, 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 teachers will use their PLC groups 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. Virtual students have content similar to and aligned to the current grade level standards and the virtual teachers are acting as a group similar to a face to face PLC. Training provided at the beginning of the year focused on successful instructional practices and SEL training. Teachers will use:

- 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
- Provide regular social/emotional check in opportunities for students with a trusted adult
- During remote learning, in-person instruction will be available for ELL, students with IEPs, and students with limited/no internet access
- Attendance and frequent teacher check-ins will be a part of our instructional practice

- **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

Coopersville Area Public 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. Each grade/content area is equipped to assess appropriately. Each formative assessment gives the teacher important information to know how to adjust the teaching and learning process to meet each student's needs. Students are expected to demonstrate proficiency on the grade level standards.

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. Discretion will be provided to building staff and principals to modify the end of semester summative assessments; including 1st semester exams at Coopersville High and Middle Schools. 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.

As a result of COVID-related safety changes to the High School schedule, Tech Center students were not able to stay for "Extended Session" at the Tech Center, denying them credit that they otherwise would have earned. Therefore, as a result of this change, and in order to keep our Tech Center students with the same amount of credits as regular CHS students, we will be awarding one (1) credit per hour of learning at the Tech Center. This equates to two (2) credits per semester and four (4) credits for the year. All Tech Center students attend school for four (4) classes at CHS and one full two-hour session at the Tech Center. The credit threshold is still 26 for these students.

We make available to our parents and legal guardians a system (Infinite Campus) 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 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 aware of any concerns regarding a student's grade through emails, phone calls, conferences, and progress reports. Finally, we send out to parent's report cards at the end of each marking period.

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

Coopersville Area Public 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. How Coopersville Area Public School District will maintain student access to technology devices and the internet will be determined by building principals and the technology director. It is also listed in [Coopersville Area Public Schools Preparedness Plan](#).

- **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.

The District 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 regarding assistive technology and accessibility.

Resources to consider: Alt+Shift consultation or web resources at -

<https://www.altshift.education/resources/remote-learning-resources>

The District 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.

- **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.

The Coopersville Area Public School District full instructional plan addresses ways all learners including Early College and CTE are supported and can be found in the [Coopersville Area Public Schools Preparedness Plan](#).