

Chippewa Hills School District



Extended COVID-19 Learning Plan

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Extended COVID-19 Learning Plan

Address of School District/PSA: 3226 Arthur Road, Remus MI 49340

District/PSA Code Number: 54025

District/PSA Website Address: www.chsd.us

District/PSA Contact and Title: Dr. Michael Bob Grover, Jr., Superintendent

District/PSA Contact Email Address: bgrover@chsd.us

Name of Intermediate School District/PSA: Mecosta-Osceola ISD

Name of PSA Authorizing Body (if applicable):

Date of Adoption by Board of Education/Directors: September 14, 2020

Assurances

1. The District/PSA will make their board 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 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
 - instruction will be delivered as described in this plan and approved 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 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
 - 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

Date

Learning Plan Narrative

- 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.

Opening Statement

Chippewa Hills School District recognizes that the Covid-19 pandemic has had worldwide impacts, but focusing on the local environment will be at the forefront of all planning. The ECoL will give the district the opportunity to assess plans, make the appropriate adjustments and ensure that the learning afforded is maximized. The impacts of these changes will be vast on students and staff alike. Constant monitoring of the learning environment is critical to maintaining the optimized opportunities for all involved. All efforts will be put forth to break barriers to offer quality educational opportunities for students while addressing identified needs for the staff to fulfill those obligations. This pandemic has been traumatic for all walks of life, therefore, all facets of the educational experience needs to be considered in developing, implementing, maintaining and adjusting the programs offered.

Chippewa Hills will begin the year delayed 2 weeks and then will open with a hybrid model. This approach will be assessed biweekly considering all relevant data: county covid numbers, district covid numbers, student count by grade/class and time considerations on staff and students. Safety protocols put into place during the hybrid will be taught by the staff, modeled by adults and expected of all. Additional cleaning will occur during the fully virtual Wednesdays.

Once full time face to face begins, all measures will be taken to keep the environment safe for all parties involved with adjustments made for cleaning and learning expectations. A safe and quality program is the expectation and efforts will be taken to ensure that that occurs for all staff, students and families.

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.

Formative assessment:

Chippewa Hills believes that the use of the formative assessment process, which 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. This process allows for immediate identification of learning gaps and for differentiation in learning styles to be utilized meeting the varying needs of our students.

Benchmark assessments:

Grades K-4 will utilize the Acadience (formerly Dibles) benchmark assessment for reading throughout the year. The data will be collected and analyzed three (3) times annually to identify curricular needs overall and specific needs individually.

Goal 1: The percentage of K-4 students at or above the grade level benchmark on the Acadience reading assessment will increase from the fall to the spring testing periods.

Summative Assessments:

Grades K-8 will use the NWEA assessment in the fall and spring to measure growth in the areas of math and reading during the school year. School building results will be shared via the district website and with the board following testing completion and analysis of data.

Goal 2: The majority (50% or more) of Grades 3-8 students will meet their personalized projected RIT score from the fall to the spring testing periods in the area of reading.

Goal 3: The majority (50% or more) of Grades K-8 students will meet their personalized projected RIT score from the fall to the spring testing periods in the area of math.

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).

Chippewa Hills School District's complete Preparedness Plan can be found by clicking on the following link:

https://docs.google.com/document/d/1kaz98jUePewMehgF7OIMd_ViFEYxGDzxRUrTs95ojlY/edit?usp=sharing

Mode of Instruction

Chippewa Hills School District will utilize a hybrid model to start the school year. This model will constitute students attending face to face on a part time basis and completing virtual instruction on the other days. Virtual instruction will be provided by CHSD staff and done utilizing the Google platform. Students will be divided into 2 groups, Red and Blue, and will be assigned face to face instruction on the respective days: Red=Monday and Tuesday, Blue=Thursday and Friday. Wednesday will be a virtual day for all students. Modifications of this model (i.e. 4 days for all students with Wednesday off for virtual) may be used until a full week (5 days) of the face to face model can be conducted in a safe manner. The first evaluation of this safety assessment will be made by the end of September in conjunction with the local health department utilizing local covid data in conjunction with local data on covid and student attendance.

A full time virtual program will be available to families who feel it is not yet safe enough to return to the school setting. This model will be utilizing CHSD staff in the instructional roles. The content will be aligned to the classroom setting and follow Michigan Academi as is completed in the hybrid and/or face to face model. Internet connectivity will be provided to families unable to obtain access or accommodations will be made for families who do not have accessibility options in their area.

- **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.

Chippewa Hills School District's complete Preparedness Plan can be found by clicking on the following link:

https://docs.google.com/document/d/1kaz98jUePewMehgF7OIMd_ViFEYxGDzxRUrTs95ojlY/edit?usp=sharing

Curriculum and Instruction: Academic Standards

The Chippewa Hills School District curriculum for core academic areas is aligned to state standards. Non-core classes that have state standards or other referenced sources per state guidance are used as the foundation for non-core classes. Teachers will utilize best practices for teaching strategies in both the face to face and virtual settings. Students will be assessed regularly using formative assessment methodology in addition to the benchmark progress monitoring 3 times a year and summative assessments twice a year. Social and emotional considerations will be made throughout all interactions to help identify needs and address matters as they become apparent. Trauma informed practices, as learned through the present year professional development, will be put to use in all settings to promote overall well-being.

- **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

Chippewa Hills School District bases its assessment system on the Michigan Standards. We regularly assess students at the district and classroom level (formative assessment) to determine if they are making progress toward meeting those standards. This is critical in the instructional process to allow for differentiation of teaching to fill identified gaps and/or reteach unlearned concepts.

We also have a system for delivering annual benchmark and summative assessments at multiple levels. This set of data is used to guide curriculum content and direct instruction to fill identified gaps both grade level and individual based. Teachers also use unit summative assessments in varying formats to determine learning in preparation for continual academic growth. For example, if an essential standard appears to be lacking based on a unit test, the teacher may incorporate prior concepts into the next unit as a refresher to promote learning at a higher level for greater retention. This type of evaluation occurs throughout the year promoting a full scope of learning standards differentiating for multiple student abilities.

We make available to our parents and legal guardians a web-based student information system 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 trimester (mid-mark). We have the expectation for all teachers to keep parents and guardians abreast of any concerns regarding a student's grade through emails, texts and phone calls. Finally, we send out report cards at the end of each trimester.

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

Chippewa Hills 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 District will continue to make all efforts to provide access in the rural setting we constitute as feasible. Families who cannot afford standard (as available) internet capabilities will be given opportunities to obtain reasonable services or provided service free of charge as available. Families without internet connectivity due to complete unavailability will be provided alternate instructional practices via a Chromebook and preloaded flash drive to offer asynchronous learning opportunities equivalent to what is being taught face to face.

- **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 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. While in the alternating hybrid model (2 days per week face to face-red and blue groups), students with disabilities will be encouraged and allowed to participate on both red and blue days (4 days per week) offering additional support in the school setting with certified and qualified staff.

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.

The district ensures collaboration with MOISD to ensure 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, again in collaboration with MOISD, 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.

Chippewa Hills will offer all students with known limitations equal and accommodated access to the core curriculum and non-core courses as appropriate. Students participating in the Career Center programs will be offered accommodations to attend as viable with transportation. Dual enrolled students will have access to virtual capacities while at school to meet course expectations. Any special requests by parents to meet individual needs academically will be reviewed and addressed in a manner that best suits the students within the capacity possible.