



**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.



Lapeer County ISD Extended COVID-19 Learning Plan

Address of School District/PSA: 1996 West Oregon Street, Lapeer, MI 48433

District/PSA Code Number: 44000

District/PSA Website Address: www.lapeerisd.org

District/PSA Contact and Title: Steven A. Zott

District/PSA Contact Email Address: szott@lapeerisd.org

Name of Intermediate School District/PSA: Lapeer County Intermediate School District

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

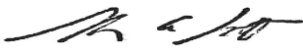
Date of Approval by ISD/Authorizing Body: October 1, 2020

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 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:
 - 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 ISD 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.

Note: Two-way interactions required in this section may require the use of AAC and/or assistance from a caregiver or guardian.



District Superintendent or President of the Board of Education/Directors

October 1, 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.

As Lapeer ISD begins the school year with face-to-face instruction with the option of virtual learning, 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.

Although the Lapeer ISD operates programs for students from birth to 26 years of age, this plan will specifically focus on K-8 for goals and benchmark assessment as required by the legislation. The district remains committed to addressing the needs of all learners every day.

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.

Benchmark Assessments

Utilizing formative measures, students in grades K-8 will be assessed in the areas of Reading and Math on the alternate content standards (Essential Elements) at their appropriate grade level. Assessments will be conducted by the end of the first 9 weeks of school, and also by the last day of the school year. Due to the nature and severity of the disabilities and complex communication needs of students grades K-8 at Lapeer ISD, standardized benchmark assessments should not be considered a valid and reliable measure of student growth. Therefore, these measures will not be the basis for the district's educational goals.

All students with disabilities participate in the MI-Access assessment (Supported Independence or Participation) and will not be able to participate in the benchmark assessments administered by their local school district. The scores for the assessments below will be included in the district report of the educational goal as required by Public Act 149. It is not a requirement that the data be reported to the regional data hubs.

Educational Goals

Student IEP goals will be progress monitored to determine growth in key deficit areas. Data will be collected based on multiple opportunities including demonstration of a skill, teacher assessment, logs, etc. Progress reports on all student IEP goals are available in November, March and June.

Goal 1:

All students will make progress on an identified IEP goal associated with a key deficit area from October 1, 2020 - February 2021.

Goal 2:

All students will make progress on an identified IEP goal associated with a key deficit area from February 2021 and May 2021.

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).

The Lapeer ISD will begin the school year with face to face instruction, which will be altered only in the event of another mandated shutdown, or should an outbreak of the virus occur which results in a recommendation from the Lapeer Health Department for school closure.

The Lapeer ISD full instructional plan can be found at [2020-21 Preparedness and Response Plan](#).

Mode of Instruction

CENTER PROGRAM

To start the school year, all Special Education Center Program students will attend school every day for face-to-face instruction. For Special Education, Student and staff health and safety will be addressed through a cohort model that keeps students together for the entire school day.

CTE

To begin the school year all CTE students will receive face-to-face instruction. Students are enrolled in specific career and technical education programs they are virtually participating in a cohort model. Each program is an entity upon itself and students will have limited interaction with other programs. Our arrival and departure protocols address health and safety concerns to limit interaction between school districts. First year students attend in the morning and second year students attend in the afternoon. Students experience a variety of learning experiences including classwork and hands on experiences in the program labs and/or shop areas.

ADULT EDUCATION

To start the school year, all Adult Education students will attend a combination of face-to-face instruction and online learning. Adult Education student and staff health and safety will be addressed through a health screening and temperature monitoring. The program is an entity upon itself and students will have limited interaction with other programs or students.

EARLY MIDDLE COLLEGE

To begin the school year all Early/Middle College students will receive instruction face-to-face.

Curriculum and Instruction: Academic Standards

- **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.

The Lapeer ISD alternate curriculum is aligned to state alternate content standards.

The Lapeer ISD full instructional plan can be found at [2020-21 Preparedness and Response Plan](#).

CENTER PROGRAM

[2020-21 Elementary Pacing Guide](#)

[2020-21 Middle / High School Pacing Guide](#)

[2020-21 Transition Pacing Guide](#)

CTE

The core curriculum areas are integrated into instruction in career and technical education. Each program uses a curriculum established by the Office of Career and Technical Education and the Michigan Department of Education. Instruction is centered around each of the 11 Segments of the curriculum in the first year of the program. The students participating in “year two” are instructed using Segment Q. The order of segment instruction is reported in each program's Instructional Design found on CTEIS.

ADULT EDUCATION

Curriculum and instruction: Academic Standards

Adult Education curriculum for core academic areas is aligned to state standards and delivered through the PLATO system. We have used this system for years and students and staff are familiar with the program.

Assessment and Grading

- **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.

All programs base assessments on the Michigan Standards. Students are regularly assessed at the 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.

CENTER PROGRAM

Progress on IEP goals and objectives are reported to parents and guardians at the end of each trimester. Progress on Essential Elements in the areas of Reading and Math are reported annually at the students IEP Team Meeting for students grades K-8.

CTE

Whether in face-to-face settings or by remote learning, students will demonstrate proficiency in their programs through the completion of assignments, presentations, videos, and portfolios. Assessments will come in the form of formative assessments, quizzes, tests, presentations, assignment completion, and state certification testing as applicable and allowable. Feedback to students and parents will be through grades, student meetings via email/phone/Synergy Messaging. A log of all feedback will be recorded in the Synergy student information system.

ADULT EDUCATION

Adult Education will use the same State-approved Pre and Post tests as in the past. Students will Pre-test at registration, and will post-test after at least at 40 instructional hours and again at 120 hours of instructional time. Student progress in Reading and Math are shared with

teachers and students, are reported to the State through the MAERS system, and posted in each student's file.

Grades are earned through the completion of course work in PLATO and reported on report cards twice a year.

Technology

- 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.

The Lapeer County Intermediate 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 Lapeer County Intermediate 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 [2020-21 Preparedness and Response Plan](#).

Equitable Access

- **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.

When school starts, students' IEPs, IFSPs, and 504 plans will be reviewed in coordination with 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 disabilities 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 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

- **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 Lapeer ISD's full instructional plan can be found at [2020-21 Preparedness and Response Plan](#).