

Vassar Public Schools



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

August 27, 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.

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.



Vassar Public Schools Extended COVID-19 Learning Plan

Address of School District/PSA: 220 Athletic Street, Vassar MI 48768

District/PSA Code Number:79150

District/PSA Website Address: www.vassar.k12.mi.us

District/PSA Contact and Title: Dorothy Blackwell, Superintendent

District/PSA Contact Email Address: dblackwell@vassar.k12.mi.us

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

Name of PSA Authorizing Body (if applicable):

Date of Adoption by Board of Education/Directors:

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 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

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 impacts our school community in several ways: we are experiencing a traumatic event, many students may have significant gaps in their learning, difficulty accessing the internet, and equity issues are more pronounced.

We have already returned to school, with more than half of our students face to face and the rest online. Our priority will be to ensure the safety and health of our students and staff. 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 more comprehensive 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 as they examine student work and determine what comes next in each student's learning.

Vassar Public Schools have begun the school year in a hybrid learning environment. We will need to ensure that there are structures 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 students and staff's well-being.

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.

Vassar Public Schools believes that benchmark assessment evidence can monitor and evaluate patterns and trends in school/district academic performance and identify effective instructional programs. We think it can guide standardizing or adjusting curriculum and instruction across grade levels, schools, and districts.

However, we will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Instead, Vassar Public Schools will continue using (and professional education around the use of) the formative assessment process as a powerful practice embedded in the teaching and learning process to continuously observe where our students are to modify instruction.

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 complete picture of what our students know and can do.

Educational Goals

The NWEA assessments in reading and mathematics will be administered to all K- 5 students and Fastbridge evaluations for grades 6-8 twice: once in the first nine weeks of the school year, and again before the last day of school. Formative assessments will provide information to

inform our progress toward our goals over 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 and commit to using 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 NWEA & Fastbridge results.

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

- 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 Mathematics performance from Fall to Spring, as measured by NWEA & Fastbridge.

- 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.

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 district plans to use a hybrid model of instruction using online learning platforms as the primary instruction (i.e., Google Classroom, Compass, Edgenuity, District Created). For those students that do not have a device, the district will provide tools in grades PreK-12. Students without devices or internet access will receive a hotspot and Chromebook in phase 3.

Instructional materials (i.e., paper packets, etc.) will be made available to families without internet access. All students will have access to grade-level/course textbooks/resources as needed to complete their work. The district will do everything it can to meet student/family needs and allow for full participation.

Teachers/Staff will be expected to make weekly contact with students and have two-way communication. This contact may be done through technology (i.e., virtual meeting, email, Remind) or phone calls. For students with technology access, teachers will also communicate multiple times each week through the instructional platform (i.e., Edgenuity, Google Classroom, Remind, Zoom), emphasizing continuing to build relationships and maintain connections. If students do not have access to technology, teachers will provide instructional packets that focus on actual content, building relationships, and maintaining relations. We will encourage connections between students through technology (virtual meetings, email), by phone or text, or by having students write letters to classmates.

For students with technology access, teachers will monitor student access and assignment completion regularly within the instructional platform (i.e., Plan Book, Remind, Edgenuity). Teachers will provide feedback to students on assignments through the instructional platform as they are completed. Teachers will differentiate instruction within the forum to meet each student's needs. For students without technology access, instructional packets will be collected each week during meal distribution. Teachers will review the instructional package and provide feedback to the student during their weekly communication (phone call, virtual meeting, or email). Feedback from the teacher will include differentiated work as needed, along with examples to support student learning.

An example of this may be providing a student struggling with double-digit subtraction additional practice and several written standards with the steps. A phone call would also be used as a follow-up if needed. If the student is not doing meal distribution or pick-up, packets may be dropped off at food pick up.

The plan will be communicated through our School Messenger communication platform, according to our parents'/guardians' preferences in that system. Parents will receive an email with the plan attached, and a voice message directing them to our district website where they can access it. The program will be posted in a prominent location on our district website, and a link will also be posted on our district and building Facebook pages.

We will be working with the provider to determine our students' next steps in dual enrollment courses. We will ensure that the students have the appropriate materials and support to complete these courses. We will work with the CTC Principal/Director to ensure our students can complete these courses for students enrolled in CTE programs. When needed, the district will provide the student with the necessary resources.

If a student has access to technology, teachers will use the instructional platform to monitor student wellness, engagement, and completion. They will also keep a log of communication with students and families. If a student does not have access to technology, teachers will keep track of which students complete the weekly instructional packets. They will also need to keep a log of all communication with students and families. Inconsistent completion and communication with a parent or student will be raised to the principal or counselor to develop a plan to connect with

the student and family. Additional support agencies may be sought to make these connections (Behavior Specialist, Counselors, DHHS, ISD supports, etc.)

The district will survey all parents to determine current mental health needs and provide an online form for parents/students to request support. Based on the survey results or form requests, counselors (school counselor, Behaviorists, ISD supports) will reach out to individual students and families to determine their needs. The counselors will help connect the family to outside agencies, if needed, to help meet their needs. Teachers will monitor and assess the needs of students and families through their weekly communications. If a condition is identified, the teacher will elevate that need to the principal or counselor to make the necessary follow-up. The principal will hold weekly virtual meetings with teachers and other key staff to identify additional students or families in need.

Includes PWL & GSRP

We embrace the importance of quality teaching and learning at Vassar Public Schools. We also recognize that our district needs to adapt to the ever-changing landscape of COVID-19. Our staff has been working diligently over the past weeks and months preparing for a successful and safe 2020-21 school year. We have three clear priorities this year.

1. The health and safety of our students and staff are paramount.
2. We will collaborate with the Tuscola Health Department, Center for Disease Control, and State Government.
3. We will deliver a quality educational experience.

We have developed our Return to Learning Options below.

Remote Learning (Phase 1-3)

If the State of Michigan reverts to phase 3, schools will be closed to in-person instruction, and all learning will occur remotely. Vassar students will be provided with education with attendance accountability and grading. The food distribution will continue during phases 1-3. Edgenuity (E2020) programming will be an online program.

Option 1 (Phase 4, current phase)

In-person, five days a week, sections have been added at Central to help meet social distancing recommendations. Students in PreK-5 will wear masks in common areas and buses. 6-12 buildings will be in classrooms wearing masks in class, common areas, and buses.

Option 2 (Phase 4, current phase)

Online options for all students' grades PreK-12 to learn 100% remotely with Edgenuity programming while utilizing Vassar teaching staff as record teachers. Students can participate in electives, extracurricular, sporting activities, and individual dual enrollment does not include Caro's tech center.

Option 3 (Phase 4, current phase)

Vassar Virtual for secondary students, 100% virtual with Edgenuity programming while utilizing Vassar teaching staff as teachers of record, 18 credits for graduation. No electives, extracurricular, or sporting activities. Graduation is with the Board of Education.

Families may switch between options 1 and 2 at the semester break or as required by the educational development plan.

- **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.

Vassar Public Schools' curriculum for core academic areas is aligned to state standards. As teachers navigate the more comprehensive than usual range of competencies expected this fall, they will use locally developed curriculum maps and quality instruction visions. 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. Data discussions and grade level team meetings will help teachers implement instructional approaches to meet the range of student needs as they return to school in the fall. Identifying assessment ideas that allow students to demonstrate understanding in various 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 teaching.

- **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.

Vassar Public Schools 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. Assessment 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 understand 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. Assessments are given at the end of a period of learning to evaluate what has been learned and are part of our district grading process. For example, our teachers deliver summative assessments at the end of each study unit 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. 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. These reports are in addition to the expectation we have for all teachers to 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.

Three teachers monitor K-5. The leading platforms being used are Compass Learning/Pathfinder and Google Classroom. Teachers are making contact at least two times per week - 2-way communication.

Vassar 6 -12 will be using Edgenuity(E20/20). We have two people monitoring progress. Teachers also have office hours every day to answer subject-specific questions. Vassar is supplying internet hotspots for students and families that need it.

PWL- weekly progress reports, report cards quarterly

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.

Vassar Public Schools ensures all students will be provided equitable access to technology and the internet, as described in our Continuity of Learning Plan previously submitted to the state. The Vassar Public Schools 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.

Central Elementary Required Times for Remote Learning

Grade Level	ELA	Math	Social Studies	Science	Personal Learning Time by NWEA RIT LEVEL
Kindergarten	60 minutes every day	30 minutes every day	Embedded within ELA instruction.		
1st Grade and 2nd Grade	30 minutes every day	30 minutes every day	Every Other Week Tuesday and Thursday 30 minutes	Every Other Week Tuesday and Thursday 30 minutes	Monday, Wednesday, and Friday 30 minutes
3rd Grade	40 minutes every day	40 minutes every day	Every Other Day 20 minutes	Every Other Day 20 minutes	20 minutes every day
4th Grade	30 minutes every day	30 minutes every day	20 minutes every day	20 minutes every day	20 minutes every day
5th Grade	45 minutes every day	45 minutes every day	30 minutes every day	30 minutes every day	30 minutes every day

In addition to the times mentioned above, your child can do the following:
 Online Sites: Reflex, Prodigy, Epic, Teach Your Monster to Read; color; practice cutting with scissors; read independently or to, with, or by someone; play family board games; put puzzles together; write shopping lists, letters to others, or in a journal; help with cooking (using math skills)

PWL & 6-12 Building
 The requirement is 6 percent of the online course completed each week for the six classes assigned. They could complete a combination of classes to get to the 36 percent total of classes each week. In 18 weeks at that pace, they will complete the online course.

Vassar Central Elementary Remote Learning Expectations or “Netiquette”

EVERYONE NEEDS TO FILL THIS OUT IN CASE WE ARE MOVED TO PHASE 3.

- I have a stable internet connection.
- I have a device with a keyboard (Chromebook, tablet, or computer) with a camera and microphone. A cell phone will not be used for instructional purposes.
- I have my materials (suggested items: paper, pencil, marker, whiteboard).
- I have a designated quiet work space.
- I can access my school Gmail account.
- I can login to various accounts: Google Classroom, Compass Learning, Reflex, Epic, Studies Weekly, Prodigy, etc.
- I know who to ask for help if I get stuck on something.
- I will do my own work.
- I will talk to my teacher a minimum of two times per week to discuss my progress.
- I will be on time for grade level meetings and meetings with my teacher or contact them if I need to reschedule. Remote teachers work from 7:55 a.m.-3:05 p.m.
- I will work the required time every school day.
- I understand that half days are considered a regular school day when taking part in online instruction.
- I will use appropriate language.
- I will be respectful to my peers and teacher.
- I will use Google Classroom for classroom-led and academic discussions (not to chat with my friends).
- I will try my best.
- I will follow the guidelines set forth by the Acceptable Technology Use Policy.

Student Name (First and Last): _____

As the guardian of the above listed student, I understand the remote learning expectations or “netiquette” and will ensure my child is participating as required and will reach out to the teacher if assistance is needed.

- **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, and 504 plans will be reviewed in coordination with general and special education teachers and providers to address any data-driven accommodations and 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 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 IEP. The district also provides a method for the continuation of evaluation for students suspected of having a disability and 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.

Vassar Public Schools full instructional plan addresses ways all learners are supported and can be found in the MI Safe Schools Roadmap--District Preparedness Plan.

<https://www.vassar.k12.mi.us/cms/lib/MI02208798/Centricity/Domain/8/Preparedness%20Plan.pdf>