



Akron-Fairgrove Schools 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.

Extended COVID-19 Learning Plan

Address of School District/PSA: 2800 N. Thomas Rd., Box 319, Fairgrove, MI 48733

District/PSA Code Number: 79010

District/PSA Website Address: www.akronfairgrove.org

District/PSA Contact and Title: Diane Foster, Superintendent

District/PSA Contact Email Address: dfoster@a-f.k12.mi.us

Name of Intermediate School District/PSA: Tuscola 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
 - 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 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.



President of the Board of Education/Directors

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.

As Akron-Fairgrove Schools plans to begin the school year in a hybrid 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 it administered to pupils in previous years.

Quality Evidence-Based Assessment Practices

Akron-Fairgrove Schools 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.

We believe 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.

Educational Goals

Acadience assessments in reading and mathematics will be administered to all students K-6 three times: once in the first nine weeks of the school year, mid-school year and again prior to the last day of school. For grades 7-8 Acadience will be used for reading and Smarter Balanced will be used for mathematics. These assessments will be given three times during the school year. Formative 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.

Additionally, we will continue to engage stakeholders in the district's balanced assessment system, including publicly sharing aggregate and student subgroup performance reports assessment results.

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

- 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 maintain or improve performance in Mathematics from Fall to Spring as measured by Acadience or Smarter Balanced.

- 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).

Mode of Instruction

Akron-Fairgrove Schools will offer both face-to-face and virtual instruction for students K-12. Student and staff health and safety will be addressed through a cohort model that keeps students together for the entire school day in grades K-5.

This instruction will follow the district's established curriculum maps. Preference will be given to grades K-5 should it become necessary to prioritize who should receive face-to-face instruction.

Face-to-face instruction will be delivered in a traditional format of teacher facilitated lessons following established curriculum guides/maps.

Virtual instruction will include the use of Edgenuity (grades 6-12) and Compass Learning (grades K-5). Supplemental material and or programs such as Zearn, Teach your Monster to Read, UofM Roadmaps and Epic along with interventions will be used in conjunction with the base software programs.

Teachers of Record and Mentor Teachers will be assigned to do regular check-ins, facilitate and monitor daily assignments and student engagement.

Administration will ensure that monthly data is collected and presented to the Board of Education and made available to the public. Additionally, academic courses and modes for both face-to-face and virtual instruction have been approved by the Board of Education.

- **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.

Akron Fairgrove will utilize the district curriculum maps to align virtual and face-to-face instruction. Using a variety of resources (mentioned above), students that attend virtually will be exposed to the same standards as those who attend face-to-face.

Curriculum and Instruction: Academic Standards

Akron-Fairgrove Schools curriculum for core academic areas is aligned to state standards. As teachers navigate the wider than usual range of competencies expected this fall, they will use these 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. MAISA, Engage New York Math, Edgenuity, and Compass Learning curriculum will guide teachers 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 and virtual classroom environments, and incorporate well-being and SEL/trauma-informed practices into instruction.

Our students will use the instructional format listed in the [Viking Virtual Plan](#)

- **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

Akron-Fairgrove 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. Assessing 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 instruction to meet each student's needs.

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. 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 via Power School for face to face learners and Edgenuity for virtual learners that allows them to see their children's grades at any time for students grades 4-12. 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. For grades K-3 students will be assessed with a standards-based tool through progress monitoring reports. This is in addition to the expectation we have for all teachers that they 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.

The District will establish student academic levels through benchmark testing, progress monitoring, formative assessments, and summative unit assessments.

Grades K-2 will be issued standards based report cards each marking period. Benchmark testing results for both face-to-face and virtual learners will be sent to parents within 30 days of testing.

Grades 3-5 will be issued report cards each marking period. Benchmark testing results for both face-to-face and virtual learners will be sent to parents within 30 days of testing.

Grades 6-12 will be issued report cards each marking period. Benchmark testing results for both face-to-face and virtual learners will be sent to parents within 30 days of testing.

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.

The District has 1:1 Chromebook capabilities and all families that have requested devices for virtual learning has been issued one. Hot spot units will be placed strategically in areas around the district that have limited internet access. Additionally, students who live in close proximity to a school building are able to use the District WiFi.

- **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.

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 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 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.

[A-F Covid Response Plan.](#)

Once school starts, we will ensure learning for all students through face to face learning and virtual learning. Akron-Fairgrove Schools curriculum for core academic areas is aligned to state standards. As teachers navigate the wider than usual range of competencies expected this fall, they will use these 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. MAISA, Engage New York Math, Edgenuity, and Compass Learning curriculum will guide teachers 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 and virtual classroom environments, and incorporate well-being and SEL/trauma-informed practices into instruction.

Dual Enrollment

Our Dual Enrollment students will be enrolled in the classes that meet the student's curriculum goals. Those that require Chromebooks will be furnished to them.

Delta College: All of our courses that could have transitioned to online and those that already were have continued as normal. They are in control of their classes and that is the best source of information in that regard.

Mid Michigan College: Mid's courses (including dual enrollment courses) have moved their content to a Learning Management System known as Moodle. Mid's instructors are also using the Retention Management System (RMS) to communicate with counselors, principals, and Mid Mentors about students who may be struggling so that support services can be provided. A team of Mid employees has scheduled Zoom meetings with all dual enrollment partners to see how we can provide dual enrollment students Mid has provided a Student FAQ on a Coronavirus (COVID-19) Response Page and a FAQ for Dual Enrollment Sites: COVID-19 Response that provides updates and information on how students can access the Library, Tutoring, Information Technology and other critical support services.

Career and Technical Education (CTE)

All students, both virtual and face to face, have the option of attending the CTE program of their choice.

TITLE	Final AF ECOL 9/9/2020
FILE NAME	2020
DOCUMENT ID	c2a28dd2ce33481baff5ae04b8e22af8a4327e77
AUDIT TRAIL DATE FORMAT	MM / DD / YYYY
STATUS	● Completed

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