

## **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.

District/PSA Extended COVID-19 Learning Plans should be submitted to the ISD or Authorizing Body as a PDF file.

## **Plymouth-Canton Community Schools Extended COVID-19 Learning Plan**

Address of School District/PSA: 454 S. Harvey Street, Plymouth, MI 48170

District/PSA Code Number: 82100

District/PSA Website Address: <https://www.pccsk12.com/>

District/PSA Contact and Title: Monica L. Merritt, Superintendent

District/PSA Contact Email Address: monica.merritt@pccsk12.com

Name of Intermediate School District/PSA: Wayne RESA (WRESA)

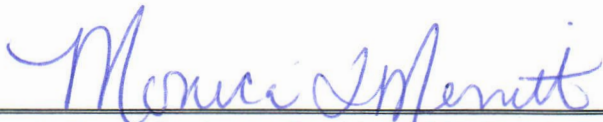
Name of PSA Authorizing Body (if applicable):

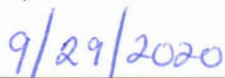
Date of Approval by ISD/Authorizing Body: September 29, 2020

## 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 reconfirm 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.

  
\_\_\_\_\_  
District Superintendent or 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 has impacted our school community in a number of ways. This traumatic event and the subsequent shuttering of schools across Michigan in March of 2020 has led to many students having significant gaps in their learning. Additionally, equity issues have become more pronounced as some families have access to numerous support systems and structures, while others have struggled to provide the basic necessities for their students.

During our return to school for the fall of 2020, our priorities include ensuring the well-being of all members of our school community through a focus on social-emotional learning in conjunction with academics. Because of the varied experiences our students had during the emergency remote learning portion of the 2019-20 school year, we anticipate that our students will be returning with a wide range of competencies and skills. Many of our students will need additional support and opportunities to close new achievement gaps that will exist. Our teachers will need opportunities to collaborate with one another as they support our students and the range of skills they will bring to this year.

Plymouth-Canton Community Schools (P-CCS) will begin the school year by offering families that option of two distinct models: (1) Safe Start Remote Learning with P-CCS is a model that begins 100% virtual with the planned phase-in approach to in-person learning and (2) the P-CCS Virtual Academy which is a 100% virtual model with a commitment to families that they can stay virtual throughout the year (with the ability to return to in-person at trimester or semester times as requested when space is available). Regardless of the model chosen by families, we will ensure that structures are in place to support student engagement and high levels of achievement for all. This Extended COVID-19 Learning Plan will focus on our plans for teaching and learning with an emphasis on equity, success, and the well-being of all learners.

## 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

Plymouth-Canton Community Schools believes that benchmark assessment evidence should be used to monitor and evaluate patterns and trends in school and district academic performance, as well as to identify the effectiveness of instructional programs. We believe it provides guidance for standardizing or adjusting curriculum and instruction across grade levels, schools, and the district.

We will not, however, use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, P-CCS will continue 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 in order to modify instruction based on their individualized needs.

We believe the use of the formative assessment process, which is supported by an extensive body of research, provides real-time data for both our teachers and students in order to accelerate student 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 twice during the 2020-21 academic year. The first administration will take place within the first nine weeks of the school year, with the second administration occurring prior to the last day of school. 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 (<https://www.pccsk12.com/home>) in February and June. Additionally, we will continue to engage stakeholders in the district's assessment program, including publicly sharing aggregate and student subgroup performance reports on NWEA results.

Goal 1: All P-CCS students will be proficient and demonstrate growth from Fall to Spring in English Language Arts as measured by the NWEA assessments (K-8).

- Teachers will use the formative assessment process to adjust teaching and learning in order to support student progress toward mastery of the Reading/ELA standards.
- Results from Reading/ELA benchmark, formative, and summative assessments will be analyzed and used by staff to drive instructional decision making.

Goal 2: All P-CCS students will be proficient and demonstrate growth from Fall to Spring in Math as measured by the NWEA assessments (K-8).

- Teachers will use the formative assessment process to adjust teaching and learning in order to support student progress toward mastery of mathematics standards.
- Results from Math benchmark, formative, and summative assessments will be analyzed and used by staff to drive instructional decision making.

## 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 Plymouth-Canton Community Schools full return to school plan can be found in [The P-CCS COVID-19 2020-21 Preparedness and Response Plan](#).

## **Mode of Instruction**

### **Safe Start Remote Learning with P-CCS**

P-CCS will begin the school year in a fully remote learning model, which we have titled 'Safe Start Remote Learning with P-CCS,' with a plan to begin transitioning small-groups of students to in-person learning scenarios no later than the first week of October.

During remote programming, onsite support will be provided to meet the following needs:

- Support students and their families in gaining the skills for success in a remote learning environment.
- Ensure all barriers for accessing learning are removed, such as lack of internet access, access to a device, or other logistical barriers.
- Support the academic needs of individual students or small groups of students, including our special populations.
- Provide onsite access for specialized programming (CTE courses, academies), as needed.
- Support the social-emotional needs of individual students or small groups of students.

Real time (synchronous) and independent (asynchronous) opportunities for learning will be provided and teachers will be available for live support throughout the regularly scheduled day. Attendance will be taken in MISTAR, our student management system. P-CCS will work closely with the pupil accounting auditor at Wayne RESA to determine the appropriate ways to record attendance in a virtual environment.

Although students will begin the school year in a remote environment, principals, teachers, and support staff will be working from their assigned school buildings and classrooms. This will help provide our students and staff with the resources they need for high-quality learning, as well as ready us for a seamless transition back to an in-person learning environment.

To support the successful launch of a remote program, the following will take place:

- Implementation of:
  - [Canvas](#) as a district-wide Learning Management System to allow for a single-platform solution with a single access point for families.
  - Zoom as the official district-wide video conferencing platform to ensure access to live instruction and support.



- The reinstitution of mandatory expectations for learning, including content that will be graded, the administration of formative and summative assessments, and attendance for students as required per State guidelines.

*Note: These expectations were removed during the emergency remote learning period in the spring of 2020 per Executive Order.*

### **P-CCS Virtual Academy option**

Independent of the 'Safe Start Remote Learning' plan, all district families may choose to enroll in the P-CCS Virtual Academy, which provides a guaranteed remote option for the entire 2020-21 school year for those families who do not want their students to attend in-person. This option does require a minimum commitment of one semester in secondary or one trimester in elementary.

The P-CCS Virtual Academy will be available for students in kindergarten through 12th grade. Instruction in the academy will be provided by P-CCS teachers. Grades K-8 will include P-CCS curricula, while grades 9-12 will feature both P-CCS curricula and Michigan Virtual curriculum resources supplemented by P-CCS resources, all taught by P-CCS teachers. Instruction will include both synchronous (live and in real time) and asynchronous (not in real time) experiences. Scheduled real time support will be available that mirrors our elementary, middle school, and high school remote schedules.

### **Safe Start Remote Learning with P-CCS and Virtual Academy Models**

Regardless of the model implemented, P-CCS will provide the following programming, resources, and supports.

In General:

- P-CCS will create an environment, whether remote or in-person, in which students and their experiences are valued and will create spaces for developing robust, positive identities.
- P-CCS will ensure students have the instructional technology necessary to connect and participate remotely to ensure as seamless a transition as possible for any pivot between remote and in-person learning.
- Curriculum - The current grade level academic standards will be followed and all students will receive grade level content with necessary accommodations and scaffolds to reduce instructional gaps.
  - We have prioritized standards to determine essential content for the upcoming academic year, as needed.
  - We will consider prior and prerequisite knowledge as part of the introduction to grade-level content.

- Where appropriate, we will focus on big ideas within concepts and the connections that can be made to other ideas within or across disciplines, rather than isolating skills that are granular in nature.
- Instruction and Instructional Methodology and Strategies for remote learning - For a launch with remote learning, or a pivot to remote learning at any time throughout the year, we will implement a robust model of remote learning that includes a combination of synchronous and asynchronous instruction.
  - Synchronous Instruction examples include:
    - Streaming video platform using Zoom
    - Live chats - individual, small group, or whole class
      - Web conferencing
      - Telephone availability
      - Live support during remote office hours (based on current “bell schedule”)
  - Asynchronous Instruction examples include:
    - Downloadable, pre-recorded instruction
    - Presentations with voice-over
    - Forums and discussion boards
    - Email communications
    - Use of Google Drive and similar collaborative tools
    - Tools for off-hour support
- Assessments
  - Assess students at the beginning of the year through formative and local assessments to determine need.
  - Engage in ongoing formative assessment practices in order to guide instruction and determine next steps.
  - Develop recommendations for handling district assessments, including the number of administrations.
  - Identify testing protocols and ways to ensure the integrity of assessments, if students take them on different days or online.
- Multi-Tiered System of Support
  - Provide a focus on quality Tier I instruction for all students.
  - Implement a Multi-Tiered System of Support (MTSS) and provide targeted support to students who are not yet mastering on-level content, with the goal of providing the support necessary to achieve academic success.
  - Base all assessment, instruction, and intervention on learning progressions.
  - Take an asset-based approach to student understanding of content.
  - Whenever possible, implement small group (remote or in-person) instruction, rather than computer programs for extra support.
    - If using computer/app-based supports, follow the guidelines and research regarding how long students should spend on a given program.
    - In order to provide the necessary support and interventions, consider utilizing all available instructional and support staff.
      - Ensure staff receive professional learning and training in the systemic delivery of the designated intervention.

- Determine how necessary student resources will be shared with families.
  - P-CCS instructional staff will ensure students have access to equitable instructional opportunities by establishing formal and informal check-ins with students and creating individual and small group opportunities for those needing additional support or extensions.
- Scheduling for Enhanced Instructional Opportunities
  - Provide pre-instruction common collaborative time for grade/content teams whenever possible, regardless of the model of delivery.
  - Implement effective professional learning community (PLC) structures where they may not currently exist.
  - Structure teacher teams to plan together (horizontally and vertically) and to collaborate on the effectiveness of instruction delivered to students.
    - Identify essential standards which were not taught to mastery but which are critical for success in the coming year.
      - Unpack these standards and collaborate with grade level or content area teams to communicate areas that could be strengthened.
        - Create a plan to address the gaps.
    - Ask teacher teams to consider student learning gaps in three ways:
      - (1) Students who were previously identified and had been receiving additional supports prior to the closure, as they may not have received those supports during the closure.
      - (2) Full cohorts of students who will now have gaps due to the closure of schools in March.
      - (3) Students who, for various reasons, were not able to participate in learning activities during the closure and now may experience new or greater gaps.
    - Encourage the implementation and use of common curriculum pacing and resources to allow for more shared instructional opportunities and collaboration.
- Professional Learning and Student Training
  - Provide:
    - Professional learning opportunities on how to transfer high-quality teaching practices to the remote environment for the launch of the year and in case any pivot to remote learning occurs throughout the remainder of the academic year.
    - Professional learning opportunities on how to mentor and coach online.
    - Training for staff, students, and families on successfully implementing remote learning and using identified remote learning tools, applications, and platforms.

Other Considerations:

- Acknowledge and ascertain the impact of COVID-19 on students emotionally, socially, and academically in preparation for making curriculum choices for the new school year. Focus on the degree of trauma our individual students have experienced that may have prevented them from meaningfully engaging in learning.
  - On the academic front, recognize that our students have had disparate learning experiences and wide ranging degrees of engagement.
  - Understand that our students will be feeling a range of emotions, some readily apparent and others hidden. Certainly the age of learners will determine our response.
  
- If students' in-person instructional time is reduced during the upcoming academic year, time spent on in-person instruction needs to be prioritized through consideration of:
  - Core academic content
  - Content best suited for in-person instruction and content best adaptable to remote instruction
  - Specials and electives and whether they are best delivered in-person or remotely
  - Intervention programs that allow for direct instruction with small groups of students in a sustained manner with frequent progress monitoring
  - Guidance and/or training for teachers on how to select the essential standards
  - Use of a pacing guide to ensure that the learning is maximized for all learners
  - Utilization of an Essential Standards guide that provides the foundation for all learners to obtain the learning needed to advance to the next level
  - Support for families in knowing how they can best assist their child when learning from home
  
- Special Education considerations:
  - Meet or adjust IEPs to ensure Free Appropriate Public Education (FAPE) in any new learning environment(s).
  - Implement Contingency Learning Plans for all students with IEPs when in a virtual environment.
  - Address any possible Compensatory Education needs for students with an IEP.
  - Determine any additional supports needed at home for the remote learning program.
  - Provide Essential Elements curriculum components for students with moderate to severe needs.
  
- 504 and English Language considerations
  - 504 plans will be implemented to ensure accessibility to curriculum and instruction for students, regardless of learning environment.
  - The EL Department will support EL students in in-person or virtual environments through synchronous instruction and collaboration with classroom teachers to ensure content accessibility.

- |  |
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| <ul style="list-style-type: none"> <li>● <b>Please describe</b> how instruction for core academic areas will expose each pupil to the academic standards that apply for each pupil's grade level or</li> </ul> |
|--|

course in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.

Note: The Plymouth-Canton Community Schools full return to school plan can be found in [The P-CCS COVID-19 2020-21 Preparedness and Response Plan](#).

### **Curriculum and Instruction: Academic Standards**

The Plymouth-Canton Community Schools curriculum for core academic areas is aligned to state standards and housed in Atlas Rubicon wherever appropriate. As teachers navigate the wider than usual range of competencies expected this fall, they will use the [P-CCS Virtual Teaching Guide](#) found on the district's [Staff Links](#) page for guidance to help them plan for differentiation of content and will use results from pre-assessments to inform instruction and prioritize K-12 instructional standards for the 2020-2021 academic year. The [P-CCS Virtual Teaching Guide](#) will support teachers as they implement instructional approaches to meet the range of student needs as they return to school in the fall by helping them learn ways to establish norms, set expectations, establish routines and procedures, build virtual relationships, support student engagement, ensure accessibility, identify critical components of virtual classrooms, determine appropriate pacing, identify practices that allow students to demonstrate understanding in a variety of ways, and incorporate social-emotional learning practices into instruction.

As our teachers work to engage students remotely, they will work collaboratively with families to:

- Nurture a positive home climate for learning
- Support family communication and involvement, including sharing weekly expectations with students and parents
- 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

- **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.

Note: The Plymouth-Canton Community Schools full return to school plan can be found in [The P-CCS COVID-19 2020-21 Preparedness and Response Plan](#).

### **Assessment and Grading**

P-CCS bases its assessments on the [Michigan Academic Standards](#). We regularly assess students at the district and classroom level to determine if they are making progress toward meeting these standards. We place an emphasis on formative assessment, which is critical in the instructional process to ensure students receive timely feedback that helps them know what

they need to do to grow as a learner. Formative assessments also gives the teacher important information on how to adjust the teaching and learning process to meet each student's needs.

P-CCS has a system for delivering summative assessments at the district and classroom levels. Summative assessments 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. 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.

At all levels, teachers will record progress in MISTAR-Q, other appropriate learning management systems, or district created progress monitoring forms. At the elementary level, teachers track student achievement and provide feedback regarding academic progress using our standards-based reporting system. At the secondary level, we have a web-based system (MISTAR-Q) available to our families that allows them to see their student's grades in a timely manner. At all levels, we provide grade reports to our families during each marking period. 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 provide report cards to families at the end of each marking period through the MISTAR-Q or our standards-based reporting system.

## 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.

Note: The Plymouth-Canton Community Schools full return to school plan can be found in [The P-CCS COVID-19 2020-21 Preparedness and Response Plan](#).

## Technology

Access to devices and the Internet: *The following steps have been and continue to be taken to ensure that all students have access to any form of remote instruction:*

### P-CCS 1:1 Chromebook Initiative

Prior to the mandated school closure in 2019-20, P-CCS families were able to opt into the district's 1:1 Chromebook initiative. Students previously participating in the program already have a district device at home. We continue to work with families to ensure all students have access to a device and the Internet in a remote learning environment.

### Device Access

Devices are available for students who do not currently have a district-issued device. The following steps have been taken to support student access to a device they can use to engage in online educational content provided by P-CCS:

- Targeted emails, robocalls, and personal phone calls began in March 2020 to all families

not currently involved in the P-CCS 1:1 Chromebook Initiative and are continuing through the opening of school in 2020-21. Information about device issuance is also posted on the P-CCS district website.

- Families can sign up to take home a district device using the Back to School Registration in Parent Portal. This has been communicated through emails, robocalls, and postings on the district website.
  - Families who need assistance with completing the form are asked to contact their [school's technology support team](#) for assistance. The support contact information is included in our communications.
- P-CCS will continue to provide devices to students through a combination of pickup and delivery models.
- When possible under the current Executive Order, onsite access to a device or the Internet will be provided to individuals or small groups to remove all barriers to accessing the learning environment.

#### Technology Support to Students and Families

P-CCS continues to support families who need assistance with the digital content and physical hardware provided by the district.

- Information on how to receive technical assistance is posted on the district's [Family Tech Resources page](#) of the [P-CCS Home Learning Hub](#).
- Families who contact district support are provided with troubleshooting options. If the district is not able to troubleshoot an issue with district equipment, then a replacement is provided to the family and issued during scheduled device distribution times or through scheduled pickup or delivery.
- Provide instruction and guidelines for students on navigating the Learning Management System and technology resources that will be implemented at the beginning of the year.
- Provide families with information and support on accessing and using the Learning Management System and technology resources.

#### Internet Access

- Targeted emails, robocalls, and personal phone calls are taking place throughout the months of August and September and will continue into the school year to ensure families have Internet access.
- When possible under the current Executive Order, onsite access to a device or the Internet will be provided to individuals or small groups to remove all barriers to accessing the learning environment.

- Internet access is available in all district parking lots. Those accessing WiFi in these locations are asked to remain in their vehicles and/or maintain social distancing. Wifi signals have been boosted in all P-CCS buildings to support a wider range of online access for families.
- Information regarding opportunities to obtain [free or low cost Internet access](#) was shared with families via inserts in all P-CCS meals distributed on March 25, 2020. This information was also shared via automated phone messaging on March 27-28, 2020 and is posted on all district and school websites.
- A supply of hotspots have been purchased to help support families who cannot afford Internet access.
- Wayne RESA is maintaining <https://sites.resa.net/infotech/personal-internet-access/> for Internet access options.

- **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.

Note: The Plymouth-Canton Community Schools full return to school plan can be found in [The P-CCS COVID-19 2020-21 Preparedness and Response Plan](#).

### **Students Needing Specialized Services**

During the start of the 2020-21 academic year, students' Individualized Education Program (IEPs), Individualized Family Service Plan (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.

P-CCS has established structures for general and special education teachers and/or providers to collaborate and communicate with one another regarding student performance and student needs on IEP goals and objectives with special consideration regarding assistive technology and accessibility. Additional support is provided for teachers by the P-CCS Assistive & Instructional Technology Team.

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.

Note: The Plymouth-Canton Community Schools full return to school plan can be found in [The P-CCS COVID-19 2020-21 Preparedness and Response Plan](#).

In addition to the support for students with IEPs and 504s, students who are English Language learners will be supported by the P-CCS EL Department within any in-person or virtual environments through synchronous instruction and collaboration with classroom teachers to ensure content accessibility for any asynchronous materials and experiences.

P-CCS will also offer access to Early Childhood, Career and Technical Education (CTE), Dual Enrollment, and Advanced Placement programming as applicable during virtual or in-person learning during the 2020-21 academic year. Full programming options will be available in our Safe Start Remote Learning with P-CCS option while as many opportunities as feasible, based on enrollment and staffing, will be offered in the P-CCS Virtual Academy model.

**PLYMOUTH-CANTON COMMUNITY SCHOOLS**  
**Plymouth, Michigan**

**TO:** Members of the Board of Education

**FROM:** Monica L. Merritt, Superintendent

**DATE:** September 29, 2020

**RE:** **Resolution to Consider Approval of Plymouth-Canton Extended Continuity of Learning Plan (ECOL). (First and Final Reading)**

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**Recommended Resolution**

It was moved by Member Borninski and seconded by Member Sidhu to approve the Plymouth-Canton Community Schools Extended Continuity of Learning Plan (ECOL). (First and Final Reading)

Ayes: Member Borninski, Brooks, Kehoe, Lazarowicz, McCain, Sidhu, and Savage  
Nays: None

Resolution declared adopted 7-0

The undersigned duly qualified and acting President of the Board of Education of Plymouth-Canton Community Schools, County of Wayne, State of Michigan, hereby certifies that the foregoing is a true and complete copy of a resolution adopted by the Board of Education at a regular meeting held on September 29, 2020, the original of which resolution is a part of the Board's minutes and further certifies that notice of the meeting was given to the public under the Open Meetings Act, 1976 PA 267, as amended.

DocuSigned by:  
  
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Patti McCain  
President, Board of Education  
Plymouth-Canton Community Schools