



PLYMOUTH-CANTON
COMMUNITY SCHOOLS
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Extended COVID-19 Learning Plan

Reconfirmation Meeting • December 8, 2020

Required 30 Days After Initial Plan Approval and Every Month Thereafter

Agenda:

- Reconfirm Instructional Plan for the 2020-21 school year
- Public comments Regarding Extended Learning Plan
- Review of weekly two-way interaction rates

Reconfirmation Meeting for December 8, 2020

Reconfirm instructional delivery method:

Pre-Kindergarten:

There are currently one hundred and seventy six students enrolled in Early Childhood classes in the Plymouth-Canton Community Schools. One hundred and four of these students attend tuition-based, in-person instruction classes located at Allen, Bentley, Field and Gallimore Elementary Schools. In-person programs include half-day and full-day models for three and four year olds. Twenty-four four year olds are participating in two tuition-based virtual classes with families having the option of participating two or three times each week. Forty-eight students are enrolled in the Great Start Readiness Program (GSRP), our state-funded early childhood program. GSRP classes are currently meeting in a virtual format with planning taking place to bring these classes back to in-person instruction.

Elementary (Grades K - 5):

[If necessary, based on the review of school, district, community, and county metrics and in consultation with the local health department, the district may pause in-person instruction for a specified period of time at a particular school, level, or districtwide.](#)

Plymouth-Canton Community Schools (P-CCS) started the 2020-2021 academic year offering Kindergarten through 5th grade families the option of two distinct models: Safe Start Remote Learning with P-CCS and the P-CCS Virtual Academy. Safe Start Remote Learning with P-CCS began 100% virtual with a planned

phase-in approach to in-person learning while the P-CCS Virtual Academy 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 learning at trimester as requested when space is available).

Beginning October 19, P-CCS implemented a half-day elementary hybrid model to return our Safe Start Remote Learning with P-CCS students in Kindergarten through 5th grade to in-person learning following the timeline below:

- Monday, October 19, 2020 - Kindergarten and Young 5s
- Thursday, October 22, 2020 - 1st and 2nd grades
- Monday, October 26, 2020 - 3rd, 4th, and 5th grades

Students in these grades are cohorted, with classes divided in half to reduce population density. These cohorts are identified as the Blue Cohort and the Green Cohort for planning purposes.

Safe Start Remote Learning students assigned to the Blue Cohort attend school in-person in the morning on Monday, Tuesday, Thursday, and Friday while students in the Green Cohort learn remotely. Kindergarten through 5th grade students in the Blue Cohort attend school in-person from 9 a.m. to 11:30 a.m. and Young 5s students in the Blue Cohort attend from 8:40 a.m. to 11:10 a.m.

Safe Start Remote Learning students assigned to the Green Cohort attend school in-person in the afternoon on Monday, Tuesday, Thursday, and Friday while students in the Blue Cohort learn remotely. Kindergarten through 5th grade students in the Green Cohort attend school in-person from 1:30 p.m. to 4 p.m. and Young 5s students in the Green Cohort attend from 1:10 p.m. to 3:40 p.m.

Students in both cohorts learn remotely on Wednesdays.

Middle School (Grades 6 - 8):

Plymouth-Canton Community Schools (P-CCS) started the 2020-2021 academic year offering 6th-8th grade families the option of two distinct models: Safe Start Remote Learning with P-CCS and the P-CCS Virtual Academy. Safe Start Remote Learning with P-CCS began 100% virtual with a planned phase-in approach to in-person learning while the P-CCS Virtual Academy 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 learning at the end of the semester upon request when space is available).

At the present time, P-CCS continues to educate students in the Safe Start Remote Learning with P-CCS model in a fully virtual environment in grades 6-8. This model will remain in place through the end of the first semester while P-CCS monitors local and regional data for COVID-19 transmission. P-CCS will provide additional in-person support at the building level for middle school students with academic and social-emotional needs throughout the remainder of the first semester. Students requiring additional support will be identified by building level teams.

High School (Grades 9 - 12):

Plymouth-Canton Community Schools (P-CCS) started the 2020-2021 academic year offering 9th-12th grade families the option of two distinct models: Safe Start Remote Learning with P-CCS and the P-CCS Virtual Academy. Safe Start Remote Learning with P-CCS began 100% virtual with a planned phase-in approach to in-person learning while the P-CCS Virtual Academy 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 learning at the end of the semester upon request when space is available).

At the present time, P-CCS continues to educate students in the Safe Start Remote Learning with P-CCS model in a fully virtual environment in grades 9-12. This model will remain in place through the end of the first semester while P-CCS monitors local and regional data for COVID-19 transmission. P-CCS will provide additional in-person support at the building level for high school students with academic and social-emotional needs throughout the remainder of the first semester, including those students in specialized classes. Students requiring additional support and specialized classes needing to meet in-person will be identified by building level teams.

Reconfirm whether or not the district is offering higher levels of in-person instruction for English language learners, special education students, or other special populations:

Support for students with Individualized Education Programs (IEPs) and students identified as English Language Learners (EL) at various levels is detailed below.

Students with IEPs

Infant and Preschool Special Education Program (IPSEP): Early childhood special education preschool classroom programs including ASD classrooms meet in-person four half days per week, providing a service delivery model similar to the one in place prior to COVID-19. The 0-3 year old program remains virtual at the present time, with families having the ability to bring students in-person upon request.

K-5: Emotionally Impaired (EI) categorical programs and Autism Spectrum Disorder (ASD) center based programs attend in-person four mornings per week and work virtually during the afternoon. Afternoon sessions provide a combination of asynchronous and synchronous instruction. Cognitively Impaired (CI) categorical programs are in-person and divided into cohorts with each cohort receiving two onsite half-day a.m. sessions per week and virtual support in the afternoon. Students receiving resource room support and/or ancillary support receive these supports either during general education in-person time or virtually, based on individual need. All students receive teacher directed asynchronous learning on Wednesdays.

6-8: ASD categorical classrooms meet in-person four mornings per week and receive virtual instruction during the afternoon. CI categorical classrooms meet in-person and are divided into cohorts with each cohort receiving two onsite a.m. sessions per week and virtual support in the afternoon. Students receiving resource room, ancillary, and teacher consultant (TC) support remain virtual at the present time. Based on individual need, some students currently receive their virtual instruction while attending in-person for the full day or a partial day with a 1:1 parapro for support in their home school building. All students receive teacher directed synchronous and asynchronous learning on Wednesdays.

9-12: ASD center based classrooms and CI categorical classrooms attend in-person four days per week in the afternoon and receive virtual instruction during the morning. Based on individual need, some students receive their virtual instruction while attending in-person for the full day or a partial day with a 1:1 parapro for support in their home school building. All other special education services are provided virtually. All students receive teacher directed synchronous and asynchronous learning on Wednesdays.

Post Secondary: Students receive in-person support four mornings per week while engaging in virtual instruction during the remainder of their schedule.

P-CCS Virtual Academy Students: All special education services are provided virtually as outlined in each individual student's IEP.

Students Identified as English Language Learners (EL)

Students who are English Language (EL) learners are provided support through both in-person and virtual models. Identified EL students are supported by the P-CCS EL Department through synchronous instruction and collaboration with classroom teachers to ensure content accessibility for any asynchronous materials and experiences. Specific details for each level in both the Safe Start Remote Learning with P-CCS and the P-CCS Virtual Academy models follow.

Safe Start Remote Learning with P-CCS Model

K-5: Identified EL students are receiving synchronous and asynchronous support from either a certified EL teacher or an EL paraprofessional.

6-8: Identified EL students performing at entering and emerging levels of English proficiency receive support from a certified EL teacher in an EL course. Identified students performing at developing and expanding levels of English proficiency receive support from a certified EL teacher in a core content co-taught environment.

9-12: Identified EL students performing at entering and emerging levels of English proficiency receive support from a certified EL teacher in an EL course. Identified EL students performing at developing and expanding levels of English proficiency receive support from a certified EL teacher in a content co-taught environment. Various students receive additional academic and social-emotional support from the Support EL Teacher as needed.

P-CCS Virtual Academy

K-5: Identified EL students are receiving synchronous and asynchronous support from either a certified EL teacher or an EL paraprofessional.

6-8: Identified EL students demonstrating entering and emerging levels of English proficiency receive support from a certified EL teacher in an EL course taught synchronously or asynchronously. All identified EL students receive support in co-taught content area courses taught by both an EL teacher and a content area teacher, synchronously and asynchronously. Each EL student receives mentor support from a certified EL teacher.

9-12: Identified EL students demonstrating entering and emerging levels of English proficiency receive support from a certified EL teacher in an EL course taught synchronously or asynchronously. Long-term English Learners and EL's performing at developing and expanding levels receive support in co-taught English courses taught by an EL teacher and a content area teacher with synchronous and asynchronous instruction. EL students in need of sheltered courses receive a mentor teacher.

Document Public Comments:

Keith Kompoltowicz, Nicholas Erickson, Steve Gulyas, Lindsey Marcum, Amanda McMahon, Jennifer Walls, Robert McCurdy, Jackie Owsley, Clinton Mikel, Rai Patankar, John Sturgeon, Jacob Cooke, Suzanne Shanlikian, Melissa Courtney, Jami Jaren, Kristin McHale-Johnson, Svetlana Toder, Caroline Erickson, Erin Findlan, Dayna Styles, Jessica Gracer, and Katie Carlson commented and/or asked questions on the district's instruction models during the pandemic.

Review Weekly 2-Way Interaction Rates

All Students (percentage of all students who received (2) 2-way interactions each week)	
Week 1 ~ 9/8 - 9/11	98.10%
Week 2 ~ 9/14 - 9/18	97.98%
Week 3 ~ 9/21 - 9/25	97.79%
Week 4 ~ 9/28 - 10/1	97.83%
Week 5 ~ 10/5 - 10/9	97.77%
Week 6 ~ 10/12 - 10/16	97.93%
Week 7 ~ 10/19 - 10/23	97.90%
Week 8 ~ 10/26 - 10/30	97.74%
Week 9 ~ 11/2 - 11/6	97.88%
Week 10 ~ 11/9 - 11/13	98.29%
Week 11 ~ 11/16 - 11/20	97.35%

This document will be posted to the transparency link on website and provided to CEPI

PLYMOUTH-CANTON COMMUNITY SCHOOLS
Plymouth, Michigan

TO: Members of the Board of Education
FROM: Monica L. Merritt, Superintendent
DATE: December 8, 2020
RE: Resolution to Consider Approval of Reconfirmation of the Plymouth-Canton Extended COVID-19 Learning Plan (First and Final Reading)

Recommended Resolution

It was moved by Member Kehoe and seconded by Member Borninski to reconfirm the Plymouth-Canton Community Schools Extended COVID-19 Learning Plan that was approved on September 29, 2020. This plan recommends that students continue to receive instruction through two distinct models: (1) The P-CCS Virtual Academy, a 100% virtual model, and (2) Safe Start Remote Learning with P-CCS, a model that began 100% virtually with a planned phase-in approach to in-person learning.

In Safe Start Remote Learning with P-CCS, all students in grades K-5 will continue to receive in-person instruction through a half-day hybrid model. Students in grades 6-12 will continue to receive instruction remotely through the end of the first semester, January 22, 2021, with opportunities for additional in-person support for students with academic and social-emotional needs, including specialized classes.

If necessary, based on the review of school, district, community, and county metrics and in consultation with the local health department, the district may pause in-person instruction for a specified period of time at a particular school, level, or districtwide.

This reconfirmation is a requirement of MCL 388.1698a of the State School Aid Act.

AYES: Members, Borninski, Brooks, Kehoe, Lazarowicz, McCoin, and Sidhu

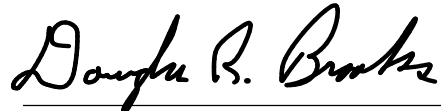
NAYS: None

Resolution declared adopted 6-0.



Board of Education, Secretary
Doug Brooks

The undersigned, duly qualified Secretary of the Board of Education, certifies that the foregoing constitutes a true and complete copy of a Resolution adopted by the Board of Education at a meeting held on December 8, 2020, the original of which is part of the Board's Minutes. I further certify that notice of the meeting was given to the public pursuant to the Open Meetings Act, Act 267 of the Public Acts of Michigan, 1976, as amended.



Board of Education, Secretary
Doug Brooks