



Dundee Community Schools Extended COVID-19 Learning Plan as Described in Public Act 149, Section 98a

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.

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



Dundee Extended COVID-19 Learning Plan

Address of School District/PSA: 420 Ypsilanti St., Dundee, MI 49286

District/PSA Code Number: 58050

District/PSA Website Address: www.dundeecommunityschools.org

District/PSA Contact and Title: Edward Manuszak, Superintendent

District/PSA Contact Email Address: edward.manuszak@dundee.k12.mi.us

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

Name of PSA Authorizing Body (if applicable):

Date of Adoption by Board of Education/Directors: September 14, 2020 / October 12, 2020 / January 11, 2021

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 re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after the approval of the plan, and monthly 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 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 2019-2020 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 Dundee Community 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. Our Hybrid Learning Plan allows for families that are not secure with their intentions to return to school to opt into a On-Line Learning Plan that offers a 100% virtual experience for the student and their families for the entire 1st semester. Dundee Community Schools begins this plan on Tuesday, September 8th for all students (either in the Hybrid Plan or the On-Line Plan). We have approximately 85% of our students enrolled into our Hybrid Learning Plan and 15% of our students enrolled into our On-Line Plan. The Hybrid Learning has split our students into as equal of groups as possible that allow for face-to-face learning to occur in a safe learning environment as outlined in our COVID-19 Preparedness and Response Plan that was approved by our Board of Education on Monday, Aug. 10, 2020. Cohort A meets face-to-face Mondays and Tuesdays and then conducts virtual learning on Wednesdays, Thursdays, and Fridays. Cohort B meets face-to-face Wednesdays and Thursdays and then conducts virtual learning on Mondays, Tuesdays, and Fridays. Cohort A for the year has 73 scheduled face-to-face days while Cohort B has 72 scheduled face-to-face days. Both Cohort A and B have 35 scheduled shared Fridays. For our On-Line Learning Platform we have Dundee Community Schools teachers and staff offering daily and weekly communication through email, interactive internet video chats, and through the telephone. Students in grades 6-12 are using Edmentum as their learning platform, while the students in Kindergarten through 5th grade are using Lincoln Learning.

MODIFICATION APPROVED OCT. 12, 2020 by DCS BOE:

We have added under Scenario 1 Phase 4, meaning that if the BoE approves five days a week face-to-face learning while we are in Phase 4 our district will not be able to practice social distancing within each of our classrooms and on the buses thus adhering to the six foot guidelines as outlined in Phase 4 Michigan's Return to School Roadmap. Additionally, the

BoE approved inviting/requiring students in grades 6-12 who were academically underperforming to attend face-to-face learning for all four days of school beginning Oct. 19. This may also affect our district's ability to keep proper social distancing.

MODIFICATION APPROVED JANUARY 11, 2021 BY DCS BOE:

Beginning on Monday, January 25, all students Y5-12th grade (with the exception of Riverside Academy students) will be offered the opportunity to attend school full-time, face-to-face, five days per week. Health precautions remain in effect, such as: the wearing of face coverings at all times (except when eating or outside) for all students PreK-12th grade and all staff members, access to frequent handwashing and hand sanitizer stations, increased cleaning schedules, and desk dividers. However, DCS cannot guarantee six-foot social distancing in all locations.

Families who are not comfortable having their students attend full-time may utilize virtual learning options through Lincoln Learning (K-5) or Edmentum (6-12) facilitated by a DCS staff member.

GSRP (Great Start Readiness [Preschool] Program) will transition to full-time, face-to-face learning for all students beginning February 16. Riverside Academy will offer full-time, face-to-face to students beginning with the third trimester on March 16, 2021. Virtual options will still be available for the students at the alternative high school if families are not comfortable with the face-to-face learning environment.

Approximately 14% of DCS students remain in a virtual learning format for the second semester.

We anticipate the Extended Continuity of Learning Plan to offer the agility for our district to respond to the changing health conditions of our students, staff and community. We will be in daily and weekly contact with the local Monroe County Health Department.

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

Dundee Community 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.

However, we will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, Dundee Community Schools will continue the use of (and professional learning 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 in order to modify instruction.

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

The AIMS/WEB and NWEA assessments in reading and mathematics will be administered to all students twice: once in the first nine weeks of the school year, and again 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 in February 2021 and June 2021.

As a means of continuous improvement in teaching & learning, all teachers will receive professional development in, and commit to the use of, 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 AIMS/WEB and NWEA results.

Goal 1 - All students (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by AIMS/WEB (K-5) and NWEA (6-8).

- 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 performance in Mathematics from Fall to Spring as measured by AIMS/WEB (K-5) and NWEA (6-8).

- 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.

Students enrolled in the MCISD operated Local Based Special Education program and attending four days face-to-face will be offered synchronous and asynchronous learning opportunities as outlined in the COVID-19 Preparedness and Response Plan. After consulting with the MCISD Regional Director for Special Education these goals are specific to the needs of these identified students:

Goal 1 -Students enrolled in the MCISD operated Local Based Special Education programs are assessed utilizing Imagine Language and Literature (K-8), Readworks (9-12) and NWEA (K-12)

Goal 2 - Students enrolled in the MCISD operated Local Based Special Education programs are assessed utilizing Imagine Math (K-8), Delta Math (9-12) and NWEA (K-12).

Some students with special needs participate in the MIACCESS alternative assessment and will not be able to participate in the benchmark assessments. Students will be assessed using student learning objectives (SLO) measured by progress on IEP goals, other curriculum based assessments, commercially available curriculum/assessment tool or criterion referenced assessment.

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: Dundee Community Schools' full instructional plan can be found here:

<https://drive.google.com/drive/folders/1dg7qZeJlgnGtKFcPpKAqGjvk9iDDBgEn>

Mode of Instruction

To start the school year, K-12 Hybrid Plan students will attend school twice weekly for face-to-face instruction. Student and staff health and safety will be addressed through a cohort model that keeps students together for the entire school day. On the three days they are not learning face-to-face, they will be offered a virtual learning format that will include synchronous and asynchronous learning opportunities as outlined in the COVID-19 Preparedness and Response Plan as adopted by the DCS Board of Education on Monday, August 10, 2020.

Families that have selected to learn due to safety concerns were offered a 100% On-Line Learning Platform for the entire first semester. Approximately 15% of our families took advantage of this platform. We have contracted with two outside vendors to offer Edmentum for our 6-12 students

and Lincoln Learning for our K-5 students. All students will be communicated with daily and weekly via email, virtual video calls and also phone calls.

- **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.

Note: Dundee Community Schools' full instructional plan can be found here:

<https://drive.google.com/drive/folders/1dg7qZeJlgngTkFcppKAqGjvk9iDDBgEn>

Curriculum and Instruction: Academic Standards

Dundee Community Schools curriculum for core academic areas is aligned to state standards and housed on-line within our Google Drive. As teachers navigate the wider than usual range of competencies expected this fall, they will use these: <https://achievethecore.org/page/3267/2020-21-priority-instructional-content-in-english-language-arts-literacy-and-mathematics> 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. The CIA Toolkits 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, virtual, and blended classroom environments, and incorporate well-being and SEL/trauma-informed practices into instruction.

As our teachers work to engage students remotely, they will use: <https://casel.org/wp-content/uploads/2020/07/SEL-ROADMAP.pdf>

- Remember Maslow
- Nurture a positive home climate for learning and parental involvement
- 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.

Assessment and Grading

Dundee Community 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. This is critical in

the instructional process so that students receive timely feedback that helps them know what they need to do to improve. It also gives the teacher important information to know how to adjust the teaching and learning process to meet each student's needs.

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 that allows them to see their children's grades at any time. 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. 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.

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.

Technology

Dundee Community Schools ensures all students will be provided equitable access to technology and the internet as described in our Continuity of Learning Plan that was previously submitted to the state. Dundee Community Schools has developed a system for maintaining student access to technology devices and the internet is described in the Continuity of Learning Plan, and again can be found here: <https://drive.google.com/drive/folders/1dg7qZeJlgnGtKFcPpKAqGjvk9iDDBgEn>

- **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, 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.

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.

Resources the district is using include the recently released MDE Special Education Guidance Document with a link found here:

https://www.michigan.gov/documents/mde/ReturntoSchool_699307_7.pdf

The offer of FAPE documented in a student's IEP is written for a traditional school setting often referred to as brick and mortar. Programs and services will be delivered at school or in a remote platform as described in each student Contingency Learning Plan (CLP). Remote instruction may be a blend of recorded lessons, live streaming, small group video conferencing or large group video conferencing. Each student's CLP will be developed to address how special education instruction, programs and services may be delivered remotely. 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. Some students with special needs participate in the MIACCESS assessment and will not be able to participate in the benchmark assessments administered by their local school district. The scores for these assessments should be included in the district report of the educational goal as required by Public Act 149. It is not a requirement that the data be reported to the regional data hubs.

- **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.

Vulnerable Student Supports

All staff will support students by continuing the MTSS and PBIS supports and processes for identification and intervention. Collaborative teams will meet weekly to identify student needs and supports necessary to address academic, behavioral, and social/emotional challenges. Continued progress monitoring on student learning and IEP goals and objectives will provide data and insight into students who may be struggling.

Student Access to Established Programs

All students will continue to have access to current programs operated or supported by DCS. Students in CTE courses on-site will follow necessary health and safety protocols and continue program sequencing to successfully complete necessary segments. Students enrolled in partnering district CTE programs are asked to follow the hosting district's instructional and health and safety plans. Dual enrolled and/or Direct College students will continue to have opportunities supported by partnering colleges or universities and Advanced Placement students will continue course work with the support of their assigned

teacher. DCS will continue established early childhood programs and supports while adhering to safety, health and program requirements.

Dundee Community Schools' full instructional plan addresses ways all learners are supported and can be found here: <https://drive.google.com/drive/folders/1dg7qZeJlgnGtKfcppKAqGjvk9iDDBgEn> and for Early Childhood Plans can be found here:

https://docs.google.com/document/d/1ATZN3HtcR0OP2z_SvXvLrRpmkWGQwuCt6xbvvD0jTMw/edit