



**COVERT PUBLIC SCHOOLS**  
**Extended COVID-19 Learning Plan**

Address of School District/PSA: 35323 M-140 Highway, Covert, MI. 49043

District/PSA Code Number: 80040

District/PSA Website Address: [www.covertps.org](http://www.covertps.org)

District/PSA Contact and Title: Yolanda Brunt, Superintendent

District/PSA Contact Email Address: [brunty@covertps.org](mailto:brunty@covertps.org)

Name of Intermediate School District/PSA: Van Buren ISD

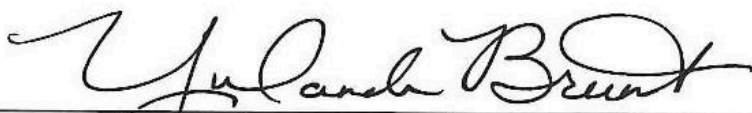
Name of PSA Authorizing Body (if applicable): N/A

Date of Approval by ISD/Authorizing Body: September 14, 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 of, if necessary, a pupil with assistance from a caretaker or guardian, enrolled in the District/PSA and the pupil's teacher and/or ancillary service provider 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.




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District Superintendent




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President of the Board of Education/Directors

September 14, 2020

Date

[Covert Updated Assurances](#)

## 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.

We approach a new school year that will sound, look, and feel much different than any other. We know that the conditions related to COVID-19 will continue to evolve. 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. These challenging circumstances have required that we reimagine teaching and learning, and how we engage with and support our students and families.

As we plan for a safe and successful 2020-2021 school year, we do so with an enormous sense of responsibility for the health and well-being of our students, families, and staff. Because of the wide range of experiences students had during the remote learning portion of the 19-20 school year, we anticipate that students will come to school in the fall of 2020 with a 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.

Throughout the spring and summer of 2020, our district collected extensive survey data from our parents. This data included family preferences regarding modes of learning. As the school year approached, it was clear that between 40-46% of our student's parents preferred a remote(at home) option. The remainder preferred to return to school for in-person instruction. On August 13, 2020, the Board of Education approved Covert Public Schools' Preparedness and Response Plan which offers two learning options: in-person instruction and remote learning.

Providing two modes of instruction with existing resources (staffing) presents a challenge. To meet that challenge, we have adjusted our weekly schedule to allow our teachers and staff to provide support for both our in-person and remote learners. Our plan involves in-person instruction for 4 days/week with Fridays as a day for all students to engage in remote learning. This day allows our teachers to conduct necessary check-ins with remote students and our custodians to conduct deep cleaning of our school buildings and the transportation department to deep clean the school buses.

## 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

The Covert Public School District 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.

### Educational Goals

The NWEA assessments in reading and mathematics will be administered to all students three times: once in the first nine weeks of the school year, in February and again prior to the last day of school. Teachers will meet with students 1:1 to check on their progress throughout the year. Elementary teachers will also use DRA and the Skills Checklist 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 2021.

As a means of continuous improvement in teaching & learning, all teachers will receive professional development in, and commit to the use of, Google Classroom, formative assessment and MTSS.

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

**Goal 1** - 100% of all students (K-9) will improve performance in Reading/ELA from Fall to Winter and from Winter to Spring as measured by NWEA.

- All teachers will use the Essential Standards/Safety Net Standards to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading/ELA academic standards.
- Results from Reading/ELA benchmark assessments, classroom Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

**Goal 2** - 100% of all students (K-9) will improve performance in Mathematics from Fall to Winter and from Winter to Spring as measured by NWEA.

- 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.

Resource Links:

[Reporting Timeline and Information for Extended COVI-19 Learning Plan Implementation](#)

[CPS Return to Learn Guidelines 2021-2022](#)

## 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: We are currently in Phase 4. The Covert Public School District full instructional plan can be found in the [Covert Public Schools COVID-19 Preparedness and Response Plan 2020-21](#)

### Mode of Instruction

Prior to the school year beginning, stakeholder feedback was collected via surveys and meetings. This feedback was considered in the development and adjustment of all instructional programs. Parent surveys were distributed on June 2 and July 20, 2020. A student survey was distributed in June as well. These surveys indicated that a majority of our parents and students wanted an onsite learning option while a significant number preferred a virtual option. Instruction in all core content areas will focus on essential standards and assessment strategies developed by teachers at each grade level or content area.

#### In-Person:

Beginning on August 31, 2020, Students K-9 will attend school four days( Mondays-Thursdays) for in-person instruction. Student and staff health and safety will be addressed through a cohort model that keeps students together for the entire school day. Friday will be remote learning for all students. This day allows our teachers to conduct necessary check-ins with remote students and our custodians to conduct deep cleaning of our school buildings and the transportation department to deep clean the school buses.

#### Remote:

High school students grades 10th, 11th & 12th will begin the year with remote learning. These students will utilize the Google Classroom platform for instruction, assignment, presentation, and collection of course material and student work. Certain subjects will also be offered through Odysseyware Academy. Tech Center students have been divided into two tracks. Track C students will attend the Tech Center on Mondays and Tuesdays. Track D students will attend the Tech Center on Thursdays and Fridays. No Tech Center on Wednesdays due to deep cleaning. Dual Enrolled students will have classes virtually through Lake Michigan College.

Per parent request, all students in grades K-12 will have the remote(at home) option for learning. Those students choosing remote instruction must remain in that instructional mode through at least the first marking period. Grades K-12 will utilize the Google Classroom platform for instruction, assignment, presentation, and collection of course material and student work. For grades 8th-12th certain subjects will also be offered through Odysseyware Academy.

- **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: We are currently in Phase 4. The Covert Public School District full instructional plan can be found in the [Covert Public Schools COVID-19 Preparedness and Response Plan 2020-21](#)

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

The Covert Public School District curriculum for core academic areas is aligned to the Michigan State Standards and Common Core Standards. As teachers navigate the wider than usual range of competencies expected this fall, they will use grade level Essential Standards/Safety Net Standards to provide guidance to help them design new (or best utilize existing) assessments to plan for differentiation of content, use results from NWEA assessments to inform instruction and prioritize K-12 instructional standards for the 2020-2021 School Year. The Essential Standards/Safety Net Standards 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 their understanding, assess and provide instruction in the content areas in-person, remotely, and incorporate well-being and SEL/trauma-informed practices into instruction.

Teachers and Paraprofessionals participated in two days of virtual professional development led by the Instructional Services Department of Van Buren ISD. The elementary and secondary teachers have also participated in professional development that focused on the principles of Multi-Tiered Systems of Support (MTSS) with an emphasis on the development of Essential Standards/Safety Net Standards in all content areas. Having these standards in place allows our teachers to focus their teaching on those most impactful standards for students in both onsite and virtual settings. Teachers will continue to work in Professional Learning Communities to review curriculum and alignment with the standards for both onsite and virtual students.

As teachers work to engage students remotely, they will

- utilize two way communication to document student engagement
- establish and maintain remote classroom norms and learning routines
- Encourage and 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

Covert Public School District 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 utilize formative assessment which is critical in the instructional process because it allows students to 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. Classroom level assessments are also utilized to evaluate student progress and understandings

Parents and legal guardians also can access their children's grades at any time through the Powerschool parent portal. 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

Each of the surveys administered to our parents have included questions around technology needs including devices and internet access. This data has been used to develop lists of students in need.

August 24th, 25th & 26th were designated days for remote learners to pick Chromebooks. Appointment times for pick up were also made for students to pick up Chromebooks. Hotspots in the front and back parking lots of the school were also created for students to access the internet. The District purchased additional hotspot devices for families in need. These items have been provided at no cost to students.

The Covert Public School District 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. The Covert Public School District system for maintaining student access

to technology devices and the internet is described in the Continuity of Learning Plan, and again in the [Covert Public Schools COVID-19 Preparedness and Response Plan 2020-21](#).

- **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**

All students with IEP were allowed to return for in-person instruction for four days (Mondays through Thursdays) with Friday being a remote learning day. Covert Public School District will provide students with disabilities and other vulnerable populations, as identified by IDEA and Section 504, with the accommodations, resources, and programs necessary to have equitable access to instruction and an equal opportunity to participate. In addition to local resources, Covert Public School District will be using the following guidance created by MDE/OSE as a basis for this service delivery.

[Guidance for Compliance with the Individuals with Disabilities Education Act and the Michigan Administrative Rules for Special Education During the COVID-19 Pandemic](#)

[Guidance to Address Return to Learn for Students with IEPs](#)

[Guidance to Address Foregone Learning for Students with IEPs as a Result of the COVID19 Pandemic](#)

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.

The Covert Public School District full instructional plan addresses ways all learners are supported and can be found in the [Covert Public Schools COVID-19 Preparedness and Response Plan 2020-21](#).

In addition to the considerations noted above regarding students with disabilities, Teaming efforts characterized as 'child find' and 'child study' will continue to identify students in need of specialized instruction, accommodations, and intervention.