Saline Area Schools | Saline, Michigan
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.

This is a Review Only document. Please download it as a Microsoft Word document to add your own District/PSA logo and Extended Covid-19 Learning Plan.

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

MAISA | MICHIGAN ASSOCIATION OF INTERMEDIATE SCHOOL ADMINISTRATORS
SUPPORTING REGIONAL EDUCATION SERVICE AGENCIES

MICHIGAN Department of Education

MCCSA Michigan Council of Charter School Authorizers

MASA | Michigan Association of Superintendents & Administrators

massp Leadership Lives Here. Michigan Association of Secondary School Principals

MASB MICHIGAN ASSOCIATION OF SCHOOL BOARDS

MEMSPA MICHIGAN ELEMENTARY AND MIDDLE SCHOOL PRINCIPALS ASSOCIATION

Saline Area Schools Extended COVID-19 Learning Plan

Address of School District/PSA: Saline Area Schools 7265 Saline-Ann Arbor Rd Saline, MI 48176

District/PSA Code Number: 81120

District/PSA Website Address: www.salineschools.org

District/PSA Contact and Title: Scot Graden, Superintendent

District/PSA Contact Email Address: gradens@salineschools.org

Name of Intermediate School District/PSA: Washtenaw ISD

Name of PSA Authorizing Body (if applicable):

Date of Approval by ISD/Authorizing Body:

Assurances

1. The District/PSA will make their ISD/Authorizing Body approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's/PSA's website no later than October 1, 2020.

2. The District/PSA will create and make available on its transparency reporting link located on the District/PSA's website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan not later than February 1, 2021, for goals its expected would be achieved by the middle of the school year and not later than the last day of school of the 2020-2021 school year for goals the District/PSA expected would be achieved by the end of the school year.

3. Benchmark Assessments: The District/PSA will
    - select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
    - administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year and again not later than the last day of the of the 2020-2021 school year.

4. If delivering pupil instruction virtually, the District/PSA will
    - provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
    - expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.

5. The District/PSA, in consultation with a local health department will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that are based on local data that are based on key metrics. *Note: A determination concerning the method for delivering pupil instruction shall remain at the District/PSA Board's discretion.* Key metrics that the District/PSA will consider shall include at least all of the following:

    - COVID-19 Cases or Positive COVID-19 tests
    - Hospitalizations due to COVID-19
    - Number of deaths resulting from COVID-19 over a 14-day period
    - COVID-19 cases for each day for each 1 million individuals
    - The percentage of positive COVID-19 tests over a 4-week period
    - Health capacity strength
    - Testing, tracing, and containment infrastructure with regard to COVID-19

6. If the District/PSA determines that it is safe to provide in-person instruction to pupils, the District/PSA will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District/PSA.

7. The District/PSA assures that
    - instruction will be delivered as described in this plan and 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 is impacting our school community in a number of ways: we are experiencing a traumatic event, many students may have significant gaps in their learning, and equity issues are more pronounced.

As we return to school in the fall, our first priority will be to ensure the well-being of all members of our school community. Because of the wide range of experiences students had during the remote learning portion of the 19-20 school year, we anticipate that students will come to school in the fall of 2020 with a wider than usual range of competencies. We expect that many students will be behind and will need opportunities to catch up. Teachers will need opportunities to collaborate with each other as they examine student work and determine what comes next in the learning for each student.

As Saline Area Schools plans to begin the school year in an all-virtual learning environment, we will need to ensure that there are structures in place to ensure student engagement and achievement for all. This plan will focus on teaching and learning with an emphasis on equity for all learners and the well-being of students and staff.

Educational Goals

- **Please outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. The District/PSA must establish all of its goals no later than September 15, 2020. Authorizing bodies expect PSA educational goals will be aligned to the educational goal within your charter contract.
- **Specify** which goals are expected to be achieved by the middle of the school year and which goals are expected to be achieved by the end of the school year.
- **Ensure** that all of the following apply to the educational goals described in this section: (a) The goals include increased pupil achievement or, if growth can be validly and reliably measured using a benchmark assessment or benchmark assessments, growth on a benchmark assessment in the aggregate and for all subgroups of pupils; (b) The District/PSA benchmark assessment(s) are aligned to state standards and will be administered to all pupils K-8 at least once within the first 9 weeks of the 2020-2021 school year and not later than the last day of the 2020-2021 school year to determine whether pupils are making meaningful progress toward mastery of these standards; and (c) the District's/PSA's educational goals are measurable through a benchmark assessment or benchmark assessments.
- To the extent practicable, the District/PSA will administer the same benchmark assessment or benchmark assessments that it administered to pupils in previous years.

Quality Evidence-Based Assessment Practices

The Saline Area Schools 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.

However, we will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, Saline Area 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

Our educational goals for Saline Area Schools this year are to:

1) Use benchmark assessment data to understand and address the extent of academic need among our students following the loss of continuous instruction caused by the pandemic.

2) Design and target instruction to meet those goals, closely monitoring students who were most at-risk and whose learning was most likely to be further negatively impacted by the current pandemic.

3) Improve the performance of K-8 students in Reading/ELA and Math from Fall to Spring as measured by Acadience and NWEA*.
4) Maintain a focus on student and staff emotional wellness while meeting these academic goals.

In order to meet goal 1 and 3 and in compliance with the benchmark requirements of PA 149, we wil administer the Acadience Assessments (for all students in grades K-3) and NWEA Assessments (for all students in grades 4-8) in reading and mathematics to all students. This will occur once in the first nine weeks of the school year, and again prior to the last day of school. Throughout the school year, we will use formative assessments to target instruction for all students and inform our progress toward both individual student goals and our collective student subgroup goals. We will also use Acadience subtests to monitor the progress of students receiving additional intervention to ensure their accelerated learning (goal 2). Progress reports showing evidence of accomplishment of the educational goals for both grade level and student subgroups will be available in the middle of the year (February) and the end of the year (June).

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

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 Saline Area Schools full instructional plan can be found in the MI Safe Schools Roadmap - Saline Area Schools

Mode of Instruction
To start the school year, all K-12 students will attend school virtually for the first three weeks.

From September 8 to September 25, all Saline Area Schools students will attend virtually. Starting Monday, September 28, 2020 (if local conditions allow), students who have opted into in-person learning will begin a hybrid model of instruction. Those who elected virtual will continue in the virtual model. Previously, a parent-student survey was conducted by the district and approximately 70% of families elected for in-person learning (when conditions allow), and 30% elected for full virtual learning for the first trimester of school (ending November 20, 2020).

This hybrid schedule attends to health and safety by minimizing the number of students in the building at any one time, allowing us to maintain proper social distancing guidelines.

October 12, 2020, is the target date to begin in-person instruction 5 days a week for those families who elected the face-to-face model (if local conditions allow).

- **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: The Saline Area Schools full instructional plan can be found in the MI Safe Schools Roadmap - Saline Area Schools

Curriculum and Instruction: Academic Standards
The Saline Area Schools curriculum for core academic areas is aligned to state standards and housed in our district curriculum website. Teachers will be housing all of their lesson plans in both Seesaw (elementary level) and Google Classroom (secondary level). As teachers navigate the wider than usual range of instructional models (virtual, hybrid, in-person), they will apply best practices to assess student progress. The district's Instructional Design Team conducted Professional Development to help our teachers prepare for instruction in a virtual setting which can translate to and from in-person instruction as necessary. To view the training, click here: Preparing for Connected Learning.

Saline Area Schools best practices:

- Intentionally build and teach into your learning management system
- Prioritize relationship building
- Leverage strategies for engagement and equity
- Create a cycle of feedback for students
- Create learning models for online and in-person instruction

- **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

Saline Area 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 place a heavy emphasis on balanced assessment. It is critical in the instructional process so that students receive timely feedback (in a variety of different types of assessment) 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 have been working on developing Standards Based Grading at our K-8 levels. Also, we have provided professional development at our high school level in order to move away from a more standardized, multiple-choice type of assessment system.

We make available to our parents and legal guardians a web-based system called PowerSchool, 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. 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, phone calls and through the selected learning management systems (SeeSaw, Google Classroom). Finally, we distribute to parents report cards at the end of each trimester in Saline.

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

Saline Area 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. The Saline 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 MI Safe Schools Roadmap - Saline Area Schools

- **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

Saline Area Schools provides services to students with disabilities ranging in age from 2.5 to 26. The student's specialized learning plans such as IEPs and 504 plans will be reviewed in coordination with general and special education teachers and service providers. The district has established structures for general and special education teachers and/or service providers to collaborate and communicate regarding student performance and progress on IEP goals and objectives, as well as curriculum standards, with special consideration regarding assistive technology and accessibility. Using data changes will be made to the students' plans to address any current needs.

The district has developed a process for continuation of services for students receiving specialized instruction or ancillary services such as speech and language, occupational therapy, physical therapy, or social work services as prescribed in their IEP. The district also ensures a method for the continuation of evaluations for students suspected of having a disability as well as those requiring a re-evaluation. The district has a plan to provide these services either face to face or virtual at all building or programming locations beginning with the first day of instruction.

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.

For children with disabilities ages birth to age 2.5 the district collaborates with the local ISD to ensure accurate and timely delivery of services as listed in the student's IFSP.

- **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 Saline Area School's full instructional plan addresses ways all learners are supported and can be found in the MI Safe Schools Roadmap - Saline Area Schools