

E | EVART PUBLIC SCHOOLS

EXTENDED COVID-19 LEARNING PLAN



“Home of the Wildcats!”

Evart Public Schools Extended COVID-19 Learning Plan

Address of School District/PSA: 321 North Hemlock, Evart, MI 49631

District/PSA Code Number: 67020

District/PSA Website Address: evartps.org

District/PSA Contact and Title: Shirley Howard, Superintendent

District/PSA Contact Email Address: howards@evartps.org

Name of Intermediate School District/PSA: Mecosta-Osceola Intermediate School District

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 4 **12**, 2020.
2. **By not later than January 15, 2021, the district shall create a report that includes information regarding both of the following and shall ensure that the report under this subdivision can be accessed through the transparency reporting link located on the district's website:**
 - a. **The amount and type of training provided during the current school year as of the date of the report to teachers of the district through professional development that focuses on how to deliver virtual content.**
 - b. **The amount and type of training provided during the current school year as of the date of the report to the parents and legal guardians of pupils and to pupils on how to access and use virtual content provided by the district.**
3. 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.
4. Benchmark Assessments: The District/PSA will
 - a. select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - b. 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.
5. If delivering pupil instruction virtually, the District/PSA will
 - a. provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
 - b. 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.
6. 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:
 - a. COVID-19 Cases or Positive COVID-19 tests
 - b. Hospitalizations due to COVID-19
 - c. Number of deaths resulting from COVID-19 over a 14-day period
 - d. COVID-19 cases for each day for each 1 million individuals
 - e. The percentage of positive COVID-19 tests over a 4-week period
 - f. Health capacity strength
 - g. Testing, tracing, and containment infrastructure with regard to COVID-19
7. 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.

8. 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 re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after ISD approval of the plan, and ~~every 30 days~~ **each month** thereafter at a meeting of the Board, and
 - For each reconfirmation described in this subdivision, the district shall report to the center, in a form and manner prescribed by the center,**
 - the instructional delivery method that was reconfirmed;**
 - how that instruction will be delivered for each grade level offered by the district, including pre-kindergarten, as applicable; and**
 - whether or not, as determined by the department in consultation with the center, the district is offering higher levels of in-person instruction for English language learners, special education students, or other special populations.**
 - 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.
9. 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.
10. 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, **or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress** 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.

Clarification of Assurance 10: "2-way interaction" means a communication that occurs between a pupil and the pupil's teacher or at least 1 of the pupil's teachers **or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress**, where 1 party initiates communication and a response from the other party follows that communication, and that is relevant to course progress or course content for at least 1 of the courses in which the pupil is enrolled **or relevant to the pupil's overall academic progress or grade progression**. Responses, as described in this subdivision, must be to the communication initiated by the teacher, **by another district employee who has responsibility for the pupil's learning, grade progression, or academic progress, or by the pupil**, and not some other action taken.

Shirley Howard

District Superintendent or President of the Board of Education/Directors

10-06-2020

Date

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 educational system as well as our community in many ways. In our small, rural community many adults are still out of work. The stimulus checks and the increase unemployment have run out. Not being able to socialize, as well as the mandate of having to wear a mask have increased anxiety and concern in both children and adults.

Certainly the pandemic has had a deep affect on our students. Not being able to provide face to face instruction beginning on March 16, 2020 can never be totally made up. However, it is our responsibility to provide all the services we possibly can to help every student be at the same place they would have been academically had school never been shut down. What will be even more difficult will be to help children overcome the mental health issues they are currently experiencing as a result of the pandemic. There will be gaps in learning that cannot be ignored caused partially by the inequity we have in being able to provide online opportunities for every student. Internet service is not available to all our students. Even though the district has provided hot spots to try to alleviate this inequity, we are still not at 100%.

We must provide the best educational opportunity for every student in our district. Our first choice would be for all students to attend school face to face. Our county has experienced only a few cases since March. Our positivity rate remains at less than 5%. However we have parents and guardians that are very concerned and worried that their children could be at a higher risk of contacting COVOD if they came to school. Therefore, we realized that Evart Public Schools needed to provide not only a face to face option but an online option as well. We wanted an option that would allow our virtual students to return face to face when they were ready. For that reason, Evart Public School teachers are providing virtual learning for those not attending face to face using the same curriculum materials, standards, and expectations as used in the classrooms.

Because of the wide range of experiences students had during the remote learning portion of the 19-20 school year, we knew that students would come to school in the fall of 2020 with a wider than usual range of competencies. We expected that many students would be behind and would need opportunities to catch up. We realized that teachers would need more time for planning for both face to face and online learner and additional planning time was built into the schedule. Additional training in the effective use of Google Classroom was provided.

We believe our Return to School Plan provided the best opportunity for all students. It focuses 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 was administered to pupils in previous years.

Evart Public Schools has used the NWEA Assessments in reading and math in grades K-8 three times a year for the past several years. Because the assessments cover the Michigan Standards, specific standards not yet mastered are easily identified. Tier One instruction is then able to focus on those standards. In addition, for individual students who need additional support with specific deficiencies in their learning, targeted interventions can be implemented. NWEA is able to predict where students must be at if they are going to be successful when taking the state assessments in the spring. By using the scores on NWEA MAP Growth, Edgenuity creates individualized learning paths for each student to help them achieve maximum growth until the next testing cycle. Teachers are able to monitor the progress students are making.

Educational Goals

The NWEA assessments in reading and mathematics will be administered to all students three times throughout the school year: once in the first nine weeks of the school year, again in January or early February and finally 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 and June.

Goal 1 - All students (K-8) will improve individual performance as evident in the increase in individual RIT Scores in Reading/ELA from Fall to Spring as measured by NWEA.

All teachers will use the formative assessment process to support adjustments to teaching, as well as to support individual student progress towards mastery of Reading/ELA academic standards.

Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and other formative assessments will be continuously discussed and analyzed by staff.

Goal 2 - All students (K-8) will improve individual performance in Mathematics from Fall to Spring as measured by NWEA.

All teachers will use the formative assessment process to support adjustments to teaching & learning, and to support meaningful student progress towards mastery of Mathematic academic standards.

Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

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).

Evart Public Schools believes that for students to fully access learning, a face to face environment is necessary if at all possible. Therefore, Evart Public Schools will reopen school on August 19, 2020 with a full face to face option in place for all students in grades Pre-12.

There are many new policies and procedures that Evart Public Schools will implement while in Phase 4 to comply with the requirements necessary to allow our schools to reopen face to face. In our COVID-19 PREPAREDNESS AND RESPONSE PLAN, you will find policies and procedures outlined for each safety protocol specified in the Return to School Roadmap for Phase 4. You will find specific details under each of the following areas: Facial Coverings, Hygiene, Cleaning, Athletics, Screening, Testing and Busing/Student Transportation. In addition, details on the plan for Instruction include not only details on face to face instruction but also details on the available online instruction option. Both options are available to all PreK-12 grade students enrolled in Evart Public Schools.

The Evart Public Schools complete instructional plan can be found in the COVID-19 PREPAREDNESS AND RESPONSE PLAN found on the district's website at evartps.org.

Mode of Instruction

Evart Public Schools will provide face to face instruction for all PreK-12 students beginning on August 19, 2020. All requirements for returning to face to face instruction will be shared with parents before school starts. Elementary students will be taught in a self contained setting. Special teachers will come to the classrooms. Lunch will be eaten in the room. Elementary students will not have to wear masks in the classroom. Students in class 5-8 will all be assigned to a cohort group to reduce the comingling of students. Teachers at this level will also move to the students rather than having students move (with the exception of enrichment classes). At the high school, comingling cannot be avoided; however, many practices are being put in place to reduce the congregating of students. All students in grades 5-12 are required to wear masks. Mask breaks will be given as frequently as possible.

Realizing that not all families are ready to send their children back to school as a result of COVID-19, online instruction taught by Evart Public School teachers will be available for any student in Pre-kindergarten through 12th grade. All teachers will be using Google Classroom as the online platform. Depending on the grade level, how students receive the Google Classroom instruction may vary. It is expected at the middle and high school levels that instruction will be delivered via live and recorded content. Students will connect via Google Meet and participate with their classmates in real time as much as possible. Also at the high school level, students who are in need of credit recovery will continue to use APEX. In addition, because our high school is very small and class offerings are somewhat limited, students will continue to have the opportunity to take a course not offered at our high school. These courses are offered through Educere. Dual enrollment is also an option. At the elementary level, instruction will be recorded and uploaded to Google Classroom. Specific details and expectations will be shared with all students and their families by each individual teacher via their classroom Facebook page and/or other electronic communications. Evart Public Schools will provide a chromebook and/or hot spot to any student needing these items to participate online.

- **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.

Curriculum and Instruction: Academic Standards

Evart Public School's Curriculum for core academic areas is aligned to state standards. It is expected that students would not be at the same level as they would have been had school not closed on March 13th. However it will be the goal and expectation that every attempt will be made to help students achieve the expected academic standards that apply for their current grade level or courses that would have been expected if there had been no pandemic. Teachers will continually monitor progress, use results from assessments to prioritize K-12 instructional standards for the 2020-2021 school year. Approximately 80% of our students are receiving their instruction face to face five days a week. The expectations for students for content and grading are the same for both face to face and virtual students.

Should the district be forced to close the following procedures will be in place to provide the same content and expectations for each grade level or course in a remote learning environment.

The district plans to use an online model for instruction using online learning platforms. Online instruction will be available to all students in PreK-12 grade. The virtual format used in Phase 4 for students who did not participate face to face will continue. To ensure that we have purchased enough hot spots to meet the needs of all those without internet service, parents will be contacted at the beginning of the 2020-21 school year to verify device and internet status currently available to their student(s). The district currently has 100 hot spots that can be deployed. Each student in our district will have a chromebook assigned to him/her at the beginning of the year. For a student who does not have a device at home, a chromebook will be provided. For a student who does not have internet service, a hotspot will be issued. Each Evart student in a household will be issued a chromebook but only one hotspot will be needed to access all of the devices. Distribution of the devices and/or hotspots will begin as soon as possible upon closure of the school. School and course materials-if needed-will be available when food is delivered or picked up. Students will be expected to complete all requirements of the class and grades will be given. Students who fail to complete course requirements will not receive credit.

Teachers will continue to provide instruction five days each week. All teachers will be using Google Classroom or Seesaw as the online platform. All teachers received training during the summer on using Google Suite. They were then allowed eight paid professional development hours to set up their Google Classrooms and practice using the extensions and applications that would enhance the online delivery. All students will be instructed in Google Suite and will have the opportunity to experience it in face to face classrooms at the beginning of the year in preparation should our district be moved back to Phase 3. Depending on the grade level, how students receive Google Classroom instruction may vary. It is expected at the middle and high school levels that instruction will be delivered via live as well as through recorded content. Students will connect via Google Meet or Zoom and participate with their classmates in real time. Also at the high school level, students who are in need of credit recovery will continue to use APEX. In addition, because our high school is very small and class offerings are somewhat limited, students will continue to have the opportunity to take a course not offered at our high school. These courses are offered through Educere. Dual enrollment is also an option. At the elementary level, instruction will be recorded and uploaded to Google Classroom. Specific

details and expectations will be shared with all students and their families by each individual teacher via their classroom Facebook page and/or other electronic communications.

Beyond completion of assignments and projects on Google Classroom, students and teachers need to participate in twice a week, two-way communication. Teachers of 5th-12th grade students will send an email to the student's email account on the 1st day of every school week to check in, offer assistance, and inquire about questions the student may have. The student is required to respond by Wednesday of the same week via email as well as participate in a two-way phone conversation sometime during the week with his/her teacher. For the K-4th grade students, teachers will phone/email/text/video conference both the student and the primary parent/guardian twice weekly. Again, there must be documented two-way communication at least two times each week with every student.

- **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

Evart Public School 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. 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. In addition, district wide comprehensive assessments are given three times a year using NWEA in grades K-8 and STAR in grade 9-12.

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 using our Skyward student management system. Teachers in fifth through twelfth grade keep up-to-date information on student grades in this system. Written progress reports are sent to parents and guardians midway through the marking period. Formal parent teacher conferences are held in October and March. Report cards are sent home four times a year.

It is the expectation for all teachers that they keep parents and guardians abreast of any concerns regarding a student's grade through emails and phone calls. At the elementary level Friday folders are also used to communicate with parents and guardians on a weekly basis.

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

Evart Public Schools is currently providing face to face instruction as well as an online learning option. To meet the needs of all our students should our district be forced into a total virtual delivery the following steps are currently in place for our virtual students and will be expanded as necessary to provide equitable access.

Realizing that not all families are ready to send their children back to school as a result of COVID-19, online instruction taught by Evart Public School teachers will be available for any student in Pre-kindergarten through 12th grade. All teachers will be using Google Classroom or Seesaw as the online platform. Depending on the grade level, how students receive the Google Classroom instruction may vary. It is expected at the middle and high school levels that some instruction will be delivered via live and recorded content. Students will connect via Google Meet or Zoom and participate with their classmates in real time. Also at the high school level, students who are in need of credit recovery will continue to use APEX. In addition, because our high school is very small and class offerings are somewhat limited, students will continue to have the opportunity to take a course not offered at our high school. These courses are offered through Educere. Dual enrollment is also an option. At the elementary level, instruction will be recorded and uploaded to Google Classroom. Specific details and expectations will be shared with all students and their families by each individual teacher via their classroom Facebook page and/or other electronic communications. **Evart Public Schools will provide a chromebook and/or hot spot to any student needing these items to participate online.**

Should the district be closed for face to face instruction by the health department, Evart Public Schools plan to use an online model for instruction using online learning platforms. Online instruction will be available to all students in PreK-12 grade. The virtual format used in Phase 4 for students who did not participate face to face will continue. To ensure that we have purchased enough hot spots to meet the needs of all those without internet service, parents will be contacted at the beginning of the 2020-21 school year to verify device and internet status currently available to their student(s). The district currently has 100 hot spots that can be deployed. Each student in our district will have a chromebook assigned to him/her at the beginning of the year. For a student who does not have a device at home, a chromebook will be provided. For a student who does not have internet service, a hotspot will be issued. Each Evart student in a household will be issued a chromebook but only one hotspot will be needed to access all of the devices. Distribution of the devices and/or hotspots will begin as soon as possible upon closure of the school. School and course materials-if needed-will be available when food is delivered or picked up. Students will be expected to complete all requirements of the class and grades will be given. Students who fail to complete course requirements will not receive credit.

Students with identified special needs

- **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.

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 to collaborate and communicate regarding student performance and student needs on IEP goals and objectives.

Our special education director will work closely with the Mecosta Osceola Intermediate special education itinerant staff to ensure a continuation of services for students receiving speech and language support, 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.

Parents will have the option of attending meetings regarding their children either in person or remotely.

- **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.

Early Childhood programs will continue to be held at Evert Public Schools face to face. These programs include the Early Childhood Special Education Program run by Evert Public Schools, GSRP run by the Mecosta-Osceola Intermediate School District, as well as Headstart. Should our elementary school be closed by the health department, teachers would provide instruction remotely as well as providing packets with learning activities to be sent or delivered to each student.

Students in grade eleven and twelve participate in many CTE programs offered through the Mecosta-Osceola Intermediate School District. Evert Public Schools provides transportation for our students to attend these programs which are housed at the career center located in Big Rapids. The career center is providing only face to face instruction in the beginning of the 2020-21 school year. In the event the career center is closed because of the pandemic, instruction will continue virtually.

We also have students enrolled in the Woodbridge Program at Ferris State University. In the past these students attended classes on campus and bussing was provided. This year because of the pandemic the classes are online. In addition, we have other students taking dual enrollment classes online from other colleges and universities.