



Clarenceville School District Extended COVID-19 Learning Plan

Address of School District/PSA: 20210 Middlebelt Road, Livonia, MI 48152

District/PSA Code Number: 63090

District/PSA Website Address: www.clarencevilleschools.org

District/PSA Contact and Title: Paul Shepich, Superintendent

District/PSA Contact Email Address: paul.shepich@clarencevilleschools.org

Name of Intermediate School District/PSA: Oakland

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.

Paul K. Shepich, Superintendent

District Superintendent or President of the Board of Education/Directors

September 24, 2020

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 for students, families, and staff; 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.

The Clarenceville School District began the school year in a fully remote/virtual learning environment. The district will ensure that there are structures in place to make sure there is 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.

Educational Goals

The DIBELS and/or 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 and 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 DIBELS/NWEA results.

Goal 1 - All students (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by DIBELS in grades K-3 and NWEA in grades 4-8.

- 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 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.

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).

Clarenceville School District began school on August 31, 2020 for instruction. The district offered two options for parents related to instructional delivery and exposure to core content.

The Options are outlined below:



Learning Options

K-5		6-12	
<p>Option 1 Flexible based on local/state authority or school board decision.</p>	<p>Option 2 Clarenceville Virtual Academy is a semester-long commitment.</p>	<p>Option 1 Flexible based on local/state authority or school board decision.</p>	<p>Option 2 Clarenceville Virtual Academy is a semester-long commitment.</p>
<p>Fully remote learning MI SAFE START: Phase 1-6 Learning at home 5 days per week with CSD teachers.</p> <p>-OR-</p> <p>In-person hybrid learning MI SAFE START: Phase 4-5 Half of the students attend in-person 2 days per week and remote 3 days per week.</p> <p>-OR-</p> <p>In-person 5 Days/Week MI SAFE START: Phase 5-6</p>	<p>Clarenceville Virtual Academy Elementary full-time virtual learning MI SAFE START: Phase 1-6</p> <ul style="list-style-type: none"> • Stay enrolled in Clarenceville Schools • Commit to one semester • Live and recorded lessons • Same curriculum as option 1 • Social-emotional learning included • Taught by Clarenceville teacher 	<p>Fully remote learning MI SAFE START: Phase 1-6 Learning at home 5 days per week with CSD teachers.</p> <p>-OR-</p> <p>In-person hybrid learning MI SAFE START: Phase 4-5 Half of the students attend in-person 2 days per week and remote 3 days per week.</p> <p>-OR-</p> <p>In-person 5 Days/Week MI SAFE START: Phase 6</p>	<p>Clarenceville Virtual Academy Secondary full-time virtual learning MI SAFE START: Phase 1-6</p> <ul style="list-style-type: none"> • Stay enrolled in Clarenceville Schools • Commit to one semester • Edmentum Courseware • Flexible, self-paced • Live daily check-in sessions with a CSD teacher • Social-emotional learning included • Supported and/or mentored by Clarenceville teachers (dependent on enrollment)

Special Note for Option 1, K-12:

Option 1 has three possible variations for how students participate in learning. **Clarenceville began school on August 31 in fully remote learning.** This decision will be evaluated on an ongoing basis. Students choosing Option 1 may move fluidly between fully remote, in-person hybrid, and 5 days per week in-person depending on current information in the region.

- **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

The Clarenceville School District curriculum for core academic areas is aligned to state standards and housed in Atlas Rubicon. As teachers navigate the wider than usual range of competencies expected this fall, they will use these [Curriculum, Instruction, and Assessment Toolkits](#) 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.

- **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

Clarenceville 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 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 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 and course progress through emails and phone calls. Finally, we send out to parents report cards at the end of each marking period or semester.

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

The Clarenceville 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. All students were given the opportunity to pick up a student chromebook at designated times and at a rate of one per student. Families without internet access were given a hotspot and the district pays the monthly fee. In addition, administrators closely monitor student engagement in online courses and make contact with students that have not engaged. When necessary, administrators have brought chromebooks/ hotspots to students residences or helped families obtain internet access at home.

- **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.

Equitable Access

The Clarenceville Special Education Department is dedicated to providing free and appropriate educational opportunities for students with disabilities and will align with Oakland County Health Division recommendations. Our special education staff will continue working with families to collaboratively identify the most essential services for each student that can be provided both directly and indirectly in virtual or hybrid learning environments. Student plans will be adjusted, as needed, in coordination with families. We recognize that each student will have an individual plan based on the learning model selected by a student's family.

CSD will continue to support our students with IFSPs and IEPs in the following programs:

- Birth to 3/Early On
- Early Childhood/Pre-K Special Education Programs & Services
- K-12
- Clarenceville students who attend MoCI/SCI, SXI and ASD Programs through cooperative agreements
- Career Prep
- Clarenceville students who attend Center-Based Programs in Oakland County

The Special Education Department will follow MARSE and IDEA policies and procedures for students with disabilities. This includes following child find requirements, evaluations, eligibility, and providing accommodations, aids and related services to students who are eligible under MARSE criteria for disabilities. The District will adhere to health guidelines during evaluations and when providing accommodations, aids, and related services.

Clarenceville School District will continue to identify, locate, and evaluate students suspected of having a disability and needing special education and related services. At the same time, Clarenceville School District will be mindful that students have had changes to their typical learning environment when initiating the referral process. Some evaluation procedures can be completed in virtual learning situations and other evaluations require in person contact with students or observations of students in school settings. Clarenceville School District will conduct evaluations and in-person while adhering to public health guidelines for the safety of students and staff.

CSD is committed to providing families an opportunity to have meaningful participation in the special education process. We will continue to conduct virtual IEP meetings.

Optional Considerations for District/PSA Extended COVID-19 Learning Plans:

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 are met.

Vulnerable Student Populations

The Student Services Department will follow all district and federal Section 504 policies and procedures for compliance under Section 504. This includes:

- Adhering to child find requirements, evaluations, eligibility, and providing accommodations, aids and related services to students who are eligible under Section 504.
- Following required social distancing protocols during evaluations and when providing accommodations, aids, and related services.

The Student Services Department will:

- Support students with Section 504 Accommodation Plans
- Demonstrate good faith effort to provide accommodations and related services to students with 504 Plans
- Will work to ensure accessibility, including accommodations to their general education learning, as well as individual student needs
- If we in good faith cannot provide services on the 504 plan, the District will provide a Notice document to families.

CSD will continue to identify, locate, and evaluate students suspected of having a qualifying disability under Section 504. CSD will conduct evaluations remotely and in-person, while adhering to public health guidelines for the safety of students and staff.

- In-person learning: All federal and district policies and procedures will be adhered to in order to meet compliance under Section 504
- Remote learning: Individual needs will be reviewed to determine how to best support and provide accommodations, aids, and services so students identified under Section 504 can access curriculum

- **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

CSD will continue to operate its GSRP Program to assure that 4 year old children have access to this preschool program.

Social Emotional Support

CSD has provided social emotional support for all of our elementary and middle school students by utilizing our student behavioral coaches. This service is offered to both students and parents.

English Learners

CSD will make every attempt to provide English learners (ELs) with access to the same high-quality grade level instruction as all CSD students. ELs will participate in grade-level instruction and activities as well as engage in daily English Language activities to simultaneously develop English language proficiency and content understandings. It is important for students to read, write, speak, and listen to English every day. EL distance learning resources incorporate a variety of reading, writing, listening, and speaking activities. EL teachers will be available to provide support as usual and will be reaching out to students and families.

CTE, Early College, Dual Enrollment, Advanced Placement

CSD will make every attempt to provide students interested in CTE, Early College, Dual Enrollment and Advanced Placement with learning opportunities in the area and coursework that they desire. CTE students will continue to attend OSTC as permitted by OSTC; Early College students will continue to participate in our ACE (Accelerated College Experience) program at Oakland Community College; Dual Enrollment students will still attend OCC and Schoolcraft; and Advanced Placement (AP) students will have access to AP courses in virtual, remote, or hybrid learning.