



District/PSA Template for the Extended COVID-19 Learning Plan as Described in [Public Act 149](#), Section 98a

September 14, 2020

On August 20, 2020 Governor Whitmer signed House Bill 5913 into law as Public Act 149. Section 98a states that in order to receive state aid for 2020-2021, districts must provide for instruction under an extended COVID-19 Learning Plan (“Plan”) that has been approved by an intermediate district or authorizing body. The Plan does not replace the District’s/PSA’s COVID-19 Preparedness and Response Plan, it is an additional plan that includes new assurances and sections on educational goals, instructional delivery, grading, and equitable access. PA 149 does not apply to districts that operate as a cyber school.

District/PSA educational goals written for all students and all subgroups must be established no later than September 15, 2020 and submitted in their Plan to the ISD or Authorizing Body, as applicable, no later than October 1, 2020 for approval. ISDs and PSAs will transmit the approved plan to the superintendent of public instruction and the state treasurer.

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



Adrian Public Schools Extended COVID-19 Learning Plan

Address of School District/PSA: 785 Riverside Ave

District/PSA Code Number: 46010

District/PSA Website Address: www.adrianmaples.org

District/PSA Contact and Title: Robert Behnke, Superintendent

District/PSA Contact Email Address: BBehnke@adrian.k12.mi.us

Name of Intermediate School District/PSA: Lenawee ISD

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

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

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.

Adrian Public Schools is a firm believer that face-to-face education provides the best learning opportunities for students. However, learning opportunities during the COVID-19 pandemic requires a change in instructional strategies and practices. Through interaction with the teaching staff and parents, surveys were conducted to learn more as it relates to the preferences and learning techniques preferred for the 2020 school year. A parent survey revealed that 65% of parents wished to have their child educated face-to-face and 35% wanted their child educated in a virtual or remote manner. As the district moved forward it built a plan based on 5 days of instruction for face-to-face using APS teachers and staff with the understanding the social distancing was a core practice that also required about 800-1000 students to be remote. These remote learners will help bring down class sizes and building student numbers so face-to-face can take place with less students. Parents were asked to make an enrollment selection for their student. Roughly 60% wanted face-to-face and 40% remote learning. This achieved the numbers for social distancing to be safer than full student population.

Face-to-face instruction was designed using the belief that the core instruction of math, English, science, and social studies would be the primary engagement and focus of instruction. Elective offerings will be rotated in to allow for instruction in music, art, physical education, health, and other elective offerings that varied by grade level and building staffing.

The purpose of this plan is to outline the learning goals and objectives and process that will be used over the course of the year according to the Legislative Guidelines, local health department input, and local Board of Education and Administration practices, while clearly communicating to staff and parents the plan.

- Testing, tracing, and containment infrastructure with regard to COVID-19
6. If the District/PSA determines that it is safe to provide in-person instruction to pupils, the District/PSA will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District/PSA.
 7. The District/PSA assures that
 - instruction will be delivered as described in this plan and approved by the District/PSA Board,
 - the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - the District/PSA will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after the approval of the plan, and 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.

Beth Ferguson

President of the Board of Education/Directors

9/14/2020

Date

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.

Goal 1 - All students grades K-10 will improve performance in Reading/ELA from Fall to Spring as measured by NWEA end of the 2020-2021 school year..

- 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.
- NWEA testing will take place within the first nine weeks of school and prior to the last day of school.
- NWEA was the benchmark assessment for the 2019-2020 school year.

Goal 2 - All students grades K-10 will improve performance in Mathematics from Fall to Spring as measured by NWEA by the end of the 2020-2021 school year.

- 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.
- NWEA testing will take place within the first nine weeks of school and prior to the last day of school.
- NWEA was the benchmark assessment for the 2019-2020 school year.

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).

APS Instructional Delivery Models: Phases 4 and 5

This document provides parents with an overview of each of the two options they may choose for their child. Each of the two options provided is subject to adjustments pending student enrollment and possible changes to local and state requirements.

Elementary Option A: Face-to-Face

The Face to Face Option is designed for parents and students that are comfortable with returning to school in the traditional learning environment with safety protocols put in place. This option provides students with the most similar experience to prior learning experiences with adjustments and modifications. Adjustments and modifications include a shortened school day, a reduced schedule, and many safety protocols that have been implemented across all elementary schools.

Face-to-Face Key Aspect:

- Students will attend 5 days a week with a shortened day schedule.
- The school day will start at 8:38 A.M. and will conclude at 2:00 P.M.
- Pathways and YMCA programs will be available at selected schools.
- Students must be willing to follow all safety protocols including social distancing, temperature screening, and facial covering expectations. Students will be provided facial covering breaks throughout the day.
- Teachers will provide direct instruction and learning experiences while maintaining social distancing.
- Every attempt will be made to provide Art, Music, Health and Physical Education to students on a regular basis.
- Breakfast and Lunch will be provided and take place in the classroom.

What does the Classroom look like?

- Class sizes will be reduced to maintain social distancing. Class sizes will vary to accommodate up to 20 students. This can vary some based on room size.

- Classrooms will be set up to provide the maximum amount of space feasible between desks and tables.
- Direct instruction will take place with an emphasis on more whole group instruction rather than small group instruction.

Additional Supports

- Interventions
- ESL Programming
- Special Education
- ThinkStretch and Summer Bridge activity books
- MobyMax Software will provide Reading, Mathematics, Science, and Social Studies intervention and enrichment at the student's level.

Elementary Option B: Virtual Academy

The Virtual Academy is designed for parents and students that are not yet comfortable with returning to school in the traditional learning environment. This option would provide students an opportunity to learn from home on a flexible schedule with parent/guardian support. All courses will be facilitated by an Adrian Public School Teacher to provide mentorship and additional instructional support.

Virtual Academy Key Features:

- Curriculum aligned to state standards
- Required regular mentor meetings with APS Teachers
- Lessons are available online
- Time and place are flexible
- Zoom Tutoring Options with APS Teachers
- Peer Virtual Meetings
- Access to Parkside Family Counselors

What to Expect

Students will be provided with an Adrian Public Schools Teacher that will facilitate online learning and conduct regularly scheduled mentor meetings. Lincoln Learning will provide the online curriculum that is supported by Adrian Public Schools Teachers. For more information on Lincoln Learning please [click here](#). It is important to note that Lincoln Learning courses are aligned to state standards.

Parental Support Requirements

Students enrolled in virtual academy programs will require additional support to help ensure students are successful in a virtual learning experience. This includes partnering with the virtual teacher to ensure scheduled communication meetings occur as well as ensuring their child is staying on pace in their courses. Depending on the age of the student and the level of independence, parents may need to partner in facilitating the learning process. Time requirements may range from 2 to 5 hours per day of parent facilitation.

Additional Supports

- Interventions
- ESL Programming
- Special Education
- ThinkStretch and Summer Bridge
- Moby Max Software will provide Reading, Mathematics, Science, and Social Studies intervention and enrichment at the student's level.

Secondary Option A: Face-to-Face

The Face to Face Option is designed for parents and students that are comfortable with returning to school in the traditional learning environment with safety protocols put in place. This option provides students with similar learning experiences to a traditional setting with adjustments and modifications. Adjustments and modifications include a shortened school day, a reduced course schedule, and many safety protocols.

Face-to-Face Key Aspect

- Students will attend 5 days a week with a shortened day schedule.
- The start times will be:
 - Middle School: 7:35 A.M. to 12:44 P.M.
 - High School: 7:45 A.M. to 12:56 P.M.
- Teachers will provide direct instruction and learning experiences while keeping six feet social distancing as feasible.
- Students will be enrolled in five courses per trimester.
- Course offerings will be reduced with a focus on English, Science, Social Studies, and Mathematics. Elective courses will be available as well.
- Students must be willing to follow all safety protocols including social distancing, temperature screening, and facial covering expectations. Students will be provided facial covering breaks throughout the day.
- Breakfast and Lunch will be provided and take place in the classroom.

What does a Classroom look like?

- Class sizes will be reduced to provide social distancing as feasible. Class sizes will vary to accommodate up to 20 students. Classes could be larger in cases where larger rooms/spaces are available and social distancing is possible (an example would be using the gym for band class).
- Classrooms will be set up to provide the maximum amount of space feasible between desks and tables.
- Staff and students will be required to wear facial coverings.
- Direct instruction will take place with an emphasis on more whole group instruction rather than small group instruction.

Additional Supports

- Interventions
- After-School Tutoring

- Special Education Supports
- ESL Supports

Secondary Option B: Virtual Academy

The Virtual Academy is designed for parents and students that are not yet comfortable with returning to school in the traditional learning environment. This option would provide students an opportunity to learn from home on a flexible schedule with parent/guardian support. All courses are facilitated by an Adrian Public School Teacher to provide mentorship and instructional support.

Virtual Academy Key Features:

- Curriculum aligned to state standards
- Regularly scheduled mentor meetings with APS Teachers
- Lessons are available online
- Time and place are flexible
- Content is software-based with teacher support
- Access to Parkside Family Counselors for Springbrook Middle School students
- Access to High School Counselors for Adrian High School students
- Peer Zoom Meetings
- Tutoring opportunities provided by APS Teachers.

What to Expect

Students will be provided with an Adrian Public Schools Teacher that will facilitate online learning and provide instructional assistance. Students will also have regularly scheduled mentor meetings to discuss academic progress and to provide support. Students will complete lessons using Odysseyware which is an online curriculum provider. For more information on Odysseyware [click here](#).

Course Options for Middle School Students

- English
- Science
- Mathematics
- Social Studies
- Health
- Career Exploration
- Keyboarding and Applications

Course Options for High School Students

- English
- Science
- Mathematics
- Social Studies
- Physical Education/Health
- Numerous additional elective courses - See the link above for more.

Parental Support Requirements

Students enrolled in virtual academy programs will require additional support to help ensure students are successful in a virtual learning experience. This includes parents partnering with the virtual teacher to ensure scheduled communication meetings occur as well as ensuring their child is staying on pace in their courses.

Additional Supports

- Interventions
- After-School Tutoring
- Special Education Supports
- ESL Supports

- **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.

Adrian Public Schools Return to Learn Plan can be found at the this [link](#)

Curriculum and Instruction: Academic Standards

The Adrian Public Schools 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 (CIA) 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 or virtual classroom environments, and incorporate well-being and SEL/trauma-informed practices into instruction.

As our teachers work to engage students remotely, they will use [Best Practices for Remote Learning](#):

- Remember Maslow
- Nurture a positive home climate for learning and parental involvement
- Establish and maintain remote classroom norms and learning routines
- Implement culturally responsive teaching practices
- Encourage student collaboration and discourse
- Create opportunities for and attend carefully to feedback
- Engage students in meaningful learning opportunities

- **Please describe** how pupil progress toward mastery of the standards described within this section will be graded or otherwise reported to the pupil and the pupil's parent or legal guardian.

Assessment and Grading

Adrian Public Schools bases its assessment system on the Michigan Standards. We regularly assess students at the district and classroom level to determine if they are making progress toward meeting those standards. We place a heavy emphasis on formative and summative assessments. This is critical in the instructional process so that students receive timely feedback that helps them know what they need to do to improve. It also gives the teacher important information to know how to adjust the teaching and learning process to meet each student's needs.

We also have a system for delivering summative assessments at the district and classroom levels. These are given at the end of a period of learning as an evaluation of what has been learned and are part of our district grading process. For example, our teachers deliver summative assessments at the end of each unit of study in our curriculum. These assessments are based on a coherent set of standards in the subject area that focus on a related group of skills and disciplinary knowledge.

We make available to our parents and legal guardians a web-based system that allows them to see their children's grades at any time. Our teachers keep up-to-date information on student grades in this system. We also send progress reports to our parents and guardians during each marking period. This is in addition to the expectation we have for all teachers that they keep parents and guardians abreast of any concerns regarding a student's grade through emails and phone calls. Finally, we send out to parents report cards at the end of each trimester.

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.

Students that choose to go remote for their learning will be provided a Chromebook that will allow them access to their curriculum, instruction, and content for their courses. Low-cost internet options have been shared with parents. Moreover, students that do not have access to the internet will have access to a mobile hot-spot provided by the district that will allow access for the Chromebook to connect appropriately.

- **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 that choose to go remote for their learning will be provided a Chromebook that will allow them access to their curriculum, instruction, and content for their courses. Low-cost internet options have been shared with parents. Moreover, students that do not have access to the internet will have access to a mobile hot-spot provided by the district that will allow access for the Chromebook to connect appropriately. The student's IEP team will also meet and plan out the best path for the student, in concert with the parent, during this school year.

Adjustments will be made as needed and access will be provided remotely with Chromebook, Hot-Spot, and other instructional supports needed to help the student's learning goals. APS has assigned teachers to oversee remote learning for Special Education students as well as support staff to aid in their learning success.

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.

Students that are at-risk, consistently truant, EL learners will be assigned one of the success coaches or placed into an intervention group. These students will be monitored and parents will also be engaged to help bring a stronger level of engagement and participation in the learning process. APS has assigned staff to assist in these areas for both face-to-face and remote learning.

APS continues to support participation in Great Start, Head Start, IB, AP, Dual Enrollment, Middle College, and CTE programs available to APS students.