



## **District/PSA Template for the 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.



## **STANTON TOWNSHIP PUBLIC SCHOOLS Extended COVID-19 Learning Plan**

Address of School District/PSA: 50870 Holman School Rd., Atlantic Mine, MI 49905

District/PSA Code Number: 31140

District/PSA Website Address: <http://www.stpsd.us/>

District/PSA Contact and Title: James Rautiola/Superintendent

District/PSA Contact Email Address: [jrautiola@stspd.us](mailto:jrautiola@stspd.us)

Name of Intermediate School District/PSA: Copper Country ISD

Name of PSA Authorizing Body (if applicable): Stanton Township Public Schools Board  
of Directors

Date of Approval by ISD/Authorizing Body: September 21, 2020

## Assurances

1. The District/PSA will make their ISD/Authorizing Body approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's/PSA's website no later than October 1, 2020.
2. The District/PSA will create and make available on its transparency reporting link located on the District/PSA's website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan not later than February 1, 2021, for goals its expected would be achieved by the middle of the school year and not later than the last day of school of the 2020-2021 school year for goals the District/PSA expected would be achieved by the end of the school year.
3. Benchmark Assessments: The District/PSA will
  - select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
  - administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year and again not later than the last day of the of the 2020-2021 school year.
4. If delivering pupil instruction virtually, the District/PSA will
  - provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
  - expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.
5. The District/PSA, in consultation with a local health department will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that are based on local data that are based on key metrics. Note: A determination concerning the method for delivering pupil instruction shall remain at the District/PSA Board's discretion. Key metrics that the District/PSA will consider shall include at least all of the following:
  - COVID-19 Cases or Positive COVID-19 tests
  - Hospitalizations due to COVID-19
  - Number of deaths resulting from COVID-19 over a 14-day period
  - COVID-19 cases for each day for each 1 million individuals
  - The percentage of positive COVID-19 tests over a 4-week period
  - Health capacity strength
  - Testing, tracing, and containment infrastructure with regard to COVID-19
6. If the District/PSA determines that it is safe to provide in-person instruction to pupils, the District/PSA will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District/PSA.
7. The District/PSA assures that

- instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
  - the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
  - the District/PSA will 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 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.

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District Superintendent or President of the Board of Education/Directors

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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.

Stanton Township Public Schools recognizes the importance of developing a COVID-19 learning plan for the 2020-2021 school year to ensure that all of our students are achieving their academic goals for the school year regardless of the mode of delivery (face to face, virtual, blended, etc.).

Fortunately, the District started in Stage 5 of the Return to Learn plan which allowed most of students to remain in a traditional face-to-face setting. The District does realize that this stage may be temporary and a retraction back to a prior stage may occur at any time during the school year. It is for this reason that it is important to develop a plan inclusive of all possible modes of education for the year.

A formalized plan allows for the input of stakeholders and participants and allows for a format that all parties can be educated on and follow. Knowledge of the plan and the ability to complete the steps to follow it are extremely important to ensure academic success for all of our students.

## 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.

### Assessments Chosen by District:

Acadience (formerly Dibels). Grades K-6. Reading and Math.

MDE Early Literacy/Math Test. Grades K-3. Reading and Math

Read Naturally. Grades 7-8. Reading

Smarter Balance Interim Assessment: Grades 7-8. Reading and Math.

Goal 1: Baseline (Benchmark) testing will be given to all face-to-face students by datelines listed below. Baseline (Benchmark) testing will be given to all virtual students within the same time frame if available.

### Beginning of Year Goal

- a. Ninety percent of grade K-2 students will complete the Early Literacy/Math testing provided by the MDE by October 30, 2020.
- b. Ninety percent of grade K-6 students will complete the Acadience (formerly Dibels) benchmark testing for both ELA and Math by October 15, 2020.
- c. Ninety percent of grade 7-8 will complete an initial Read Naturally assessment by October 15, 2020.
- d. Ninety percent of 7-8 will complete the Smarter Balanced Interim Assessment by November 6, 2020.

Goal 2: By November 15, 2020 all locally given benchmark tests (Acadience/Read Naturally) will be scored and students needing extra assistance will be identified. State testing results will be reviewed and students identified within three weeks of results being released.

**Beginning of Year**

Goal 2: By November 30, 2020 all locally given benchmark tests results will be provided to parents. Parents will receive all DRC testing results within three weeks of being released.

**Beginning of Year**

Goal 3: Second baseline (benchmark) testing will be given to all face-to-face students by datelines listed below. Benchmark testing will be given to all virtual students within same time frame if available.

**Middle of Year**

- a. Ninety percent of grade K-2 students will complete the Early Literacy/Math testing winter window provided by the MDE by February 5, 2021.
- b. Ninety percent of grade K-6 students will complete the winter Acadience benchmark window by January 15, 2021.
- c. Ninety percent of students 7-8 will complete an additional Read Naturally assessment by January 15, 2021.
- d. Ninety percent of 7-8 will complete the Smarter Balanced Interim Assessment by February 5, 2021.
- e. Any students needing extra assistance will be identified within three weeks of results being scored for each assessment.

Goal 4: An increase in score results for the winter assessments will be achieved per grade level.

**Middle of Year**

Goal 5: By February 15, 2021 all locally given benchmark tests (Acadience/Read Naturally) will be scored and students needing extra assistance will be identified. State testing results will be reviewed and students identified within three weeks of results being released.

**Middle of Year**

Goal 6: By February 28, 2021 all locally given benchmark tests results will be provided to parents. Parents will receive all DRC testing results within three weeks of being released.

**Middle of Year**

Goal 7: The last benchmark assessments will be given to all face-to-face students by datelines listed below. Benchmark testing will be given to all virtual students within same time frame if available.

**End of Year**

- a. Ninety percent of grade K-2 students will complete the Early Literacy/Math testing spring window provided by the MDE by May 28, 2021.

- b. Ninety percent of grade K-6 students will complete the winter Acadience benchmark window by May 14, 2020.
- c. Ninety percent of students 7-8 will complete an additional Read Naturally assessment by May 14, 2020.
- d. Ninety percent of 7-8 will complete the Smarter Balanced Interim Assessment by May 28, 2021.

Goal 8: An increase in score results for the end of the year/spring will be achieved per grade level over the middle of year testing.

**End of Year**

Goal 9: By June 15, 2021 all locally given benchmark tests results will be provided to parents. Parents will receive all DRC testing results within three weeks of being released.

**End of Year**

Goal 10: By June 30, 2021 all end of the year assessment results will be reviewed by an educational team to determine supplements needed for students over the summer, classroom placement for the 2021-2022 school year, and any extra interventions needed for students.

**End of 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).

During Stage 4 and 5, instruction will be delivered face to face at the school. Students opting for virtual learning/blended learning will complete that learning offsite. At this time, only one student in the district has opted for virtual/blended learning.

Stages 3 and lower will require a blended learning delivery. Instruction at these levels will be delivered online, digitally, by other remote means, in a synchronous or asynchronous format, or a combination of any formats.

- **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.

Students (at this time just one) are receiving the exact same content, aligned to state standards that their peers are receiving in a face-to-face instruction.

Should the entire district go to virtual, the teachers will use the same curriculum and tools currently being utilized in the classroom that are all aligned to state standards.

- **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.

Pupils receiving virtual/blended learning will be expected to complete assignments as outlined by their teachers and specific to the course. All assignments will be graded by the teacher of record. Assignment scores (including quizzes) will be placed in our student information system (PowerSchool) that all parents/guardians have access. In addition, all students will continue to receive report cards that will be sent out to parents/guardians. Virtual/blended learning families will also be invited to attend any parent/teacher conferences.

## 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.

In Stages 4,5: Students are face-to-face in the classroom and have access to all tools. Any virtual/blended learning student's needs will be assessed on a one-to-one basis to determine what tools or access they will need to ensure equitable services. Chromebooks will be available for use for all virtual students. All other needs will be assessed and determined between parent and District.

In Stages 3 and below: All students will be virtual/blended learning. All students will have access to a Chromebook to complete class material. District will make internet access available at the District for all families to use.

- **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.

All special education students will be assessed on a one-to-one basis to determine what services or tools may be needed to provide equitable services. A team of the teacher, special education consultant, parent/guardian, and if appropriate the student will meet to determine goals and tools needed. The District will provide all tools/instruction material/extra assistance as determined by the committee and all will be in accordance with applicable state and federal laws, rules regulations.

- **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.

1. At the current time, the school district does not have any students identified as EL students. Should a student be identified they would receive the same services as outlined above for special education students. The District intends to closely monitor any fledgling/struggling students. Any identified will have a team assess needs and resources and develop a plan for the success of the student. Again, a one-to-one plan developed for each student is instrumental in ensuring the proper resources are aligned to serve the best needs of the student.

2. None of these programs are offered by this District.