

# **Centreville Public Schools**

190 Hogan Street • P.O. Box 158 • Centreville, Michigan 49032-0185 • (269) 467-5220

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

**August 27, 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.



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## Centreville Public Schools Extended COVID-19 Learning Plan

Address of School District/PSA: 190 Hogan Street, Centreville, MI 49032

District/PSA Code Number: 75030

District/PSA Website Address: [www.cpschools.org](http://www.cpschools.org)

District/PSA Contact and Title: Stephanie Lemmer, Superintendent

District/PSA Contact Email Address: [slemmer@cpschools.org](mailto:slemmer@cpschools.org)

Name of Intermediate School District/PSA: St. Joseph County Intermediate School District

Name of PSA Authorizing Body (if applicable): NA

Date of Approval by ISD/Authorizing Body: 9/14/2020

## 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.
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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 it's 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 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 reconfirm 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.

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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.

The COVID-19 global pandemic is impacting our school community in a number of ways. First, there are many students who face larger learning gaps than they would have if there had not been a pandemic to respond to. Second, there is a large equity gap based on students who have access to high-speed internet and those who do not. Finally, many of our students' parents work in the healthcare sector and fear spreading COVID-19, or fear their children bringing home the germs that they would then spread to their patients.

In order to meet the needs of our students and families, multiple learning options have been available. Currently, our school district has all students in face-to-face instruction five days per week, with the exception of COLA students (who were given the option to return to face-to-face instruction in January 2021). Decisions regarding when we will change our instructional/learning format will be made by closely monitoring the community data in collaboration with the Branch, Hillsdale, and St. Joseph County Health Department, through the use of district-developed thresholds of positive cases, and positive attendance rates of face-to-face 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.

### Educational Goals:

The STAR Reading and Math assessments will be administered to all students three times per year. The fall testing window is August 26th-September 23rd; winter testing window is January 6th-27th; and spring testing window is May 5th-26th. Formative assessments and progress monitoring will be utilized to inform our progress over the course of the year. Progress reports will be provided to the Board of Education and posted on our website in February and in June.

Our teachers will use the data from the assessments in their Professional Learning Communities to plan for instruction and intervention practices as an ongoing process. Additionally, we will continue to engage stakeholders in the district's balanced assessment system, including publicly sharing aggregate and student subgroup performance reports on STAR reading and math results for K-8 students.

**Goal 1- All students K-8 will meet their mid-year and end-of-year goals as measured by the STAR reading assessment.**

- All teachers will use the progress monitoring process to support adjustment to teaching and learning and to support meaningful student progress towards mastery of reading/ELA essential learning outcomes.
- Results from reading/ELA benchmark assessments, local reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff during Professional Learning Communities by answering the following questions:
  1. What do we want students to learn?
  2. How will we know if they have learned it?
  3. What will we do for the students who learned it?
  4. What will we do for the students who did not?

**Goal 2- All students K-8 will meet their mid-year and end-of-year goals as measured by the STAR math assessment.**

- All teachers will use the progress monitoring process to support adjustment to teaching and learning and to support meaningful student progress towards mastery of math essential learning outcomes.
- Results from math benchmark assessments, local math summative assessments, and formative assessment will be continuously discussed and analyzed by staff during Professional Learning Communities by answering the following questions:
  5. What do we want students to learn?
  6. How will we know if they have learned it?
  7. What will we do for the students who learned it?
  8. What will we do for the students who did not?

**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).

**Learning Model Definitions :** Our Learning Models will be implemented according to what the Governor's [MiSafeStart Plan](https://www.mistartmap.info/) allows which stems from the health data available on <https://www.mistartmap.info/>. We will be prepared to switch fluidly from one model to another as the health data improves or worsens in our region or county.

**Centreville Online Learning Academy (COLA):** This option is offered to families with students who have compromised immune systems or families who feel their children may be safer at home. The Centreville Online Learning Academy utilizes purchased digital content delivered fully online, but facilitated by a Centreville Public Schools employed Michigan certified teacher. Families must commit to the Centreville Online Learning Academy for a full semester, with the option to change for the second semester. There will be accountable expectations balanced with appropriate compassion for less than optimal teaching/learning conditions. Students will maintain access to Centreville Public Schools technology support systems, and will be provided a Chromebook and internet hotspot (if needed). Graduates will be able to participate in the Centreville Public Schools annual graduation ceremony. Students enrolled in COLA will have access to Centreville Public Schools' extra-curricular activities and athletics.

**Centreville Public Schools Remote Learning Program:** This option will be offered district-wide if the Governor determines it is not safe to provide in-person instruction (aka Phase 1-3 in [MiSafeStart Plan](https://www.mistartmap.info/)). This program is facilitated by a Centreville Public Schools employed Michigan Certified teacher with Centreville created or curated content delivered fully remote via a Learning Management System (Schoology, SeeSaw, or Google Classroom). This program is not the same as Spring 2020. There will be accountable expectations balanced with appropriate compassion for less than optimal teaching/learning conditions. Students will maintain access to Centreville Public Schools' extra-curricular activities, technology support systems, and will be provided a Chromebook and internet hotspot (if needed). Graduates will be able to participate in the Centreville Public Schools annual graduation ceremony.

**Centreville Public Schools Safe/In-Person Learning:** Centreville Public Schools educator created learning experiences offered fully in-person. This option will be district-wide if the Governor determines it is safe to have all kids back in school full time (aka Phase 4-6 in [MiSafeStart Plan](https://www.mistartmap.info/)). Extra cleaning and safety protocols will be implemented.



	<b>Full-Time Online Instruction</b>  <b>Phases 1-3 in MI Safe Start Roadmap AND Centreville Online Learning Academy (COLA)</b>	<b>In-Person Instruction in CPS School Building with Social Distancing</b>  <b>Phases 4-6 in MI Safe Start Roadmap.</b>
Schedule	<p><b><u>All Grade Levels:</u></b> Five days of direct/interactive instruction (synchronous) per week.</p> <ul style="list-style-type: none"> <li>Students receive approximately 2.5-3.5 hours per day of direct/interactive instruction (synchronous).</li> <li>Students also receive specialized instruction, as needed, such as ESL or special education services.</li> <li>The amount of special education service will be determined by individualized education program (IEP) teams.</li> <li>Considerations will be given to individualized student needs.</li> </ul>	<p><b><u>All Grade Levels:</u></b></p> <ul style="list-style-type: none"> <li>Five full days of face-to-face instruction at school each week for grades K-12.</li> <li>Specialized instruction will be provided, as appropriate, such as ESL or special education services required by the IEP for students with disabilities.</li> </ul> <p><b><u>Elementary School</u></b></p> <ul style="list-style-type: none"> <li>Students will remain with one teacher all day with the exception of traveling to specials teachers classrooms.</li> </ul>
Courses	<ul style="list-style-type: none"> <li>All courses required by the Michigan Department of Education standards for learning are offered.</li> <li>There is no guarantee that all programs or</li> </ul>	<ul style="list-style-type: none"> <li>All courses required by the Michigan Department of Education standards for learning are offered.</li> <li>There is no guarantee that all programs or</li> </ul>

	<p>elective courses will be available.</p> <ul style="list-style-type: none"> <li>• General classroom instruction at all levels will feature whole group, small group, and individual</li> </ul>	<p>elective courses will be available.</p> <ul style="list-style-type: none"> <li>• General classroom instruction at all levels will feature whole group, small group, and individual</li> </ul>
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- **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 that are enrolled in the Centreville Online Learning Academy were enrolled in the same courses online as the students who are attending face to face. For example, a seventh-grade student who is attending face-to-face is taking ELA-7, and a student enrolled in COLA is also enrolled in ELA-7. At the semester, the two students will have learned the same content regardless of being online or face to face.

- **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.

Centreville 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 assessment so that students receive timely feedback to help them understand what they need to do in order to improve on the success criteria. The formative assessments are also utilized by teachers to adjust instruction to meet each student's needs.

Centreville Public Schools' summative assessment system is delivered at the classroom and district level at the end of a period of learning as an evaluation of what has been learned and is part of our grading process. Typically, summative assessments are delivered to students at the end of a unit of study in a subject area. Summative assessments may also measure understanding of multiple standards within a subject or content area as a culminating activity in which students demonstrate their knowledge and understanding of the standards.

Parents and Guardians have 24/7 access to our web-based system, PowerSchool, that allows them to see their child's grades. Student grades are kept up-to-date within the system. Progress reports are sent home to students every nine weeks for students who are passing and every 4 weeks for students who have a D or an E in any class. Teachers also keep parents informed of

any concerns that they may have regarding a student's grade through email or phone calls. Parents receive a report card for their child at the end of each 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.

In June, CPS determined that it was necessary to move to a one-to-one initiative. Every student in grades Kindergarten-12th grade will have access to a personally assigned Chromebook for use at home and at school. With these enhancements, all students in grades Young 5's-12 will be provided with laptop computers, as needed, to support learning in-person and online. Additionally, the district has purchased MiFi devices for distribution to families, when reliable home internet access is not available. We also continue to advocate for expanded internet access in our community because there is currently limited access.

Since the beginning of the 2020-2021 school year, the district has purchased an additional 20 MiFi devices for families who do not have adequate access to the internet. In total, we have provided 40 families with access to the internet. Additionally, we have expanded our school district's internet access to Jr./Sr. high school parking lot. This allows families another option to access the internet 24 hours a day. Finally, we have identified some children who still do not have access to the internet because there are no internet options at their address. We have allowed these students to access the internet inside district buildings to complete their school work in a supervised, non-instructional space. We will continue to utilize this strategy to provide equitable access, as long as the state health department permits us to do so.

- **Please describe** how the District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.

Students with disabilities and English Language Learners will be given special consideration to ensure appropriate instruction while complying with federal and state requirements.

## **Special Education**

Special Education Services for students with disabilities will include increased time for synchronous instruction and explicitly taught expectations for greater consistency. Instructional delivery will be designed to ensure the least restrictive environment (LRE) as required by the child's IEP. As needed, based on IEP goals, this will include in-person specialized instruction. Students will continue to receive access to instructional materials for use at home, as needed, including assistive technology tools. The student support model will be complemented by enhanced professional development for staff and training for caregivers. When necessary, virtual meetings will be used to convene special education procedural meetings, such as local screening committee, reevaluation, eligibility, IEP teams, etc.

Students' IEPs, IFSPs, and 504 plans will be revised in coordination with general and special education teachers to reflect the child's evolving needs based on assessment data and parent feedback, and to design accommodations and match services accordingly and as needed. All IEPs must include all programs and learning environments, especially special education. General and special education teachers will collaborate on delivery methods for assessments and instruction as outlined in each student's IEP. Staff will consider students' needs around accessibility and provide assistive technologies, where possible.

- **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.

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## **English Language Learners**

Services for English Language Learners will include a defined minimum time allocation for English language development instruction within the student's schedule, with opportunities for extended instructional time provided to recently arrived ELLs, students with limited formal education, and ELLs identified for interventions. Formative ELL assessments will be created to assist monitoring of student progress in development of reading, writing, listening, and speaking skills. Family outreach and education will be provided to support families' understanding of distance learning models and how to support their children's learning.