

Three Rivers Community Schools



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.



Three Rivers Community Schools
Extended COVID-19 Learning Plan

Address of School District/PSA: 851 Sixth Avenue, Three Rivers, MI 49093

District/PSA Code Number: 75080

District/PSA Website Address: www.trschools.org

District/PSA Contact and Title: Ron Moag, Superintendent

District/PSA Contact Email Address: rmoag@trschools.org

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

Name of PSA Authorizing Body (if applicable):

Date of Adoption by Board of Education/Directors: September 22, 2020

Assurances

1. The District/PSA will make their board 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 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.

President of the Board of Education/Directors

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.

An extended Covid-19 Learning Plan will allow all constituents (administration, teachers, students, guardians) to be on the same page regarding goals, expectations, and guidelines for teaching and learning during our health crisis. It allows the Three Rivers Community to be able to plan and adapt to educational changes during our global pandemic.

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. Through staff collaboration, we will examine student benchmark assessments, local assessments, and student work to determine instructional needs of all 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.

Goal - All students 1st-12th grade will improve performance in ELA (Reading and Language Development) and Math from Fall to Spring as measured by NWEA.

All students, 1st-12th grade, will take the NWEA Map test in Math, Reading, and Language Development. The NWEA assessment will be given in fall, winter, and spring. 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.. Progress toward increased growth will be monitored throughout the school year through teacher and administration meetings to discuss student achievement data.

Goal - All students PK-Kindergarten will improve performance in literacy foundational skills according to DIBELS assessment.

All PK-Kindergarten students will be assessed in reading using DIBELS assessment. This assessment will be given in fall, winter and spring. 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. Progress toward increased growth will be monitored throughout the school year through teacher and administration meetings to discuss student achievement data.

All progress will be reported monthly to the board of education and TRCS 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).

Phase 1-3

- Remote Learning for all students

Phase 4-5

- Face to Face Instruction
 - Young 5s-5th grade - 5 days per week
 - 6th grade - 12th grade - Hybrid Model of Instruction
 - 2 days face to face instruction
 - 3 days remote instruction
 - Alternate cohorts

Phase 6

- Face to Face instruction for all students

Phase 1-6

- Virtual option for all students
 - Third party vendor
 - Mentored by TRCS teacher (teacher of record)
 - TRCS teacher tutors available

OPTION 1: Face to Face option will receive instruction from TRCS teachers.

- Elementary - 5 days per week
- MS/HS - at school two days per week and will engage remotely (from home - content provided by your student's same TRMS/TRHS classroom teachers) the other three days per week. Students will be divided into Team Purple (Cohort 1) and Team White (Cohort 2). Team Purple will engage in face to face instruction at school on Monday and Tuesday and learn remotely on Wednesday, Thursday and Friday. Team White will learn remotely on Monday, Tuesday and Wednesday and engage in face to face instruction at school on Thursday and Friday.

OPTION 2: Virtual option will be working from home. These students will receive their course content through a third party vendor Lincoln Learning. While we do plan to link a TRCS mentor to each virtual student, please know that both of these vendors offer courses with non-TRCS qualified teachers facilitating. These courses are rigorous and, while students can (somewhat) work at their own pace, they still need to have all their courses completed by the end of first semester to stay on pace for grade completion. In other words, these classes are "paced" to promote successful completion of all classes at the end of the 18 week semester. Students who select the virtual option can participate in athletics and extracurricular activities. However, parent transportation to and from these events is required, along with following safety and health protocols in place.

- **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.

Our teachers have a strong command of curricular resources and have received professional development on the district-adopted curriculum as part of the normal process of doing business. Focus and professional learning has shifted to following standards-aligned resources, with a special emphasis on prioritized standards to accelerate learning based on pre-assessment of student skills and knowledge. We are using Seesaw (PK-2nd) Google Classroom (3rd-12th) as our Learning Management System (LMS) for all students in grades pK-12.

- Math: Eureka Math (K-8); District Developed (9-12)
- Science: Cereal City Science (K-5); Amplify Science (6-8); District Developed (9-12)
- ELA: CKLA (Pk-5th); MyPerspectives (6-8); District Developed (9-12)
- Social Studies: District Developed (Pk-12)

Elementary

- Face to face instruction - teachers will continue to follow curriculum maps developed by teachers. Adopted programs will be used in all classrooms; CKLA, Eureka Math, Cereal City Science Kits
- Remote Instruction - Following curriculum maps, teachers have developed remote learning in the event we are moved to Phase 1, 2, or 3.

Middle School & High School

- Hybrid instruction - teachers have developed essential standards for every course. Though the hybrid model is new, both face to face and remote content, students have full access to curriculum. Using the flipped classroom model will allow students to interact with content and provide teachers the ability to focus on areas of greatest need.

To analyze and evaluate instructional plans, bi-weekly teacher and administration meetings are scheduled.

Virtual - Lincoln Learning

- All courses assigned to students are standards aligned. Mentors will have frequent interaction with students to ensure students are staying on pace to align with TRCS students attending for in person instruction.

Clear expectations have been set around high quality face to face, remote, and hybrid instruction that include:

- Best practices for blended or remote learning
- Grade-level proficiencies
- Modes of student assessment and feedback
- Differentiated support for students
- The inclusion of social-emotional learning
- Guidance around daily instructional time and workload per different grade bands to ensure consistency for students.

- **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.

Our district assessment plan provides PreK-12 teachers and students the ability to identify gaps in student learning and target individual student needs on an ongoing basis. Our emphasis on formative assessment fuels our PLC structure with many examples of student work to consider as teachers work together to plan next steps in instruction.

We will ensure learning for all students through our bi-weekly meetings with administration to discuss student progress. These meetings will provide teacher teams with the time to ensure that every student:

- Has access to standards-aligned, grade-level instruction, including strategies to accelerate student learning
- Is assessed to determine student readiness to engage in grade-level content

At data meetings, student work from formative assessments will be reviewed to plan next steps in the learning for each student. Overall data trends will be identified so that systemic supports and interventions can be planned. Specific assessments used will depend on the grade level and course (see district assessment plan). Ongoing early release day professional learning about formative assessment use in remote and hybrid environments will support this work as we move through the year. Following these meetings, the principal will communicate any resource requests needed to support interventions to the central office. These meetings will take place whether we are remote, hybrid, or face-to-face. Reporting of pupil progress toward mastery of the standards will be shared in a variety of means including PowerSchool, NWEA parent reporting documents and College Board. A more personalized approach to individualized student data will be presented at parent-teacher conferences and during two-way weekly communication between mentors and teachers of virtual students.

Clear expectations have been set around high quality face to face, remote, and hybrid instruction that include:

- Best practices for blended or remote learning
- Grade-level proficiencies
- Modes of student assessment and feedback
- Differentiated support for students
- The inclusion of social-emotional learning
- Guidance around daily instructional time and workload per different grade bands to ensure consistency for students.

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 order to make effective, data informed decisions about implementing and supporting Remote Learning, our families will be surveyed about the numbers, types, and condition of devices available in their home. We will also collect data about the availability and capacity of Internet connectivity in each house.

We conducted an initial survey in Spring, 2020 to collect baseline data. Results from the survey were shared at the district and building level. Using that information and collecting data upon reopening, student needs will be addressed according to family input. All data will be utilized to help inform the building's decision-making.

The district supports the use of technology for teaching and learning, particularly Remote Learning, as outlined in our Preparedness Plan.

To support families and their students during remote learning, the district has established the following avenues to access help desk services:

- Goto support site: <https://sites.google.com/sjcisd.org/familyhome>
- If a teacher gets a request or hears of a need when communicating with students/families, they will forward those concerns on behalf of the family using these procedures

If Schools are Instructed to Close for In-Person Instruction

Students who require a device for use at home have had one assigned to them through the district's Mobile Device Management System. The device has been located in the student's school if it is a shared device, or assigned to the student specifically.

When school is instructed to close and it is known before dismissal, each student will be sent home with their assigned device, for grades 6-12, and will be notified when their device is ready for pick up within a week, for grades Y5-5. When that isn't possible, or the school is instructed to close when students are not on-site, the school will communicate a schedule for parents to collect their students' devices in a drive-thru pickup process on the first available school day after closure.

TRCS has activated a connectivity plan to ensure that all students and families have adequate connectivity to successfully engage in and complete schoolwork, including expanding school wi-fi range and providing mobile van hot spots.

- **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 identified disabilities will have Contingency Learning Plans (CLPs) that will be amended to their Individual Education Plans. These CLPs will detail how students will be supported in remote and virtual learning environments. The district has provided students with chromebooks that will be used for virtual learning. In addition, the district has provided mobile buses with WIFI capabilities that will allow for students to access WIFI.

IEP's will continue to be monitored and followed. Students will have access to their special education teacher/case manager.

Special education staff will be expected to aid in the delivery of quality education to all students on their caseloads, including those that are face to face, remote or virtual learners. IEPs will be supplemented with Contingency Learning Plans, therefore, instructional support may appear different than with other teaching colleagues. Due to the nature of individualized services in special education, decisions in conjunction with parents and district representatives will need to be made for each student to reasonably and appropriately access instruction.

- **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.

Social-Emotional Learning screeners will be conducted within the first 30 days of school, at a minimum of one time per semester. Students will have access to school mental health specialists from Community Mental Health as well as counselors and school based social workers. School based student support teams In addition, there will be ongoing training and professional development for school staff members. Resources are available for students, staff, families and community members.

General education staff will be expected to aid in the delivery of quality education for all students. Decisions, in conjunction with parents and district representatives will need to be made for each student to reasonably and appropriately access instruction. ELL coordinator continues to provide support asynchronously and synchronously to support EL students. At-Risk supports will be provided for academic, behavior, and social emotional needs. Early Childhood will continue to be offered as recommended by the State of Michigan. CTE/EMC/Dual Enrollment/AP programs are offered to all students, regardless of the educational option they selected.