



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

**Clare - Gladwin Regional Education Service District
Extended COVID-19 Learning Plan
*Updated November 18, 2020***

Address of School District/PSA: 4041 E. Mannsiding Rd., Clare, MI 48617

District/PSA Code Number: 18000

District/PSA Website Address: cgresd.net

District/PSA Contact and Title: Sheryl Presler, Superintendent

District/PSA Contact Email Address: spresler@cgresd.net

Name of Intermediate School District/PSA: Clare-Gladwin Regional Education Service District

Date of Approval by ISD/Authorizing Body: 11.18.20

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.

Sheryl Presler

District Superintendent or President of the Board of Education/Directors

November 18, 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.

Area School/ECSE:

The COVID-19 global pandemic has impacted our school community. Since March 2020, our students have experienced significant changes in their lives. These changes have impacted our students by limiting their face to face instructional time, supplementary aids and services, and program services.

By returning to school this fall we will ensure some stability for our school community. Families will be given the option of face to face instruction or remote learning. This plan focuses on reaching our students and having the greatest impact on their learning.

Career & Technical Education:

COVID-19 has impacted our local communities in many ways. In order for CTE students to learn effectively, they need to be able to learn in a face-to-face manner due to the hands-on nature of CTE instruction. An Extended COVID-19 Learning Plan is necessary to address the unique needs of CTE instruction so CGRESD CTE staff can ensure effective pupil engagement and achievement for the 20-21 school year.

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.

Area School/ECSE:

Quality Evidence-Based Assessment Practices:

The Clare - Gladwin Area School and Early Childhood Special Education programs understand that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in school/district academic performance and to identify effective instructional programs. The data from both formal and informal assessments can provide guidance for standardizing or adjusting curriculum and instruction in our programs.

Each of our students has an individualized education plan (IEP). The use of progress monitoring and formative assessment is embedded into our teaching and learning process. This data is used to continuously observe and monitor student progress and make instructional decisions about student learning. The use of formative assessments provide us with a more complete picture of what our students are able to demonstrate and achieve.

Our students will participate in both reading and math assessments. These assessments will be administered at least twice during the school year; once during the first nine weeks of school, and again prior to the last day of school. Formative assessment and progress monitoring will provide ongoing information on student progress toward their goals over the course of the school year for academic and non-academic goals. An overall statement of student progress will be made available on our website in February and June.

Goal 1 - Eighty percent of the students (K-8), with academic goals, will improve performance on their individualized education plan goals, from Fall to Spring as measured by formal and informal assessments.

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of the students IEP goals.
- Results from Reading and Math benchmark assessments and formative assessment will be continuously discussed and analyzed by staff.

Goal 2 - Eighty percent of the students (K-8), with non-academic goals (*communication, behavior redirection, personal care*), will improve performance on their individualized education plan goals, from Fall to Spring as measured by informal assessments.

- All teachers will use progress monitoring and informal assessment tools to support adjustment to teaching & learning, to support meaningful student progress towards mastery of the students IEP goals.
- Results from formative assessments will be continuously discussed and analyzed by staff.

Career & Technical Education:

The educational goals expected to be achieved by CGRESD CTE students during the 20-21 school year are as follows:

- 80% of all CTE students will have earned a C or better on at least 4 segments of instruction established by the State Office of Career and Technical Education for each state approved program by January 1, 2021.
- 80% of all CTE students will have earned a C or better on at least 7 segments of instruction established by the State Office of Career and Technical Education for each state approved program by June 1, 2021.

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).

Updated 11.18.20

While in-person instruction is the preferred delivery model for the Area School and CTE, inconsistency created by multiple sporadic local district closures may prove that consistent fully remote learning is the better option for a period of time. The number of students and staff in quarantine or a statewide or regional "pause" may also warrant fully remote learning for a period of time. In addition, the compromised health of several Area School students will be a factor when determining whether students will learn in person or fully remotely.

CTE will be fully remote through December 8, 2020 to align with the statewide pause for in person learning in high schools. CTE will either open face-to-face on December 9, 2020 or it will follow subsequent state guidance.

The Area School will be fully remote through December 11, 2020 due to the number of staff currently waiting for test results and/or in quarantine.

Area School/ECSE:

The Clare - Gladwin RESD complete instructional plan can be found at: [CGRESD COVID - 19 Preparedness and Response Plan](#)

Mode of Instruction:

Students at the Area School and the ECSE program, are given the option of face-to-face instruction or remote learning. Students participating in face-to-face instruction are working in a cohort model during the school day. This model is meant to keep students together with their class during the entire school day to limit exposure.

Remote learners receive instructional packets and resources weekly. These packets are delivered by mail, in-person delivery, or the parent/guardian can pick up the materials. By parent request, remote learning instructional support lessons are made available to students through DVD's.

Career & Technical Education:

CGRESD CTE instruction will take place in person.

- **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.

Area School/ECSE:

The Clare - Gladwin RESD complete instructional plan can be found at: [CGRESD COVID - 19 Preparedness and Response Plan](#)

Curriculum and Instruction:

The Clare-Gladwin Area School and ECSE programs align core academic areas to [Michigan's Essential Elements Curriculum](#). Teachers continue to use universal supports for all areas of curriculum, pre -K through age 26. With many changes to how learning is taking place, resources and guidance documents to help support our teachers as they transition back to face-to-face instruction has been shared.

Remote learners will continue to engage with the Essential Elements Curriculum. Teachers and staff make sure each remote learner has the needed materials to engage with academic skills and life skills that are written in their individualized education plans. Contingency plans are also in place for each remote learner. Remote learning is new to our teachers and staff, and this guidance document, [Best Practices for Remote Learning](#), is referenced to help engage students while they are working remotely.

Career & Technical Education:

All state approved CTE programs follow a 12 segment format designed to support core academic standards in math, reading and science at the high school level. CTE instruction will expose students to the standards in each area through a series of instructional strategies including interacting with text, hands-on projects and work-based learning experiences.

- **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.

Area School/ECSE:

Assessment and Progress Reporting:

Clare - Gladwin Area school and the ECSE program base assessments on the Michigan Essential Elements Curriculum Standards. Students have IEP goals which reflect their areas of needed growth. These goals may include both academic and life skills. Students are regularly assessed and progress monitored to determine if they are making progress toward their IEP goals as well as curriculum standards. Heavy emphasis is placed on formative assessment. This is critical in the instructional process as it gives the students and teachers important information that allows adjustment in the teaching process to meet students' needs.

Each student's IEP guides how often summative assessments are given. These are given at the end of a period of learning, as defined in the IEP, as an evaluation of what has been learned or demonstrated. This information is used in the students progress reports.

The Clare - Gladwin Area School and ECSE are both center-based programs. All students are on IEPs. Programs provide parents/guardians progress reports every nine weeks based on each student's IEP goals. Both programs are non-grading programs. Teachers stay in contact with families additionally through phone calls, emails, REMIND messages, or the use of an online platform for a video conference.

Career & Technical Education:

Student progress toward mastery of standards will be shown using the previously adopted grading scale. Progress will be reported to parents on the same schedule as the student's home district (at trimester end or marking period end).

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.

Area School/ECSE:

Technology:

The Clare - Gladwin Area School and ECSE programs are using an alternate mode of instruction as described in our Continuity of Learning Plan and again in our [CGRESD COVID - 19 Preparedness and Response Plan](#) .

The Clare - Gladwin Area School and ECSE programs ensure all students are provided equitable access to the necessary materials for the remote learning program.

Career & Technical Education:

Instruction is being delivered in a face to face format so all students have equitable access to technology and the internet.

- **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.

Area School/ECSE:

Special Education:

The Clare - Gladwin Area School and ECSE programs only service students with individualized education plans. When school starts, students' IEPs are reviewed to address updates or changes that are needed. Contingency plans are in place for each student with an IEP to ensure appropriate services are provided if a student is learning remotely or school is closed.

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.

Career & Technical Education:

The CTE Program is providing instruction in a face to face format so all students with disabilities have equitable access to instruction and accommodations according to their IEPs. In addition, CGRESD employs a full-time Special Education Transition Coordinator whose duties include working directly with CTE teachers and para-educators to ensure IEP goals are being met in CTE classes and equitable access to instruction is achieved.

- **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.

Area School/ECSE:

The Clare - Gladwin RESD complete instructional plan can be found at: [CGRESD COVID - 19 Preparedness and Response Plan](#)

Career & Technical Education:

All five of our local districts have committed to sending interested students to CTE. This includes students who have chosen to engage in virtual learning for their core classes.