



## Arvon Township School

21798 Skanee Road  
Skanee, Michigan 49962

### Extended COVID-19 Learning Plan as Described in [Public Act 149](#), Section 98a

#### [Sept 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 ISO 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.

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

Address of School District/PSA: [21798 Skanee Rd. Skanee, MI 49962](#)

District/PSA Code Number: [07010](#)

District/PSA Website Address: <https://www.arvontownshipschool.org>

District/PSA Contact and Title: [Lori Johnson, Principal](#)

District/PSA Contact Email Address: [arvschool@up.net](mailto:arvschool@up.net)

Name of Intermediate School District/PSA: [Copper Country Intermediate School District](#)

Name of PSA Authorizing Body (if applicable):

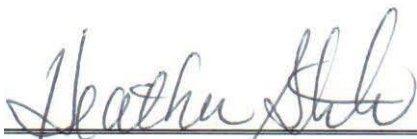
Date of Approval by ISO/Authorizing Body:

## Arvon Township School Extended COVID-19 Learning Plan

### Assurances

1. The District/PSA will make their ISO/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
  - o select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
  - o 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
  - o provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
  - o 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:

- o COVID-19 Cases or Positive COVID-19 tests
  - o Hospitalizations due to COVID-19
  - o Number of deaths resulting from COVID-19 over a 14-day period
  - o COVID-19 cases for each day for each 1 million individuals
  - o The percentage of positive COVID-19 tests over a 4-week period
  - o Health capacity strength
  - o 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 provide in-person instruction to pupils in grades K to 6 who are enrolled in the District/PSA.
7. The District/PSA assures that
- o instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
  - o the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
  - o the District/PSA will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after ISO approval of the plan, and every 30 days thereafter at a meeting of the Board, and
  - o 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.



District Superintendent or President of the Board of Education/Directors

9-13-20

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: we are experiencing a traumatic event and many students may have significant gaps in their learning due to school closures in spring of 2020.

As we return to learning in the fall, our first priority will be to ensure the well-being and safety 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 return to learning 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. Teachers will need opportunities to collaborate with each other as they develop online resources and tools to ensure student learning.

As Arvon Township School plans to begin the school year in an online two-way interactive model, we will need to ensure that there are structures in place to ensure student engagement and achievement for all. This plan will focus on teaching and learning with an emphasis on equal access for all learners and the safety of students and staff.

## 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.

### Quality Evidence-Based Assessment Practices

The Arvon Township School District believes 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. We believe it can provide guidance for standardizing or adjusting curriculum and instruction across grade levels, schools, and districts.

However, we will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, Arvon Township School District will continue the use of (and professional learning around the use of) the formative assessment process as a powerful practice embedded in the teaching and learning process to continuously observe where our students are in order to modify instruction.

We believe the use of the formative assessment process, which is supported by an extensive body of research, provides in-time data for both our teachers and students to accelerate their

learning and progress and gives us a more complete picture of what our students know and are able to do.

The Acadience assessments in reading and mathematics will be administered to all students twice: once in the first 30 days of school and again prior to the last day of school. Formative assessments will provide information to inform our progress toward our goals over the course of the year.

### **Educational Goals**

As a means of continuous improvement in teaching & learning, all teachers will receive professional development in, and commit to the use of, the formative assessment process.

With less than ten students in attendance we will provide general information on our website regarding student progress in order to protect student confidentiality.

**Goal 1** - All students (K-6) will improve performance in Reading/ELA from Fall to Spring as measured by the Acadience Reading/ELA assessment.

- 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.

**Goal 2** - All students (K-6) will improve performance in Mathematics from Fall to Spring as measured by the Acadience mathematics assessment.

- 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.

## 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).

The Arvon School District plans to use a hybrid model of instruction using Google Classroom and Google Meet. Teaching and learning will occur through the scheduled school day with two-way communication/interaction between teacher and students. The school day structure and curriculum offered will remain the same as in-person learning. Devices will be provided for students in grades K-6 that don't have access to them at home, to the extent feasible. Jetpacks will be installed on Chromebooks to provide students more dependable internet connection if needed.

Students without devices or a way to receive the internet will have access to instructional materials through a weekly instructional packet. Instructional materials (i.e. paper, pencils, etc.) will be made available to families that do not have them. All students will have access to grade-level textbooks and resources needed to complete their work. Students will not be penalized for inability to fully participate as long as families stay engaged and communicate with school personnel in developing a personalized and realistic educational plan for their child. The district will do everything it can to meet student/family needs and allow for full participation.

Teachers/Staff will have two-way communication with students through Google Meet and Google Classroom with an emphasis on continuing to build relationships and maintain connections. If students do not have access to technology, teachers will include materials in their packets that focus on essential content, building relationships, and maintaining connections. Staff will encourage relationships between students through technology (virtual meetings or email), by phone or text, or by having students write letters to classmates.

For students with technology access, content will be delivered through Google Classroom and Google Meet. Teachers will be accessible to students daily. Pre-made videos /lessons may be used on days direct or live instruction is not possible. For those students without technology, the interaction will be supplemented with phone conferencing to support instructions. Packets will be mailed to the student or picked up by family members.



- **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.

The school day structure and curriculum offered will remain the same as in-person learning. Devices will be provided for students in grades K-6 that don't have access to them at home, to the extent feasible. Jetpacks will be installed on Chromebooks to provide students more dependable internet connection.

Students without devices or a way to receive the internet will have access to instructional materials through a weekly instructional packet. Instructional materials (i.e. paper, pencils, etc) will be made available to families that do not have them. All students will have access to grade-level textbooks and resources needed to complete their work. Students will not be penalized for inability to fully participate as long as families stay engaged and communicate with school personnel in developing a personalized and realistic educational plan for their child. The district will do everything it can to meet student/family needs and allow for full participation.

- **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

Arvon Township School District 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 send report cards to parents and guardians at the end of 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.

### 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.

Devices will be provided for students in grades K-6 that don't have access to them at home, to the extent feasible. Jetpacks will be installed on Chromebooks to provide students more dependable internet connection.

Students without devices or a way to receive the internet will have access to instructional materials through a weekly instructional packet. Instructional materials (i.e. paper, pencils, etc) will be made available to families that do not have them. All students will have access to grade-level textbooks and resources needed to complete their work. Students will not be penalized for inability to fully participate as long as families stay engaged and communicate with school personnel in developing a personalized and realistic educational plan for their child. The district will do everything it can to meet student/family needs and allow for full participation.

- **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.

Currently, the Arvon School District does not have any students that have a disability or are expected to have a disability. However, if students are found to have a disability or a student moves into the district with a disability their IEPs, IFSPs, and 504 plans will be reviewed in coordination with general education teachers and teacher consultants from the Copper Country ISO to address any data-driven accommodations and/or services that are needed due to known changes in students' needs. Intervention and support services will be integrated into the student's program

immediately. 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, GTE, Early-Middle College, Dual Enrollment and Advanced Placement as applicable within the District/PSA.

The Arvon School District's instructional plan addresses ways all learners are supported and can be found within our COVID-19 Preparedness and Response Plan on the Arvon Township School webpage at <http://www.arvontownshipschool.org/>.

