



Leslie Public Schools

4141 Hull Road, Leslie, MI 49251 - (517)589-8200 - www.lesliek12.net

Extended COVID-19 Learning Plan

as Described in Public Act 149, Section 98a

August 27, 2020

[September 3, 2020 Clarifications](#)

September 30, 2020 Revisions Based on [SB 927](#)

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 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 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. **A district that is a public school academy that, by agreement, provides educational services for the residents of a district that is not a public school academy and that does not directly provide public educational services to its residents that intends to provide instruction under an extended COVID-19 learning plan shall submit its extended COVID-19 learning plan described in subsection (1) to the intermediate district in which it is located not later than October 1, 2020 for approval.**

The ISD or Authorizing Body will **approve Extended COVID-19 Learning Plans no later than October 9, 2020** and transmit the approved plans to the state superintendent of public instruction and the state treasurer. Approved plans must be made accessible through the transparency reporting link located on the district’s website by not later than October **12**, 2020.





Leslie Public Schools Extended COVID-19 Learning Plan

Address: **4141 Hull Road, Leslie, MI 49251**

District Code Number: **33100**

District Website Address: www.lesliek12.net

District Contact and Title: **Jeff Manthei, Superintendent**

District Contact Email Address: jeff.manthei@lesliek12.net

Intermediate School District: **Ingham Intermediate School District**

Authorizing Body: **Leslie Public Schools Board of Education - Dave Cowing, President**

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 4 **12**, 2020.
2. **By not later than January 15, 2021, the district shall create a report that includes information regarding both of the following and shall ensure that the report under this subdivision can be accessed through the transparency reporting link located on the district's website:**
 - a. **The amount and type of training provided during the current school year as of the date of the report to teachers of the district through professional development that focuses on how to deliver virtual content.**
 - b. **The amount and type of training provided during the current school year as of the date of the report to the parents and legal guardians of pupils and to pupils on how to access and use virtual content provided by the district.**
3. 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.
4. Benchmark Assessments: The District/PSA will
 - a. select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - b. 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.
5. If delivering pupil instruction virtually, the District/PSA will
 - a. provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
 - b. 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.

6. 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:
 - a. COVID-19 Cases or Positive COVID-19 tests
 - b. Hospitalizations due to COVID-19
 - c. Number of deaths resulting from COVID-19 over a 14-day period
 - d. COVID-19 cases for each day for each 1 million individuals
 - e. The percentage of positive COVID-19 tests over a 4-week period
 - f. Health capacity strength
 - g. Testing, tracing, and containment infrastructure with regard to COVID-19

7. 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.

8. The District/PSA assures that
 - a. instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
 - b. the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - c. 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~~ **each month** thereafter at a meeting of the Board, and
 - d. **For each reconfirmation described in this subdivision, the district shall report to the center, in a form and manner prescribed by the center,**
 - i. **the instructional delivery method that was reconfirmed;**
 - ii. **how that instruction will be delivered for each grade level offered by the district, including pre-kindergarten, as applicable; and**
 - iii. **whether or not, as determined by the department in consultation with the center, the district is offering higher levels of in-person instruction for English language learners, special education students, or other special populations.**
 - e. 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.

9. 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.

10. 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, **or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress** 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.

Clarification of Assurance 10: "2-way interaction" means a communication that occurs between a pupil and the pupil's teacher or at least 1 of the pupil's teachers **or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress**, where 1 party initiates communication and a response from the other party follows that communication, and that is relevant to course progress or course content for at least 1 of the courses in which the pupil is enrolled **or relevant to the pupil's overall academic progress or grade progression**. Responses, as described in this subdivision, must be to the communication initiated by the teacher, **by another district employee who has responsibility for the pupil's learning, grade progression, or academic progress, or by the pupil**, and not some other action taken.



President of the Board of Education

9/29/20

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 Leslie Public Schools in a number of ways: we are experiencing unprecedented times, students may have significant learning gaps, and pronounced equity issues.

As we return to school this 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 students will come to school in the fall of 2020 with a wider range of competencies. We anticipate many students will experience learning deficits and may need opportunities to catch up. Teachers will need opportunities to collaborate to examine student work and determine necessary learning for each student.

Leslie Public Schools will offer blended learning opportunities for all students, PreK-12 (LPS Extended Learning Plan includes GSRP). Families will determine if face-to-face or online learning best fits their needs. We will ensure structures are in place to ensure student engagement and achievement for all. This plan will focus on teaching and learning with an emphasis on equity for all learners and the well-being 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.

Leslie Public Schools will utilize FastBridge, a local benchmark assessment tool, to provide formative assessments to students K-8. FastBridge provides reading and math diagnostic and progress monitoring tools with normed values.

The FastBridge assessments in reading and mathematics will be administered to all K-8 students three times during the school year: once in the first nine weeks of the school year, in January 2021, and 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. Progress reports will be available on our website in October, February, and June.

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

Additionally, we will continue to engage stakeholders in the District's balanced assessment system by publicly sharing aggregate and student subgroup performance reports on FastBridge results.

Goal 1 - All students (K-8) will improve performance in Reading/ELA from Fall to Winter, and Winter to Spring as measured by FastBridge. Overall growth will be evaluated for individual students, grade levels, and district-wide. Grades K-1 will utilize the overall composite score. Grades 2-8 will utilize the aReading scores with additional consideration in grades 2-4 with the RCBM for reading fluency.

- All teachers will use the formative assessment process to support adjustment to teaching & learning and 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-8) will improve performance in mathematics from Fall to Winter, and Winter to Spring as measured by FastBridge. Overall growth will be evaluated for individual students, grade levels, and district-wide. Grades K-1 will utilize the overall composite score. Grades 2-8 will utilize the aMath scores.

- All teachers will use the formative assessment process to support adjustment to teaching & learning and 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.

Additionally, we will continue with the goals outlined in our District Improvement Plan, with growth based upon student results on the state's standardized testing:

Math - By 2024-25 school year, each building will meet the Math Proficiency Target (47.55%) and Math Growth Target (50.70%) as set forth in MDE's School Index System.

ELA - By 2024-25 school year, each building will meet the ELA Proficiency Target (60.00%) and ELA Growth Target (57.92%) as set forth in MDE's School Index System.

Science - By the 2024-25 school year, each building will meet the Science Summative Participation goal of 95% as set forth in MDE's School Index System.

Social Studies - By the 2024-25 school year, each building will meet the Social Studies Summative Participation goal of 95% as set forth in MDE's School Index System.

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).

Note: The Leslie Public School District full instructional plan can be found in the [MI Safe Schools Roadmap--District Preparedness Plan](#).

Mode of Instruction

Families will select the best option to begin the school year for their student(s). Students PreK-12 may participate in face-to-face learning at school four days each week, with one day of remote/distant instruction provided (GSRP students will attend three days each week, with one day of remote/distant instruction). Students who select online learning will be provided all materials, textbooks, etc. along with five days of asynchronous learning each week. Families may request to change their child's learning option and accommodations will be made, if possible. Each building will work to maintain a safe capacity for face-to-face instruction in an effort to promote social distancing in the classrooms. The health and safety of students and staff is a priority at Leslie Public Schools, and protocols are in place in all buildings.

- **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.

Note: The Leslie Public School District full instructional plan can be found in the [MI Safe Schools Roadmap--District Preparedness Plan](#).

Curriculum and Instruction: Academic Standards

The Leslie Public School District curriculum for core academic areas is aligned to state standards, curriculum maps are maintained in a shared district drive. As teachers navigate the wider than usual range of competencies expected this fall, they will use these [Curriculum, Instruction, and Assessment Toolkits](#) to provide guidance to help them design new (or best utilize existing) pre-assessments to plan for differentiation of content, use results from pre-assessments to inform instruction and prioritize PreK-12 instructional standards for the 2020-2021 School Year. The CIA Toolkits will guide teachers to implement instructional approaches to meet the range of student needs as they return to school in the fall, identify assessment ideas that allow students to

demonstrate understanding in a variety of ways, assess and provide instruction in the content areas in face-to-face, virtual, and blended classroom environments, and incorporate well-being and trauma-informed practices into instruction.

As our teachers work to engage students remotely, they will use Best Practices for Remote Learning:

- Nurture a positive home climate for learning and parental involvement
- Establish and maintain remote classroom norms and learning routines
- Implement culturally responsive teaching practices
- Encourage student collaboration and discourse
- Create opportunities for and attend carefully to feedback
- Engage students in meaningful learning opportunities

- **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

Leslie Public 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 place a heavy emphasis on formative assessment. This is critical in the instructional process so students receive timely feedback that helps them know what they need to do to improve. It also gives the teacher important information to know how to adjust the teaching and learning process to meet each student's needs.

We also have a system for delivering summative assessments at the district and classroom levels. These are given at the end of a period of learning as an evaluation of what has been learned and are part of our district grading process. For example, our teachers deliver summative assessments at the end of each unit of study in our curriculum. These assessments are based on a coherent set of standards in the subject area that focus on a related group of skills and disciplinary knowledge.

We make available to our parents and legal guardians access to PowerSchool, a web-based system that allows them to see their student's grades at any time. Our teachers keep up-to-date information on student grades in this system. We also send progress reports to our parents and guardians during each marking period. This is in addition to the expectation we have for all teachers to keep parents and guardians

aware of any concerns regarding a student's grade through emails and phone calls. Finally, we send out report cards to parents and guardians at the end of each trimester.

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.

Technology

Each family has the choice of face-to-face or online learning. For those families that choose online learning, the district has limited technology devices to provide students for online learning. Additionally, throughout the district boundaries there are limited areas of internet access. We are working to accommodate families who need devices for online learning. Our online learning is asynchronous, which allows those with limited access alternative schedules for receiving instruction and completing assignments. The Leslie Public School District system for maintaining student access to technology devices and the internet is described in the Continuity of Learning Plan, and again in the [MI Safe Schools Roadmap--Sample District Preparedness Plan](#).

- **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 special needs

When school starts, students' IEPs, IFSPs, Contingency Learning Plans and 504 plans will be reviewed in coordination with general and special education teachers and/or providers to address any research based accommodations and/or services appropriate due to known changes in students' needs.

Students from birth to age twenty-six, those with identified special needs, intervention and support services will be integrated into the student's program immediately upon the start of school.

The District has established structures for general and special education teachers and/or providers to collaborate and communicate regarding student performance and student needs on IEP goals and objectives with special consideration regarding assistive technology and accessibility.

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. All students who require any type of evaluation/re-evaluation will have those completed in accordance with all state and federal guidelines, no matter the mode of instruction the student chooses.

- **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.

Leslie Public School District's full instructional plan addresses ways all learners are supported and can be found in the [MI Safe Schools Roadmap--District Preparedness Plan](#).