

Fowlerville Community Schools (FCS) Extended COVID-19 Learning Plan

Address of School District/PSA: **7677 Sharpe Rd., Suite A
Fowlerville, MI, 48836**

District/PSA Code Number: **47030**

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

District/PSA Contact and Title: **Wayne Roedel, Superintendent**

District/PSA Contact Email Address: RoedelW@fowlervilleschools.org

Name of Intermediate School District/PSA: **Livingston Educational Service Agency
(LESA)**

Name of PSA Authorizing Body (if applicable): **N/A**

Date of Adoption by Board of Education/Directors: **09/15/2020**



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 re-confirm 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.

COVID-19 presents some serious challenges to our schools' efforts to provide consistent, high-quality learning experiences to all students in an equitable manner. In order to meet the varied needs of our students and families, the Fowlerville Community Schools have offered families parallel pathways to learning in the 2020-2021 school year: either a 4:1 in-person hybrid learning pathway or an online-only pathway.

Our planning and efforts since last year's school closure have been geared toward increasing pupil engagement and achievement for the 2020-2021 school year, recognizing the gaps that resulted from the unexpected closure and the extended time out of the classroom for students. To that extent, an Extended COVID-19 Learning Plan is not necessary to ensure that we will do our utmost to achieve those goals. However, there are additional costs associated with many parts of our plan to provide equitable education to all students in 2020-2021. These costs include, but are not limited to:

- PPE purchases
- Increased costs for sanitizing and disinfecting school buildings and equipment
- Additional technology acquisitions and support
- Additional training and educational technology coaching to support teachers in successfully creating and maintaining an online classroom while also teaching in-person lessons four days a week
- Additional building substitutes (contracted for the year) to ensure continuity of learning in all classrooms
- Contractual allowances (via Letter of Agreement) including:
 - Paid sick/quarantine time for teachers who are quarantined due to exposure or those who are infected but are asymptomatic or only have mild symptoms and are able to continue providing lessons and interacting with online-only students. This will require us to pay both these teachers and their subs, but it ensures that their students will get consistent, quality lessons and activities whenever possible
 - Increased sick time coverage if the FFCRA is not renewed after its expiration on December 31, 2020 and the virus is still causing students and staff to be quarantined

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.
- **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.

FCS Academic Goals

YEAR-LONG GOALS: Based on NWEA's MPG/MAP testing which has been used in the Fowlerville Community Schools since a pilot in the 2013-2014 school year. These tests will be administered to all students in grades 1-8 in both the fall and the spring and will provide nationally normed scores in both Math and ELA.

1. All 1-8th grade students will either test at grade level in ELA or demonstrate more than one year's growth (as indicated on NWEA's MPG/MAP)
2. All 1-8th grade students will either test at grade level in math or demonstrate more than one year's growth (as indicated on NWEA's MPG/MAP)

BENCHMARK GOALS

Literacy – Based on DIBELS assessment, which will be facilitated three times during the year to benchmark development of literacy skills in all students grades K-5.

1. 85% of FCS students will test at or above the following benchmarks in the first 9 weeks of the school year on the DIBELS assessment. This goal pertains to all students including our primary subpopulations: at-risk students, students with disabilities, and economically disadvantaged students. For those students whose scores are below the criterion, our goal will be that the increase in their score is **more than** the normal growth between test intervals as a result of targeted intervention.

- a. K – 306
 - b. 1st – 330
 - c. 2nd – 329
 - d. 3rd – 332
 - e. 4th – 331
 - f. 5th – 335
2. 85% of FCS students will test at or above the following benchmarks in the middle of the school year (January or early February) on the DIBELS assessment. This goal pertains to all students including our primary subpopulations: at-risk students, students with disabilities, and economically disadvantaged students. For those students whose scores are below the criterion, our goal will be that the increase in their score is **more than** the normal growth between test intervals as a result of targeted intervention.
- a. K – 371
 - b. 1st – 389
 - c. 2nd – 389
 - d. 3rd – 393
 - e. 4th – 399
 - f. 5th – 394
3. 85% of FCS students will test at or above the following benchmarks in the final 9 weeks of the school year on the DIBELS assessment. This goal pertains to all students including our primary subpopulations: at-risk students, students with disabilities, and economically disadvantaged students. For those students whose scores are below the criterion, our goal will be that the increase in their score is **more than** the normal growth between test intervals as a result of targeted intervention.
- a. K – 420
 - b. 1st – 441
 - c. 2nd – 439
 - d. 3rd – 442
 - e. 4th – 442
 - f. 5th – 449

Math – Because we have no state or nationally-normed test to serve as an interim benchmarking tool, we will use our Bridges unit assessments for monitoring student progress at grades 1-5. By comparing this year's scores to prior years' we should be able to determine the extent of the learning gap and measure the efficacy of instruction in this COVID-challenged year compared to more normal academic years.

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).

For the 2020-2021 school year, the Fowlerville Community Schools will offer two, parallel pathways to learning for our families. Parents/guardians will have the option of enrolling each of their children in either a modified traditional learning environment (in-person learning on campus) a remote learning environment (completed online from the student's home or a remote location with wi-fi access).

PATHWAY 1: MODIFIED TRADITIONAL PATHWAY

This pathway offers in-person learning on campus for all grade levels. However, there would be some changes enacted to allow our system to be more adaptive in case of closures and limitations:

- Every teacher maintains an "online classroom" platform based on quality standards set by a county-wide committee and a district steering committee.
- Students are being taught to use the online platform through relevant, blended instruction that supplements traditional, in-person instruction.
- The year began with a "soft-start" through September 18th, with traditional pathway students divided into two groups: A and B groups. A group attends Monday and Wednesday. B group attends Tuesday and Thursday. Friday, and the other two weekdays on which a student does not attend in-person learning, are remote learning days on which students complete work assigned to them by the teacher but do so from home.
- Beginning September 21st, all traditional pathway students meet in person four days per week on Monday, Tuesday, Wednesday, and Thursday. Students receive remote instruction on Friday.
- Students can transition to pathway 2 (online learning only) at any time when the District is in phase 4 or 5.

PATHWAY 2: REMOTE LEARNING PATHWAY

The remote learning pathway is for quarantined students, those whose parents choose not to send them back to campus for all or some of the 2020-2021 school year, and for all students during periods of closure. Components of this pathway include:

- Every teacher has an "online classroom" platform (via Google Classroom) on which s/he posts daily lessons each week for remote learning students.
- Teachers post "mini-lessons", supplemental materials, and formative assessments to assist students in accessing the same learning concepts taught in the traditional class. Summative assessments are also given.
- Office hours are available for students to get content-area and lesson-specific support for learning and for parents to contact the teacher.

- Students are expected to access their Google Classroom daily.
- Assignments and assessments are graded. Cumulative scores are tallied to determine report card grades. Final grades will be posted to transcripts.
- Students could transition back to in-person instruction on September 22nd or on October 6th and then at nine-week intervals that correspond to the end of each marking period

- **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.

Preparations for the 2020-2021 school year began before the 2019-2020 school year had ended. An educational steering committee was assembled to address several key concerns:

1. How do we address the learning gap that developed with the abrupt closure of schools and the limitations of the instruction possible via remote learning in the spring?
2. How do we plan for adaptive, effective learning in the 2020-2021 school year assuming the following constraints?
 - a. Families who would be unwilling to send their children to campus for in-person learning even if it were open?
 - b. Quarantining of students and/or staff for 2-4 week periods?
 - c. Potential classroom or building closures?
 - d. Transition for individual students and/or groups of students from or to remote learning as a result of a, b, or c above?
 - e. Teachers and other staff members who would take leave or retire if school were reopened prior to resolving the pandemic?
 - f. Likely funding cuts?
 - g. Additional costs for personal protective equipment (PPE), additional cleaning, social distancing, and other measures to keep students and staff safe?

One of the committee's first realizations was that our community was not prepared for online learning. A survey showed that more than 30% of our families lacked internet connectivity and the necessary devices for online learning. We looked into the cost and feasibility of purchasing hot spots for families without internet access, but discovered that almost 50% of our geographic district had insufficient cellular signal to allow for uninterrupted wi-fi availability through a hot spot.

The committee also worked through the logistics of whether we should designate some teachers as online learning teachers and assign all online students to them or whether we should require all teachers to manage both an in-person and an online classroom. The latter required much more of teachers, but was determined to be the best option nonetheless because of the likely-transitory nature of the online learning population. We know that some students will be relegated to online learning because of quarantining. Our experience with virtual schools and students or families trying an online learning option has shown that a majority of those students and families find that online learning is not a good fit. The students struggle and a return to in-person learning is sought, often with a new or larger gap in the student's learning (as opposed to his peers). We believe that a large percentage of students who begin the year online will opt to return to in-person instruction, especially if there is no COVID-outbreak as a result of the resumption of in-person instruction.

For these reasons, we determined that we needed parallel pathways to learning. The best way to accomplish this was to provide all teachers with training and professional learning communities around best practices in educational technology use and online learning and then require each to manage an online classroom above and beyond their in-person classroom. The two pathways would each cover the same standards and units of study. Activities would be the same or similar in both pathways. That would allow for students to most easily transition from one pathway to the other as necessary as a result of the pandemic.

To assist teachers in maintaining parallelism between the online and in-person classroom components, we added professional development time into the school calendar to allow for grade-level and department-based professional learning communities, employed an educational technology support person part time at each building, and made Fridays remote learning days so teachers have a day each week without in-person students to give greater attention to their online classroom students and components. Grade levels and departments were also encouraged to pare down standards to “power standards” that could be mastered in a year that will be unlikely to play out without any disruptions. This will also allow for extended teaching and re-teaching to address gaps created by last year’s closure.

Administrators have also shifted their observational focus for the year. To support the need for parallel curriculum and instruction, administrators will be comparing the lesson and activities they observe in classroom visits and formal observations with the lessons and activities that were posted online for remote learning.

- **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.

Providing feedback is one of the ways that will be most traditional in the 2020-2021 school year. After debunking some early beliefs that we couldn't collect or return papers because of COVID-transference concerns, the steering committee fully endorsed a return to robust formative and summative assessment practices.

For in-person learning, formative and summative assessments will still be graded and returned in traditional fashion. Grades will be recorded in MISTAR, and parents have access to view them continually through a parent portal. Parent-teacher conferences remain on the calendar; the only question is whether they will be held in-person and/or virtually.

For online students, assessments will be submitted via Google Classroom and returned the same way. Teachers will grade assessments and record them in MISTAR as they would for other students. In that way, parents and students will have the same ability to track student progress.

There is an expectation that – for both in-person and online students – teachers will contact a student's parent/guardian if the student is not engaging, falling behind, or otherwise struggling. For the students and parents in either pathway, report card distribution and parent/teacher conferences should not offer any surprises as to the student's relative success mastering course content as demonstrated through successful completion of formative and summative assessments.

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.

As mentioned previously, our families' technology and internet access have been a struggle for the Fowlerville Community Schools. As early as April we began investigating the feasibility of ensuring or providing sufficient devices and internet access for all families. It was quickly discovered that providing internet access was not feasible. The limitations on available, cost-effective, viable internet access in areas of our district were too great. In some areas, satellite internet is the only viable option. Others are served by line-of-sight towers, but the quality and consistency of the signal varies greatly by both time and address. Some have sufficient cellular signal for hotspots. Others, mostly in town or along major roads, have broadband availability.

Recognizing potential access issues for families, we have made remote Wi-Fi access available both on campus and off. Broadband outdoor wireless access points (WAPs) were placed on the several buildings on campus with parking lots that could accommodate a large number of vehicles. We also partnered with both the Conway Township and Iosco Township offices to have outdoor WAPs set up there to allow for wi-fi access miles from the district. We are continuing to seek partnerships with 1-2 more remote locations to improve ease of availability for families. We are also partnering with the Fowlerville District Library. The library procured multiple hot spots through a grant written in partnership with the schools. These hot spots can be checked out for several weeks at a time by area families.

In May, we placed an order for enough Chromebooks to go 1:1. Originally, we were told that we would have the Chromebooks by mid-July. Since they were ordered, we have received multiple notices of shipping delays. The most recent estimated delivery by December 15th. Because of the delay, we took stock of Chromebooks already available in the district. We prioritized keeping Chromebooks deployed in classrooms where they had been deployed in the 2019-2020 school year so teachers would have the ability to enact our goal of teaching in-person students to use Google Classroom effectively so they would be prepared if they had to transition to remote learning. By collecting all of the Chromebooks that were designated for testing, we were able to distribute a Chromebook to each family who opted for online learning and additional Chromebooks for families who had multiple children online (at a ratio of one Chromebook for every two children). That left very few for distribution to families without devices for remote learning days.

Because of both the lack of connectivity and the delay in receiving ordered devices, we have asked all teachers to survey their classrooms (or their students' families, for elementary teachers) to determine the level of access and assure that all assignments given on remote learning days (Fridays and – during the soft start – two other days each week) were designed to be accessible to all students.

- **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 will be provided with equitable access to instruction and accommodations in compliance with state and federal law.

- IEPs and 504 plans will be reviewed and revised, if necessary, in coordination with general education teachers, special education teachers, and related service providers to reflect the child's revolving needs based on assessment data and parent feedback. Teams will consider student needs based on time away from associated and related services while school buildings were closed. IEP and 504 teams will design accommodations and match services according to the student's individualized needs and aligned with the educational opportunities of the general student population.
- The district will strive in good faith to commence remote learning interventions and support services to the extent practicable. Students with disabilities will be provided equal access to alternative modes of instruction provided to students without disabilities. Plans will include all programs and learning environments, birth to five services, and career and technical education.
- IEP and 504 teams, including general education teachers, special education teachers, and related service providers will use district structures to collaborate on delivery methods for assessments and instruction as outlined in IEPs and 504 plans. Student needs around accessibility will be considered and assistive technology will be provided, where appropriate.
- The district will identify and evaluate intervention programs and services available to students at the school and district levels then identify any gaps within the intervention tiers for instruction.
- Related service providers will develop a continuation of services or instructional plan to foster ongoing learning for students who receive Occupational Therapy, Physical Therapy, Speech & Language, Social Work, or Psychological Services. These services may be delivered using a virtual platform. Plans will allow students and families to meaningfully access the alternative modes of instruction.
- The district will consider obtaining any additional standards-aligned tools or materials that may be required to support differentiation, interventions, or remote learning in order to address students' needs.

- **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.

1. Our outreach to English Learners begins prior to the start of school. For example, a group of us drove to Buurma Farms to connect with families who serve on the migrant workforce there. We enrolled students and offered Wi-Fi devices to those who did not want to send their children to in-person learning because of their experience in Texas prior to coming to Michigan.

We also have certified teachers at both the elementary and the secondary levels who meet with English Learners to offer direct tutoring and assistance and also consult with teachers to assure that lessons are differentiated and accommodated to the English Learners' needs. Educational materials in other languages are acquired where applicable to assist students who are not yet at a level to benefit from immersive language learning.

Reading Recovery is an intensive intervention used to identify students at the first grade level who are struggling to develop reading skills. We have five certified Reading Recovery teachers who meet with students one-on-one on a daily basis to provide intensive reading instruction and support.

All students had the benefit of a "soft-start" to the school year. From September 2, 2020, the first day of school, through Friday, September 18, in-person students were divided into "A Group" and "B Group", with the two groups attending school on alternating days. This allowed for greater social distancing and ensuring the efficacy of our safety measures, but it also gave teachers and support staff the opportunity to give greater attention to individual students, particularly those struggling to transition back to school.

2. Because we have offered families an in-person option – which 70% of families selected – maintaining continuity of CTE, A.P., Dual Enrollment, and other specialized programs has not been an issue. Our high school students still have the opportunity to participate in programs at the Wilson Talent Center in Mason with a bus providing transportation back and forth daily. We also have a LATEC consortium in the county through which students can attend CTE programs at other Livingston County schools and extended dual-enrollment options such as the DEEP program or the Network Security program.

Individual dual enrollment courses are still available, although some of the classes that may have been traditionally taken on the college's campus may be relegated to online learning because of the college's policies in response to the pandemic.

Early Childhood programming has not been hindered by the pandemic either. While enrollment is down somewhat because of families' health and safety concerns, we are enrolling for GSRP and paid preschool and junior preschool programs at the Little Glad Early Childhood Center. The Livingston Educational Service Agency also hosts four preschool classes at the center including two GSRP classrooms and two classrooms with a GSRP/Head Start blend. Early Childhood Special Education support is available on site for both programs in the Munn Early Childhood Center building.