

Extended COVID-19 Learning Plan ***as described in Public Act 149, Section 98a***

Final

September 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 ISD or Authorizing Body, as applicable, no later than October 1, 2020, for approval. ISDs and PSAs will transmit the approved plan to the superintendent of public instruction and the state treasurer.

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

Dexter Community Schools Extended COVID-19 Learning Plan

Address of School District/PSA: 2704 Baker Road Dexter, MI 48130

District/PSA Code Number: 81050

District/PSA Website Address: www.dexterschools.org

District/PSA Contact and Title: Dr. Christopher Timmis, Superintendent

District/PSA Contact Email Address: timmisc@dexterschools.org

Name of Intermediate School District/PSA: Washtenaw Intermediate School District

Name of PSA Authorizing Body (if applicable):

Date of Approval by ISD/Authorizing Body:

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 no 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 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 is 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 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.

District Superintendent or 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.

The COVID-19 global pandemic is impacting every aspect of society, including our school community. Our families, students, staff, and community members are experiencing a traumatic event with consistent uncertainty. Many of our students have significant support at home and access to quality learning supports while others do not. This gap has always existed but has been amplified over the past 7 months.

As we return to school this fall, our first priority will be to ensure the well-being of all members of our school community. Our staff will focus on building relationships, identifying needs, and implementing supports for students. This spring, we learned valuable lessons regarding student engagement and tools to support all students in a remote environment. The initial Return to School Plan described the systems and supports created for this fall.

This Extended COVID-19 Learning Plan creates opportunities for adjustment and accountability regarding increasing pupil engagement and achievement during the 2020-2021 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 was administered to pupils in previous years.

Quality Evidence-Based Assessment Practices

Dexter Community Schools believes that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in school/district academic performance.

However, we will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, Dexter Community Schools 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.

Educational Goals

The NWEA assessments in reading and mathematics will be administered to all students twice: once in the first nine weeks of the school year, 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. Progress reports will be available on our website in February and June.

Additionally, we will continue to implement our formative and summative assessment systems throughout DCS while building increased capacity within our instructional staff.

Goal 1 - All students (K-8) and all subgroups will improve performance in Reading/ELA from Fall to Spring as measured by NWEA.

- 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-8) and all subgroups will improve performance in Mathematics from Fall to Spring as measured by NWEA.

- 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.

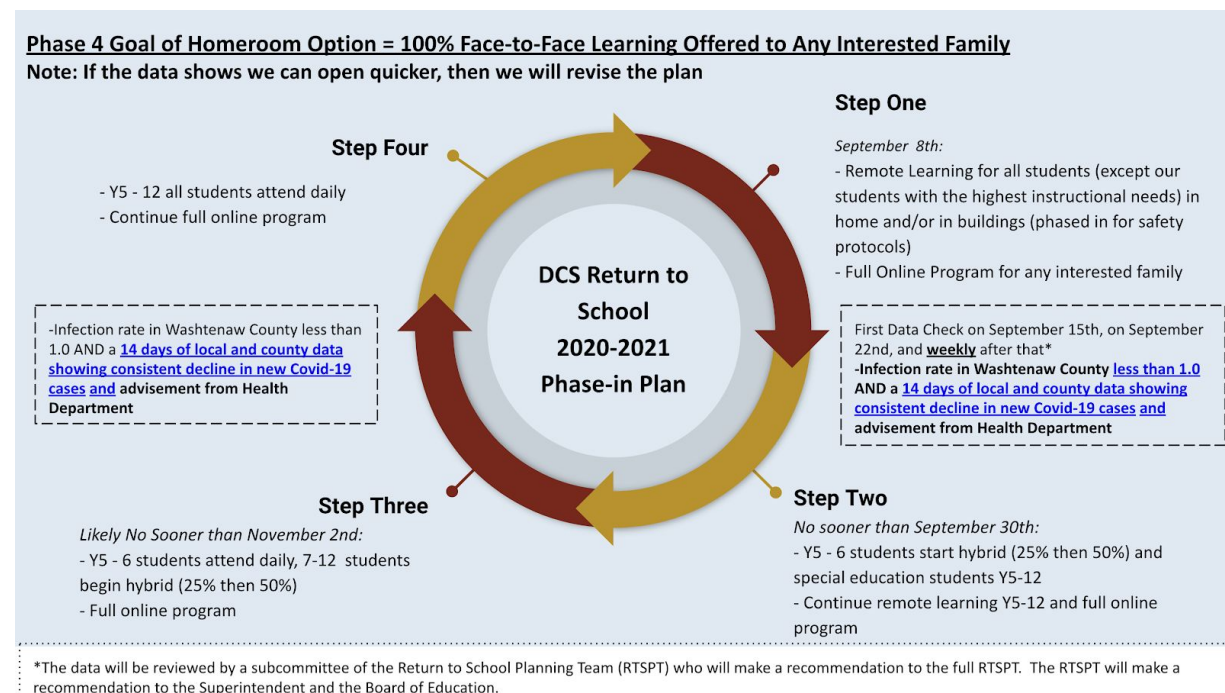
Instructional Delivery & Exposure to Core Content

- **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).

Note: The Dexter Community Schools full instructional plan can be found on the [Fall 2020 Page](#) on the DCS Website.

Mode of Instruction

To start the school year, all students will start remotely. We will bring in our high needs special education students and CTE students in a hybrid model. Parents were given the option of the Homebased model (full online with a mix of synchronous and asynchronous instruction) or the Homeroom model (start online with a mix of synchronous and asynchronous instruction that phases into a hybrid then in full-time). The model is identified below:



- **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 Dexter Community Schools full instructional plan can be found on the [Fall 2020 Page](#) on the DCS Website.

Curriculum and Instruction: Academic Standards

Instruction is defined as the essential actions to develop a comprehensive academic and social-emotional instructional program and to support an effective transition back to in-person instruction.

Defining the Learning at a Distance Instructional Framework:

Throughout our 2020-2021 planning process, we focused on the following 5E Inquiry Model. This framework provides a consistent **teaching and learning** focus on student engagement and choice, regardless of the where and when.

5E Inquiry Model

Engage

The purpose for the Engage stage is to build student interest and get them personally involved in the unit, while pre-assessing prior understanding.

- generate an **Essential Question** from a bundle of standards and connect it to **Place** (e.g. local, relevant, authentic)
- launch with an **Anchor Phenomenon** (e.g. media clip, demonstration, read-aloud) aligned to the Essential Question
- record student **questions** (on a chart, on sticky notes, or in a **journal**) that investigators with different perspectives might ask (e.g. scientist, engineer, economist, historian, geographer)
- use a **Discussion Circle** to collaboratively construct a **Driving Question Board** by grouping similar questions and have students select those that are most important to answer



Explore

The purpose for the Explore stage is to get students involved in the topic; providing them with a chance to build their own understanding.

- design, or select, small group **activities** (e.g. experiments, simulations, research, prototyping) that use the **Crosscutting Concepts** appropriate for answering the driving questions
- use journals to collect **data** (e.g. descriptions, measurements, tables, sketches, illustrations, maps, text examples, interviews with experts) during the activities

- use student-run discussion circles to build an **Inquiry Chart** of the completed activities and capture new wonderings (teacher acts as scribe and interrupts with **Talk Moves**)
- add **vocabulary** that emerged from the concepts to the Inquiry Chart

Explain

The purpose for the Explain stage is to provide students with an opportunity to communicate what they have learned so far and figure out what it means.

- use the **Science and Engineering Practices** to formulate a response to the Essential Question; for example:
 - develop **models** and/or **explanations** of the anchor phenomena
 - use **claim, evidence, reasoning** skills to defend models and explanations
 - have students gather **feedback** and **revise** their models using techniques like **gallery walks**
 - have the students make a **public performance** to an authentic audience and/or **engage in civic action**

Elaborate

The purpose for the Elaborate stage is to allow students to use their new knowledge and continue to explore its implications.

- students extend their models and explanations by testing new predictions or attempting to incorporate related phenomena (this may take place in **Genius Hour** type activities)

Evaluate

The purpose for the Evaluate stage is for both students and teachers to determine how much learning and understanding has taken place.

- **formative checks** (e.g. conferring, journal checks) happen at each of the E's to determine what **mini-lessons** might be needed and a unit will close with a **summative evaluation** that is typically the final performance of the Explain stage.

Dexter Community Schools is committed to using an overarching lens through which the inquiry model will be enacted is one of equity. To this end, we will consistently ask the following questions:

- How do we provide rigorous instruction while ensuring instruction is accessible and adjusted to meet the needs of all learners?
- In what ways are students placed at the center of instruction--supporting agency, choice and voice?
- How are different perspectives given a position within the curriculum and dialogue?

Building the Learning Environment:

A learning environment is any space in which students are engaged in learning. A safe and accessible learning digital environment is critical to launching learning in the fall. As a result, we are committed to:

1. Ensuring we have a digital learning environment that supports in-person, homeroom, and remote learning.
2. Integrating technology tools to develop lesson content and engage learners.

In order to commit to the above items, DCS will continue to support the use of learning management systems (LMS), **Seesaw** (grades Y5-2), **Summit Learning** (5-8), and **Canvas** (grades 3-12). These resources serve multiple purposes in the 2020-2021 plan:

- A space for teachers to establish an online presence, develop and share instructional content, provide effective feedback, and collaborate with their colleagues.
- A digital classroom in which students access instructional content, manage and submit their work, and engage with their larger class.
- An opportunity for meaningful partnerships for learning between teachers, students and parents.
- A communication tool for teachers, parents and students.

The following table outlines key elements of the LMS resource implementation:

LMS Implementation

Purpose	Plan Element	Description
Rostering students and teachers into an LMS	<i>LMS Integration and Set-Up</i>	<ul style="list-style-type: none">• Instruction and technology leaders participated in an LMS implementation course.• DCS Technology team and DCS teachers collaborated with Summit Learning in grades 5-8 (2015-present), and Canvas onboarding in grades 7-12 (2019-present) and Seesaw in grades Y5-2 (2020).
Launching professional learning around the LMS	<i>LMS Summer Professional Development Sessions</i>	<ul style="list-style-type: none">• Coordinators and coaches received LMS training (2018-present).• Identify and train coaches, teachers and Media Specialists to coach staff.• Teachers were onboarded during PD sessions in June 2020 and throughout the summer.• Virtual coaching sessions were also available.
Establishing an online presence and developing course content	<i>LMS Work Time</i>	<ul style="list-style-type: none">• During August PD and early September, teachers used Seesaw and Canvas to create their class dashboards and build initial content.• Wednesdays will include collaboration time for course/unit and lesson development within the LMS.• Virtual coaching sessions are available.
Sustained professional learning	<i>LMS School Year Professional Development</i>	<ul style="list-style-type: none">• Additional LMS PD sessions (optional and required) throughout the school year. Coaches and school leadership will support teachers in the use of LMS and content development.• Media Specialists and teacher teams offer support for teachers as needed during virtual and face to face coaching sessions.

Building Instructional Capacity

Teachers engaged in professional learning during the summer and throughout the school year in order to continue building capacity in the following areas:

- Incorporating the 5E Inquiry Model in unit design in a remote, homeroom and in-person setting.
- Effective use of a learning management system (Seesaw, Buzz, Summit Learning, Canvas) for content development, monitoring learning and communication.

In order to support the above areas of learning, the professional learning plan includes:

- Synchronous and asynchronous sessions.
- Required and optional sessions as part of choice menus.
- Instructional design coaching sessions by district administrators and coaches.
- Learning management system coaching sessions by coaches and media specialists.

Refining the Curriculum

Instructional content development is guided by a viable curriculum.

- Provide a credible curriculum to ensure students are prepared for the next year whether we are in a remote, homeroom or face to face learning environment.
- Clarify standards priority in order to support teachers with strategic pacing and maximize instructional time for what is important.
- Account for prior grade level/course gaps in understanding.

To this end and similar to every school year, we have prioritized essential standards at each level and are revising as needed. Essential standards connect to concepts that are most critical to moving into the next grade or course. Decisions are also being made as to what prior grade level essential standards should be integrated or used as scaffolds to the current grade level content, in order to respond to prior grade level learning gaps. Focusing on a defined set of standards will maximize student access and time to learn, creating an appropriate pace for the learning work.

- **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

Dexter Community Schools will follow our normal assessment and grading systems similar to what we utilize in a non-Pandemic Learning environment.

In Grades Y5 - 4:

- Teachers use a variety of informal, formative and summative assessments to determine instructional moves for each student.
- Formats vary based on subject area
- Informal and Formative assessments are used to provide students and teachers with feedback that can be used to help instruct each student.
- Summative assessments are used to determine student understanding of a topic.
- Teachers provide more specific support and instruction to students based on assessments and observations

In Grades 5 - 6 Pinnacle:

- Students have formative and summative assessments that occur in every subject.
- Formative assessments are used to provide students and teachers with feedback that can be used to help instruct each student.
- Summative assessments are used to determine final unit and concept grades.
- Teachers provide more specific support and instruction to students before summative and benchmark assessments.

In Grades 5 - 6 Summit:

- Project work and math units have formative assessments that are called "checkpoints".
- Checkpoints provide the student feedback prior to finishing a project or taking a math assessment.
- Focus areas have benchmark assessments called "content assessments".
- When a student does not demonstrate mastery they may reassess after they have done additional work to build their understanding.
- Teachers provide more specific support and instruction to students before they are able to reassess. Content assessment dates are determined based on student readiness.

In Grades 7 - 8 Pinnacle:

- Students have formative and summative assessments that occur in every subject.
- Formative assessments are used to provide students with feedback along the journey of the unit.
- Summative assessments indicate a student's understanding of a key concept or skill and happen at the end of units. When a student does not demonstrate sufficient understanding, they may reassess after they have done additional work to build their understanding.
- Formative and summative assessment dates are set by the teacher.

In Grades 7 - 8 Apex:

- Two core classes follow the Pinnacle model of formative and summative assessments.
- Two core classes use projects and focus areas as assessment markers.

In Grades 7 - 8 Summit:

Project Work

- Formative assessments occur via Project Checkpoints or Exit Tickets and provide feedback on skill development.

- Projects are assessed on Cognitive Skills. Some Cognitive Skills are assessed multiple times during the year.
- Summative math assessments are taken on paper at the end of each unit on teacher-determined dates.

Focus Area Work

- When a student does not demonstrate mastery of Focus Area content, they must reassess after they have done additional work to build their understanding.

Dexter High School:

- All subjects use formative and summative assessments
- Formative assessments are used to provide feedback and guide instruction
- Summative assessment is used to determine grades
- Re-assessment opportunities are available in many classes and look different depending on the course

Dexter Alternative High School:

- Assessment is formative and summative
- As part of the program in DAHS students assess as needed to demonstrate mastery of content

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

All Dexter Community Schools students will be provided equitable access to technology and the internet as described in our Continuity of Learning Plan that was previously submitted to the state. The Dexter Community Schools system for maintaining student access to technology devices and the internet is described in the Continuity of Learning Plan and again in the 2020-2021 Return to School Plan approved by the state.

- **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 started, students' IEPs, IFSPs, and 504 plans were reviewed in coordination with general and special education teachers and/or providers to address any data-driven accommodations and/or services that are needed due to known changes in students' needs.

For students from birth to five, those with identified special needs, and those attending CTE programming, intervention and support services are being integrated into the student's program at the start of the school year.

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.

- **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.

The Dexter Community Schools full instructional plan addresses ways all learners are supported and can be found on the [Fall 2020 Page](#) on the DCS Website.