

EXTENDED COVID-19 LEARNING PLAN

Our mission, in partnership with parents and the community, is to become the best educational system in America so all students demonstrate they are caring, responsible, and knowledgeable citizens.

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

September 29, 2020

(Updated November 5, 2020)

(Updated January 7, 2021)

(Updated March 4, 2021)

(Updated April 8, 2021)

(Updated August 25, 2021)

(Updated February 3, 2022)

(Updated August 15, 2022)

(Reviewed February, 2023-no updates necessary)

(Reviewed August, 2023-no updates necessary)

(Reviewed February, 2024-no updates necessary)

NOTE: The following Extended COVID-19 Learning Plan (ECOL) is not meant to replace the original Walled Lake Return to Learn Plan which was collaboratively developed during the summer of 2020. Instead, this is meant to be a focused outline of additional considerations in important areas of the plan as required in the updated Return to Learn legislation passed on August 20, 2020. Updates for the 2021-2022 school year comply with the U.S. Department of Education requirements for receiving funding through the American Rescue Plan. This plan shall be reviewed every six months per the USDOE guidelines.

WLCSD Return to Learn Plan

September 3, 2020 Clarifications

UPDATE AUGUST 15, 2022

CDC Updates COVID Guidance for Schools

The federal Centers for Disease Control and Prevention (CDC) released new **Operational Guidance for K-12 Schools and Early Care and Education Programs to Support Safe In-Person Learning**. The new guidance removes the recommendation to cohort; changes the recommendation to conduct screening testing to focus on high-risk activities during high COVID-19 Community Level or in response to an outbreak; removes the recommendation to quarantine, except in high-risk congregate settings; removes information about Test to Stay; and

adds detailed information on when to wear a mask, managing cases and exposures, and responding to outbreaks.

UPDATE FEBRUARY 3, 2022

UPDATE AUGUST 25, 2021

Walled Lake Consolidated School District **continues to have** in-person learning for the 2021-2022 school year. For any families who were unable to return to in-person instruction, the District **continues to** offer year-long virtual plans for Kindergarten through 8th grade as well as for our 9th through 12th grade students. Our K-8 virtual plan is a partnership with the Virtual Learning Academy Consortium (VLAC) through Oakland County. Students remain enrolled in our District while attending VLAC. Our 9th-12th grade students **continue to be** offered full courses through Edgenuity with contacts for attendance purposes. These students also remain enrolled in our District while taking Edgenuity. Each of these programs is asynchronous and standards-aligned.

Health and Safety Updates 2021-2022

All information regarding protocols for the 2021-2022 school year can be found at the following link: [Frequently Asked Questions 2021-2022](#)

UPDATE APRIL 8, 2021

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. **Additionally, on March 9, 2021, Governor Gretchen Whitmer signed into law Public Act 3 of 2021, which requires districts to confirm adherence to the 20-hour per week requirement at each monthly board meeting. Under the new law, in order to be eligible for funding, the District pledges that as of March 22, 2021, the District has offered in-person instruction of at least 20 hours each school week for a 5-school-day school week to all pupils enrolled in the District, regardless of whether or not all pupils enrolled in the District participate in the in-person instruction offered.**

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 state 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.



Walled Lake Consolidated Schools Extended COVID-19 Learning Plan

Address of School District/PSA: 850 Ladd Road, Bldg. D., Walled Lake, MI 48390

District/PSA Code Number: 63290

District/PSA Website Address: www.wlcsd.org

District/PSA Contact and Title: Mr. Kenneth Gutman, Superintendent

District/PSA Contact Email Address: KennethGutman@wlcsd.org

Name of Intermediate School District/PSA: Oakland Schools

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 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:
 - Based on Risk Category, per Oakland County Health Department
 - 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 re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after ISD approval of the plan, and every 30 days thereafter at a meeting of the Board, and
 - public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District/PSA during a public meeting described in PA-149.
 8. The District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.
 9. The District/PSA will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District/PSA and the pupil's teacher or at least one (1) of the pupil's teachers during each week of the school year for at least 75% of the pupils enrolled in the District/PSA. The District/PSA will publicly announce its weekly interaction rates at each District/PSA Board meeting where it re-confirms how instruction is being delivered. The District/PSA will make those rates available through the transparency reporting link located on the District/PSA website each month for the 2020-2021 school year.

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 Walled Lake Consolidated School District is committed to educating Every Child, Every Day in the safest setting conducive to academic achievement.

The COVID-19 global pandemic is impacting our school community in a number of ways: many students may have significant gaps in their learning, and equity issues are more pronounced, and a number of those in our school community are experiencing various types of trauma.

As we return to school in the 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 that students will come to school 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 examine student work and determine what comes next in the learning for each student.

As Walled Lake plans to begin the school year (until October 30, 2020) in a remote/virtual learning environment, we will need to have structures 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 2021-2022 school year. The District/PSA must establish all of its goals no later than September 15, 2021. 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 2021-2022 school year and not later than the last day of the 2021-2022 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.

UPDATED AUGUST 25, 2021

Educational Goals

In Public Act 48 of 2021, Section 98b requires those entities with schools—local education agencies (LEAs), both traditional public school districts and public school academies (PSAs), and intermediate school districts (ISDs)—to establish by not later than September 15, 2021 educational goals expected to be achieved for the 2021-22 school year for the school.

Walled Lake Consolidated Schools will continue to use Curriculum Associates-iReady Benchmark Assessment which has been identified as an approved vendor with the Michigan Department of Education under the Return to Learn legislation. iReady will validate and reliably measure student growth in literacy and mathematics which allows us to analyze important subgroup data and determine that students are making progress towards mastery of standards. The District will administer this benchmark assessment three times during the 2021-2022 school year. First, within the initial 9 weeks of the school year, again at mid-year and at the end of the year.

Goal Category	Goal Related to Achievement and/or Growth on Benchmarks for the 2021-2022 school year
Middle of the Year Reading Goal	By the middle of the year, students will increase their overall proficiency in iReady Reading by at least 10 percent from the beginning of the year.
End of the Year Reading Goal	By the end of the year, students will increase their overall proficiency in iReady Reading by at least 20 percent from the beginning of the year.
Middle of the Year Mathematics Goal	By the middle of the year, students will increase their overall proficiency in iReady Mathematics by at least 10 percent from the beginning of the year.
End of the Year Mathematics Goal	By the end of the year, students will increase their overall proficiency in iReady Mathematics by at least 20 percent from the beginning of the year.

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).

Mode of Instruction

On August 4, 2020, our Board of Education voted to start the school year in a distance-learning model until October 30, 2020. All preK-12+ students will attend school either remotely in Our Path (synchronous) or virtually in My Path (asynchronous). Student and staff health and safety when returning to in-person learning will be addressed through a cohort model that keeps

students together for the entire school day at elementary and with a block schedule model at the secondary level which minimizes combinations of students and movement throughout the day.

In Our Path, Elementary students will follow a three core block schedule throughout the day focusing on English Language Arts, (ELA), Math, and either Science or Social Studies. Secondary students will use an ABAB pattern by attending 3 classes on one day, and then the other 3 classes the next day. All courses will be taught remotely following the school day schedule with live/synchronous instruction provided by the teacher. When we return for in-person learning, this schedule attends to health and safety by minimizing the number of passing times needed.

In My Path, students in K-12 access coursework through Edgenuity and monitored by a Walled Lake Mentor Teacher. There is no set schedule for students choosing My Path as they access the curriculum at times and days that work best for their family schedule. Walled Lake Mentor teachers assigned to students will maintain contact each week to coach and facilitate completion of virtual coursework and answer any pertinent questions.

Returning to in-person learning has been a priority for the District since school began remotely/virtually on August 31, 2020. The District, through collaboration with various committees, stakeholders and feedback from the school community, prioritized a return to school every day, five days per week for Kindergarten through fifth-grade and some special programs within the Special Services Department **starting on November 9, 2020. Preschool programs will return in person starting November 16, 2020.** This prioritization of our youngest and most vulnerable learners is in line with the state's Return to Learn legislation. All health and safety protocols outlined in the original Return to Learn Plan will be followed. Our students in grades 6-12 will remain learning remotely for the duration of the first semester. The Board will continue to receive updates on the progress while the District closely monitors the health and well-being of the school community. **Secondary students in grades 6-12 are scheduled to return on January 20, 2021, following a Limited In-Person model. Students in Cohort 1 (last names A-K) and students in Cohort 2 (last names L-Z) will alternate between in-person days to reduce the number of students in the classrooms and maximize social distancing efforts. Students will remote-in on their alternate days so that no student will miss live/synchronous instruction from their teacher. Students wishing to remain in Our Path may do so by remoting-in all five days each week. Students remaining on My Path or choosing My Path may also do so. Pathway selections are made for the entirety of the second semester.**

On March 4, 2021 the Board of Education voted unanimously to allow Limited In-Person students to return to five full days of in-person instruction if they chose to do so beginning on March 22, 2021. In essence, the cohorts agreed to in January were dissolved and students no longer need to alternate between in-person and remote into class. The Board also approved a survey of current distance learning students in My Path and Our Path who may wish to return in-person if the choice was provided. Those families will be surveyed by March 22, 2021.

Families who wish to remain learning in a remote/virtual setting will be able to do so through continuation of Our Path and My Path instructional models. However, staffing shifts will need to take place in order to continue to offer three options for our K-5 and Special Program populations: in-person, Our Path (remote) and My Path (virtual). The Board will continue to receive updates on the progress of students who continue in a remote/virtual model.

Curriculum and Instruction: Academic Standards

- **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 Walled Lake Consolidated School District curriculum for core academic areas is aligned to state standards and located on the District website here: [Walled Lake Academics and Curriculum](#).

As teachers navigate the wider than usual range of competencies expected this fall, they will use curriculum planning templates which were developed by our expert Walled Lake teaching staff over the summer. These templates were created to provide guidance to help teachers plan for differentiation of content, use results from pre-assessments to inform instruction and prioritize K-12 instructional standards for the 2020-2021 School Year. The templates will guide teachers to implement instructional approaches to meet the range of student needs, identify assessment ideas that allow students to demonstrate understanding in a variety of ways, assess and provide instruction in the content areas in virtual classroom environments, and incorporate well-being and SEL/trauma-informed practices into instruction.

Sample Planning Templates are below:

[Elementary-Math sample template](#)

[Elementary-ELA sample template](#)

[Secondary-ELA sample template](#)

[Secondary-Math sample template](#)

As teachers work to engage students remotely, they will also use:

- The District's [Social-Emotional Learning Hub](#)
- 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

Assessment and Grading

- **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.

Walled Lake Consolidated 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 that 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. Assessments have been adjusted to be delivered in an online format as well.

We make available to our parents and legal guardians our student information system, Skyward, that allows them to see their children'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 that they keep parents and guardians abreast of any concerns regarding a student's grade through emails and phone calls. **Finally, progress is reported to families at the end of each marking period.**

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

The Walled Lake Consolidated School District ensures all 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 District has provided over 5,500 Chromebooks for any student in need and has also worked to ensure that families in need of internet access are provided hot spots to ensure connectivity.

Students with identified special needs

- **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.

When the 20-21 school year started remotely/virtually on August 31, 2020, all IEPs, IFSPs, and 504 plans were reviewed by general and special education teachers and/or service 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 were integrated into the student's program immediately when the school year began.

The District has established procedures for general and special education teachers and/or service providers to collaborate and communicate regarding each student's performance in the virtual setting and accommodations, modification and supports conducive to the remote setting. Additionally, special consideration for assistive technology and accessibility has been reviewed. Resources to consider: Alt+Shift consultation or web resources at - <https://www.altshift.education/resources/remote-learning-resources>

The District has ensured 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 has also ensured a method for the continuation of evaluation for students suspected of having a disability as well as those requiring re-evaluation.

Upon the return to in person learning, the special education team will assess the impact of the COVID-19 school closure on each individual student with a disability to determine the support needed to achieve individual goals/objectives and progress in the general curriculum.

Optional Considerations for District/PSA Extended COVID-19 Learning Plans:

- 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.
- 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.

As stated in our original [Return to Learn Plan](#) we continue to use the Tier 2 and 3 intervention programs for our most vulnerable learners in literacy and math in grades K-12 (Reading Recovery, Leveled Literacy Instruction, iReady instruction modules, Essentials classes, AARI, etc...). We also continue to provide English Language Learner support to our students through both remote and virtual platforms in Our Path and My Path. We recognize that additional support may be necessary for students as we determine their needs in the first weeks of school. Our building teams will keep a close eye on student needs and communicate necessary intervention support to their building principals. Specialized programs such as Early Childhood, CTE, Advanced Placement and Dual Enrollment are all being met within the virtual classroom

settings. Any return to in-person instruction will not change these specialized supports and we will continue to provide these as necessary to meet the unique needs of each student.