



## **CCRESA**

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

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 state superintendent of public instruction and the state treasurer.

This is a Review Only document. Please download it as a Microsoft Word document to add your own District/PSA logo and Extended Covid-19 Learning Plan.

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

## **Clinton County RESA Educational Center, Early Childhood, Career Education, and GSRP Extended COVID-19 Learning Plan**

Address of School District/PSA: 4179 South US 27, St. Johns MI, 48879

District/PSA Code Number: 19000

District/PSA Website Address: [www.ccreesa.org](http://www.ccreesa.org)

District/PSA Contact and Title: Lance Siegwald, Director of Special Education and Jennifer Branch, Career Education Director

District/PSA Contact Email Address: [lsiegwald@ccresa.org](mailto:lsiegwald@ccresa.org) and [jbranch@ccresa.org](mailto:jbranch@ccresa.org)

Name of Intermediate School District/PSA: Clinton County Regional Educational Service Agency

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

Date of Approval by ISD/Authorizing Body: October 5, 2020

## 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:
    - 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
- Educational Center, Early Childhood Programs, Career Education, and GSRP Extended COVID-19 Learning Plan

- 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.

Ken Krapohl

District Superintendent or President of the Board of Education/Directors

October 5, 2020

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 Extended COVID-19 Learning Plan is necessary to increase student engagement and achievement for the 2020-2021 school year due to a number of factors. First, the Michigan Legislature and Governor's office require that each local district and ISD write an Extended Learning Plan. Furthermore, many students have been without formal education for a number of months. Therefore developing a plan that incorporates educational goals, benchmark assessments, and student engagement are key components for all learners in the County.

## 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.

| Program                           | Mid-Year Goals   | End of Year Goals   |
|-----------------------------------|--|---|
| Early Childhood Special Education | Increased student achievement for students who are enrolled in the Educational Center Early Childhood Special Education Program. Students will demonstrate growth in specified areas in the IEP. These goals and objectives will be measured individually and through the process of Student Learning Objectives using the state approved Brigance OMS (Online Management System) Screener as the assessment tool. . | Students enrolled in the Early Childhood Special Education Program will demonstrate increased achievement on their IEP goals and objectives through a number of assessments, both formal and informal. These students will be formally assessed using the state approved Brigance OMS (Online Management System) Screener as the assessment tool for the end of year. |

| Program                       | Mid-Year Goals  | End of Year Goals  |
|-------------------------------|---|--|
| Great Start Readiness Program | Increased student achievement: 75% of all students will demonstrate progress on the COR Advantage in the 8 major areas of growth and development towards their identified individual learning goals   | Increased student achievement: 75% of all students will meet their individual learning growth goals on the COR Advantage in the 8 major areas of growth and development:<br>Approaches to Learning;<br>Social and Emotional Development;<br>Physical Development and Health;<br>Language, Literacy, and Communication;<br>Mathematics; Creative Arts; Science and Technology; Social Studies   |
| Educational Center            | Increased student achievement for students who are enrolled in the Educational Center will be demonstrated in specified areas in the IEP. These goals and objectives will be measured individually and through the process of Student Learning Objectives. The Student Learning Objectives will be measured using the Unique Learning System (ULS) Benchmark Assessments which align with the K-8 state standards. Students who have mild cognitive impairments and are transition age will utilize the Life Centered Education Curriculum (LCE) as the assessment tool for identifying increased student achievement within the Student Learning Objectives. | Students will demonstrate progress on their IEP goals and objectives through a number of assessments, both formal and informal. Due to the nature of disabilities that are served in the Educational Center, these measurements will be variable and individualized. Student achievement will also be measured using Student Learning Objectives using the Unique Learning System (ULS) Benchmark Assessments which align with the K-8 state standards. Students who have mild cognitive impairments and are transition age will utilize the Life Centered Education Curriculum as the assessment tool for identifying increased student achievement with the Student Learning Objectives. |
| Career Education              | Students in all state-approved career and technical education programs and  | Students will continue to work on segments taught during their second semester   |

| Program | Mid-Year Goals   | End of Year Goals   |
|---------|--|---|
|         | <p>courses will work toward mastery of the 12 standardized segments (units of instruction) throughout their program. Individual student mastery is measured and tracked through CTEIS at the end of each semester. By mid-year, all students will successfully complete the segments contained in that first semester with a 70% (2.0) or higher level of mastery.</p> | <p>coursework, with all students achieving 70% (2.0) or higher level mastery on each segment. While state-level benchmark assessments are not aligned to each CTE program, students achieve individual segment mastery at the 2.0 level and, in many programs, earn designated certifications and/or credentials. CCRESA Career Education Programming will meet or exceed the threshold for student obtainment of industry or postsecondary credentials as required by the Perkins V legislation.</p> |

## 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).

| Program                           | Method of Instruction   |
|-----------------------------------|---|
| Early Childhood Special Education | The Early Childhood Special Education instructional plan can be found <a href="#">here</a> . The mode of instruction will be in-person instruction as well as remote instruction. Students will be attending in-person instruction on Tuesday-Friday.   |
| Great Start Readiness Program     | The GSRP programs will deliver instruction both in-person and remotely during the 2020-21 school year. Remote instruction will include both synchronous and asynchronous modes of instruction.  |
| Educational Center                | The full Educational Center instructional plan can be found <a href="#">here</a> . The mode of instruction will be in person instruction as well as remote instruction. Students will be attending in person instruction on Tuesday-Friday.   |
| Career Education                  | The full Career Education instructional plan can be found <a href="#">HERE</a> . The mode of instruction will depend on several factors such as: instructional contract, location of the program, and current recommendations of the local health department. Program delivery models include fully remote, hybrid, and face-to-face with all required safety protocols per the MI Safe Schools Return to School Roadmap. |

\*Method of instruction will be evaluated regularly in collaboration with the local health department and State of Michigan's reopening plan\*

- **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.

| Program                           | Exposure of Instruction  |
|-----------------------------------|--|
| Early Childhood Special Education | The academic standards will align with the state approved curriculum and approved assessment system, C4L Preschool Program and the Brigance OMS Screener. These standards will be individualized for each pupil based on IEP team decisions. Specialized instruction will continue to be delivered as well as ancillary services for all students enrolled in the Educational Center Early Childhood Special Education programs. |
| Great Start Readiness Program     | The GSRP teachers will identify core academic standards to focus on for face to face as well as remote learners. This will be achieved through the use of their program's state approved curriculum (C4L or Creative Curriculum) and approved observational assessment system.   |
| Educational Center                | Core academic standards will align with the Essential Elements that are reflected in each student's IEP. These core academic standards align with the K-8 Common Core State Standards. These standards will be individualized for each pupil based on IEP team decisions. Specialized instruction will continue to be delivered as well as ancillary services for all students enrolled in the Educational Center.               |
| Career Education                  | All state-approved career and technical education programs and courses are aligned to core academic areas in English and Math. Contextual academic learning opportunities are embedded within the CTE programs. Student mastery of standardized segments provides the opportunity to learn academic skills within their CTE content.   |

- **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.

| Program                           | Mastery of Standards  |
|-----------------------------------|---|
| Early Childhood Special Education | Students enrolled at the Educational Center will continue to receive progress reports at the conclusion of each trimester that identify the areas of instruction. In the event that a student is not showing growth, a new IEP may be scheduled to reevaluate the needs of that student. All students and families will continue to be communicated with on a regular basis which may include but is not limited to communication logs, phone calls, emails, google classroom, class DoJo, etc. |
| Great Start Readiness Program     | GSRP programs will establish guidelines for their teachers to provide weekly updates, resources and lessons to families via synchronous or asynchronous modes as well as through scheduled weekly conferences for all remote children/families and regularly scheduled conferences for face to face students. Teachers will be using email, phone, text, Google Meet, Zoom, or similar virtual platform.  |
| Educational Center                | Students enrolled at the Educational Center will continue to receive progress reports at the conclusion of each trimester that identify the areas of instruction. In the event that a student is not showing growth, a new IEP may be scheduled to reevaluate the needs of that student. All students and families will continue to be communicated with on a regular basis which may include but is not limited to communication logs, phone calls, emails, google classroom, class DoJo, etc. |
| Career Education                  | Student progress is recorded weekly in Infinite Campus, which is a live, web-based system. All students and parents have 24/7 access to this system. In addition, student   |

| Program | Mastery of Standards  |
|---------|---|
|         | grades for CCRESA CTE students are communicated to their home high schools at the end of every quarter/semester or trimester. CTE teachers make parent contact as needed - both to recognize student successes and to discuss student concerns. |

**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.

| Program                           | Equitable Access  |
|-----------------------------------|---|
| Early Childhood Special Education | Please see the <a href="#">Educational Center Preparedness Plan</a> for a detailed description of how we are providing equitable access to technology and the internet in order to participate in instruction.  |
| Great Start Readiness Program     | GSRP programs will establish guidelines for their classroom staff to identify any difficulties families are experiencing as obstacles to accessing instruction due to lack of access to technology or internet access in order to alert the program administrator. The program administrator will assist in identifying how the access difficulty can be ameliorated by loaning of equipment and/or provision of internet access to the family. |
| Educational Center                | Please see the <a href="#">Educational Center Preparedness Plan</a> for a detailed description of how we are providing equitable access to technology and the internet in order to participate in instruction.  |

| Program          | Equitable Access   |
|------------------|--|
| Career Education | <p>Device and technology access are primarily provided by local districts, however, Clinton County RESA will work with partners to secure devices and access for any students in need. We have purchased hotspots when needed for students. We have also recently purchased laptops to run software that may not run on a typical laptop in student homes. We have also issued Chromebooks and are keeping a shared Google Sheet of technology needs and for those students who might need to work in a room at CCRESA in order to have consistent WiFi at their disposal.</p> |

- 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.

| Program                           | Equitable Access  |
|-----------------------------------|---|
| Early Childhood Special Education | <p>Please see the <a href="#">Educational Center Preparedness Plan</a> for a detailed description of how we are providing equitable access to technology and the internet in order to participate in instruction.</p> <p><a href="#">2-Way Interaction Form</a> will allow our staff to track the accessibility and progress of students enrolled in the virtual setting.</p> |
| Great Start Readiness Program     | <p>The GSRP program staff will work collaboratively with the student's parents and special education providers to ensure that all students with disabilities have equitable access to instruction and accommodation when engaged in face to face or remote instruction.</p>   |

| Program            | Equitable Access   |
|--------------------|--|
| Educational Center | <p>Please see the <a href="#">Educational Center Preparedness Plan</a> for a detailed description of how we are providing equitable access to technology and the internet in order to participate in instruction.</p> <p><a href="#">2-Way Interaction Form</a> will allow our staff to track the accessibility and progress of students enrolled in the virtual setting.</p>  |
| Career Education   | <p>Students with disabilities are enrolled in Clinton County RESA CTE programs and supported through both CCRESA and local district staff. Countywide CTE Program staff are given copies of student IEPs and 504 Plans and local district caseload managers are available at any time to discuss student needs. In addition, resources through post-secondary partners (where applicable) are available to aid students to assist in their academic success.</p> |

- **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.

CCRESA will continue to serve the low-incidence population and consider methods and strategies in order to meet each student's individual needs. We serve Clinton County's most vulnerable population, therefore we ensure that the above noted populations' needs are being met.

#### Career Education

Clinton County RESA partners with local district high schools, local industry, and local community college and university/colleges to provide career and technical education programs. Medically vulnerable students are able to complete many CTE courses in a virtual format. In instances where this is not possible (Automotive Service & Technology, Construction Trades, Emergency Services/Fire Science, and Criminal Justice), Clinton County RESA will work with students on a one-on-one basis to identify a program best meeting their needs. In addition, direct college credit and enrollment in the Capital Regional Technical Early College (CRTEC) are continuing.