

DeTour Area Schools/DeTour Arts and Technology Academy

**November 2020**

## **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.

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.

## **DeTour Area Schools/DeTour Arts and Technology Academy Extended COVID-19 Learning Plan**

**Address of School District/PSA:** 202 South Division Street, PO Box 429, DeTour Village, MI. 49725

**District/PSA Code Number:** 17050 (DATA 17093)

**District/PSA Website Address:** <https://detour.eupschools.org/> |  
<https://detourdata.eupschools.org>

**District/PSA Contact and Title:** Robert W. Vaught-Superintendent

**District/PSA Contact Email Address:** [rvaught@eupschools.org](mailto:rvaught@eupschools.org)

**Name of Intermediate School District/PSA:** Eastern Upper Peninsula ISD


**Name of PSA Authorizing Body (if applicable):** DeTour Arts and Technology Academy- Lake Superior State University

**Date of Approval by ISD/Authorizing Body:** 15 September 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 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
  - o instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
  - o the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
  - o 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
  - o 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 our school community in a number of ways: we are experiencing a traumatic event, many students may have significant gaps in their learning, and equity issues are more pronounced.

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 DeTour Area Schools/DeTour Arts and Technology plans to begin the school year in a primarily Face to Face with some(18) opting for a Virtual Learning environment, we will need to ensure that there are 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 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

The DeTour Area Schools/DeTour Arts and Technology Academy Districts believe that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in school/district academic performance and to identify effective instructional programs. We believe it can provide guidance for standardizing or adjusting curriculum and instruction across grade levels, schools, and districts.

However, we will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, DeTour Area Schools/DeTour Arts and Technology Academy 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.

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

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

**Goal 1** - All students (K-11 DAS/K-8 DATA) will improve performance in Reading/ELA from Fall to Spring as measured by NWEA via 3 testing cycles per year. The median Student Conditional Growth Percentile will be at or above the 50<sup>th</sup> percentile on the NWEA's Measures of Academic Progress for Fall-to-Winter and Fall-to-Spring testing periods indicating a minimum of average growth.

- 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-11 DAS/K-8 DATA) will improve performance in Mathematics from Fall to Spring as measured by NWEA via 3 testing cycles per year. . The median Student Conditional Growth Percentile will be at or above the 50<sup>th</sup> percentile on the NWEA's Measures of Academic Progress for Fall-to-Winter and Fall-to-Spring testing periods indicating a minimum of average growth.

- 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 DeTour Area Schools/DeTour Arts and Technology Academy Districts full instructional plan can be found in the [MI Safe Schools Roadmap--Sample District Preparedness Plan](#).

### Mode of Instruction

To start the school year, all K-12 students will attend school every day for face-to-face instruction. Student and staff health and safety will be addressed through a cohort model that keeps students together as much as feasibly possible for the entire school day.

For those who have chosen to opt out of Face to Face instruction, we have collaborated with the other districts in the Tri-County area and as a consortium with Genesee ISD, will be providing instruction via Canvas/Accelerate <https://accelerate.education/online-courses-k-12/>

These classes will be taught by teachers from within the Tri-County area, with teachers/administrators from our own districts assigned to be the Virtual Learner's Mentors.

### Return to Learn Distance Learning Plan- Revision of pages 5 and 6

Revised with teaching staff input on Oct. 14, 2020

Plan for: Phase 3 and for Voluntary District Closure Following Local Health Department Recommendation

- DeTour Area Schools will expand on the Continuity of Learning and COVID-19 Response Plan created in April 2020. One to one computing with iPads or chromebooks for all students in grades K through 12 will be implemented. Our Eastern Upper Peninsula Intermediate School District has also deployed several WiFi hotspots throughout the district at area township halls, community buildings, and religious organizations this past spring. To ensure minimum basic school operations, all office staff will perform essential duties during scheduled office hours following the published district calendar. These basic duties include phones, email, website, social media, and assistance to parents, students, teachers, and administration for basic school operations. Office staff will not be answering the phone or performing other essential duties during their scheduled lunch break each day.
- The district is preparing to move to a primarily online format with packet or workbook materials as needed for students in grades K through 6 Drummond, K through 5 DATA. Under this plan which will incorporate Gennet Canvas Course materials or teacher developed content, the following criteria will be met:
  - Teachers will update grades minimally once per week.



- Teachers will evaluate student work and provide feedback on that work resulting in a letter grade (2-12) or a standards based grade (K-2 Drummond) (K-1 DATA).
- Secondary teachers may require exams to be proctored virtually, at their discretion, to ensure authenticity of student work. If a student is unable to attend the scheduled exam, due to illness, a parent will be required to notify the office. Pre-arranged absences are still available through the office.

District Plan Specifics:

**Grades K-6 Drummond/K-5 DATA:**

- Students will be provided individual devices.
- Students will use their district provided devices to access and work on content for all of classes (5) five days per week (not just on the specified meeting days).
- Students would be expected to meet virtually with their teacher and class a minimum of 15-20 minutes per session at least 3 times per week
- Students will also meet virtually with their teacher at least once per week as an individual or in a small group

Day:	K-3	4-6
Monday	8:30 a.m.	9:00 a.m.
Wednesday	8:30 a.m.	9:00 a.m.
Thursday	8:30 a.m.	9:00 a.m.
Individual/Small group	Once per week	Once per week

- This is the minimum direct contact time, and more time may be scheduled per individual teacher’s discretion.
- Instructional packets would be sent home as needed utilizing the food pick-up/distribution process.
- The students will have their content area workbooks or online programs available. Instructional packets for additional assignments may be provided.
- The assignments for both the workbooks and additional assignments would be returned to the school through the following methods: online through the online portal and virtual instruction including submission of photos of student work to classroom portal such as Google Classroom, or SeeSaw, etc.
- If a student does not have virtual availability, the completed work will be returned via hand delivery to the designated area for each school each week or through the food distribution program.
- Attendance is required for each virtual instruction session. Daily attendance will be taken in the DeTour Area Schools Student Information System for each virtual session. In the event the student does not attend the session, a contact to excuse the student must be

made with the teacher. If a student misses 2 consecutive days of virtual sessions, individual contact will be made with the family.

- Two-way communication following the district guidelines will be documented for attendance verification. Teachers may develop their own system for documentation that meets the district guidelines. Elementary teachers will need to document at least 2 two-way communication items per week.
- In the case of an extended distance learning schedule (beyond two weeks), specials teachers will make arrangements with classroom teachers to utilize a portion of the regularly scheduled virtual class meeting as a music, art, or gym meeting every other week or establish their own virtual meeting time.

**DeTour/DATA 6-12:**

- Students will use their district provided devices to access and work on content for all of their classes (5) five days per week (not just on the specified meeting days).
- Students will join and participate in whole group Zoom, Microsoft Teams, or Google Meet meetings for all of their classes following the district schedule.

Days:	10:00-10:30	10:30-11:00	11:00-11:30	11:30-12:00
Monday	1st Hour	2nd Hour	3rd Hour	4th Hour
Tuesday	5th Hour	6th Hour	7th Hour	
Wednesday	1st Hour	2nd Hour	3rd Hour	4th Hour
Thursday	5th Hour	6th Hour	7th Hour	
Friday: Teachers will have open office hours	Office Hours 1st-4th Hour Classes	Office Hours 5th -7th Hour Classes		

- All students will be issued a Chromebook or other device necessary to access the internet for the purposes of remote learning. If student internet access is not available, students can request other arrangements individually with administration.
- Each student will be assigned a login and password to access Google Classroom and/or Microsoft Teams as the districts Learning Management System (LMS).
- This is the minimum direct contact time and more time may be scheduled per individual teacher’s discretion.
- Students will be expected to follow the published school calendar through remote access. In other words, students must be in attendance Monday to Friday with the exception of holiday breaks and scheduled professional development days.

- Attendance is required for each virtual instruction session. Daily attendance will be taken in the DeTour Area Schools Student Information System for each virtual session. In the event the student does not attend the session, a contact to excuse the student must be made with the teacher. If a student misses 2 consecutive days of virtual sessions, individual contact will be made with the family.
- Two-way communication following the district guidelines will be documented for attendance verification. Teachers may develop their own system for documentation that meets the district guidelines. High school teachers will need to document at least 1 two-way communication item per week.

- **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 DeTour Area Schools/DeTour Arts and Technology Academy Districts full instructional plan can be found in the [MI Safe Schools Roadmap--Sample District Preparedness Plan](#) or more specifically:

<https://detourata.eupschools.org/cms/lib/MI02001955/Centricity/ModuleInstance/49/CLP%20DATA%20final%20revised.pdf>

### **Curriculum and Instruction: Academic Standards**

The DeTour Area Schools/DeTour Arts and Technology Academy District curriculum for core academic areas is aligned to state standards with the EUPISD. As teachers navigate the wider than usual range of competencies expected this fall, they will use

<https://detour.eupschools.org/domain/24> or <https://detourata.eupschools.org/> provide guidance to help them design new (or best utilize existing) pre-assessments to plan for differentiation of content, use results from pre-assessments to inform instruction and prioritize K-12 instructional standards for the 2020-2021 School Year. For our Virtual Learners, we will be using the Canvas/Accelerate program from GenNet and the curriculum maps can be found at: <https://drive.google.com/drive/folders/1KcpHeAGSGDdN90rmNy4raF92-W3FsiPW> The curriculum guidelines will guide teachers to implement instructional approaches to meet the range of student needs as they return to school in the fall, identify assessment ideas that allow students to demonstrate understanding in a variety of ways, assess and provide instruction in the content areas in face-to-face, and virtual, incorporate well-being and SEL/trauma-informed practices into instruction.

As our high school elective teachers work to engage students remotely, they will use [Best Practices for Remote Learning](#):

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

- **Please describe** how pupil progress toward mastery of the standards described within this section will be graded or otherwise reported to the pupil and the pupil's parent or legal guardian.

### **Assessment and Grading**

The DeTour Area Schools/DeTour Arts and Technology Academy Districts base their 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.

We make available to our parents and legal guardians a web-based system 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, we send out to parents report cards 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 DeTour Area Schools/DeTour Arts and Technology Academy Districts ensure 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 DeTour Area Schools/DeTour Arts and Technology Academy system for maintaining student access to technology devices and the internet is described in the Continuity of Learning Plan, and again in the [MI Safe Schools Roadmap-- Sample District Preparedness Plan](#).

- **Please describe** how the District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules, and regulations.

### **Students with identified special needs**

When school starts, students' IEPs, IFSPs, and 504 plans will be 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 will be integrated into the student's program immediately upon the start of school.

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

The district ensures a continuation of services for students receiving speech and language, occupational therapy, physical therapy, or social work services within their IFSP or IEP. The district also ensures a method for the continuation of evaluation for students suspected of having a disability as well as those requiring re-evaluation.

- **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 DeTour Area Schools/DeTour Arts and Technology Academy District instructional plan addresses ways all learners are supported and can be found in the [MI Safe Schools Roadmap--Sample District Preparedness Plan](#).