



Dansville Schools Extended COVID-19 Learning Plan

Address of School District/PSA: 1264 Adams St., Dansville, MI 48819

District/PSA Code Number: 33040

District/PSA Website Address: www.dansville.org

District/PSA Contact and Title: Amy Hodgson, Superintendent

District/PSA Contact Email Address: hodgson@dansville.org

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

Name of PSA Authorizing Body (if applicable):

Date of Approval by ISD/Authorizing Body:

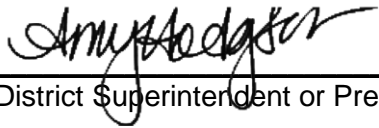
Assurances

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 12, 2020.
2. By not later than January 15, 2021, the district shall create a report that includes information regarding both of the following and shall ensure that the report under this subdivision can be accessed through the transparency reporting link located on the district's website:
 - a) The amount and type of training provided during the current school year as of the date of the report to teachers of the district through professional development that focuses on how to deliver virtual content.
 - b) The amount and type of training provided during the current school year as of the date of the report to the parents and legal guardians of pupils and to pupils on how to access and use virtual content provided by the district.
3. 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.
4. Benchmark Assessments: The District/PSA will
 - a) select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - b) 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.
5. If delivering pupil instruction virtually, the District/PSA will
 - a) provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
 - b) 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.
6. 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:

- a) COVID-19 Cases or Positive COVID-19 tests
 - b) Hospitalizations due to COVID-19
 - c) Number of deaths resulting from COVID-19 over a 14-day period
 - d) COVID-19 cases for each day for each 1 million individuals
 - e) The percentage of positive COVID-19 tests over a 4-week period
 - f) Health capacity strength
 - g) Testing, tracing, and containment infrastructure with regard to COVID-19
7. 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.
8. The District/PSA assures that
- a) instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
 - b) the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - c) 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 each month thereafter at a meeting of the Board, and
 - d) For each reconfirmation described in this subdivision, the district shall report to the center, in a form and manner prescribed by the center,
 - i. the instructional delivery method that was reconfirmed;
 - ii. how that instruction will be delivered for each grade level offered by the district, including pre-kindergarten, as applicable; and
 - iii. whether or not, as determined by the department in consultation with the center, the district is offering higher levels of in-person instruction for English language learners, special education students, or other special populations.
 - e) 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.
9. 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.
10. 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, or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress 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.

Clarification of Assurance 10: "2-way interaction" means a communication that occurs between a pupil and the pupil's teacher or at least 1 of the pupil's teachers **or** another district employee who has responsibility for the pupil's learning, grade progression, or

academic progress, where 1 party initiates communication and a response from the other party follows that communication, and that is relevant to course progress or course content for at least 1 of the courses in which the pupil is enrolled or relevant to the pupil's overall academic progress or grade progression. Responses, as described in this subdivision, must be to the communication initiated by the teacher, by another district employee who has responsibility for the pupil's learning, grade progression, or academic progress, or by the pupil, and not some other action taken.



District Superintendent or President of the Board of Education/Directors

October 1, 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 COVID-19 global pandemic is impacting Dansville Schools in a number of ways. We are experiencing a collective traumatic event that is impacting staff, students and community members. We are trying to address the fact that our students may have gaps in their learning, while also trying to solve rural connectivity and increasingly glaring equity issues.

Upon our return to school in August, we established that our first priority is to do everything we can to ensure the physical and mental well-being of all members of our Aggie Family throughout this pandemic. Because of the wide range of experiences students had during the remote learning portion of the 19-20 school year, students came to school with a wider than usual range of competencies and deficits. We have prioritized screening students to more quickly identify those who were behind and then provide as many opportunities as possible to narrow these gaps. Teachers have needed many more opportunities to collaborate with each other as they examine student work, learn and adjust to ongoing developments in both face-to-face and online learning environments and also determine next steps in the learning for each student.

While we were able to develop a plan that prioritized face-to-face learning for our most dependent and vulnerable learners while also attending to the needs of our staff in terms of health needs, we have continually sought out parent and student feedback, both formally and informally. We have also not stopped working to tweak and try to put structures in place to ensure student engagement and achievement throughout the school year, no matter what phase we are in relative to the virus. Our 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

Dansville Schools believes that the work we've done over the past fourteen years to establish a balanced assessment system, culminating in the development of our Teaching and Assessment Expectations Guide will greatly benefit our students throughout this challenging school year and also provide on time feedback for parents. We will continue to use benchmark assessment data coupled with the monitoring of student achievement via formative and summative assessment tied to the Clear Learning Targets published for every course in the district. These systems will be used to monitor and evaluate patterns and trends in school/district academic performance and to identify effective instructional programs. We believe this multifaceted approach will provide guidance for any necessary adjustments to curriculum and instruction, but will also allow us to make individualized intervention decisions for every student.

Educational Goals

We will be following our District Improvement Plan (linked here: <..\..\DIP\2020-21\Summary of District Improvement Plan for 2020-21- updated 10.01.20.docx>), which includes our educational goals for the school year, as shared with our District School Improvement Team on Tuesday, September 15, 2020, in accordance with the timeline established in the legislation. We are in the process of finishing fall benchmark assessments for every student in grades K-8 in both reading and mathematics, also in compliance with the mandates of the education legislation. We will use FastBridge as our reading benchmark assessment and SpringMath as our math benchmark assessment, as we have in previous years. We will administer these benchmark assessments at the same intervals we have in the past, which is three times each year- fall, winter and spring. This exceeds the mandate of two assessments this year. Formative and summative classroom assessments based on district clear learning targets that are aligned with state and national standards, will also provide data to inform our progress toward our goal of improved student achievement in both areas over the course of the year. Formal progress

information will be made available on our website in February and June, in compliance with the law.

To ensure continuous improvement, all teachers will continue to participate in our school improvement process, via Aggie Improvement Teams and professional development aligned with our school improvement plan and designed in coordination with our District School Improvement Team (which is comprised of teachers in each building). This will ensure that our plan is responsive to the ongoing needs of our students and teachers as we adapt to the ever-changing landscape in which we currently exist.

Additionally, we will continue to engage stakeholders in the district's balanced assessment system, including publicly sharing aggregate and student subgroup performance reports on our benchmark results to the extent mandated by the law. Below are the district's educational goals specific to the benchmark assessments, as required for this plan:

Reading/ELA Goal (see DIP: Goal 1) - All students (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by FastBridge. Specifically, students will improve their risk level (levels are high, medium and low), as measured by the FastBridge benchmark screener or remain in the low risk level. The district goal, in alignment with MTSS research, is for at least 80% of our students to be in the low risk level by the end of each year, meaning students are proficient and their academic needs are being met in Tier One, with effective core instruction.

- All teachers will use formative assessment to monitor student progress and adjust both instruction and intervention accordingly, to support meaningful student progress towards mastery of Reading/ELA clear learning targets.
- Results from FastBridge reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be monitored and analyzed by staff.
- Parents will be able to monitor student progress via published progress of students via formative assessments in Power School and when the standards-based report card is published and shared with parents according to our district Teaching and Assessment Expectation Guidelines.

Math Goal (see DIP: Goal 3) - All students (K-8) will improve performance in Mathematics from Fall to Spring as measured by Spring Math. In addition, we will strive to have at least 80% of our students, through class-wide or individual interventions, reach mastery of all high leverage skills at their grade level and complete all interventions using Spring Math.

- All teachers will use formative assessment to monitor student progress and adjust both instruction and intervention accordingly, to support meaningful student progress towards mastery of Mathematics clear learning targets.
- Results from SpringMath benchmark assessments, local mathematics summative assessments, and formative assessment will be monitored and analyzed by staff.
- Parents will be able to monitor student progress via published progress of students via formative assessments in Power School and when the standards-based report card is published and shared with parents according to our district Teaching and Assessment Expectation Guidelines.

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 full instructional plan for Dansville Schools can be found in this link:

[..\Communication\COVID-19\Dansville Schools' COVID-19 Preparedness and Response Plan 7.27.20.docx](#) and is supplemented by this presentation that was shared with the Board of Education in July, 2020: [..\Board of Education\Board Meetings\2020-21\Return to School Plan- July 2020- final.pptx](#)

Mode of Instruction

To start the school year, all students in grades K-6 will be given the choice to either attend school every day for face-to-face instruction or to receive instruction online via our Aggie Tech Academy, which is led by Dansville teachers. Student and staff health and safety will be addressed through a cohort model that keeps students together for the entire school day.

Students in grades 7-12 began the year with online instruction, but with a significant system in place to bring students into the school for individual and small group instruction and support. Students are also invited into the school if we were not able to find a way to help provide reliable internet access for their homes. We have a new calendar system that allows students to sign up for times to meet with their teachers in person or remotely. We also have a new support in place called Aggie Aid, which is available for students in grades 6-12 to come in on Tuesday and Thursday evenings from 6-9 pm and also on Saturdays from 10- noon. These sessions are staffed by certified teachers who are able to provide support and tutoring as needed for students. We have safety protocols in place to ensure proper cleaning, mask-wearing and social distancing measures are in place. This schedule was put into place in coordination with teacher leaders and includes a late start for nearly every student, which aligns with best practice. It also attends to the health needs of our staff. Unfortunately, in order to put these puzzle pieces in place and due to the lack of information that existed from some of our partners at the time our schedule had to be finalized, there are some time periods where students are “double-booked”. We are actively working to help both staff and students navigate these instances. We are also still working on what we could do to try to provide increased in-person options for our students in grades 7-12.

- **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 full instructional plan can be found here: [..\Communication\COVID-19\Dansville Schools' COVID-19 Preparedness and Response Plan 7.27.20.docx](#) and is supplemented by this presentation: [..\Board of Education\Board Meetings\2020-21\Return to School Plan- July 2020- final.pptx](#)

Curriculum and Instruction: Academic Standards

Dansville Schools has aligned all core instruction to state standards and developed clear learning targets aligned to the standards. Some courses are aligned to both state and national standards, according to the standard for that content area (ex: art/world language, etc.). Our teachers will be prioritizing instruction around the CLTs, which are listed in our K-12 standards-based report card that was first published in the 2019-20 school year. This will serve as a guide for their curriculum to ensure alignment between our in-person and Aggie Tech Academy learners. Our teachers will also utilize the guidelines in the Teaching and Assessment Expectations Guideline we developed in May of 2019 for each building. Teachers are working together to: identify assessment methods that will allow students to demonstrate understanding in a variety of ways, provide effective instruction in face-to-face and online classroom environments, and incorporate trauma-informed practices as well as the use of mental health screening tools into their instruction/competencies.

As our Aggie Tech Academy teachers engage students remotely, they will rely upon the teacher expectation document that was shared prior to the start of school, the Power School/Google Classroom expectations and the Dansville live binders, which includes a compilation of best practices for online teaching and learning.

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

Assessment and Grading

As previously shared, Dansville Schools has been working on developing a comprehensive, balanced assessment system for the past fourteen years. The clear learning targets we have developed in every content area were created based on the Common Core Standards and, if applicable, national standards. Students are given formative assessments as a regular part of classroom instruction to allow teachers to monitor the effectiveness of their instruction and student progress towards mastery of each CLT. This process also allows students and parents to monitor progress towards mastery of each target.

When students demonstrate they are proficient on a set of related learning targets, teachers follow the Dansville Schools Teaching and Assessment Expectation Guideline for each building, and give students a chance to demonstrate their mastery via a summative assessment.

Students, parents and legal guardians have access to monitor student progress at any time using Power School. Our teachers work to keep up-to-date information on student progress on each CLT as well as providing information about student completion of formative assessments in this system. We also provide progress reports for parents who prefer paper copies upon request at parent-teacher conferences in the fall and spring. This is in addition to the expectation that teachers keep parents and guardians abreast of any concerns regarding a student's academic progress through phone calls, emails and meetings. Finally, secondary parents receive a standards-based report card at the end of each semester and elementary parents receive a standards-based report card as part of fall and spring parent-teacher conferences and at the end of the school year.

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

We were able to secure T-mobile hotspots for families without reliable internet access in the spring, which helped approximately 75 families. We surveyed families to help us anticipate what hotspots we may need to order for this year and secured 120 T-mobile hotspots. Unfortunately, the merger of Sprint and T-mobile negatively impacted the effectiveness of these hotspots in our school district, so many of these have been returned to the company. We reached out to Verizon in July to try to get some hotspots for families who had indicated via survey that the T-mobile hotspot didn't work for them in the spring and are without reliable internet with students in Grades 7-12, as we are only offering remote learning for those grades. We have also installed parking lot boosters in our elementary and secondary parking lots as well as at our athletic complexes to allow students and families to drive in for some additional internet support. We asked families to share all of the internet providers being used in our district. We are getting ready to publish this document after one new option we were ready to publish has recently failed. We have tried to get some sponsors to help us possibly secure more hotspots, as reliable internet continues to be a struggle for some areas in our district. We have offered paper packets as well as the option for students to come in to the school to work for any family that has not secured reliable internet.

We provided a new iPad for every high school student, as part of our regular device replacement plan. We also tested the existing iPads to determine if they were a viable option for students in grades 6-8 who are learning remotely. We deployed these iPads and kept our Chromebooks in the physical school buildings to meet the needs of our face-to-face BK-6th grade students.

We dedicated a staff person as the first line of support for anyone having tech issues of any kind in addition to the tech personnel we contract with Ingham ISD. This puts a known staff person in the role of supporting our families and then she moves problems forward to others as needed. These efforts demonstrate that we have ensured, to the best of our abilities, that our students have been provided equitable access to technology and the internet, as described in our Continuity of Learning Plan that was previously submitted to the state. We previously shared our plan for internet and device access in our previously mentioned and linked plans as well.

- **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

As we returned to school, our special education staff reviewed the student IEPs and 504 plans to address any accommodations and/or services that were needed due to known changes in students' needs.

Beginnergarten through sixth grade students with IEPs/504s who chose to learn remotely and all 7th through 12th grade students with IEPs/504s were provided services either by making individual face-to-face meetings with service providers or via teleservices. Both specialized programs we house in our district (elementary behavior room and secondary basic classroom) were provided in a face-to-face environment for our students and all of these students chose to attend in person.

The district is following our 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 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.

1. Our district is working to identify and meet the needs of other vulnerable student populations in a number of ways, particularly for students who are part of Aggie Tech Academy. We are administering a mental health screener for all students this year, we are actively monitoring student engagement via contact logs and we are touching base with students and families via Aggie Distribution Days to evaluate needs. We developed a new calendar system using Sign Up Genius official accounts for the staff to allow students (and sometimes parents, as applicable), to encourage in-person and Zoom meetings to provide additional support for vulnerable students. We are also providing Aggie Aid three times each week for 2 hours each time, in the evening and on Saturday morning. These are run by certified teachers. Our principals are calling and even doing home visits to help intervene with students who are not engaging. Parents are also able to have access to teachers via phone, email and sometimes electronic/in-person meetings.
2. Our plan has allowed our high school students to attend the Wilson Talent Center, dual-enroll at LCC, attend The Early College at LCC and take Advanced Placement courses. We did have to change up some courses that we typically offer at the high school due to the need for the courses to be held in person. This was part of the challenge involved in developing the secondary schedule.