



Lenawee Intermediate School District (LISD) 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.

Lenawee Intermediate School District Extended COVID-19 Learning Plan

Address of School District/PSA: 4107 N. Adrian Highway, Adrian, Michigan 49221

District/PSA Code Number: 46000

District/PSA Website Address: www.lisd.us

District/PSA Contact and Title: Mark E. Haag, Ed.S., Superintendent

District/PSA Contact Email Address: Mark.Haag@lisd.us

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

Name of PSA Authorizing Body (if applicable):

Date of Approval by ISD/Authorizing Body: September 14, 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. The District/PSA will:
 - Select a benchmark assessment or benchmark assessments that is/are aligned to state standards; and
 - 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; and
 - 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.

Mark E. Haag, Ed.S., Superintendent

Date

Lenawee Intermediate School District Extended COVID-19 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 global pandemic caused by COVID-19 resulted in the sudden and unplanned disruption of in-person instruction in March 2020, and resulted in the provision of remote learning for all students for the remainder of the 2019-2020 school year. The LISD and its team of dedicated educators quickly worked to shift from in-person to remote instruction for its students and provide students with the resources necessary to effectively learn from home.

The Lenawee Intermediate School District (LISD) is committed to providing high-quality, accessible educational programs and services to its students and its constituent school districts to the extent feasible during the COVID-19 pandemic. The LISD is also committed to helping reduce the spread of COVID-19.

In August 2020, the LISD Board of Education adopted a COVID-19 Preparedness and Response Plan (www.lisd.us/covid19) for the 2020-2021 school year that closely aligns with the requirements and strong recommendations of the Michigan Safe Schools Return to School Roadmap. In that Plan the LISD indicated its intention to be open for in-person school with safety measures in place during phases four and five of the Michigan Safe Start Plan. The safety measures are described in more detail in that Plan and in the Plan summary.

During phases one through three, or if necessitated by a COVID-19 outbreak, LISD educational programs/services will be provided to students remotely to the extent possible under the circumstances. Additionally, some students may require remote instruction even while the LISD is providing in-person instruction.

This Extended COVID-19 Learning Plan will describe the ways in which the LISD will provide its students and families with high-quality educational programming and services during the 2020-2021 school year. The LISD is committed to assessing the individual needs of each student and providing an educational program that will meet each student's needs to the extent feasible under the circumstances. LISD educational programs and services will be implemented in a way that provides and recognizes the need for flexibility while also focusing on the continued development of important skills and competencies. Furthermore, the District's educational programs and services will

continue to comply with the requirements of state and federal guidelines to the maximum extent feasible.

Finally, the LISD will continuously evaluate implementation of this Plan and its educational programs and services, and adjustments will be made when necessary and/or appropriate.

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.

Goal One

By the end of the 2020-2021 school year, LISD students enrolled in the LISD TECH Center, JC/LISD Academy, and LISD PREP Academy will realize an increase in their credential attainment over where they started the 2020-2021 school year. This means that each student who successfully participates in and completes the requirements of their educational program will earn one or more of the following: industry-recognized certifications, college credit, and/or industry-recognized licensing. Goal attainment will be measured by comparing student's industry-recognized certifications, college credits, and/or industry-recognized licensing attainment at the beginning of the 2020-2021

school year (September 2020) against that at the end of the 2020-2021 school year (June 2021).

Goal Two

In addition to increasing student credentials, students enrolled in the LISD cooperative and center-based educational programs will meet multi-tiered growth targets as follows:

JC/LISD Academy

All students will improve their performance in math and reading from the fall of 2020 to the spring of 2021 as measured by the Accuplacer Next-Generation Assessment. Assessments will be administered to students once within the first nine weeks of school and again before the last day of the 2020-2021 school year.

LISD TECH Center

All students will improve their performance in the career and technical education (CTE) program-specific competency and skills as measured by the program identified assessment. Assessments will be administered to students once within the first nine weeks of school and again before the last day of the 2020-2021 school year. This is consistent with previous year assessment.

LISD PREP Academy

All students will improve their performance in math and reading from the fall of 2020 to the spring of 2021 as measured by curriculum-based assessments. Assessments will be administered to students once within the first nine weeks of school and again before the last day of the 2020-2021 school year. This is consistent with previous year assessment.

Laura Haviland Program

All students will improve their performance in math and reading from the fall of 2020 to the spring of 2021 as measured by NWEA. Assessments will be administered to students once within the first nine weeks of school and again before the last day of the 2020-2021 school year.

Maurice Spear Campus

All students will improve their performance in math and reading from the fall of 2020 to the spring of 2021 as measured by NWEA. Assessments will be administered to students once within the first nine weeks of school and again before the last day of the 2020-2021 school year.

All students will improve their performance in reading from the fall of 2020 to the spring of 2021 as measured by STAR Reading. Assessments will be administered to students once within the first 9 weeks of school and again before the last day of the 2020-2021 school year.

Deaf and Hard of Hearing Program

All students will improve their performance in math and reading from the fall of 2020 to the spring of 2021 as measured by NWEA, Fastbridge/CBM, and Compass Test. Assessments will be administered to students once within the first nine weeks of school and again before the last day of the 2020-2021 school year.

Goal Three

All LISD students with an Individualized Education Program (IEP) will receive educational programs and services in accordance with their IEP and/or other individualized plan and 90% of student's IEP objectives will be met or on course to be met before the last day of the 2020-2021 school year.

Goal Four

All students enrolled in Great Start Readiness Programs (GSRP) will improve their readiness for kindergarten from the fall of 2020 to the spring of 2021 as measured by the Brigance developmental screening tool. Assessments will be administered to students once within the first 30 days of school and again before the last day of the 2020-2021 school 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).

The Lenawee Intermediate School District (LISD) will provide instruction to students enrolled in LISD educational programs and services as follows:

- In phases four and five of the Michigan Safe Start Plan and unless otherwise directed by the Lenawee County Health Department or decided by the LISD Superintendent after consultation with the Lenawee County Health Department, the LISD will provide in-person instructional opportunities for all students. In-person instruction will generally consist of five days per week of full-day student instruction. Safety measures will be implemented in accordance with [Michigan's 2020-2021 Return to School Roadmap](#) and the [LISD's COVID-19 Preparedness and Response Plan](#) (www.lisd.us/covid19).
- In phases four and five of the Michigan Safe Start Plan, LISD, students enrolled in certain LISD programs (generally excluding career and technical education programs at the LISD TECH Center unless special circumstances exist) will be provided the opportunity to voluntarily elect to participate in remote instruction which will, depending upon the individual needs and abilities of the student, be provided through the use of real-time video conferencing, pre-recorded instructional videos, online work, and/or written work. Students who elect to participate in remote learning will be provided with an individual learning plan

that is developed between the LISD educational program/service, the student, and the student's parents/guardians.

- In phases one through three of the Michigan Safe Start Plan, LISD-operated cooperative education programs (LISD TECH Center, JC/LISD Academy, LISD PREP Academy, and the LISD's center-based special education programs) will support student engagement and learning through a variety of remote means based on the availability of equipment, materials, and internet service, as well as the individual skills and abilities of the student. Each LISD program/classroom will develop a program/classroom specific learning plan that provides and allows for both electronic and non-electronic means of instruction, learning, and engagement. The program/classroom specific learning plans will include and describe at least the following items: learning goals and student expectations; curriculum outline; online or other resources recommended or required; learning management systems utilized; and student engagement, assessment, and feedback strategies. The plan will also layout a proposed schedule of when students will be expected to participate in group and/or individual learning activities. Program/classroom specific learning plans will be subject to change as needed at the discretion of the program instructor and school administration.
- In phases one through three of the Michigan Safe Start Plan, Great Start Readiness Program (GSRP) preschools will support student engagement and learning through a variety of remote means based on the availability of equipment, materials, and internet service, as well as the individual skills and abilities of the student. Each program will provide a minimum of three, one hour virtual sessions following a consistent schedule each week. Home visits will be conducted virtually through the use of video conferencing.
- Throughout the duration of the 2020-2021 school year and regardless of whether students are participating in in-person or remote learning, student instruction and engagement strategies will be focused on developing, building, and refining student competencies and skills in those curricular areas which have been identified as focus areas for the individual educational course/program. To the extent applicable, course/program curriculum will align with State of Michigan content standards and expectations.
- The LISD will make reasonable effort to provide an internet-capable device and/or internet service hotspot to those students who do not have such. The device and/or internet hotspot will be made available on a temporary basis at no cost to the student/family for their use during periods of remote instruction/learning. For those students who do not have access to a device or internet service, and for whom the LISD was unable to provide a device or internet service due to such not being feasible under the circumstances, student learning and engagement will occur through the provision of written instructional materials, written assignments, and follow-up telephone calls between the student and instructor (or in some cases a learning or teaching assistant). Written instructional materials will be distributed to parents/guardians either via mail or

another delivery service, dropped off on the student's porch, or made available for pick-up utilizing proper social distancing measures.

- In phases one through three of the Michigan Safe Start Plan, or when a student has voluntarily elected (or is required) to participate in remote learning despite in-person learning options being available, the LISD will, to the extent feasible, provide supports, services, and accommodations to each student requiring such. For each student with an Individualized Education Program (IEP), a section 504 plan, or another individualized plan, the student's team will work collaboratively to develop strategies for how best to allow the student to continue his/her learning and receive necessary services under the circumstances associated with remote learning. This may include the provision of teletherapy services. To the extent feasible, the LISD will provide assistive technology to those students who require such as described in the student's IEP or section 504 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.

During phases one through three of the Michigan Safe Start Plan and for those eligible students who elect to participate in remote instruction during phases four and five, student instruction will occur through the use of online learning platforms, real-time video conferencing, and pre-recorded video lessons. Students will participate in synchronous lessons, classroom discussions, and small group activities through the use of video conferencing tools which allow both the teacher and students to participate in the virtual classroom. Students will also engage in asynchronous activities such as watching pre-recorded video lessons provided by their instructor or another resource and engaging in self-directed, self-paced assignments and other work.

Each week, teachers will develop and post (before 9:00 AM on Monday morning) to the program's online learning program (i.e. Google Classroom) a weekly schedule that will describe the activities for the week. This will include a minimum of two, 45 minute synchronous teacher-led lessons in which students are participating in the classroom in real time and at least two hours of office time during which students can engage in one-on-one or small group activities each week. Additionally, program teachers will be available for one-on-one student conferences and will provide technical and other assistance to students as they work through assigned tasks independently or in small groups during identified student work periods. Teachers will also create and post instructional videos and other resources that students will be expected to watch and assignments and other tasks that students will be expected to complete. Teachers will provide continuous feedback to students in writing and through video conferencing/telephone conversations, when necessary/appropriate. Due to the limitations associated with remote learning, teacher feedback is expected to require a significant amount of time as teachers will be required to provide more frequent and

substantive written feedback than would be required in the face-to-face, in-person environment.

Synchronous lessons will be scheduled so that they align with the student's in-person program schedule. For example, if a student is enrolled in a program at the LISD TECH Center that begins at 8:45 AM each day, that student's synchronous lesson will also be scheduled to start at 8:45 AM. Instructional lessons will also be recorded and posted to the program's online classroom so that students who were unable to participate live due to illness, etc., can watch the video at a different time.

Students receiving special education services will participate in and receive their services through the use of video conferencing and/or assistive technologies in accordance with their Individualized Education Program (IEP), including following the scope and sequence of services described therein to the extent feasible.

Teachers will respond to all student and parent/guardian emails, class messages, and phone calls within 24 hours of receiving such Monday through Friday during school business hours (excluding holidays and other planned school breaks).

To the extent feasible, all LISD educational programs will follow the same curricular and academic standards/expectations scope and sequence during remote learning that will be followed during in-person instruction. This means that if an educational program planned to focus on a particular competency or skill for the first two weeks of school, generally the same competency or skill would be the focus during that period of remote instruction. In some instances, instructors may modify their learning plans if a particular lesson or focus area is more easily taught/learned remotely vs. in-person or vice versa.

- **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.

Students are expected to actively participate and engage in all online and other remote classroom sessions and to complete assigned work and other tasks in accordance with the classroom/program expectations to show evidence of learning and progress toward mastery of the program standards/expectations. Teachers will provide feedback to students in writing and through video conferencing/telephone conversations, when necessary/appropriate. Grades will be assigned to students in a similar manner as students attending school in-person (for example, in some LISD programs students receive their grades from their local school district), and will be posted to the student information system (Home Access Center) utilized by the educational program and communicated to the student and the student's parent/guardian.

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.

The LISD has/will conduct surveys to determine what electronic devices and internet service students have access to. The LISD will make reasonable effort to provide an internet-capable device and/or internet service hotspot to those students who do not have such. The device and/or internet hotspot will be made available on a temporary basis at no cost to the student/family for their use during periods of remote instruction/learning. Families utilizing a LISD-owned device or internet hotspot will be expected to sign a user agreement.

- **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.

To the extent feasible, supports, services, and accommodations will be provided to each student requiring such. For each student with an Individualized Education Program (IEP), a section 504 plan, or another individualized plan, the student's team will work collaboratively to develop strategies for how best to allow the student to continue his/her learning and to receive necessary services under the circumstances associated with remote learning. This may include the provision of teletherapy services. To the extent feasible, the LISD will provide assistive technology to those students who require such as described in the student's IEP or section 504 plan. To the extent feasible under the circumstances, individualized services and supports will be provided in the same scope and sequence during remote learning as if the student was attending school in-person.

- **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 LISD will continue to provide students with access to wrap-around services and supports such as a school counselor or social worker. Accommodations will be provided to students to the extent feasible based on their individual needs through online learning management systems and one-on-one virtual or telephone interactions with school support service personnel. Student surveys will be disseminated and collected regularly to assess student needs.