



Extended COVID-19 Learning Plan

as described in [Public Act 149](#), Section 98a

September 14, 2020

(Updated October 6, 2020)

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. The Plan does not replace the Oakridge Back to School Plan, it is an additional plan that includes new assurances and sections on educational goals, instructional delivery, grading, and equitable access.

District 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 no later than October 1, 2020 for approval. ISDs will transmit the approved plan to the superintendent of public instruction and the state treasurer.

District Extended COVID-19 Learning Plans should be submitted to the ISD as a PDF file.

Support and Guidance Provide by:



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Contact Information

Oakridge Public Schools

Extended COVID-19 Learning Plan

Address of School District: 275 South Wolf Lake Road, Muskegon, MI, 49442

District Code Number: 61065

District Website Address: www.oakridgeschools.org

District Contact and Title: Tom Livezey, Superintendent

District Contact Email Address: tlivezey@oakridgeschools.org

Name of Intermediate School District: Muskegon Area ISD

Date of Approval by ISD: _____

Assurances

1. The District will make their ISD approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District'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 will create and make available on its transparency reporting link located on the District 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 expected would be achieved by the end of the school year.
4. Benchmark Assessments: The District 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 2020-2021 school year.
5. If delivering pupil instruction virtually, the District 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 had planned for that exposure to occur for in-person instruction.
6. The District, 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 Board's discretion.* Key metrics that the District 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 determines that it is safe to provide in-person instruction to pupils, the District will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District.
8. The District assures that
- a. instruction will be delivered as described in this plan and approved by the District 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 will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after ISD approval of the plan, and **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 during a public meeting described in PA-149.
9. The District 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 will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District 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. The District will publicly announce its weekly interaction rates at each District Board meeting where it re-confirms how instruction is being delivered. The District will make those rates available through the transparency reporting link located on the District 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

September 14, 2020 (updated October 6, 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 purpose of the Extended COVID-19 Learning Plan is to summarize our educational goals and instructional methods to engage students in learning content. This document will also outline our methods to monitor learning, equitable access to technology, and services to special education students.

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, 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 2019-20 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 Oakridge plans to begin the school year in a hybrid learning environment for a majority of students and a fully online learning environment for others, 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 must establish all of its goals no later than September 15, 2020.
- **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 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 educational goals are measurable through a benchmark assessment or benchmark assessments.
- To the extent practicable, the District will administer the same benchmark assessment or benchmark assessments that it administered to pupils in previous years.

Quality Evidence-Based Assessment Practices

Oakridge Public Schools will use benchmark assessment data to monitor and evaluate patterns and trends in student's academic performance. This practice will provide guidance for adjusting teaching and learning experiences for students. However, we will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning.

We believe the use of the benchmark assessment process, which is supported by an extensive body of research, provides in-time data for both our teachers and students to improve their learning and gives us a more complete picture of what our students know and are able to do.

Educational Goals

Oakridge will primarily administer STAR assessments in reading and mathematics to all students K-8 at least twice: once in the first nine weeks of the school year, and again prior to the last day of school. Other benchmark assessments will be administered, particularly in the younger grades to monitor progress (i.e. DIBELS, Delta, Star Early Literacy, etc). These 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 benchmark assessment results.

Goal 1 - All students (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by our benchmark assessments.

- 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-8) will improve performance in Mathematics from Fall to Spring as measured by our benchmark assessments.

- 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.

Learning Models

- **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).

See next page for an infographic of our Learning Models. A more detailed narrative can be found on our website by clicking [here](#).

LEARNING MODELS COMPARISON



Parents May Choose Regardless of Mi Safe Start Phase		Governor Determines by Mi Safe Start Phase			
Third Party Virtual	Oakridge Online Learning Academy	Models	Phase 1-3	Phase 4-5	Phase 6
	100% online digital curriculum content and instruction		Remote Learning	Hybrid Learning	Safe In-Person
			Remote learning via Schoology, Google Classroom, or paper packets. Content by Oakridge	Balance of in-person instruction and remote learning. All by Oakridge teachers	In-person instruction inside an Oakridge classroom with Oakridge teachers
✗	✓	Michigan certified Oakridge teacher	✓	✓	✓
✓	✓	Access to Teen Health Center (may be Telehealth in Phase 3)	✓	✓	✓
✗	✓	Access to Oakridge counselors and Special Ed	✓	✓	✓
✗	✓ distribution sites	Free, healthy breakfast and lunch daily	✓ distribution sites	✓	✓
✗	✓ unless phase 3	Access to Oakridge extra-curricular activities	✗ cancelled	✓	✓
✗	✓	Technology and device support, including internet access	✓	✓	✓
✗	✓	Access to Oakridge graduation ceremony and commencement	✓	✓	✓
✗	✓	18-29 elementary students per class, max of 34 / secondary class	✓	✓ Portion of kids come to school on alternate days	✓
✗	✗	Physically distant but socially interactive classroom	✗	✓ When kids are at school	✓

Draft: August 7, 2020

Teaching and Learning

- **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 had planned for that exposure to occur for in-person instruction.

Note: The full Oakridge Back to School plan can be found on our website by clicking [here](#).

Curriculum and Instruction: Academic Standards

The Oakridge curriculum is aligned to state standards. As teachers navigate the wider than usual range of competencies expected this fall, they will differentiate content and instruction to accommodate student needs. Face-to-face, virtual, and blended classroom environments will be utilized as appropriate. We will incorporate well-being, Social Emotional Learning, and trauma-informed practices into instruction.

Elective/enrichment teachers will work to engage students. They will use [Best Practices for Remote Learning](#) where appropriate:

- 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

Progress Monitoring

- **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

Oakridge Public Schools bases our 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 utilize formative assessment to guide instruction. This is critical 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. Our teachers keep up-to-date information on student grades in this system and/or provide other correspondence directly to parents. 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 to Technology

- If delivering pupil instruction virtually, please **describe** how the District will provide pupils with equitable access to technology and the internet necessary to participate in instruction.

Oakridge Public Schools provided all students a Chromebook (grades 2-12) or an iPad (grades K-1), as requested by a parent/guardian. Hot spots to access the internet are provided as needed.

Special Education

- **Please describe** how the District 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

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

Optional Considerations for District Extended COVID-19 Learning Plans:

1. In addition to the students with disabilities noted above, please describe how the District 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 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.

ESL

The District employs an ESL/At-risk Specialist to service kids learning english as their second language.

Wellness

Each building maintains a focus on Student Wellness with key personnel assigned with this responsibility. These key personnel initiate outreach to students (clients) to provide services in partnership with Oakridge Wellness Network community partner organizations. A process has been created for teachers to refer students who may need social-emotional services. Connections will be created between students and services.

Early Childhood

The District provides preschool to all eligible students based on GSRP eligibility criteria.

CTC

The District provides transportation to secondary students to attend the Muskegon Area Career Tech Center

Advance Placement

The District provides opportunities for high school students to take AP courses