



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

August 27, 2020

[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 state superintendent of public instruction and the state treasurer.

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

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



Atlanta Community Schools Extended COVID-19 Learning Plan

Address of School District/PSA: 10500 County Road 489, Atlanta, MI 49709

District/PSA Code Number: 60010

District/PSA Website Address: www.atlantaschools.us

District/PSA Contact and Title: Carl Seiter, Superintendent

District/PSA Contact Email Address: cseiter@atlantaschools.us

Name of Intermediate School District/PSA: Alpena, Montmorency, Alcona Educational District (AMAESD)

Name of PSA Authorizing Body (if applicable):

Date of Approval by ISD/Authorizing Body: September 28, 2020

Assurances

1. The District/PSA will make their ISD/Authorizing Body approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's/PSA's website no later than October 1, 2020.
2. The District/PSA will create and make available on its transparency reporting link located on the District/PSA's website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan not later than February 1, 2021, for goals its expected would be achieved by the middle of the school year and not later than the last day of school of the 2020-2021 school year for goals the District/PSA expected would be achieved by the end of the school year.
3. Benchmark Assessments: The District/PSA will
 - select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year and again not later than the last day of the of the 2020-2021 school year.
4. If delivering pupil instruction virtually, the District/PSA will
 - provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
 - expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.
5. The District/PSA, in consultation with a local health department will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that are based on local data that are based on key metrics. Note: A determination concerning the method for delivering pupil instruction shall remain at the District/PSA Board's discretion. Key metrics that the District/PSA will consider shall include at least all of the following:
 - COVID-19 Cases or Positive COVID-19 tests
 - Hospitalizations due to COVID-19
 - Number of deaths resulting from COVID-19 over a 14-day period
 - COVID-19 cases for each day for each 1 million individuals
 - The percentage of positive COVID-19 tests over a 4-week period
 - Health capacity strength
 - Testing, tracing, and containment infrastructure with regard to COVID-19
6. If the District/PSA determines that it is safe to provide in-person instruction to pupils, the District/PSA will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District/PSA.

7. The District/PSA assures that
 - instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
 - the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - the District/PSA will reconfirm how instruction will be delivered during the 2020-2021 school year thirty days after ISD approval of the plan, and every 30 days thereafter at a meeting of the Board, and
 - public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District/PSA during a public meeting described in PA-149.
8. The District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.
9. The District/PSA will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District/PSA and the pupil's teacher or at least one (1) of the pupil's teachers during each week of the school year for at least 75% of the pupils enrolled in the District/PSA. The District/PSA will publicly announce its weekly interaction rates at each District/PSA Board meeting where it re-confirms how instruction is being delivered. The District/PSA will make those rates available through the transparency reporting link located on the District/PSA website each month for the 2020-2021 school year.

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.

Our school community has been impacted by the Covid-19 global pandemic in a number of ways. The biggest impact has been to the educational progress of all students. Due to the suspension of face to face instruction experienced from March 2020 to June 2020, there will be gaps in learning for all students.

As we planned our return to school for the 2020-2021 school year, our biggest concern was bridging the gap in learning for our students. There was a wide range of experiences during our remote learning in the spring of 2020 making the range of competencies much wider than normal. We knew students would need additional instruction in order to help them catch up especially in the area of math. We also needed to be sure our teachers were allowed the time needed to plan the extra instruction while meeting the needs of our face to face students as well as students that chose our virtual learning option.

As we begin the school year with face to face instruction, five (5) days a week, we will need to be sure we have structures in place that will ensure student engagement, equity for all learners with a focus on the well-being of all students and staff. We also recognize that some students would not be returning to school for a variety of reasons and we needed to provide them with the same high quality education as our face to face learners.

In order to keep our virtual students connected with school, staff will engage in regular and effective two-way communication in order to support learning and instruction. The district will use online classes from Edgenuity with district teachers monitoring and grading the classwork. Teachers will also use the same resources through Edgenuity in the classroom, so that all students, both virtual and face to face, are keeping the same pace. This will also assure that good quality teaching and learning will continue if we were to fall back into Phase 3 and have to suspend face to face instruction.

Educational Goals

- **Please outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. The District/PSA must establish all of its goals no later than September 15, 2020. Authorizing bodies expect PSA educational goals will be aligned to the educational goal within your charter contract.
- **Specify** which goals are expected to be achieved by the middle of the school year and which goals are expected to be achieved by the end of the school year.
- **Ensure** that all of the following apply to the educational goals described in this section: (a) The goals include increased pupil achievement or, if growth can be validly and reliably measured using a benchmark assessment or benchmark assessments, growth on a benchmark assessment in the aggregate and for all subgroups of pupils; (b) The District/PSA benchmark assessment(s) are aligned to state standards and will be administered to all pupils K-8 at least once within the first 9 weeks of the 2020-2021 school year and not later than the last day of the 2020-2021 school year to determine whether pupils are making meaningful progress toward mastery of these standards; and (c) the District's/PSA's educational goals are measurable through a benchmark assessment or benchmark assessments.
- To the extent practicable, the District/PSA will administer the same benchmark assessment or benchmark assessments that it administered to pupils in previous years.

Quality Evidence-Based Assessment Practices

Atlanta Community Schools believes 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, Atlanta Community Schools 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 three times a year: once in the first nine weeks of the school year, second in late January 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 (3-8) will improve performance in Reading/ELA from Fall to Spring as measured by NWEA. All students (K-2) will improve their performance in Reading/ELA from Fall to Spring as measured by the Early Literacy and Mathematics Benchmark Assessment.

- 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 (3-8) will improve performance in Mathematics from Fall to Spring as measured by NWEA. All students (K-2) will improve their performance in Math from Fall to Spring as measured by the Early Literacy and Mathematics Benchmark Assessment.

- 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.

The educational goals were established and approved by the district's superintendent on September 11, 2020.

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: Atlanta Community Schools full instructional plan can be found [here](#) and on the school's website.

We will start the year with face to face instruction for K-12 students five (5) days a week. We will offer a virtual option for those students that chose not to return to the building. We use a cohort model for our K-5 students which will allow them to take their masks off while in the classroom.

- **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.

All courses, whether face to face or virtual, will continue to follow the district's curriculum scope and sequence. For face to face instruction, courses will be delivered and made available through a blend of direct instruction and online resources (Edgenuity). When normal face to face students are learning remotely, they will continue to engage in the coursework according to their normal schedule. The expectation is that students will continue to progress through the district's established curriculum at the standard pace and remain on track with their learning cohort.

All virtual courses have been aligned to deliver content, by semester, which meets the district's established curriculum. In some cases, the content may be delivered in a different sequence, but the same standards will be delivered within each course.

Students who have chosen the virtual option are encouraged to remain in the virtual classes until the new semester. Some of the virtual classes will be supplemented with paper packets when necessary.

- **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.

Atlanta Community Schools bases its 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, Skyward, 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.

Atlanta Community Schools ensures 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.

Remote learning will be done using a 3rd party platform (Edgenuity). Atlanta Community Schools' teachers will be monitoring these classes and providing support when needed. Teachers will connect with students weekly through google meets and via email/phone calls. Students that do not have access to the internet will be provided access with remote hot spots. If a student lives in an area that does not support internet access, paper packets will be provided.

- **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.

All 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.

Each student with an IEP will have a Contingency Learning Plan written in collaboration with the parent/guardian. A contingency learning plan (CLP) is developed to be implemented when the full offer of a FAPE cannot be provided. The following conditions could trigger the CLP into practice: fall back into phases 1-3, the district choosing a remote/hybrid mode of instruction, parents choosing to keep child home due to health and safety concerns, student illness due to COVID-19, or quarantine due to potential exposure to COVID - 19. The CLP will naturally expire upon the end of the COVID-19 pandemic when schools resume traditional operations.

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.

Resources to consider: Alt+Shift consultation or web resources at - <https://www.altshift.education/resources/remote-learning-resources>

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.

Career and Technical Education (CTE)

CTE students will continue to have opportunities at Alpena Public for CTE classes. We will continue to provide support for students who select to participate in the CTE courses offered in all phases of the governor's plan. We will work collaboratively with Alpena Public to ensure safety protocols are in place for our students and that there is a plan in place for each mode of learning.

Dual Enrollment

Dual enrollment allows high school students to take college classes while they are still enrolled in high school. Dual enrollment classes count for both high school and college credit. ACS will continue to offer and support dual enrollment opportunities for our high school students.