



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

September 17, 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 or authorizing body. The Plan does not replace the District’s/PSA’s COVID-19 Preparedness and Response Plan, it is an additional plan that includes new assurances and sections on educational goals, instructional delivery, grading, and equitable access. PA 149 does not apply to districts that operate as a cyber school.

District/PSA educational goals written for all students and all subgroups must be established no later than September 15, 2020 and submitted in their Plan to the ISD or Authorizing Body, as applicable, no later than October 1, 2020 for approval. ISDs and PSAs will transmit the approved plan to the superintendent of public instruction and the state treasurer.

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

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



Goodrich Area Schools Extended COVID-19 Learning Plan

Address of School District/PSA: [8029 Gale Road Goodrich, MI 48438](#)

District/PSA Code Number: [25050](#)

District/PSA Website Address: <https://goodrichschools.org/>

District/PSA Contact and Title: [Mr. Wayne Wright/Superintendent](#)

District/PSA Contact Email Address: wwright@goodrichschools.org

Name of Intermediate School District/PSA: [Genesee Intermediate School District](#)

Name of PSA Authorizing Body (if applicable):

[Goodrich Area Schools Board of Education/Genesee Intermediate School District](#)

Date of Approval by ISD/Authorizing Body: September 21, 2020 Special Board Meeting Minutes

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
 - o instruction will be delivered as described in this plan and approved 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.



President of the Board of Education/Directors

9/21/20

Date



Superintendent of Schools

9/21/20

Date

Learning Plan Narrative

Opening Statement

- Please provide a statement indicating why an Extended COVID-19 Learning Plan is necessary to increase pupil engagement and achievement for the 2020-2021 school year.

The COVID-19 global pandemic is impacting our school community in a number of ways. We are experiencing a traumatic event, many students may have significant gaps in their learning, and equity issues are more pronounced.

A top priority this fall will be to ensure the well-being of all members of our school community. Because of the wide range of experiences students had during the remote learning portion of the 19-20 school year, we anticipate that some students are beginning school with a wider than usual range of competencies. We anticipate that some students may be behind and will need opportunities to catch up. Teachers will continue to need opportunities to collaborate with each other as they examine student work and determine what comes next in the learning for each student.

Students/families had the option of enrolling their child(ren) in either face-to-face instruction with students returning to a regular schedule five days per week or in virtual instruction. We have set plans to ensure that there are structures in place to ensure student engagement and achievement for all. This plan will focus on teaching and learning with an emphasis on equity for all learners and the well-being of students and staff.

Educational Goals

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

Quality Evidence-Based Assessment Practices

Goodrich Area Schools uses benchmark assessment evidence to monitor and evaluate patterns and trends in school/district academic performance and to identify effective instructional programs. Assessment evidence provides guidance for standardizing or adjusting curriculum and instruction across grade levels, schools, and districts.

Teachers will continue the use of the formative assessment process as an instructional practice embedded in the teaching and learning process to continuously observe where our students are in order to modify instruction and meet the needs of students.

The formative assessment process 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

Renaissance Learning STAR assessments in reading and mathematics will be administered to all students grades DK-8 three times during the school year. The first assessment will be within the first 30 days for grades DK-3 and within the first 9 weeks for grades 4-8.

Formative assessments will provide information on our progress toward our goals over the course of the year. Grade DK-8 progress reports will be available on our website in January and June. Students in grades 9-12 will have the opportunity to take the PSAT, PSAT/NMSQT, and SAT in October, since this assessment was not able to be administered this past spring due to the COVID-19 shutdown face-to-face instruction. Students in grades 9-12 will take the assessment again in the spring of 2021. This will allow for growth data to be collected for high school students.

As a means of continuous improvement in teaching and learning, all teachers will review and discuss implications of benchmark, formative, and summative assessment data in order to determine how best to meet student needs. Additionally, we will continue to engage stakeholders in the district's balanced assessment system, including publicly sharing aggregate and student subgroup performance reports on STAR (DK-8) and PSAT/SAT (9-12) results.

Goal 1 - All students (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by the STAR assessment. The assessment will also be used mid year as a checkpoint to show progress towards this year-long goal.

- All teachers will use the formative assessment process to support adjustment to teaching and learning, to support meaningful student progress towards mastery of Reading/ELA academic standards. Specific tracking of progress with subgroup populations will be conducted.
- Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff at monthly PLC meetings.

Goal 2 - All students (K-8) will improve performance in Mathematics from Fall to Spring as measured by the STAR assessment. The assessment will also be used mid year as a checkpoint to show progress towards this year-long goal.

- All teachers will use the formative assessment process to support adjustment to teaching and learning, to support meaningful student progress towards mastery of Math academic standards. Specific tracking of progress with subgroup populations will be conducted.
- Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff at monthly PLC meetings.

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 Goodrich Area Schools [COVID-19 Preparedness and Response Plan](#) has been approved by the Goodrich Area School Board of Education and the Genesee Intermediate School District (GISD)

Modes of Instruction

Families of Goodrich Area Schools students have the choice of enrolling their DK-12th grade child(ren) in Goodrich Virtual (100% virtual learning using Accelerate Education content with Goodrich teachers/mentors.) or in person instruction where students attend school daily for face-to-face instruction. The enrollment commitment is for one semester. Families may continue with the same mode of instruction the second semester or may switch at that time to the alternative mode of instruction.

Student and staff health and safety for face-to-face instruction has been addressed in the [COVID-19 Preparedness and Response Plan](#).

Additional specific elementary and secondary plans are linked here:

[Elementary](#)

[Secondary](#)

- **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 Goodrich Area Schools [COVID-19 Preparedness and Response Plan](#) has been approved by the Goodrich Area School Board of Education and the Genesee Intermediate School District (GISD)

Curriculum and Instruction: Academic Standards

Curriculum for core academic areas at Goodrich Area Schools is aligned to state standards and housed in each grade level or department PLC Google Shared Drive. As teachers navigate the wider than usual range of competencies expected this fall, they will utilize supporting documents to provide guidance to help them design new, or utilize existing, pre-assessments to plan for differentiation of content, use results from pre-assessments to inform instruction and prioritize K-12 instructional standards for the 2020-2021 School Year. Examples of supporting documents include:

- [Curriculum, Instruction, and Assessment Toolkits](#) (CIA) from Oakland Schools.
- [Best Practices](#) developed by Oakland Schools- to reflect on current practices and consider opportunities for improvement.
- [2020-2021 Priority Instructional Content in English Language Arts/Literacy and Mathematics](#)
- [Addressing Unfinished Learning After COVID-19 School Closures](#)
 - The Achieve The Core Student Achievement Partners serve as an advisor group to educators around the nation as they align content and instruction to academic standards in literacy and mathematics. They focus on increasing the availability of high-quality, standards-aligned instructional resources; increasing awareness and selection of those resources by educators; and building the capacity of educators to align instruction for all students to challenging standards. They have recently released these following documents that will be used by our staff to adjust priorities in instruction as a result of COVID-19 crisis learning

As teachers work to engage students remotely, they will use best practices for remote learning including, but not limited to:

- Maslow Hierarchy of Needs
- 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

Additional specific elementary and secondary plans are linked here:

[Elementary](#)

[Secondary](#)

- **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

Goodrich Area 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 know and/or 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's 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.

For grades 3-12, we make available to our parents and legal guardians a web-based system that allows them to see their children's grades at any time. Students that are learning virtually will also receive grades within the Canvas virtual learning management platform. Our teachers keep up-to-date information on student grades in these web-based systems. Parents/guardians have access to student progress reports during each marking period. This is in addition to the expectation we have for all teachers that they keep parents/guardians abreast of any concerns regarding a student's grade through emails and phone calls.

Finally, we provide students and parents report cards at the end of each semester. Report cards are available via StudentVue and ParentVue.

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

Goodrich Area Schools ensures all students will be provided equitable access to technology and the internet as described in our [COVID-19 Preparedness and Response Plan](#) that was previously submitted to the State. Families indicated through the Goodrich Virtual enrollment form if they had a need for devices and/or internet connectivity with a hotspot. Families completed a device/hotspot checkout form and picked up technology needed during scheduled technology pick-up times.

Devices will also be provided to those families in need in the event face-to-face students need to return to remote learning at any time this school year. Online Registration has been updated to collect and record this information in Synergy, our District's school infrastructure system (SIS).

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.

Goodrich Area Schools IEP's /504's are reviewed individually based on the platform the parents have selected for their child's learning, either virtually or face-to-face. Each student's IEP is being reviewed by the IEP team to consider the students current offer of FAPE.

Information is being gathered for each IEP by the team as we discuss the impact that the pandemic may have had on our students and the potential need for Recovery Services. The IEP/504 team is addressing the need for contingency plans if as a district we are not able to offer FAPE or 504 accommodations for our virtual students. Additionally, the district is discussing the potential need for contingency plans if our district is not able to offer FAPE due to a health issue caused by the COVID-19 Pandemic.

All evaluations that were delayed due to the COVID-19 school closures have been completed by mid-September. The district will conduct evaluations virtually if permissible by testing companies and the psychological services company the district contracts with.

- **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 previously approved Goodrich Area Schools [COVID-19 Preparedness and Response Plan](#) addresses the various ways all learners are supported.

English Language Learners

- EL students that qualify for EL support services will continue to be served. The district will continue to partner with GISD for these services as well as for professional development for staff working with EL students.
- District staff will continue to use the translation phone line to reduce communication barriers as needed for EL families.

Dual Enrollment, Advanced Placement, CTE

- The district is continuing to offer Dual Enrollment and Advanced Placement opportunities for all students (face-to-face and virtual) for the 2020-2021 school year. Our counselors work with the Dual Enrollment Advisors and individual professors to provide any needed support for student access and learning. Virtual students have the opportunity to enroll in Accelerate Education Advanced Placement courses and have a Goodrich teacher assigned through the courses.
- The district has continued a partnership with Genesee Career Institute CTE programs for the 2020-2021 school year so our students continue to have access to these opportunities.