



**District/PSA Template for the
Extended COVID-19 Learning Plan
as Described in [Public Act 149](#), Section 98a**

August 27, 2020

[September 3, 2020 Clarifications](#)

September 30, 2020 Revisions Based on [PA-0165](#) (SB-927)

Introduction

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. **A district that is a public school academy that, by agreement, provides educational services for the residents of a district that is not a public school academy and that does not directly provide public educational services to its residents that intends to provide instruction under an extended COVID-19 learning plan shall submit its extended COVID-19 learning plan described in subsection (1) to the intermediate district in which it is located not later than October 1, 2020 for approval.**

The ISD or Authorizing Body will approve Extended COVID-19 Learning Plans no later than October 9, 2020 and transmit the approved plans to the state superintendent of public instruction and the state treasurer. Approved plans must be made accessible through the transparency reporting link located on the district's website by not later than October 12, 2020.

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



JCISD Extended COVID-19 Learning Plan

Address of School District/PSA: 6700 Browns Lake Road, Jackson, Michigan 49201

District/PSA Code Number: 38000

District/PSA Website Address: www.jcisd.org

District/PSA Contact and Title: Kevin Oxley, Superintendent

District/PSA Contact Email Address: kevin.oxley@jcisd.org

Name of Intermediate School District/PSA: Jackson County ISD

Name of PSA Authorizing Body (if applicable): NA

Date of Approval by ISD/Authorizing Body: September 15, 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 12, 2020.
2. **By not later than January 15, 2021, the district shall create a report that includes information regarding both of the following and shall ensure that the report under this subdivision can be accessed through the transparency reporting link located on the district's website:**
 - a. **The amount and type of training provided during the current school year as of the date of the report to teachers of the district through professional development that focuses on how to deliver virtual content.**
 - b. **The amount and type of training provided during the current school year as of the date of the report to the parents and legal guardians of pupils and to pupils on how to access and use virtual content provided by the district.**
3. The District/PSA will create and make available on its transparency reporting link located on the District/PSA's website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan not later than February 1, 2021, for goals its expected would be achieved by the middle of the school year and not later than the last day of school of the 2020-2021 school year for goals the District/PSA expected would be achieved by the end of the school year.
4. Benchmark Assessments: The District/PSA will
 - a. select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - b. administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year and again not later than the last day of the of the 2020-2021 school year.
5. If delivering pupil instruction virtually, the District/PSA will
 - a. provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
 - b. expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.

6. The District/PSA, in consultation with a local health department will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that are based on local data that are based on key metrics. Note: A determination concerning the method for delivering pupil instruction shall remain at the District/PSA Board's discretion. Key metrics that the District/PSA will consider shall include at least all of the following:
 - a. COVID-19 Cases or Positive COVID-19 tests
 - b. Hospitalizations due to COVID-19
 - c. Number of deaths resulting from COVID-19 over a 14-day period
 - d. COVID-19 cases for each day for each 1 million individuals
 - e. The percentage of positive COVID-19 tests over a 4-week period
 - f. Health capacity strength
 - g. Testing, tracing, and containment infrastructure with regard to COVID-19
7. If the District/PSA determines that it is safe to provide in-person instruction to pupils, the District/PSA will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District/PSA.
8. The District/PSA assures that
 - a. instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
 - b. the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - c. the District/PSA will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after ISD approval of the plan, and **each month** thereafter at a meeting of the Board, and
 - d. **For each reconfirmation described in this subdivision, the district shall report to the center, in a form and manner prescribed by the center,**
 - i. **the instructional delivery method that was reconfirmed;**
 - ii. **how that instruction will be delivered for each grade level offered by the district, including pre-kindergarten, as applicable; and**
 - iii. **whether or not, as determined by the department in consultation with the center, the district is offering higher levels of in-person instruction for English language learners, special education students, or other special populations.**
 - e. public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District/PSA during a public meeting described in PA-149.
9. The District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.
10. The District/PSA will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District/PSA and the pupil's teacher or at least one (1) of the pupil's teachers, or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress during each week of the school year for at least 75% of the pupils enrolled in the District/PSA. The District/PSA will publicly announce its weekly interaction rates at each District/PSA Board meeting where it re-confirms how instruction is being delivered. The District/PSA will make those rates available through the transparency reporting link located on the District/PSA website each month for the 2020-2021 school year.

Clarification of Assurance 10: "2-way interaction" means a communication that occurs between a pupil and the pupil's teacher or at least 1 of the pupil's teachers **or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress**, where 1 party initiates communication and a response from the other party follows that communication, and that is relevant to course progress or course content for at least 1 of the courses in which the pupil is enrolled **or relevant to the pupil's overall academic progress or grade progression**. Responses, as described in this subdivision, must be to the communication initiated by the teacher, **by another district employee who has responsibility for the pupil's learning, grade progression, or academic progress, or by the pupil**, and not some other action taken.

Karin Orsby, Superintendent

District Superintendent or President of the Board of Education/Directors

10/20/2020

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 Jackson County Intermediate School District believes an Extended COVID-19 Learning Plan is necessary to implement data driven instructional strategies for Career and Technical Education (CTE) students and students with IEPs, while striving to ensure the well-being of all members of our school community. Due to the COVID-19 shutdown in the spring, we expect students will need varying degrees of support to stay on track to achieve appropriate levels of development. In addition, 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.

JCISD has a plan to appropriately engage special education students with IEPs in achieving a developmental level in the areas of communication, behavior, mobility, academic progress and transitions equal to their abilities and needs. The JCISD plan will also appropriately engage Career and Technical Education (CTE) students in improving their academic, technical, and employability skills; however, the legislation only asks for reporting on K-8 growth and achievement in math and reading.

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.

Special Education

Tarrant/Young Center-based Classrooms focus on a number of development growth areas and goals. Metrics are set-up to measure progress in these areas: communication, behavior, mobility, academic progress and transitions; however, for the purposes of the legislation that required development of this plan, we will only be reporting on academic progress in math and reading for K-8 students. The Board will still consider progress in the other above-mentioned areas when evaluating the superintendent at the end of the school year.

The academic progress goal for special education K-8 students in math and reading is as follows:

- (a) Torrant-ULS growth (benchmarking 3x per year; pre and post testing on each unit of study)
 - *80% of students will maintain current levels, or make progress in the areas of math and LEA
 - *90% of all students will attain 100% of their IEP goals
- (b) EI-NWEA (start of year, mid-year, and end of year)
 - *80% of all students will improve their RIT score from Fall to Spring
 - *90% of all students will attain 100% of their IEP goals
- (c) Local Based ASD Classrooms -NWEA (start of year, mid-year, and end of year)
 - *80% of all students will improve their RIT score from Fall to Spring
 - *90% of all students will attain 100% of their IEP goals
- (d) Youth Home - Starr Reading and Math (upon arrival and at end of every month)
 - *By June 2020, 90% of all students lodged at the Jackson County Youth Center who have an intake Star Reading score, and who are still lodged at the end of the school year during the last assessment window, will increase their scores in the area of reading when compared to their intake scores.

K-8 special education student progress in math and reading will be reported to the Board and posted on the district transparency webpage.

JACC

The Jackson Area Career Center (JACC) measures progress in three areas: industry standards for National Career Readiness Certification (NCRC), talent portfolio development, and career exploration opportunities. Since JACC does not provide programming for K-8 students, this plan will not require reporting on academic progress; however, the Board will still consider progress in the above-mentioned areas when evaluating the superintendent at the end of the 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).

Special Education

Tarrant Center, ECSE Classrooms, and East Campus: Beginning August 26th, students will be divided into A/B Cohorts for in-person instruction 2 days per week. All students have an option for instruction by alternative modes of delivery. Cohort A in-person on Monday and Tuesday and virtual/alternative on Wednesday, Thursday, and Friday. Cohort B in-person on Thursday and Friday and virtual/alternative on Monday, Tuesday, and Wednesday. We will begin transitioning more students to in-person five days a week, as appropriate and if it is safe to do so, beginning September 14th. (This may happen in phases, with some very medically fragile remaining remote longer than others.) An alternative option will be made available for any student not able to attend in-person due to health concerns.

Most Local-based classrooms will follow the schedule of the district that the classroom is operating in. All students will have an alternate option if parents choose not to participate in face-to-face instruction. ASD and CI Classrooms located within Jackson Public Schools will transition to a 4 day a week in-person option by September 14th, even though the district continues to run on an A/B schedule, because the number of students in the classroom would continue to be below the maximum number allowed by the local district's COL plan. Classrooms for students with emotional impairments located in local districts may run fewer in-person days per week than the local district depending on the behavior needs of the students. If a classroom has students who display a great deal of virus spreading behaviors (i.e., spitting) the classroom may run less in-person days or offer a completely alternative option to these students. As behaviors are controlled, more in-person instructional opportunities will be available.

The Young Adult Program at the Kit Young Center will run the same instructional schedule of in-person instruction as they would in a traditional school year. An alternative option will be available for any student not able to attend in-person due to health concerns. Work based learning opportunities will be virtual until the end of September. At that time, a phase-in approach to having students at work sites will be implemented.

JACC

The Career Center is open 4 days a week for in-person instruction. Wednesdays will be all virtual instruction where instructors will provide both zoom lessons and supplementary instruction using Schoology, a learning management system. Should our region be moved back to Phase 3, plans are in place to provide alternative online instruction each day of the week. Teachers will focus on face-to-face instruction for students when they are present in the building; however, if students are unable to attend in-person, instructors will provide supplementary instruction using Schoology.

- **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.

Special Education

The JCISD Torrant Center, Young Adult Program, ECSE Programs, ASD, SXI, and CI Programs will utilize the Unique Learning Systems (ULS) Curriculum. ULS is an online, interactive, standards-based curriculum specifically designed for students with special needs. The content is designed for students taking the state alternate assessment (MI-ACCESS), and meets state standards in all four core curriculum areas. ULS enables students with the most complex learning needs to access the general education curriculum for their chronological grade level through their state's extended standards and allows for access to the common core state standards at each individual student's developmental level.

ULS provides benchmark assessments that are useful in determining each student's IEP goals, as well as progress monitoring to assist with monitoring goal attainment.

The JCISD EI Programs utilize the NWEA and STAR assessments for reading and math for benchmarking assessments and progress monitoring. These assessments are aligned to the same state standards/curriculum as ULS.

Mid-year and end of year progress reports for K-8 students, disaggregated by required subgroups, will be reported to the Board and posted on the District's transparency webpage.

JACC

The Career Center CTE Programs are focused on developing competency skills for students that are aligned with industry standards. Due to the varied schedules from the local school districts, there will be a greater emphasis on crafting content to meet the individual needs of students. The Office of Career and Technical Education recognized that CTE content will be delivered differently due to the COVID crisis; hence, the completion of required segments will not negatively impact CTE Programs for the school year.

The Career Center will continue to use the academic consultants to align CTE curriculum with Michigan Merit content so that students can earn academic credits that can be accepted by their local schools. The academic consultants will use the WorkKeys data to customize content based on the student's needs in the chosen career pathway. Students who are at or above grade level will still receive instruction, but with greater emphasis on portfolio development.

- **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.

Special Education

All students in JCISD special education programs receive progress reports 2 – 4x per year (depending on how often general education students receive report cards) indicating progress toward IEP goals, which are content standard aligned.

JACC

As described previously, student progress and achievement in Career Center CTE Programs is focused on competency in programmatic industry standards and the student's competence in academic content embedded in that program's standards. Standard A-F grades will be assigned to students reflecting their achievement and progress in those two areas, as well as providing them with an employability skills grade.

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.

Special Education

Each of the JCISD special education classrooms will use either face-to-face or an alternative method of instruction, including virtual learning and hard packet instruction, instructional videos, websites, email and phone calls in order to support student learning based on IFSP and IEP goals. JCISD will strive in good-faith, and to the extent practicable, to meet individual needs of all students with IEPs. Each student's IEP will be reviewed and amended as appropriate by December 18, 2020. Contingency Learning Plans (CLP) will be written if necessary and appropriate to ensure FAPE for special education students.

Students/families may request devices for use at home if appropriate. Multiple methods of contact will be available to meet all student situations, including paper packets if necessary. Student learning needs are unique to each individual student, and the IEP/CLP will determine how FAPE will be delivered. Internet access is available in all ISD buildings and parking lots adjacent to ISD buildings. If a parent does not have adequate internet access in their home, they may access it from any ISD building. If still unable to access an internet connection, alternate means of instruction will be provided.

JACC

The Career Center has implemented Schoology as a learning management system. Students will now have access to supplemental instruction on days that they are not meeting face-to-face. Students that do not have access to computers and/or internet access have been provided with Chromebooks. If the region goes back to a Phase 3 online environment, the Career Center will problem solve access barriers on a case-by-case basis to meet the needs of the students to the extent practicable for students who do not have access to the internet.

- **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.

Special Education

Each student's IEP will be reviewed and amended as appropriate by December 18, 2020. Contingency Learning Plans (CLP) will be written if necessary and appropriate to ensure FAPE for special education students.

JACC

Each teacher receives a binder of information related to students' special education and 504 plans. The special populations and special education coordinators will meet with both students and teachers to ensure that the plans are being followed, and to make adjustment where needed. The Career Center has created a Student Support Group to help identify and meet the needs of students with IEP and 504 plans, along with providing social and emotional support.

- **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.

Vulnerable Student Populations

The JCISD collaborates across departments and with many other agencies to ensure vulnerable student populations have access to all necessary resources and supports.

Early-middle College

Students that attend JACC can apply to be a part of the JAC3 Early-middle College Program. This program allows JACC students in certain programs to simultaneously be in a Career Center program, a student at their local, sending district, gain college credits, and work toward an apprenticeship.

All Jackson County students can also enroll in the JCEC (Jackson County Early College) Program. Students in these programs remain members of their local school district, while also earning college credit through Jackson College and Baker College. The districts pay for college credit. The colleges offer a discounted rate and the students remain members of their local high school for a 13th year. Students can earn a high school diploma and associate degree following their 13th year.

Early Childhood

Although the law related to Return to Learn commonly speaks to K-12 (or sometimes just K-8), we value our collaborations/partnerships with preschool and GSRP providers in our community; therefore, we've continued critical programming, supports, and guidance during this time and will continue far into the future. For example, our GSRP local advisory group will continue to meet and serve. We are tracking data unique to those programs so as to ensure equity, access, appropriate service, and intentional learning and growth.

Early Childhood continued...

For special education Part C eligible children, infants and toddlers ages 0-3 years old, who qualify for special education services but are not yet enrolled in a school program, the JCISD provides specialized services according to the child's IFSP. These individualized services focus on the child's development in the areas of cognitive, physical (including gross and fine motor), communication, social emotional, and adaptive skills. Progress is monitored and reported every 6 months according to IFSP goals. At this time, JCISD service providers are providing consultation, coaching and services to children and families virtually and/or by alternative methods.

When a child turns age 3, an IEP is created based on individual needs. Services continue in the same manner until a child is either dismissed because they have met their goals, recommended for a special education preschool classroom, or enrolls in their resident district preschool program/GSRP/Headstart. Services are then provided in that new setting and academic goals are likely to be created.