2023-2024 Return to In-Person Learning and Continuity of Services Plan

In accordance with Federal Requirements for Return to In-Person Instruction and Continuity of Services Plan

Public Act 144 of 2022, Section 98b requires those entities with schools—local education agencies (LEAs), both traditional public school districts and public school academies (PSAs), and intermediate school districts (ISDs)—to establish by not later than September 15, 2022 educational goals expected to be achieved for the 2022-23 school year for the school. Although this provision of state law has been rescinded for 2022-23, a plan is required to be in place for 2023-2024 to meet Federal requirements under the American Rescue Plan (ARP). These plans must be reviewed at least every six months in a public forum. This RtIPL CoS Plan is for three rural school districts located within Ionia County Intermediate School District and shall be referred to throughout this plan as “Rural Schools”.

Ionia County Rural Schools
Extended COVID-19 Learning Plan

Address of School District/PSA:	Berlin Township #3
District/PSA Code Number:	34140
District/PSA Website Address:	www.coonschool.org
District/PSA Contact and Title:	Ethan Ebenstein, Superintendent
District/PSA Contact Email Address:	eebenstein@ioniaisd.org
Name of Intermediate School District/PSA:	Ionia County Intermediate School District

Address of School District/PSA:	Easton Township #6

District/PSA Code Number:	34340
District/PSA Website Address:	www.haynorschool.org
District/PSA Contact and Title:	Ethan Ebenstein, Superintendent
District/PSA Contact Email Address:	eebenstein@ioniaisd.org
Name of Intermediate School District/PSA:	Ionia County Intermediate School District

Address of School District/PSA:	Ionia Township #2
District/PSA Code Number:	34360
District/PSA Website Address:	www.northlevalleyschool.org
District/PSA Contact and Title:	Ethan Ebenstein, Superintendent
District/PSA Contact Email Address:	eebenstein@ioniaisd.org
Name of Intermediate School District/PSA:	Ionia County Intermediate School District

Assurances

1. The Rural Schools will make their Extended Continuity of COVID-19 Learning Plan accessible through the transparency reporting link located on the district websites no later than October 15, 2023. A copy shall be accessible in the school buildings effective October 15, 2023.

2. Benchmark Assessments: The Rural Schools will
    - select a benchmark assessment or benchmark assessments that are/are aligned to state standards where applicable.
    - administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to pupils in grades K to 5/6 to measure proficiency in reading and mathematics within the first nine weeks of the 2023-2024 school year and again not later than June 30, 2024 of the 2023-2024 school year.

3. If delivering pupil instruction virtually, Rural Schools 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 Rural School had planned for that exposure to occur for in-person instruction.

4. Rural Schools, in consultation with the Ionia County Health Department, will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2023-2024 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's discretion.* Key metrics that Rural Schools 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

5. Rural Schools assure that
    - instruction will be delivered as described in this plan and re-confirmed by the Rural Schools Boards,
    - the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2023-2024 school year,

6. The Rural Schools 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.

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 2023-2024 school year.

The COVID-19 global pandemic has impacted our school community in a number of ways: by experiencing a traumatic event, many students may have significant gaps in their learning, and equity issues become more pronounced.

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 19-20 and 20-21 school years, we anticipated that students would come to school in the fall of 2021 with a wider than usual range of competencies and that continues into the 2023-2024 school year. 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.

Educational Goals

- **Please outline and describe** the educational goals expected to be achieved for the 2023-2024 school year. The District/PSA must establish all of its goals no later than September 15, 2023.
- **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 2023-2024 school year and not later than the last day of the 2023-2024 school year to determine whether pupils are making meaningful progress toward mastery of these standards; and (c) the District's/PSA's educational goals are measurable through a benchmark assessment or benchmark assessments.
- To the extent practicable, the District/PSA will administer the same benchmark assessment or benchmark assessments that was administered to pupils in previous years.

Quality Evidence-Based Assessment Practices

The Rural Schools believe that benchmark assessment evidence is one tool that can be used to monitor and evaluate patterns and trends in school academic performance and to identify effective instructional programs. We believe it can provide guidance for 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, Rural 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

Some students with disabilities participate in the MI-Access assessment and will not be able to participate in the benchmark assessments administered by their local school district.

Special Education Programs at Freedom Acres School, ASD/MoCI Programs Located in Local Districts, Transitions Training Centers, and Early Childhood Special Education Programs

Goal 1- For students served within our programs, annual growth will be measured using relevant/applicable assessments which may include the following:

- NWEA
- Student Learning Objectives

Instructional Delivery & Exposure to Core Content

- **Please describe** how and where instruction will be delivered during the 2023-2024 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).

Mode of Instruction

Daily in-person instruction is the planned instructional delivery model for all Rural Schools programs for the 2023-2024 school year as it was for the entirety of the 2021-2022 and 2022-2023 school years. In the event the Ionia County Health Department or other governing entity forces the closure of any Rural Schools classrooms or programs, the District will transition to a combination of asynchronous and synchronous remote instruction until such time in-person instruction may resume.

- **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.

Curriculum and Instruction: Academic Standards

Rural Schools will provide instruction around the core standards based on the program and grade level of study.

All Rural Schools programs follow a prescribed curriculum (e.g. Michigan Merit Curriculum) that addresses all academic standards/segments. When applicable, IEP goals for students with disabilities that are also academic goals are linked to benchmark or curricular standards.

- **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

Rural Schools programs utilize student assessments based on the Michigan Standards and/or Individual Educational Plan goals. We regularly assess students at the building and classroom level to determine if they are making progress toward meeting those standards and goals. 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 where appropriate. 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 where appropriate. For example, our teachers deliver summative assessments at the end of each unit of study in our curriculum when appropriate for specific learners. 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 our web-based system, Skyward, that allows them to see their children's grades and progress at any time. Our teachers keep up-to-date information on student progress in this system. It is an expectation we have for all teachers to keep parents and guardians abreast of any concerns regarding a student's progress through emails and phone calls. Finally, we send out to parents written progress reports and/or report cards in a timely manner.

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

Rural Schools ensure all students will be provided equitable access to technology and the internet as described in previously mandated Continuity of Learning Plans submitted to the state and publicly posted on the district website.

- **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.

Students with identified special needs

When school starts, 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.

Health Plan Narrative

Opening Statement
Absent specific health orders issued by the CDC, MDHHS, ICHD or other binding orders by an authorizing governmental agency; the district has an obligation and authority to establish a Covid-19 health plan and practices to protect the well-being of students, staff and community. The Rural Schools Boards of Education authorize the district superintendent to create and enforce health plans appropriate and necessary to meet the safety and well-being of its stakeholders. These health plans include the following areas below, and any others deemed necessary to address the Covid-19 pandemic:

Masking Policy
Students and staff are encouraged and recommended to wear face masks in school settings if exposed to COVID-19 in a close contact capacity or are returning from a five (5) day “Temporary Covid-19 Isolation” on days six through ten (6-10) if confirmed Covid-19 positive.

Vaccination
Staff are encouraged to be vaccinated against Covid-19 based on research and input from the CDC, MDHHS, ICHD and numerous professional health organizations worldwide.

Environmental Mitigating Precautions
Physical distancing is encouraged in school environments to minimize the spread of Covid-19 and to mitigate against risk of potential “Temporary Covid-19 Isolation” or quarantine. Individuals are highly encouraged to implement and maintain proper handwashing and respiratory etiquette (covering coughs and sneezes). School environments will undergo regular cleaning and disinfection in accordance with any CDC recommended best practices.

Reporting
The district is required to report suspected and confirmed Covid-19 (and all other reportable diseases, outbreaks and unusual occurrences) to the local health department as specified under Michigan Administrative Code R. 325.173 (9) for any communicable disease.

Student and Staff Exposure to Covid-19
Students identified as ill with a communicable disease (such as Covid-19) are required to be excluded from school as specified under Michigan Administrative Code R. 325.175 (2). These students shall be excluded from school for a five (5) day period through a “Temporary Covid-19 Isolation” as mandated in Public Act 339. Staff may be excluded from work for a five (5) day period through a “Temporary Covid-19 Isolation” through consultation with the Ionia County Health Department.

Students and/or staff identified as close contacts to a Covid-19 positive individual are not excluded from school. If Covid-19 symptoms develop however, students and staff may be asked to enter the five (5) day “Temporary Covid-19 Isolation” protocols.

Staff members who are required to enter a five (5) day “Temporary Covid-19 Isolation” will be required to use their own personal sick time for any absences.

The district may implement an optional serial testing program.

Consultation with Stakeholders

From the inception of the Extended COVID Learning Plan developed for the 2020-2021 school year; staff, parents and community members have been given opportunities to voice their opinions, provide perspectives, and offer feedback regarding plans for pandemic learning. Rural Schools continue to utilize Board of Education meetings as a conduit to the general public, but also provide other opportunities for stakeholders to share input since 2021.

To meet the requirements of the law, a minimum of every six months the plan will be presented to the Rural Schools Boards of Education during their regular meetings as an official Administrative Report agenda item for informational purposes only. Rural Schools will post a copy of the draft plan on its website within the Transparency Reporting icon.

Districts are required to periodically review and, as appropriate, revise their Safe Return to In-Person Instruction and Continuity of Services Plan at least every six months. Each review must include seeking public input on the plan and revising the plan after taking into account public input. The review dates are as follows:

2023 (August, September, October, November, December)

2024 (January, February, March, April, May, June, August, September)