



PA-149 Extended COVID-19 Learning Plan ISD (RESA)/Authorizing Body Approval Guide

PLEASE DOWNLOAD THIS DOCUMENT AS A MS WORD DOCUMENT BEFORE TYPING INTO IT.

District/PSA: The Manchester Community Schools

Date Submitted: Monday, September 14, 2020

This document provides guidance to ISD/Authorizing Body officials as they review and approve District/PSA Extended COVID-19 Learning Plans. The requirements were taken from the MAISA District/PSA Template for Extended COVID-19 Learning Plans as described in Public Act 149, Sections 98a 104. Two important documents are linked below for your convenience. Using this Approval Guidance Document is a recommendation and is not required in PA-149.

Guidance:

1. A checkmark means the requirement has been fully met in the plan.
2. Approving a plan means that all requirements have been fully met in the plan.

[Public Act 149](#)

[District/PSA Template for Extended COVID-19 Learning Plan](#)

Submitted Plan includes all requirements

Plan is:

Approved



**PA-149 Extended COVID-19 Learning Plan
ISD (RESA)/Authorizing Body Approval Guide**

Returned for modification

Name of ISD/Authorizing Body Official Reviewing this plan:

Title of ISD/Authorizing Body Official Reviewing this plan: _____

Date: _____

	Requirements	Approved ✓	Optional Notes
	Assurances		
1	The Plan Assurance page has been signed by the District Superintendent or President of the Board of Education or, for PSAs, the President of the Board of Directors.		
	Opening Statement		
2	Plan describes why an Extended COVID-19 Learning Plan is necessary to increase pupil engagement and achievement for the 2020-2021 school year.		
	Educational Goals		
3a	The district established its educational goals for all students and all subgroups K-8 by September 15, 2020.		
3b	The plan specifies which K-8 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.		



**PA-149 Extended COVID-19 Learning Plan
ISD (RESA)/Authorizing Body Approval Guide**

3c	<p>All of the following apply to the educational goals described in this section:</p> <p>(i) The goals include increased pupil achievement or growth (if growth can be validly and reliably measured using a benchmark assessment or benchmark assessments) in the aggregate and for all subgroups of pupils;</p> <p>(ii) 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; and</p> <p>(iii) the District's/PSA's educational goals are measurable through a benchmark assessment or benchmark assessments.</p>		
Instructional Delivery & Exposure to Core Content			
4a	Plan describes how and where K-8 instruction will be delivered during the 2020-2021 school year.		
4b	Plan describes how K-8 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.		



**PA-149 Extended COVID-19 Learning Plan
ISD (RESA)/Authorizing Body Approval Guide**

4c	Plan describes how pupil progress toward mastery of the K-8 standards will be graded or otherwise reported to the pupil and the pupil's parent or legal guardian.		
	Equitable Access		
5a	For virtual pupil instruction, the plan describes how the District/PSA will provide pupils with equitable access to technology and the internet necessary to participate in instruction.		
5b	Plan describes 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.		
Optional: The two items below are not required in PA 149, but are here for District/PSA consideration.			
	<ol style="list-style-type: none"> 1. The plan describes how the needs of other vulnerable student populations, such as but not limited to, early English Learners and fledgling/struggling students, are met. 2. The plan describes how 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. 	ISD/PSA approval and comments are not necessary for the optional items at the left.	



The Manchester 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.



Manchester Community Schools Extended COVID-19 Learning Plan

Address of School District/PSA: Manchester Community Schools, 710 E. Main Street, Manchester, MI 48158

District/PSA Code Number: 81080

District/PSA Website Address: <https://www.manchesterschools.us/>

District/PSA Contact and Title: Dr. Bradley J. Bezeau, Superintendent

District/PSA Contact Email Address: bbezeau@mcs.k12.mi.us

Name of Intermediate School District/PSA: Washtenaw ISD

Name of PSA Authorizing Body (if applicable):

Date of Approval by ISD/Authorizing Body:

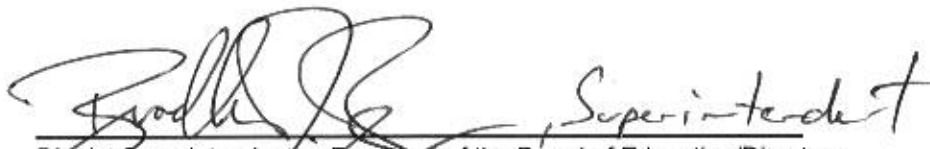
Assurances

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 re-confirmed 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 ISD 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.



District Superintendent or President of the Board of Education/Directors
September 19, 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 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 in the fall, 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 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 Manchester Community Schools plans to begin the school year in a hybrid learning environment, 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/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

The Manchester Community Schools District 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, the Manchester 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 (to all students in grades K-8) in reading and mathematics will be administered to all students twice: once in the first nine weeks of the school year, 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, as well as data protocols in the Northwest Evaluation Association (NWEA) assessment tool.

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 and all student subgroups (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by NWEA.

- 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 and all student subgroups (K-8) will improve performance in Mathematics from Fall to Spring as measured by NWEA.

- 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.

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 Manchester Community Schools full instructional plan can be found at the following link in the **Manchester Community Schools Preparedness and Response Plan**:

[Manchester Community Schools Preparedness and Response Plan](#)

Mode of Instruction

The mode of instruction for the Manchester Community Schools includes several different features and options for our students and their families. Approximately 75% of our 770 students will attend school in a face-to-face setting four days a week incorporating the Google Classroom platform as the Learning Management System with each student having their own, newly purchased Chromebook. The Manchester Jr./Sr. High School students will experience their schedule on a consolidated basis participating with four of their classes on Mondays and Thursdays, and the other four classes on Tuesdays and Fridays, to minimize the number of transitions each day at the school. All students will participate in an asynchronous, virtual day remotely from home to minimize the number of face to face interactions during the week.

Approximately 25% of our 770 students will receive their instruction five days a week in a remote setting, with four of those days in a synchronous setting receiving direct instruction from their teachers. These modes of instruction attend to the health and safety of all students by minimizing the number of passing times needed and number of days attending in-person school.

- **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 Manchester Community Schools full instructional plan can be found in the **Manchester Community Schools Preparedness and Response Plan**

[Manchester Community Schools Preparedness and Response Plan](#)

Curriculum and Instruction: Academic Standards

The Manchester Community Schools District curriculum for core academic areas is aligned to state standards and housed in our district curriculum website. Our teachers will navigate this curriculum and instruction model by incorporating the use of the Google Classroom Learning Management System and the Google Meets synchronous instructional platform and tool. Additionally, they will continue to implement the wide range of instructional tools and supports housed in the Google Suite of instructional tools. Additionally, the Manchester Community Schools will identify student needs as they return to school in the fall, identify assessment ideas

that allow students to demonstrate understanding in a variety of ways, assess and provide instruction in the content areas in face-to-face, virtual, and blended classroom environments, and incorporate well-being and SEL/trauma-informed practices into instruction.

Finally, the Manchester Community Schools will follow the **MCS Teaching and Learning (Connected/Distance Learning) Plan** linked below:

[MCS Teaching and Learning \(Connected/Distance\) Plan](#)

The Manchester Community Schools best practices include:

- *Intentionally build into and teach into our learning management system
- *Prioritize relationship building
- *Leverage strategies for engagement and equity
- *Create a cycle of feedback for students
- *Create learning models for online and in-person instruction

- **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

The Manchester Community School District 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 called PowerSchool 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 parent's 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.**

Technology

The Manchester Community Schools District 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. The Manchester Community Schools system for maintaining student access to technology devices and the internet is described in the Continuity of Learning Plan, and again in the Manchester Community Schools Preparedness and Response Plan

- **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.

- **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 Manchester Community Schools District full instructional plan addresses ways all learners are supported and can be found in the [Manchester Community Schools Preparedness and Response Plan](#).