



Van Buren Intermediate School District
Extended COVID-19 Learning Plan

Address of School District/PSA: 490 S. Paw Paw St., Lawrence MI 49064

District/PSA Code Number: 80000

District/PSA Website Address: www.vbisd.org

District/PSA Contact and Title: Jeff Mills, Superintendent

District/PSA Contact Email Address: jmills@vbisd.org

Name of Intermediate School District/PSA: Van Buren Intermediate School District

Date of Adoption by Board of Education/Directors: 10/7/2020

Assurances

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

7. The District/PSA assures that
 - instruction will be delivered as described in this plan and approved by the District/PSA Board,
 - the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - the District/PSA will 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
 - 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 of, if necessary, a pupil with assistance from a caregiver or guardian, enrolled in the District/PSA and the pupil's teacher and/or ancillary service provider 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 OR Superintendent

10/7/2020

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 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 VBISD 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.

VBISD Special Education:

Goal 1: Baseline data will be obtained for all students to initiate the progress monitoring process within the first 9 weeks of school.

Goal 2: All students (K-8) will improve performance in Reading/ELA and Mathematics from Fall to Spring as measured by standardized assessments (i.e., Brigance, Universal Learning Systems, Aimsweb).

Goal 3: Results from assessments will be analyzed and used to inform instructional practices.

Note: 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. The scores for the assessments below will be included in the district report of the educational goal as required by Public Act 149.

VB Tech Goals

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).

While in Phase 4 of the MI SAFE START Plan the following plans will be in place:

VBISD Special Education:

Beginning on August 31, 2020, VBISD Special Education Programs will provide face-to-face instruction Monday through Thursday, and remotely on Fridays (select Fridays for the VBISD Early Childhood Program). Per parent request, a fully remote option will be available and programs and services for anything other than fully face-to-face are defined by Individual Contingency Learning Plans.

Curriculum and Materials:

VBISD Special Education:

Students receiving special education programming at VBISD will use the curricula and materials aligned with state standards and essential elements. These include SRA curricula, Core Vocabulary, Universal Learning Systems, Utilizing instMaterials, Oneder, as well as locally developed materials (e.g., CTC matrix, Curriculum Crafter).

Students at VB Tech:

Instructors at Van Buren worked closely with administration and other CTE teachers from around the region and the state to identify which career & technical education standards are most conducive to remote learning and which standards require in-person instruction. Based on the results of that activity, instructors then put together remote and hybrid learning lesson plans for the first eight weeks of school. Instructors will continue to evaluate and adjust future plans based on progress and pacing needs.

Schedules:

Students at VB Tech:

In order to maintain social distancing in classrooms and labs, students at Van Buren Tech will be following a hybrid schedule while we remain in Phase IV of the Governor's Safe Start Plan. The specific hybrid schedule being followed consists of two days of in-person instruction, one day of synchronous instruction, and two days of asynchronous instruction.

In Person:Students at VB Tech:

To facilitate a hybrid schedule that promotes social distancing for in-person instruction, Career & Technical Education (CTE) program rosters were divided into 2 groups for both the AM and PM sessions. Groups A (morning) & C (afternoon) will attend VB Tech for in-person instruction on Mondays and Tuesdays each week, while Groups B (morning) & D (afternoon) will attend VB Tech for in-person instruction on Thursdays and Fridays each week.

Virtual:Students at VB Tech:

To facilitate a hybrid schedule that promotes social distancing for in-person instruction, Career & Technical Education (CTE) program rosters were divided into 2 groups for both the AM and PM sessions. All students will participate in synchronous instruction on Wednesdays each week. Students in groups groups A (morning) & C (afternoon) and will be responsible for asynchronous learning on Thursdays and Fridays each week and students in groups groups B (morning) & D (afternoon) will be responsible for asynchronous learning on Mondays and Tuesdays each week

- **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.

VBISD Special Education Department:

VBISD curricula are aligned to state common core standards and the state alternate content standards.

Students at VB Tech:

Instructors at Van Buren Tech worked closely with administration and other CTE teachers from around the region and the state to identify which career & technical education essential standards are most conducive to remote learning and which standards require in-person instruction. Based on the results of that planning activity, instructors then put together remote and hybrid learning lesson plans for the first eight weeks of school. Instructors will continue to evaluate and adjust future plans based on progress and pacing needs.

- **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.

Student progress will be monitored through weekly communication (e.g., email, phone call, office hours, etc.) with the service provider(s). For students with technology, teachers may monitor student access and assignment completion on a continual basis.

VBISD Special Education Department:

Each VBISD Program has an established system and timeline for reporting progress to pupil's and the pupil's parent or legal guardian. This progress is typically reported in the form of a progress report and is delivered in a paper format or via email.

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.

VBISD realizes that efforts to create equal online learning access to all is an impossible feat to achieve given dead zones in our county and the lack of devices for many families. However, in an effort to bridge this digital divide, VBISD will be exploring efforts to reach out to as many students as possible that can benefit from this mode of instruction. Students without internet access will have access to instructional materials through instructional packets and other tangible instructional materials appropriate to low incidence populations of students with disabilities.

Teachers will be expected to make contact with every student at least one time during the week. This may be done through the use of technology (for those that have access) such as Google Hangout, Google Classroom or other forms of virtual meeting or through weekly phone calls. If students do not have access to technology, teachers will include notes to students in their instructional packet or phone calls to provide options for building relationships and maintaining connections.

- **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.

VBISD will provide students with disabilities and other vulnerable populations, as identified by IDEA and Section 504, with the accommodations, resources, and programs necessary to have equitable access to instruction and an equal opportunity to participate. In addition to local resources, VBISD will be using the following guidance created by MDE/OSE as a basis for this service delivery.

[Guidance for Compliance with the Individuals with Disabilities Education Act and the Michigan Administrative Rules for Special Education During the COVID-19 Pandemic](#)

[Guidance to Address Return to Learn for Students with IEPs](#)

[Guidance to Address Foregone Learning for Students with IEPs as a Result of the COVID19 Pandemic](#)

- **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.

In addition to the considerations noted above regarding students with disabilities, Teaming efforts characterized as 'child find' and 'child study' will continue to identify students in need of specialized instruction, accommodations, and intervention.