



Extended COVID-19 Learning Plan (Section 98a) for the 2020-2021 School Year

CHIPPEWA VALLEY SCHOOLS



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 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.

Approved plans would have to be made accessible through the transparency reporting link on the district's website by October 1, 2020.

By February 1, 2021, a district providing instruction under one of these plans would have to create a report concerning progress toward the plan's mid-year goals and ensure that it is accessible through the district's website. Additionally, by the last day of the school year, the district would have to create a report concerning progress toward end-of-year goals and ensure that it is accessible through the website. Additional deadlines are listed throughout the plan.

The health and safety of Macomb County students and staff remains a top priority as we reopen schools for the 2020-21 school year. Macomb County Superintendents continue to meet regularly to navigate the ongoing challenges in response to the COVID-19 pandemic. While no one can predict the future, Macomb County Superintendents have partnered with their local stakeholders to develop customized reopening plans focused on meeting students’ diverse needs. We look forward to the 2020-21 school year and providing our students with equitable, rigorous instruction in a safe environment.

CHIPPEWA VALLEY SCHOOLS Extended COVID-19 Learning Plan

Address of School District: 19120 Cass Avenue, Clinton Township, MI 48038

District Code Number: 50080

District Website Address: www.chippewavalleyschools.org

District Contact and Title: Mr. Ronald Roberts, Superintendent

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Name of Intermediate School District: Macomb Intermediate School District

Date of Approval by ISD/Authorizing Body:

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An extended COVID-19 learning plan needs to include all of the following:

**STATEMENT about STUDENT ENGAGEMENT and ACHIEVEMENT for the 2020-2021 School Year:
Requirements and District Response**

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1. A statement indicating why an extended COVID-19 learning plan is necessary to increase student engagement and achievement for the 2020-2021 school year.

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”). This plan, is necessary because it enumerates the intentional conditions, identified by our district, which will account for the increased student engagement and achievement for the 2020-2021 school year during face-to-face, hybrid, or remote instructional methods. Chippewa Valley recognizes that a variety of alternative modes of instruction should be provided to meet students’ diverse needs.

As we are all aware, school changed dramatically in the spring of 2020 when school buildings closed, and instruction became remote out of necessity. As we enter the 2020-2021 school year with the uncertainty of when in-persons instruction will resume, we have the opportunity to build upon what we learned from our experience in the spring and to raise expectation for student engagement and achievement.

Our comprehensive learning plan identifies the following necessary intentional conditions to minimize disruptions to instruction and learning:

- A communication plan,
- Instructional decisions made at the point of greatest student and family impact,
- Utilization of a Multi-tiered system of support to ensure equity, and
- Utilization of state standards.

Our extended COVID-19 learning plan details how Chippewa Valley Schools will provide instruction in various delivery models, allow for fluid movement between instructional modes throughout the school year if necessary, and support students in achieving a minimum of a year’s worth of growth

There’s no one-size-fits-all solution. It is important to remain flexible and customize instruction to meet the diverse needs of our learning community as we continue to monitor the disease conditions in our county. Our ultimate goal is to safely return to face-to-face instruction, as we know this is the optimal learning environment for students. However, during this global pandemic, we recognize the importance of providing a variety of learning options. We have developed plans for a variety of instructional delivery models which include face-to-face, hybrid, and remote learning scenarios. In the event that a shift becomes necessary, our district will be able to fluidly transition among instructional delivery methods.

EDUCATIONAL GOALS: Requirements and District Response

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2. The educational goals expected to be achieved for the 2020-2021 school year. These educational goals could not be used to determine state policy. The district would have to establish all of its goals under this provision by September 15, 2020. **An extended COVID-19 learning plan would have to specify which educational goals are expected to be achieved by the middle of the school year and which by the end of the school year. All of the following would apply to these educational goals:**

- a. They must include increased student achievement or, if it can be validly and reliably measured using benchmark assessments, growth on those assessments in the aggregate and for all subgroups of students.
- b. They must include an assurance that the district will select benchmark assessments aligned to state standards and an assurance that the district will administer them to all students to determine whether students are making meaningful progress toward mastery of the standards.
- c. They must be measurable through those benchmark assessments.

Middle of the Year Goals

Goal 1: By the middle of the 2020-21 school year, the district will have an *increased number of students* meeting their reading growth as measured on their benchmark assessment in the aggregate and for all student groups who have at a minimum of 30 students.

The "*increased number of the students*" will be quantified as either, number of students or percent of students when fall 2020 baseline data are available. Baseline data are needed to assess the impact on student achievement and growth from schools closing in the spring due to COVID-19.

Goal 2: By the middle of the 2020-21 school year, the district will have an *increased number of students* meeting their math growth as measured on their benchmark assessment in the aggregate and for all student groups who have at a minimum of 30 students.

The "*increased number of the students*" will be quantified as either, number of students or percent of students when fall 2020 baseline data are available. Baseline data are needed to assess the impact on student achievement and growth from schools closing in the spring due to COVID-19.

End of the Year Goals

Goal 1: By the end of the 2020-21 school year, the district will have an *increased number of students* meeting their reading growth as measured on their benchmark assessment in the aggregate and for all student groups who have at a minimum of 30 students.

The "*increased number of the students*" will be quantified as either, number of students or percent of students when fall 2020 baseline data are available. Baseline data are needed to assess the impact on student achievement and growth from schools closing in the spring due to COVID-19.

Goal 2: By the end of the 2020-21 school year, the district will have an *increased number of students* meeting their math growth as measured on their benchmark assessment in the aggregate and for all student groups who have at a minimum of 30 students.

The "*increased number of the students*" will be quantified as either, number of students or percent of students when fall 2020 baseline data are available. Baseline data are needed to assess the impact on student achievement and growth from schools closing in the spring due to COVID-19.

HOW INSTRUCTION WILL BE DELIVERED: Requirements and District Response

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3. A description of **how instruction will be delivered**. (Instruction in this instance may be delivered at school or at a different location, in person, online, digitally, by other remote means, in a synchronous or asynchronous format, or through any combination of these, but it must conform to the description submitted.) The district's board or board of directors would have to meet every 30 days after the plan's submission to reconfirm how instruction will be delivered during the 2020-2021 school year and would have to solicit public comment from parents and guardians during the meeting. If the description of instruction changed following one of these meetings, the district would have to deliver instruction according to the reconfirmed description.

District Response:

Remote Learning Plan: [From 9/8/2020, instruction in Chippewa Valley has been delivered in a remote learning environment.]

Online education will take place when in-person instruction is not permitted by the state or when the district determines in-person instruction is impossible or unsafe

- Staff will provide instruction to support unfinished learning and move instruction forward
- Staff is working to determine a reasonable student schedule
- Same content across all delivery modes
- Will be managed through Schoology
- Class meetings will utilize Microsoft Teams, pending several expected enhancements
- Flexible access for students and families
- Traditional grading
- Social-emotional support
- Small group support for students

Chippewa Valley Virtual Academy (CVVA): [From 9/8/2020, instruction in CVVA has been delivered in a remote learning environment.]

If the above-mentioned learning scenarios are not the best fit for a student or family, Chippewa Valley Schools will offer a completely online learning environment

- This learning scenario does not change, regardless of the phases of the MI Safe Start Plan
- Chippewa Valley teachers instruct the courses using Chippewa Valley Curriculum
- Daily scheduled online instruction
- Supports available for students with accommodations and IEPs
- Students must commit to a trimester, semester, or entire school year. Students may petition to return at the trimester or semester time, but there are no guarantees that space will be available for them in the traditional schedule. Students would be guaranteed a return to their home school for the 2021-22 school year.

Hybrid Learning Plan: [Pending Board of Education approval, instruction in Chippewa Valley will be delivered in a hybrid learning environment for students in grades K-5. In-person instruction will take place in a traditional learning environment for Early Childhood Special Education (ECSE) and K-12 Creative Learning Program (CLP) students.]

- During phase 4 of the MI Safe Start, the district will monitor local health data and determine if the hybrid learning plan is best
- Students will attend in-person learning on the following schedule: **Group A** - Mondays, Wednesdays, and alternating Fridays; **Group B** - Tuesdays, Thursdays, and alternating Fridays.
- The alternating schedule will allow for reduced class sizes by an estimated half of what they would be typically, limiting exposure to students.
- On off days, students will continue their education by completing assignments, utilizing resources provided by the teachers, and be able to reach out to their teachers if they have specific questions.
- Teachers will utilize class time differently than they have in the past to keep pace with our curriculum and focus on standards essential to a full year of growth for students.
- A student's school day will mirror a traditional school day when they are at school, with additional safety protocols in place.
- In-class instruction focused on key concepts and skills
- At home learning to reinforce in-school instruction
- Staff will provide instruction to fill in unfinished/forgone learning and move instruction forward
- Traditional grading
- Social-emotional support
- Small group support for students

Traditional Learning:

- Students will receive in-person instruction while attending class each day
- Staff will provide "just in time" instruction to support unfinished learning and move instruction forward
- Elementary students will remain in their class for most of the day
- Secondary students will rotate classes
- Health and safety protocols will be in place for students and staff

CORE ACADEMIC INSTRUCTION: Requirements and District Response

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4. A description of how **instruction for core academic areas** provided under the learning plan will expose each student to standards comparable to in-person instruction and a description of how student progress will be graded or reported to the student and his or her parents or guardians.

District Response:

We will continue to follow our district-adopted curriculum as outlined in Rubicon Atlas.

Instructional Planning Teams, comprised of approximately two hundred Chippewa Valley Schools teachers, met in August to plan instruction that would translate to all potential instructional modes, ranging from traditional in-person, to on-line and our Chippewa Valley Virtual Academy. The teams planned instruction for the first several weeks of school, accounting for the need to provide social-emotional support for students and to accelerate learning by providing “just in time” instruction to address lost/forgone learning resulting from the closure of school buildings in March of 2020. Lessons were made available to and shared with district teachers in September, 2020.

Teachers will be encouraged to provide frequent, specific feedback to students. Student progress will be graded using our traditional methods of grading. At elementary and middle school this includes progress toward mastery of essential standards.

Student progress will be reported utilizing our traditional platforms, including quarterly report cards for secondary school, and report cards each trimester at elementary, as well as assignment grades recorded in PowerSchool.

INSTRUCTION DELIVERED VIRTUALLY: Requirements and District Response

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5. If the district is **delivering instruction virtually**, an assurance and description of how students will be provided with equitable access to technology and the internet necessary to participate in instruction. (This would not prohibit the district from providing instruction through nonvirtual educational materials.)

District Response:

Our district has partnered with the Macomb ISD and county-wide superintendents to respond to the need for all students to ensure equitable access regarding connectivity and learning devices during remote learning. Our district has worked diligently to strengthen remote instruction, improve access to devices, and enhance connectivity. Specifically, we have taken steps to ensure equitable access to technology and internet use so students can seamlessly participate in hybrid and remote learning.

Macomb County districts have created structures to implement high quality instructional learning for remote contexts in synchronous and asynchronous environments. Macomb County continues to provide professional learning for staff regarding setting up and leading online learning experiences. Teachers may utilize county developed templates for consistent instructional delivery through various platforms including Microsoft *Teams* and *Schoology* along with a combination of recorded and live instruction.

Teacher collaboration and ongoing professional development will be offered to strengthen teachers' ability to customize remote instruction according to students' needs.

Teachers will highlight routines and structures to engage students in new learning based on essential standards and provide students with opportunities to submit evidence of their learning. They will measure student progress and provide students and parents with ongoing, timely feedback about their learning. Effective two-way communication is a critical part of this plan. Consistent grading measures, accountability and daily attendance practices will be followed.

Additionally, staff will communicate with students and families about technology access and device use. District laptops will be available to checkout for families without devices. To the best of our ability, CVS will provide a laptop for each school-aged child in the household. Internet hot spots will be available to check out for families without internet. One hotspot will be provided per household.

This plan will include specific protocols for reaching out to students and families to ensure that students are engaging in instruction. Staff will also intentionally create emotionally and physically safe and supportive learning environments for students to develop deep relationships with teachers and peers. Teaching and support staff will be available to assist students.

PROVIDING for STUDENTS with DISABILITIES: Requirements and District Response

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6. A description of how the district will ensure that students with disabilities will be provided with equitable access to instructional accommodations in accordance with state and federal law.

Due to the COVID-19 pandemic, IEP Teams must anticipate the possibility of changes in the public health situation and plan proactively to move smoothly from one phase of the MI Safe Schools Roadmap to another in response to those changes in the public health situation.

“At the beginning of each school year, each public agency must have in effect, for each child with a disability within its jurisdiction, an IEP (34 CFR § 300.323). The IEP must be in place to start the school year; must be based on the unique needs of the individual child with a disability; and must consist of a full offer of a FAPE based on what would be a full in-person instructional day in a brick-and-mortar school setting.” (Michigan Department of Education Office of Special Education, Guidance to Address Return to Learn for Students with IEPs, August 2020)

The IEP is the district’s current offer of a FAPE and serves as the foundation for contingency planning. A Contingency Learning Plan is triggered when a change in the district’s overall instructional delivery model (in response to changes in the public health situation) prevents full implementation of the current IEP as written. The purpose of a Contingency Learning Plan is to modify the IEP in light of the public health circumstances while ensuring that the student continues to:

- be involved and progress in the general curriculum,
- progress toward the annual goals/objectives in the current IEP,
- be educated with other students with and without disabilities to the extent that s/he would under the current IEP and
- receive the special education programs, related services, and supplementary aids/supports in the current IEP to an extent that is safe, reasonable, and practicable in light of the public health circumstances.

[Sample Contingency Learning Plan](#)

Students’ health plans and 504s will be reviewed to determine if adjustments are needed. Students’ IEP or IEP amendment meetings will be held in collaboration with parents to address the needs of the students in the various phases of Michigan’s Return to School Roadmap and for those who apply to the Chippewa Valley Virtual Academy (CVVA). The IEP or IEP amendments will typically include contingency learning plans. The plan transcends all learning models.

IEP meetings will be virtual unless a family requests an in-person meeting. In-person meetings will require that all participants follow district protocols, are screened, wear facial coverings, and social distancing.

Resource Room and Teacher Consultant Students will follow building schedules for phases 4, 5, and 6. Students will go to Resource Room, per IEP, for specialized instruction.

In-person instruction will continue for phase 4 for ECSE and K-12 CLP unless the district is following the Remote Learning Plan. In a Hybrid Instruction Plan, in-person instruction will take place as normally scheduled for ECSE and K-12 CLP students.

To the extent possible, service providers such as speech pathologists, social workers, occupational therapists, and physical therapists will travel to the classroom.

**DISTRICT GUIDELINES, in CONSULTATION with the LOCAL HEALTH DEPARTMENT CONCERNING PUPIL INSTRUCTION:
Requirements and District Response**

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7. A requirement that the district, in consultation with the local health department and district employees, **develop districtwide guidelines concerning pupil instruction** based on local data on key metrics. However, the ultimate decision on instruction would rest with each district. (Key metrics would include COVID-19 cases, hospitalizations, deaths, positive tests, health care capacity, and testing, tracking, and containment infrastructure.)

Macomb County Superintendents have been meeting regularly to navigate ongoing challenges in response to the COVID-19 pandemic. They have collaboratively examined best practices in the areas of safety, instruction, and operations, as well as mental and social-emotional health. In partnership with the Macomb Intermediate School District (MISD), District Superintendents have also worked closely with the Macomb County Executive's Office, the Macomb County Health Department, and other community organizations to leverage resources to meet the diverse needs of students, staff and families.

County-wide protocols/guidance have been determined in partnership with the Macomb County Health Department and will be addressed on a case by case basis within local school districts. The Macomb County Health Department has provided guidance regarding responding to cases of COVID-19 among students, teachers, and staff. This guidance is further detailed in the following areas:

- Possible COVID-19 Cases in Students
- Possible COVID-19 Cases in Teachers or Staff Persons
- Confirmed COVID-19 Cases
- Close Contacts to a Confirmed COVID-19 Case
- Returning to School/Work

HIPAA and FERPA laws will be taken into consideration for all who may fall ill and/or contract COVID-19, and additional training and guidelines will be provided for all staff.

Local districts will continue to work with all stakeholders (including staff, parents, and students). Local school districts will continue to develop district guidelines regarding instruction based on local data and key metrics. Continuous monitoring of local data is a critical part of this process.

District health and safety procedures can be found at: [Chippewa Valley Schools Return to School Guidelines](#)

Link to the [Responding to Cases of COVID-19 Among Students, Teachers and Staff](#) (dated 8.28.20):

8. A provision that, if the district determines that it is safe to provide in-person instruction, it will prioritize instruction for grades K to 5.

The health and safety of Macomb County students and staff remains a top priority as we reopen schools for the 2020-21 school year. Our ultimate goal is to safely return and provide face-to-face instruction, as we know this is the optimal learning environment for students. However, during this global pandemic, we recognize the importance of providing a variety of learning options: face-to-face, hybrid, and remote. While we continue to monitor and adjust our instructional plan to meet the needs of our students, priority will be given to K – 5 when planning in-person instruction. In the event that a shift becomes necessary, we will be able to fluidly transition among the 3 instructional delivery methods to maintain the continuity of learning.

If it is safe to provide in-person instruction, Chippewa Valley Schools will prioritize instruction for students in grades Kindergarten through 5.

- In-class instruction focused on key concepts and skills
- At home learning to reinforce in-school instruction
- Staff will provide instruction to fill in unfinished/forgone learning and move instruction forward
- Traditional grading
- Social-emotional support
- Small group support for students

9. A requirement that the district ensure that at least two two-way interactions occur between a student and at least one of his or her teachers during each week of the school year for at least 75% of students in the district. These could apply toward the district's two-way interaction requirement under HB 5912. A district would have to publicly announce its weekly interaction rates at its monthly reconfirmation meetings and make those rates available on its website.

District Response:

Chippewa Valley Schools will ensure that at least two two-way interactions occur between a student and at least one of his or her teachers during each week of the school year for at least 75% of students in the district. This will apply toward the district's two-way interaction requirement under HB 5912. The district will publicly announce its weekly interaction rates at monthly reconfirmation meetings and make those rates available on the Chippewa Valley Schools website:

www.chippewavalleyschools.org

Benchmark Assessments (Section 104)

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The bill would require, as a condition of receiving state aid, that a district administer at least one benchmark assessment to all students in kindergarten through 8th grade within the first nine weeks of the school year and by the last day of the school year, to measure proficiency in reading and math. These assessments could be any of the following or a combination of the following:

- A benchmark assessment from a provider approved by the Michigan Department of Education (MDE), with the requirements for those assessments listed in the table below.
- A benchmark assessment in reading for grades K to 9 that contains progress monitoring tools and enhanced diagnostic assessments, or a benchmark assessment in math for grades K to 8 that contains progress monitoring tools, or both of those assessments.
- A local benchmark assessment or assessments. (If this option is utilized, the district would have to report to MDE and the Center for Educational Performance and Information (CEPI) on the assessments administered and how they measure changes, including any learning losses, and how the district intends to address those losses.)

MDE would have to approve either four or five providers of benchmark assessments that could be administered by a district. MDE would have to inform districts of approved assessment providers in an equitable manner. MDE would have to make one of the assessments from an approved provider available to districts at no cost to the districts. The two types of benchmark assessments from approved providers would have to meet all of the following:

Benchmark assessment from approved provider generally:	Benchmark assessment from approved provider made available to districts at no cost:
<ul style="list-style-type: none"> • Be one of the most commonly administered benchmark assessments in Michigan. • Be aligned to the content standards in Michigan. • Complement Michigan's summative assessment system. • Be internet-delivered and include a standards-based assessment using a computer-adaptive model to target the instructional level of each student. • Provide information on student achievement with regard to learning content required in a given year or grade span. • Provide immediate feedback to students and teachers. • Be nationally normed. • Provide multiple measures of growth and provide for multiple testing opportunities. 	<ul style="list-style-type: none"> • Be aligned to the content standards in Michigan. • Complement Michigan's summative assessment system. • Be internet-delivered and include a standards-based assessment. • Provide information on student achievement with regard to learning content required in a given year or grade span. • Provide timely feedback to students and teachers. • Be nationally normed. • Provide information to educators about student growth and allow for multiple testing opportunities.

BENCHMARK ASSESSMENT DESCRIPTION: Requirements and District Response

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10. To the extent practicable, a district would have to administer the same benchmark assessment that it administered in previous school years.

The assessments MAP Growth Reading and Math provided from NWEA has been administered in previous school years and will continue to be used during the 2020-21 school year for students in Gr K-8. The results from NWEA MAP Growth provides the opportunity to identify students instructional level in reading and math. These instructional levels can help identify students who may be performing at a lower or higher level than their grade level peers. These assessments are used among other data points to identify students who may be at risk and need additional supports within the district's MTSS process.

Chippewa Valley Schools will continue to implement the NWEA MAP Growth Assessment as its benchmark assessment for both math and reading to all students in kindergarten through 8th grades, except in situations where IEPs state otherwise. The school district will remain compliant with student IEPs regarding the administration of alternate assessments.

There will be three administration windows for the NWEA MAP Growth Assessment, one in the fall (9/21 to 10/16), one in the winter (12/6 to 1/22), and one in the spring (3/1 to 4/7).

TIMELINE of STUDENT DATA: Requirements and District Response

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11. A district administering a benchmark assessment described above would have to provide a student's data to the student's parent or guardian within 30 days of the test.

District Response:

Chippewa Valley Schools will notify parents of their students' NWEA MAP Growth Assessment results within 30 days of each of the three administration windows. The school buildings will have a choice to distribute the *MAP Student Progress Report* or *MAP Family Report*, in accordance with their past practice. These two report notifications will be delivered to parents via either paper copy or electronic PDF copy. The method of notification may vary depending on the district's status as it relates to COVID-19 safety.

Macomb County GSRP Framework

GSRP programs must prepare for a purposeful, inclusive remote instruction experience for GSRP as part of any hybrid or remote instruction plan. Expectations for remote learning in GSRP emphasize the continuation of child-centered, developmentally appropriate experiences that incorporate learning objectives across all domains of development. It is essential that remote learning be designed with family needs, connectivity/device limitations, and children's social and emotional needs at the forefront.

The framework was constructed to support virtual learning settings and to guide GSRP programs as teaching teams develop remote learning plans. It includes valuable information related to remote session guidelines, curriculum and assessment, monitoring student participation, educational resources, and support for families. Screen time should be balanced with learning that occurs offline and encourages authentic and hands on learning experiences. It is important that GSRP teaching teams work with families to create a consistent daily routine for the child to engage in play and learning.

We look forward to continuing our strong partnership with The Macomb Intermediate School District. We realize we will be facing some unique challenges as we approach the start of the school year. Our goal is to meet the needs of our youngest learners, help them grow and learn in a positive learning environment, and engage families. Ensuring children are supported emotionally during this time of uncertainty is the foundation of any instruction we may provide.

A link to the Macomb County GSRP Framework is provided here: https://docs.google.com/document/d/1IEupR1D9db4ZdLbI6sLr8zljHHgO_2wYxKGrnjnVUE/edit?usp=sharing

Macomb County Career Technical Education (CTE) Virtual Lesson Plan Project

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Macomb County CTE teachers worked collaboratively this summer to prepare remote learning lessons in the courses listed below for the 2020-2021 school year. These resources are readily accessible to staff via Schoology and/or Google Drive. These lessons can also be delivered in an in-person model. Districts throughout Macomb County continue to provide quality CTE experiences for students.

- AUTOMOTIVE (10 Lessons)
- BUSINESS (11 Lessons)
- COSMETOLOGY (2 Lessons, multi-week)
- CULINARY ARTS (19 Lessons)
- CYBERSECURITY (8 Lessons)
- DIGITAL MEDIA (11 Lessons)
- EDUCATION GENERAL (4 Lessons)
- ENGINEERING (4 Lessons)
- FAMILY CONSUMER SCIENCE (5 Lessons)
- FINANCE (9 Lessons)
- GRAPHICS (9 Lessons)
- HEALTH (39 Lessons)
- HORTICULTURE (5 Lessons)
- MARKETING (10 Lessons)
- MECHANICAL DRAFTING/DRAFTING & DESIGN (15 Lessons)
- MECHATRONICS (7 Lessons)
- RADIO & TV (10 Lessons)

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Assurances

1. Chippewa Valley schools will make the MISD approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's website no later than October 1, 2020.
2. Chippewa Valley Schools will create and make available on its transparency reporting link located on the District 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 expected would be achieved by the end of the school year.
3. Benchmark Assessments: Chippewa Valley Schools 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 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 had planned for that exposure to occur for in-person instruction.
5. The District, 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's discretion. Key metrics that the District 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

Assurances Continued

6. If the District determines that it is safe to provide in-person instruction to pupils, the District will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District.
7. The District assures that
 - instruction will be delivered as described in this plan and re-confirmed by the District 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 will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after the ISD 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 during a public meeting described in PA-149.
8. The District 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 will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District 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. The District will publicly announce its weekly interaction rates at each District Board meeting where it re-confirms how instruction is being delivered. The District will make those rates available through the transparency reporting link located on the District website each month for the 2020-2021 school year.



**CHIPPEWA VALLEY SCHOOLS EXTENDED COVID-19 LEARNING PLAN
SIGNATURE PAGE**



DISTRICT NAME: CHIPPEWA VALLEY SCHOOLS

The school district must establish all of its goals for the Extended COVID-19 Learning Plan by September 15, 2020.

	SIGNATURE:	DATE
District Superintendent:		

The Extended COVID-19 Learning Plan must be submitted by October 1, 2020.

	SIGNATURE:	DATE
Board of Education (optional):		
District Superintendent:		

The Extended COVID-19 Learning Plan Approval

	SIGNATURE:	DATE
MISD Superintendent:		

Transparency Reporting

By October 1, 2020, approved plans have to be made accessible through the transparency reporting link on the district's website.

Reconfirmation Meeting Requirements

- Every 30 days after the school district's Extended COVID-19 Learning Plan has been approved, the school district must reconfirm the manner in which instruction is going to be delivered during the 2020-2021 school year.
- Reconfirmation must occur at a meeting of the school district's board or board of directors, and the school district must solicit public comment from the parents or legal guardians of students enrolled in the district during the reconfirmation meeting.
- The school district must publicly announce its weekly 2-way interaction rates at each reconfirmation meeting.