



# Extended Continuity of Learning (ECOL) Plan

Lakeview School District

15 Arbor Street

Battle Creek, MI 49015

School Code # 13090

[www.lakeviewspartans.org](http://www.lakeviewspartans.org)

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Calhoun Intermediate School District

Date of Approval: \_\_\_\_\_

## 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
    - 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 reconfirm 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 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.

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Superintendent

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Date

## Necessity of Plan

*The main purpose of the Lakeview School District is the education of its students. During these unprecedented times the district needs to continue to focus on the academic achievement of all students. This plan is focused on that need and the ongoing progress monitoring of all students during the school year.*

## Educational Goals

We will use the 2020 NWEA MAP growth norms as our goals for the year. The MAP assessment will be administered three times during the year (fall, winter, and spring). We expect our students, and all subgroups, to have growth on the NWEA assessment. This assessment will assist in determining our intervention programming throughout the year.

2020 Reading School Growth Norms						
Grade	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
	Mean	SD	Mean	SD	Mean	SD
<b>K</b>	9.63	1.43	6.81	1.07	16.45	2.49
<b>1</b>	9.92	1.47	5.55	1.10	15.47	2.57
<b>2</b>	8.85	1.44	4.37	1.08	13.22	2.52
<b>3</b>	7.28	1.23	3.22	0.92	10.50	2.14
<b>4</b>	5.82	1.21	2.33	0.91	8.16	2.11
<b>5</b>	4.64	1.15	1.86	0.86	6.50	2.01
<b>6</b>	3.64	1.02	1.55	0.77	5.19	1.79
<b>7</b>	2.89	1.02	1.27	0.76	4.16	1.78
<b>8</b>	2.51	1.18	1.14	0.88	3.65	2.06
<b>9</b>	1.62	1.16	0.88	0.87	2.51	2.03
<b>10</b>	1.43	0.96	0.60	0.72	2.04	1.68
<b>11</b>	1.11	1.25	0.08	0.94	1.18	2.19
<b>12</b>	0.05	1.31	0.47	1.01	0.52	2.30

2020 Mathematics School Growth Norms						
Grade	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
	Mean	SD	Mean	SD	Mean	SD
<b>K</b>	10.57	1.36	6.97	1.02	17.54	2.38
<b>1</b>	10.13	1.44	6.22	1.08	16.35	2.52
<b>2</b>	9.03	1.30	5.35	0.97	14.38	2.27
<b>3</b>	7.75	1.21	4.85	0.91	12.60	2.12
<b>4</b>	6.50	1.16	4.46	0.87	10.96	2.02
<b>5</b>	5.56	1.39	4.05	1.04	9.61	2.42
<b>6</b>	4.81	1.28	3.32	0.96	8.13	2.24
<b>7</b>	3.83	1.19	2.69	0.89	6.52	2.08
<b>8</b>	3.20	1.38	2.18	1.04	5.38	2.42
<b>9</b>	2.24	1.10	1.36	0.83	3.60	1.93
<b>10</b>	2.14	1.16	1.21	0.87	3.35	2.02
<b>11</b>	1.77	1.15	0.76	0.86	2.52	2.01
<b>12</b>	0.30	1.23	0.88	0.93	1.18	2.15

We will provide the Board with baseline data at the October meeting with growth goals for grades, buildings, and subpopulations.

## Mode of Instruction

The Board of Education decided on August 3, 2020 to be fully online preK-12 until the end of the 1st trimester (November 12th). The Board will make a decision on October 19th regarding the mode of instruction second trimester.

The virtual instruction model is below. We have allowed special education self-contained classrooms to meet on site as needed. Depending on the percentage of COVID cases there may be the opportunity for small groups to meet for ELL and at-risk students.

### Virtual Instruction Plan, Grades Y5-12

#### Overview

We are prepared to offer high quality, online education when our schools are closed for health and safety reasons. To equip students for remote instruction, they will have access to a school-issued computer, as well as Wifi Hotspots with unlimited data. Additionally, we will ensure that all students are equipped with basic supplies, such as paper, pencils, crayons, etc.

As each family's schedule is uniquely different, our plan includes two types of instruction, which will be different than Spring 2020's learning plan:

- *Live virtual learning sessions*, held on the same days/times each week. Live sessions are important because they provide students:
  - Consistent learning routines
  - Opportunities to demonstrate their knowledge and skills
  - Collaborative and social learning with their peers
  - Real-time feedback
- *Pre-recorded lessons and associated assignments*, posted online for students to access. Pre-recorded lessons are important because they provide students:
  - More schedule flexibility
  - Opportunities to rewatch teaching demonstrations
  - Space and time to work independently, at their own pace

Outlined below are the expectations for teaching and learning, by grade level, that will be consistently implemented across the district. However, we believe that building relationships and assessing students' academic and social-emotional needs are critical in the first weeks of school. Therefore, parents and students should expect to see some modifications as we build toward these standards. Modifications will be communicated by each building.

To quickly access grade-specific information, click on the following links:

[Early Childhood Special Education \(ECSE\)](#)

[Young Fives](#)

[Instruction for K - 4th Grade](#)

[Instruction for Grade 5](#)

[Instruction for Grade 6](#)

[Instruction for Grades 7-12](#)

### **Early Childhood Special Education (ECSE)**

Online instruction for Early Childhood Special Education (ECSE) will include literacy, math, Social Work, Speech and Occupational Therapy (could also include: art, music, and physical education). Additionally, teachers will incorporate social-emotional supports, nurturing relationships and belonging.

All teachers will use Google Classroom to post classroom assignments and instructions and Zoom or Google Meet to have personal interactions with students. Students/Parents will learn how to use these online tools during in-person instruction so that students are prepared for remote learning.

\*Each week teachers will:

- Keep a mentor log of student participation for pupil accounting.
- Attempt contact with unresponsive students and families via phone or email.
- Notify building administration of students who are unresponsive to teacher contacts and classwork.
- Post the week's assignments on Google classroom by 9:00 a.m. on Monday mornings, which will include:
  - *4 pre-recorded math instructional videos (1/day)*. Instruction will include:
    - Whole Group Lessons
  - *4 pre-recorded Read-Alouds*
  - *1 pre-recorded pre-writing activity*
  - *Links to optional, enrichment instruction* in art, music, and physical education, via pre-recorded videos - created by specials teachers (2 videos per subject)
  - *A link to 1 social-emotional, live virtual lesson per week*, co-taught by the classroom teacher and school behavior interventionist. Instruction will include:
    - Lesson plans from District Social-Emotional (provided by behavior department)
- Collaborate with Ancillary Service providers to meet the IEP service needs of students in regards to activities and service time programming.
- Collaborate with the school social worker when appropriate to meet the IEP needs of students.
- Attend and facilitate scheduled parent-school meetings regarding Individual Education

## Plans (IEPs)

\*Professional Learning Communities are encouraged to collaborate to meet these expectations, particularly the work of pre-recording lesson videos.

Each day teachers will:

- Keep a weekly log of student participation.
- Teach virtual live sessions
- Assess and give feedback on submitted assignments
- Use assessment strategies to help track student proficiency toward preschool standards. This on-going data collection created by the classroom teachers to collect and track data. Work with parents to track this progress.
- Respond to parent and student inquiries within 24 “business” hours
- Update 504 and IEP accommodation trackers

We understand that children’s attention spans increase as they mature. Therefore, here are the range of total minutes per day that we will ask students to suspend doing classwork each day (including all required virtual learning sessions independent work):

<b>Grade Level</b>	<b>Minimum</b>	<b>Maximum</b>
ECSE	30 mins/day	45 mins/day

## Young Fives

Online instruction for grades Young Fives will include literacy, math, and specials (art, music, physical education, science, and social studies). Additionally, teachers will incorporate social-emotional supports, nurturing relationships and belonging through discussions and team activities.

All teachers will use Google Classroom to post classroom assignments and instructions and Zoom or Google Meet to have personal interactions with students. Students will learn how to use these online tools during in-person instruction so that students are prepared for remote learning.

\*Each week teachers will:

- Keep a mentor log of student participation for pupil accounting.
- Attempt contact with unresponsive students and families via phone or email.
- Notify building administration of students who are unresponsive to teacher contacts and classwork.
- Post the week’s assignments on Google classroom by 9:00 a.m. on Monday mornings, which will include:
  - *5 pre-recorded math instructional videos (1/day)*. Instruction will include:
    - Bridges Number Corner and Whole Group Lessons

- 5 pre-recorded Fountas & Pinnell Interactive Read-Alouds (IRAs) videos (1/day)
- 2 pre-recorded letter/sound recognition videos
- 2 pre-recorded Writing Mini-lesson videos
- Links to daily small group, live virtual lessons (1 math and 1 literacy session per day), targeting students specific academic levels, with options for students to make-up the work in other ways if they cannot attend. Instruction will include:
  - Math checks for understanding
  - Literacy checks for understanding
- A link to 1 social-emotional, live virtual lesson per week, co-taught by the classroom teacher and school behavior interventionist. Instruction will include:
  - Lesson plans from District Social-Emotional (provided by behavior department)
- Links to optional, enrichment instruction in art, music, and physical education, via pre-recorded videos - created by specials teachers (2 videos per subject)
- Attend scheduled parent-school meetings regarding Individual Education Plans (IEPs) and Section 504 Plans
- Update Learning Plans for any students receiving tiered intervention

\*Professional Learning Communities are encouraged to collaborate to meet these expectations, particularly the work of pre-recording lesson videos.

Each day teachers will:

- Keep a weekly log of student participation.
- Teach virtual live sessions
- Assess and give feedback on submitted assignments
- Use assessment strategies to help them assess student proficiency toward content standards. This on-going data collection will help inform a proficiency level on the trimester report card
- Respond to parent and student inquiries within 24 “business” hours
- Update 504 and IEP accommodation trackers

We understand that children’s attention spans increase as they mature. Therefore, here are the range of total minutes per day that we will ask students to spend on classwork each day (including all required virtual learning sessions independent work):

Grade Level	Minimum	Maximum
Young Fives	45 mins/day	90 mins/day

## Instruction for K - 4th Grade

Online instruction for grades K - 4th grade will include literacy, math, and specials (art, music, physical education, science, and social studies). Additionally, teachers will incorporate social-emotional supports, nurturing relationships and belonging through discussions and team activities.

All teachers will use Google Classroom to post classroom assignments and instructions and Zoom or Google Meet to interact with students live. Students will learn how to use these online tools during in-person instruction so that students are prepared for remote learning.

\*Each week teachers will:

- Keep a mentor log of student participation for pupil accounting.
- Attempt contact with unresponsive students and families via phone or email.
- Notify building administration of students who are unresponsive to teacher contacts and classwork.
- Post the week's assignments on Google classroom by 9:00 a.m. on Monday mornings, which will include:
  - *5 pre-recorded math instructional videos (1/day)*, with a method for students to demonstrate their thinking and get feedback. Instruction will include:
    - Bridges Number Corner and Whole Group Lessons
  - *5 pre-recorded Fountas & Pinnell Interactive Read-Alouds (IRAs) videos (1/day)*, with a method for students to demonstrate their thinking and get feedback.
  - *2 pre-recorded Fountas & Pinnell Phonics Word Study (PWS) videos*, with a method for students to demonstrate their thinking and get feedback.
  - *2 pre-recorded Writing Mini-lesson videos*, with a method for students to demonstrate their thinking and get feedback.
  - *Links to daily small group, live virtual lessons (1 math and 1 literacy session per day)*, targeting students specific academic levels, with options for students to make-up the work in other ways if they cannot attend. Instruction will include:
    - Small group lessons to include Advantage Math Recovery (AVMR) and Bridges Curriculum Intervention
    - Small group lessons to support targeted reading skills
  - *A link to 1 social-emotional, live virtual lesson per week*, co-taught by the classroom teacher and school behavior interventionist. Instruction will include:
    - Lesson plans from District Social-Emotional (provided by behavior department)
  - *Links to optional, enrichment instruction in art, music, and physical education*, via pre-recorded videos created by the specials teachers (2 videos per subject)
  - *Links to optional, enrichment instruction in science/social studies (3rd/4th only)*, via pre-recorded videos created by the specials teachers (2 videos per week)
  - *Optional Exact Path Assignments* - pending fall NWEA-MAP Assessment
- Attend scheduled parent-school meetings regarding Individual Education Plans (IEPs) and Section 504 Plans
- Update Learning Plans for any students receiving tiered intervention.

\*Professional Learning Communities are encouraged to collaborate to meet these expectations, particularly the work of pre-recording lesson videos.

Each day teachers will:

- Keep a weekly log of student participation.
- Teach virtual live sessions
- Assess and give feedback on submitted assignments
- Use assessment strategies to help them assess student proficiency toward content standards. This on-going data collection will help inform a proficiency level on the trimester report card
- Respond to parent and student inquiries within 24 “business” hours
- Update 504, IEP, and General Education Plan accommodation trackers

We understand that children’s attention spans increase as they mature. Therefore, here are the range of total minutes per day that we will ask students to spend on school work each day (including all required virtual learning sessions and independent work):

<b>Grade Level</b>	<b>Minimum</b>	<b>Maximum</b>
K-4	90 mins/day	120 mins/day

### **Instruction for Grade 5**

Online instruction for 5th grade will include English Language Arts/Social Studies, Math/Science, and Encores (Music Exploration, Physical Education or Project Lead the Way (PLTW) - one each trimester). Additionally, teachers will incorporate social-emotional supports, nurturing relationships and belonging through discussions and team activities.

All teachers will use Google Classroom to post classroom assignments and instructions and Zoom or Google Meet to interact with students live. Students will learn how to use these online tools during in-person instruction so that students are prepared for remote learning.

\*Each week teachers will:

- Keep a mentor log of student participation for pupil accounting.
- Attempt contact with unresponsive students and families via phone or email.
- Notify building administration of students who are unresponsive to teacher contacts and classwork.
- Post the week’s assignments on Google classroom by 9:00 a.m. on Monday mornings, which will include:
  - *5 pre-recorded math instructional videos (1/day)*, with a method for students to demonstrate their thinking and get feedback. Instruction will include:
    - Bridges Number Corner and Whole Group Lessons
  - *5 pre-recorded Fountas & Pinnell Interactive Read-Alouds (IRAs) videos (1/day)*, with a method for students to demonstrate their thinking and get feedback.
  - *2 pre-recorded Fountas & Pinnell Phonics Word Study (PWS) videos*, with a method for students to demonstrate their thinking and get feedback.

- *2 pre-recorded Writing Mini-lesson videos*, with a method for students to demonstrate their thinking and get feedback.
  - *Links to daily small group, live virtual lessons (1 math and 1 literacy session per day)*, targeting students specific academic levels, with options for students to make-up the work in other ways if they cannot attend. Instruction will include:
    - Small group lessons to include Advantage Math Recovery (AVMR) and Bridges Curriculum Intervention
    - Small group lessons to support targeted reading skills
  - *A link to 1 social-emotional, live virtual lesson per week*, co-taught by the classroom teacher and school behavior interventionist. Instruction will include:
    - Lesson plans from District Social-Emotional (provided by behavior department)
  - *Links to encore lessons in Music, Physical Education or Project Lead the Way (PLTW)*, with options for students to make-up the work in other ways if they cannot attend. Instruction will include pre-recorded videos with an assigned task.
  - *Exact Path Assignments* - pending fall NWEA-MAP Assessment
  - *Science and social studies* will be integrated throughout.
  - Attend scheduled parent-school meetings regarding Individual Education Plans (IEPs) and Section 504 Plans
  - Update Learning Plans for any students receiving tiered intervention.
- \*Professional Learning Communities are encouraged to collaborate to meet these expectations, particularly the work of pre-recording lesson videos.

Each day teachers will:

- Keep a weekly log of student participation.
- Teach virtual live sessions
- Assess and give feedback on submitted assignments
- Use assessment strategies to help them assess student proficiency toward content standards. This on-going data collection will help inform a proficiency level on the trimester report card
- Respond to parent and student inquiries within 24 “business” hours
- Update 504, IEP, and General Education Plan accommodation trackers

We understand that children’s attention spans increase as they mature. Therefore, here are the range of total minutes per day that we will ask students to spend on school work each day (including all required virtual learning sessions and independent work):

<b>Grade Level</b>	<b>Minimum</b>	<b>Maximum</b>
5	120 mins/day	180 mins/day
Encores	60 min/day	N/A

## Instruction for Grade 6

Online instruction for 5th grade will include English Language Arts/Social Studies, Math/Science, and Encores (Band, Choir, Orchestra, or Fitness and Athletic Education, all year). Additionally, teachers will incorporate social-emotional supports, nurturing relationships and belonging through discussions and team activities.

All teachers will use Google Classroom to post classroom assignments and instructions and Zoom or Google Meet to interact with students live for students to demonstrate their knowledge and skills. Students will learn how to use these online tools during in-person instruction so that students are prepared for remote learning.

\*Each week teachers will:

- Keep a mentor log of student participation for pupil accounting.
- Attempt contact with unresponsive students and families via phone or email.
- Notify building administration of students who are unresponsive to teacher contacts and classwork.
- Post the week's assignments on Google classroom by 9:00 a.m. on Monday mornings, which will include:
  - *5 pre-recorded math instructional videos (1/day)*, with a method for students to demonstrate their thinking and get feedback. Instruction will include:
    - Whole group lesson based on Connected Math Project 6th grade Scope and Sequence
  - *5 pre-recorded literacy instructional videos (1/day)*, with a method for students to demonstrate their thinking and get feedback. Instruction will include:
    - Use of written responses, Socratic Seminars and use of Fountas & Pinnell E-readers for small group instruction
  - *Links to daily small group, live virtual lessons (1 math and 1 literacy session per day)*, targeting students specific academic levels, with options for students to make-up the work in other ways if they cannot attend. Instruction will include:
    - Small group to include Advantage Math Recovery Intervention, with the goal of eventually using Bridges resources to support missing 5th grade skills
    - Fountas & Pinnell E-readers for small group instruction
  - *A link to 1 social-emotional lesson per week*, co-taught by the classroom teacher and school behavior interventionist. Instruction will include:
    - Lesson plans from District Social-Emotional (provided by behavior department)
  - *Links to encore lessons daily in art, physical education or PLTW-Project Lead the Way-One each Tri) and band, choir, orchestra, or fitness and athletic education, all year)*, with options for students to make-up the work in other ways if they cannot attend. Instruction will include pre-recorded videos with an assigned task.
  - *Exact Path Assignments* - after fall NWEA-MAP Assessment
  - *Science and social studies* will be integrated throughout.
- Attend scheduled parent-school meetings regarding Individual Education Plans (IEPs) and Section 504 Plans

- Update Learning Plans for any students receiving tiered intervention.

\*Professional Learning Communities are encouraged to collaborate to meet these expectations, particularly the work of pre-recording lesson videos.

Each day teachers will:

- Keep a weekly log of student participation.
- Teach virtual live sessions
- Assess and give feedback on submitted assignments
- Use assessment strategies to help them assess student proficiency toward content standards. This on-going data collection will help inform a proficiency level on the trimester report card
- Respond to parent and student inquiries within 24 “business” hours
- Update 504, IEP, and General Education Plan accommodation trackers

We understand that children’s attention spans increase as they mature. Therefore, here are the range of total minutes per day that we will ask students to spend on school work each day (including all required virtual learning sessions independent work):

<b>Grade Level</b>	<b>Minimum</b>	<b>Maximum</b>
6	120 mins/day	180 mins/day
Encore	60 mins/day	N/A

### **Instruction for Grades 7-12**

Online instruction for grades 7-12 will include all scheduled courses. Additionally, teachers will incorporate social-emotional supports, nurturing relationships and belonging through discussions and team activities. All teachers will use Schoology to post classroom assignments, instructions, and Zoom or Google Meet to interact with students live.

\*Each week teachers will:

- Keep a mentor log of student participation for pupil accounting.
- Attempt contact with unresponsive students and families via phone or email.
- Notify building administration of students who are unresponsive to teacher contacts and classwork.
- Post assignments/Due dates on the calendar in Schoology which parents and students can access
- Initial welcome message from each teacher to parents and students via Skyward Message Center
- Send weekly progress reports to students and parents
- Post the week’s assignments on Schoology by 9:00 a.m. on Monday mornings, which will include:
  - Links to live virtual class discussions - a one hour session per class, per week (with options for students to make-up the work in other ways if they cannot

attend). Discussions should include SEL check-ins, support classwork and ways to assess learning.

- Links to pre-recorded mini-lesson videos (at least 3 times a week), with a method for students to demonstrate their thinking and get feedback
- Post discussion boards to engage students in online conversations weekly.
- Rigorous formative and summative assessments to gage learning.
- Attend scheduled parent-school meetings regarding Individual Education Plans (IEPs) and Section 504 Plans
- Update Learning Plans for any students receiving tiered intervention.

\*Professional Learning Communities are encouraged to collaborate to meet these expectations, particularly the work of pre-recording lesson videos.

Each day teachers will:

- Assess and give feedback on submitted assignments and update Skyward within one week of collection.
- Use assessment strategies to help them assess student proficiency toward content standards. This on-going data collection will help inform the grade reported on the trimester report card.
- Respond to parent and student inquiries within 24 “business” hours
- Staff should be available for meetings during the work day.
- Update 504, IEP, and General Education Plan accommodation trackers

We understand that children’s attention spans increase as they mature. Therefore, here are the range of total minutes per day that we will ask students to spend on school work each day (including all required virtual learning sessions and independent work):

<b>Grade Level</b>	<b>Minimum</b>	<b>Maximum</b>
7-12	3 hours per class, per week, all 6 classes = 18 total hours/week	5 hours per class, per week, all 6 classes = 30 total hours per week*

\*For advanced HS courses, students should expect 60-90 minutes of work per day on virtual learning days.

## Required Public Comment on ECOL

A community committee was formed to review the ECOL and advise the Superintendent regarding the rubric for the second trimester instructional model. The committee is made up of the following

- Parents representing every building
- Union leadership
- Building administrators
- Superintendent and Assistant Superintendent

Public comment is also provided at every monthly Board of Education meeting

## Academic Standards

District standards, curriculum maps, and assessments can be found in [Atlas Rubicon](#). The virtual instructional model was designed to keep the scope and sequence of the district approved curriculum. There should not be a curriculum gap if the districts moves between remote learning and face to face learning. Instructional lead teachers will be reviewing the scope and sequence in Atlas Rubicon throughout the year to verify alignment and progress.

## Mastery of Standards

District elementary report cards are aligned to the district standards and directly reflect the mastery of those standards. Secondary report cards are on a standard A-F system, but work has been done to align grading with mastery and not compliance, especially in a virtual learning setting. All parents will receive regularly updated grading, including report cards, on the Skyward system

## Equitable Access

Technology

- Chromebooks were purchased for every student
- Chromebooks were passed out at registration and meet the teacher events
- Wifi hotspots were purchased and provided for students and staff (unlimited access)

Students with Disabilities

- A CLP plan was written for every special education student. Every caseload teacher was paid for two work days in the summer to call every parent on their caseload to prepare for the CLP.

- Offered to revise all 504 plans and every parent contacted
- Self contained special education classrooms are allowed to meet in small groups in the physical classroom
- Resource teachers have the option to meet with students face to face, in small groups. LHS is piloting a program to do this.
- Depending on the COVID levels in the community, more small group instruction will be allowed in the building
- Special education paraeducator assignments were revised to provide additional academic support for special education students

#### English Language Learners

- Additional staff has been hired to assist during remote learning (Burmese Liaison and elementary ELL teacher)
- K-12 ELL Instructional Lead Teacher has been assigned to lead the department
- Zoom meetings with Burmese parents through the Burma Center
- When determined to be safe, small groups will meet in the building

#### CTE/Dual-Enrollment

- All CTE programs are operating both at LHS and CACC
- All dual enrollment courses are moving forward as scheduled in the spring

#### Early Childhood

- ECSE classes are operating remotely and evaluations are continuing
- 5 GSRP classes are starting at the Territorial Building

## Health and Safety Guidelines

The Lakeview Board of Education decided on virtual learning for the first trimester. The following areas need to be reviewed to assess moving to hybrid or full face to face instruction.

- Factors school district can and can not control
- Critical COVID metrics
  - The trend of Covid-19 (COVID) cases or positive tests
  - Hospitalizations due to COVID
  - Number of deaths resulting from COVID
  - Confirmation from the health department regarding testing and contact tracing capacity
- Additional data and information from the health and education community
- A committee of stakeholders will continue to review this information in order to make an informed recommendation to administration

The following resources will be used in continually assessing the COVID situation

- 7-Day Calhoun County Case Average - [Harvard Global Health Institute](#), [MI Start Map](#)
- Calhoun County Infection Rate - [COVID Act Now](#)
- Calhoun County Positive Test Rate - [COVID Act Now](#)
- Calhoun County Cases by Age Group - [State of Michigan](#)
- Comparison Examples & Studies – [Oregon Health Authority](#)

The below rubric was developed by Harvard University ([Pandemic Resilient Teaching and Learning](#)) for the two following areas

- Percent of Positive tests
- Daily new cases per 100,000

The district will follow this rubric in evaluating readiness of in person learning.

Risk Levels	Strategy for Pandemic Resilient Teaching and Learning ( <i>adapted from Harvard model</i> )
<p><b>Red</b>  <b>&gt;25/100K</b>  <b>&gt;10% positivity</b>  <b>Virtual only</b></p>	<p>Stay-at-home orders in place; all learning remote for all learners; districts, states, and federal government invests in remote learning</p>
<p><b>Orange</b>  <b>10&lt;25/100K</b>  <b>5&lt;10% positivity</b>  <b>Hybrid can be considered</b></p>	<p>1st priority for re-opening: Special education, ELL, and at-risk students            2nd priority for re-opening: Elementary level students.            3rd priority for re-opening: Middle school students.            4th priority for re-opening: High school students.</p>
<p><b>Yellow</b>  <b>1&lt;10/100K</b>  <b>&lt;5% positivity</b>  <b>Hybrid and full in-person can be considered</b></p>	<p>1st priority for re-opening: Elementary students.            2nd priority for re-opening: Middle school students.            3rd priority for re-opening: High school students.</p>
<p><b>Green</b>  <b>&lt;1/100K</b>  <b>&lt;3% positivity</b>  <b>Full in-person can be considered</b></p>	<p>All schools open if conditions for pandemic resilient teaching and learning spaces can be achieved at scale; districts, states, and federal government invest in healthy buildings and healthy classrooms.</p>

Data from other States/Countries when they decided to return to in-person school.

State	Percent Positive	Cases
CDC/WHO	5%	
Avg other countries when schools opened	4%	
Denmark	6%	35.5/million
Germany	2%	13/6.million
Japan	9%	3.5/million
AZ	5%	10/100,000
OR	5%	10/100,000
NY	5%	
16 other states	5%	
Calhoun County Sept 8 (MI Start Map)		
	4.4%	51/million
	(COVIDactnow.org)	11.6/100,000

The Board of Education will make decisions on the safety of returning to face to face instruction based upon the following metric

Phase 4 (*Hybrid K-6 / 7-12 remote = two or three days a week in person*)

- Under 4% positive average tests rate for at least 14 consecutive days\*
- Under 40 daily new cases per million population, average, for at least 14 consecutive days\*
- Hospital capacity (ICU headroom used) is under 50% for at least 14 consecutive days
- 7 day average of deaths are under 5
- Approval of return to school plan by Calhoun County Public Health Department

Phase 4 (*K-6 = 5 days in person, 7-12 Hybrid = two or three days a week in person*)

- Under 3% positive average tests rate for at least 14 consecutive days\*
- Under 30 daily new cases per million population, average, for at least 14 consecutive days\*
- Hospital capacity (ICU headroom used) is under 50% for at least 14 consecutive days
- 7 day average of deaths are under 5
- Approval of return to school plan by Calhoun County Public Health Department

Phase 5 - (*K-12 return to 5 days a week school, with safety measures*)

*\*The Calhoun County Public Health Department will provide the numbers, as certain days which need to be excluded (for example, all the nursing homes are tests during a few days and inflate the numbers)*

## Two-Way Communication Process

### State Law Monthly Attendance Requirements:

- At least "one" two-way communication with 75% of all enrolled students per month
  - *Does not apply to elementary specials teachers*
- School district will lose state aid if we do not reach 75% student engagement per month, using the two-way communication log
- No physical daily attendance is required

### State Law Weekly Student Count Requirements:

- For every teacher, at least "two" two-way communications each week of the school year must be recorded.
  - Week for count is Wednesday-Tuesday
- For any student that does not have "two" two-way communications each week, they can not be counted in the student count
  - For 7-12 it can be "two" two-way communications between different teachers
    - For example: Mr. Prewitt has contact Friday, and Ms. Rice has contact on Monday...that counts as two contacts
  - K-6 self-contained teachers have to have "two" two-way contacts per week to get count

**State accountability requirement that the district ensure that at least TWO (2) 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.**

***The percentage is publicly reported to the community every month.***

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## Unacceptable Two-Way Communication Log

Count Week	DATE	Contact Type (Check Box)				COMMENTS
		E = e-mail (with reply	P = phone conver sation	F = face to face	O = other	
10/7-10/12	10/9/20	x				Emailed progress/hours update; no reply
10/7-10/13	10/12/20	x				Gave progress report to student and asked them to review it
10/14-10/20	10/15/20		x			Talked to the student's mom about the student being behind. Mom said she had a lot going on. I reminded her of expectations we set at the beginning of the year and she said she would talk to her daughter about doing better.
10/14-10/20	10/19/20	x				Sent an email and did not get a response. Another student said they are sick
10/21-10/27	10/25/20			x		Talked to student during Zoom meeting and she is doing well
10/21-10/27	10/27/20	x				Student if failing Chemistry. Said she would try harder.
10/28-11/3	10/29/20				x	Student posted an answer on Blackboard discussion post
10/28-11/3	11/2/20				x	Contacted student's counselor about lack of progress and let the student and parent know
<b>Unacceptable Reasons:</b>						
10/9/20	no response from the student and does not contain content area					
10/12/20	no response from the student and does not contain content area					
10/15/20	student is in high school so parent contact does not count (does for K-5)					
10/19/20	no response from the student and does not contain content area					
10/25/20	does not contain content area					
10/27/20	no information about course content					
10/29/20	no response from the student and does not contain content area					
11/2/20	did not contact the student					

### Acceptable Two-Way Communication Log

Count Week	DATE	Contact Type (Check Box)				STUDENT COMMENTS
		E = e-mail (with reply)	P = phone conversation	F = face to face	O = other	
10/7-10/12	10/9/20	x				Emailed student regarding progress on the middle ages project. He emailed back informing me that he is struggling with the research and I provided some tips to help.
10/7-10/13	10/12/20			x		Student was taking the middle age quiz on Schoology and we messaged about a feudalism question
10/14-10/20	10/15/20			x		During Zoom meeting student and I discussed role of peasants in the middle ages
10/14-10/20	10/19/20	x				Emailed the student about a missing assignment on the black plague. We discussed how this related to the current COVID situation
10/21-10/27	10/25/20				x	On Schoology discussion board we exchanged messages about the black plague assignment
10/21-10/27	10/27/20			x		During Zoom meeting student and I discussed questions about middle ages material
10/28-11/3	10/29/20				x	Made a comment on student's Google Doc about their misunderstanding of feudalism and the student responded back with a comment
10/28-11/3	11/2/20			x		Student presented black plague assignment to the class on Zoom. I asked clarifying questions which the student answered

## **Two-Way Communication Log** **Illuminate Instructions**

Click on link for [Instructional Video](#):

### **Accessing Forms**

Using these links below, you can go directly to the Student Selector of each Assessment:

[2020-2021 CISD Two Way Interaction Log Aug - September](#)

[2020-2021 CISD Two Way Interaction Log - October Count Period](#)

### **Entering your Data**

**1. Use the Student Selector to choose whom you will enter data for.**

*\*This image may be slightly different, depending on your unique permissions\**

A. Select the class to pull up your full class of students

**Or**

B. Type in individual students names to select single or multiple students to enter contact log information.

**Click FIND STUDENTS to enter logs**

The screenshot shows a web interface for selecting students. At the top, there are two dropdown menus: 'Enrollment/Roster Date' (set to 'Control Panel (09-30-2019)') and 'Student Group' (set to 'All Students'). Below these are several filter sections: 'Departments' (Filter Departments (Optional)), 'Courses' (Filter Courses (Optional)), 'Teachers' (Filter Teachers (Optional)), 'Classes' (Filter Classes (Optional)), and 'Students' (Filter Students (Optional)). The 'Classes' and 'Students' sections are highlighted with red boxes and labeled 'A' and 'B' respectively. At the bottom, there is an 'Additional Filters' section, a 'View Type' dropdown menu (set to '--'), and a 'Find Students' button, which is also highlighted with a red box.

### **Entering the Two Way** **Communication Mentor Log**

Click into the Teacher Name box to type in your/the name of the Teacher entering the record. Then, use the drop down boxes to make your selections. This row will be considered the "First entry of the week" for the entire row.

By Grid (this will open by default, it looks and works like a spreadsheet - you can copy/paste or click and drag from the crosshair in the corners to copy information)

Level	Teacher Name (First and Last)	Week of Aug. 19 - 2	Type of Contact	Notes/Comments

Or By Student: Click on “by Student”, directly under “Columns” in the center of the page, to have it look like a form) **Always SAVE before leaving this screen!**

### **Entering the Second Interaction of the week**

*Students are required to have 2 entries per week.*

**To add a second (or more) entries per student, use Enter/Edit by Grid**

1. Click the “+” sign to add a row for the 2nd entry space for that student in grid view.
2. A blank line will load under that student’s name for any additional entries that need to be made, then the log can be entered, as before. You will use this row for the “second entry” for each week.

	ID	First Name
1	560069353	Reileen
2	560069307	Shakira
3	560069267	Tien Hoang
4	560069245	Daniel