

Camden-Frontier Schools

Fall 2020 Return to School Planning Document & Tools

Extended COVID-19 Learning Plan *as described in Public Act 149, Section 98a*

Camden-Frontier Schools
4971 W. Montgomery Road
Camden, Michigan 49232
Hillsdale County Intermediate School District
District 30010

Most Recent Board Approval: October 19, 2020

Camden-Frontier Schools

Fall 2020 Return to School Planning Document & Tools

Assurances

1. The District will make their 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 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 no 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 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 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/PSA 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 is 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 Board'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
6. If the District 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

Camden-Frontier Schools

Fall 2020 Return to School Planning Document & Tools

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 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/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules, and regulations.

9. The District/PSA will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District/PSA and the pupil's teacher or at least one (1) of the pupil's teachers during each week of the school year for at least 75% of the pupils enrolled in the District/PSA. The District/PSA will publicly announce its weekly interaction rates at each District/PSA Board meeting where it re-confirms how instruction is being delivered. The District/PSA will make those rates available through the transparency reporting link located on the District/PSA website each month for the 2020-2021 school year.



District Superintendent
September 13, 2020

Camden-Frontier Schools

Fall 2020 Return to School Planning Document & Tools

Camden-Frontier Extended Learning Plan

To meet the needs of our community during the COVID-19 pandemic, Camden-Frontier School District will deploy a hybrid learning model to begin 2020-2021.

Community needs and wishes were determined through a series of spring and summer surveys, committee meetings, board meetings and public forums.

Over 37% of families indicated a desire for an online learning option this fall. When registration was conducted in August, over 25% of our students chose this option.

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. Student, staff and community safety is our top priority followed closely by establishing the most effective learning program possible for all students.

Our in-person and online learning programs will be supported by additional staffing and collaboration time for certified staff members. To ensure equal and appropriate access to all educational services for all students, including those receiving special services or at higher risk due to the pandemic and spring school closure, the District will invest over \$350,000 in new technology, staffing, internet access and other safety and teaching resources.

Educational Goals

Camden-Frontier School District will utilize benchmark testing in Grades K-8 and high school in the fall to identify academic achievement and gaps. This information will be used to drive instructional planning to mitigate the impacts of the spring school closure.

The NWEA assessments in reading and mathematics will be administered to all students twice: once in the first nine weeks of the school year (first 30 days for grades K-3) and again prior to the last day of school. Formative assessments will provide information to inform our progress toward our goals over the course of the year. Progress reports will be available on our website in February and June.

Significant certified staff professional development will be utilized to support adapted teaching strategies including formative assessment processes.

Public outreach and engagement will continue throughout the school year through diverse avenues of communication.

Camden-Frontier Schools

Fall 2020 Return to School Planning Document & Tools

Goal: Reading/ELA

All K-8 students and representative subgroups will improve performance in Reading/ELA from Fall to Spring as measured by NWEA*.

1. All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading/ELA academic standards.
2. Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be discussed and analyzed by staff.
3. A mid-year assessment will be used to measure progress toward this goal.

Goal: Mathematics

All K-8 students and representative subgroups will improve performance in Mathematics from Fall to Spring as measured by NWEA.

1. All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Math academic standards.
2. Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff.
3. A mid-year assessment will be used to measure progress toward this goal.

Instructional Delivery & Exposure to Core Content

All Camden-Frontier students will have the option of choosing full-time online or full-time in-person instruction. Students may move from in-person to online instruction at any time. Students may only move from online to in-person instruction at the end of each quarter during which online instruction is offered.

To begin the year, 25% of C-F students have registered for the online program.

Each online student will be scheduled as if in-person, i.e. a grade-level instructor in K-5 or subject-level teachers in grades 6-12. The online program will be coordinated by a C-F teacher(s) of record. The teacher(s) of record are responsible for the delivery of educational programming in accordance with Michigan standards.

Online instructional content will be delivered through numerous modalities of instruction including the use of commercial online learning platforms (EdGenuity, Imagine Learning, etc.), internet-based resources, media subscriptions, streaming video and audio, online "Zoom" meetings, email, telephone and classroom social networks (GoogleClassroom, etc.). Learning will be both synchronous and asynchronous across all classrooms.

Students must engage in two-way communication with each teacher of record each week and optimally more. This communication can take place via video chat/conferencing, email, telephone or alternative messaging systems (Remind, GoogleClassroom, etc.) in accordance with state requirements. .

Camden-Frontier Schools

Fall 2020 Return to School Planning Document & Tools

In-person students will engage in instruction in the classroom setting in compliance with all Phase 4 requirements.

All students, online and in-person, will complete benchmark assessments three times during the 2020-2021 academic year in accordance with the district's goals.

Instruction for Core Academic Areas Applied to Grade Level/Course

Camden-Frontier School District's curriculum for core academic courses is aligned to state standards. Online and in-person student instruction, while differentiated due to the use of different modalities of instruction, will adhere to the Michigan standards, scope and sequence. This alignment in in-person and online instructional programming will allow for a more seamless transition to whole-school online programming should a closure to in-person instruction be required.

Pupil Progress Toward Mastery of Standards & Parent Communication

Assessment - for formative and summative - is an ongoing and every day part of the educational process. Camden-Frontier School District bases student assessment on the Michigan standards. Summative assessments, administered at the end of a unit of instruction, are augmented by fall, winter and spring benchmark assessments as well as ongoing formative assessments.

The C-F teaching staff is empowered to individualize instruction based on assessment data. In light of the school closure in the spring, adaptation and individualization will be critical to mitigating gaps in student mastery.

Our online learning platforms, specifically EdGenuity, allows for diagnostic and prescriptive assessments. For online learners, K-5 teachers may augment lessons with these prescriptive tools.

Camden-Frontier is committed to regular home-school communication and cooperation. To that end, each staff member maintains a parent-accessible online gradebook. Quarterly report cards are shared via USPS. Biannual parent conferences are scheduled each semester to identify and remediate academic and other issues. Certified personnel, counselors and administrators also reach out to parents to make them aware of concerns or potential issues such as a lack of participation or productivity, absenteeism, failures to communicate regularly, etc. In addition, C-F provides weekly schoolwide updates on academic and other programming via an online newsletter (one each for online and in-person instruction). Leading up the school year, virtual parent Q&A sessions we convened to address questions and concerns. Similar forums may be convened to enhance our online and in-person learning programs as circumstances dictate.

Camden-Frontier Schools

Fall 2020 Return to School Planning Document & Tools

Equitable Access

General Education & Online General Education

Camden-Frontier School District is committed to providing equitable access to every one of our students including those receiving special services, experiencing economic, social or emotional hardship or working online with limited hardware and/or connectivity resources.

For the first time, all student K-12 have been provided with a Chromebook or iPad along with subscriptions to several online platforms (EdGenuity, Imagine Learning and others). The staff has received professional development on these tools which will continue throughout the year as needed. Blended instruction for in-person and distance learning for online students will continue throughout Phase 4. This approach will orient in-person students to the online learning approach in the event of a school closure later this academic year, ensuring a more equitable transition to online learning for all students.

Homes of online students with limited internet access have been provided internet access points (hotspots) with a 12-month no-cost data plan. These devices are regulated and monitored to limit use to educational activities only.

Special Education & Online Special Education

Camden-Frontier School district is committed to providing equitable access to every one of our students including those receiving special services

The district will coordinate special services with the intermediate school district with in-district certified staff case-managing both in-person and online students. Additional devices, internet access points and educational platforms have been acquired to ensure equal online access and educational opportunities.

Student IEPs, IFSPs, and 504 plans will be reviewed in coordination with general and special education teachers and/or providers to address any data-driven accommodations and/or services that are needed due to known changes in students' needs.

The district has established structures for general and special education teachers and/or providers to collaborate and communicate regarding student performance and student needs on IEP goals and objectives with special consideration regarding assistive technology and accessibility.

The district ensures a continuation of services for students receiving speech and language, occupational therapy, physical therapy, or social work services within their IFSP or IEP. The district also ensures a method for the continuation of evaluation for students suspected of having a disability as well as those requiring re-evaluation.

Access the Camden-Frontier School District full instructional plan [here](#).