



## ICS Extended COVID-19 Learning Plan

On August 20, 2020 Governor Whitmer signed House Bill 5913 into law as Public Act 149. Section 98a states that in order to receive state aid for 2020-2021, districts must provide for instruction under an extended COVID-19 Learning Plan (“Plan”) that has been approved by an intermediate district or authorizing body. The Plan does not replace the District’s/PSA’s COVID-19 Preparedness and Response Plan, it is an additional plan that includes new assurances and sections on educational goals, instructional delivery, grading, and equitable access. PA 149 does not apply to districts that operate as a cyber school.

District/PSA educational goals written for all students and all subgroups must be established no later than September 15, 2020 and submitted in their Plan to the ISD or Authorizing Body, as applicable, no later than October 1, 2020 for approval. ISDs and PSAs will transmit the approved plan to the superintendent of public instruction and the state treasurer.



## **Imlay City Schools Extended COVID-19 Learning Plan**

Address of School District/PSA: 634 W. Borland Rd. Imlay City, MI 48444

District/PSA Code Number: 44060

District/PSA Website Address: icschools.us

District/PSA Contact and Title: Dr. Stu Cameron

District/PSA Contact Email Address: scameron@icschools.us

Name of Intermediate School District/PSA: Lapeer Intermediate School District

Name of PSA Authorizing Body (if applicable): N/A

Date of Approval by ISD/Authorizing Body:

## Assurances

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

6. If the District/PSA determines that it is safe to provide in-person instruction to pupils, the District/PSA will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District/PSA.
7. The District/PSA assures that
  - instruction will be delivered as described in this plan and approved by the District/PSA Board,
  - the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
  - the District/PSA will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after the approval of the plan, and every 30 days thereafter at a meeting of the Board, and
  - public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District/PSA during a public meeting described in PA-149.
8. The District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.
9. The District/PSA will ensure that two (2), 2-way interactions occur between a pupil 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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President of the Board of Education/Directors

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Date

## Learning Plan Narrative

### Opening Statement

- Please provide a statement indicating why an Extended COVID-19 Learning Plan is necessary to increase pupil engagement and achievement for the 2020-2021 school year.

In response to the widespread and severe health, economic, and social harms posed by the COVID-19 pandemic, Governor Whitmer issued a number of Executive Orders to safeguard the well-being of the people of Michigan. In mid-March, the Governor issued Executive Order 2020-35, which required the cessation of in-person instruction in all Michigan schools beginning on March 16, 2020. ICS endeavored to provide the best possible instructional experience to students - remotely - for the remainder of the 2019-2020 school year calendar.

Despite the development and implementation of a thoughtful and thorough Continuity in Learning Plan, executing meaningful instruction under then-current circumstances posed a significant challenge. Obstacles encountered included the following:

1. **Lack of technology for students and equitable internet access in the community.** As ICS serves a large population of low-income families, personal devices were not readily available in all homes. At the time of the issuance of Executive Order 2020-35, ICS was not a district that offered 1:1 technology for students. Most school-owned devices were PCs - not portable / mobile devices - and were contained within hard-wired tech labs in the school buildings. Therefore, students could not easily be provided devices for remote learning. This technology issue was further compounded by the fact that internet access across our community is limited and available access is often unreliable. This severely limited ICS' ability to offer meaningful remote learning opportunities, and ICS students' and families' ability to access meaningful remote learning opportunities. Further, it posed a significant impediment to teacher:student and teacher:parent communication.
2. **Teacher-owned technology was, at times, inadequate to connect with students and deliver instruction.** During the "shutdown" period from mid-March through the end of the established school year, only administrators, maintenance, food service and tech staff were required to report on-site to conduct work, while teachers were provided the opportunity to utilize district resources on site as needed. Most elected (and were encouraged) to work from home, provided they could fully execute their responsibilities. Many teachers experienced technology issues (unreliable internet or inadequate devices, etc.) which limited student access to teacher-led learning experiences, social-emotional check-ins, and

communication with students and families. Additionally, both observation of teacher practice and parent feedback regarding the learning experience last spring clearly indicate that teachers did not have full access to the types of teaching and learning materials and resources at home needed to fully engage students and offer meaningful instruction.

3. **Lack of an adequate remote learning platform and training.** At the time of the issuance of Executive Order 2020-35, the district's virtual instruction platform was licensed for use by 100 students only for credit recovery at the high school level. Additionally, the district had not utilized a singular online platform through which to construct and house teacher-created remote courses, and no formal training in such had taken place. During the "shutdown," teachers were using multiple online platforms - or none at all - that made accessibility difficult for students and families. These obstacles led us to an overdependence on teacher-created paper packets as a primary source of student engagement in learning: neither a best instructional practice, nor an effective tool for student learning.
4. **Student engagement was difficult to gauge, but appeared to be low** - especially toward the last several weeks of the established school year calendar. Connecting virtually was difficult, but even when platforms for communication had been established (Google Meet, Zoom, etc.), participation was low. Feeling that it would be unfair to grade work assignments during the "shutdown" due largely to concerns about accessibility and varying levels of parent support at home, ICS communicated that, with the exception of credit bearing courses and graduation requirements, grades would not be issued. We believe this further discouraged student and parent participation in learning. Further, the general disruption of COVID-19 on all segments of life made it exceedingly difficult for parents to engage in and support student learning. For some, it was simply not "doable" or not a priority.
5. **Some special populations of students were especially difficult to reach and to service.** While our success rate in reaching and servicing students with IEPs was high, we experienced great difficulty in connecting with English Language Learners.

All of these obstacles contribute to the need for a more comprehensive, fully-developed extended learning plan to increase pupil engagement and achievement for the 2020-2021 school year. This plan represents that effort.

## Educational Goals

- **Please outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. The District/PSA must establish all of its goals no later than September 15, 2020. Authorizing bodies expect PSA educational goals will be aligned to the educational goal within your charter contract.
- **Specify** which goals are expected to be achieved by the middle of the school year and which goals are expected to be achieved by the end of the school year.
- **Ensure** that all of the following apply to the educational goals described in this section: (a) The goals include increased pupil achievement or, if growth can be validly and reliably measured using a benchmark assessment or benchmark assessments, growth on a benchmark assessment in the aggregate and for all subgroups of pupils; (b) The District/PSA benchmark assessment(s) are aligned to state standards and will be administered to all pupils K-8 at least once within the first 9 weeks of the 2020-2021 school year and not later than the last day of the 2020-2021 school year to determine whether pupils are making meaningful progress toward mastery of these standards; and (c) the District's/PSA's educational goals are measurable through a benchmark assessment or benchmark assessments.
- To the extent practicable, the District/PSA will administer the same benchmark assessment or benchmark assessments that it administered to pupils in previous years.

Imlay City Schools district, and all buildings in the district, have identified two educational goals enumerated in both our building-level School Improvement Plans and District Improvement Plan. The phrase “growth toward” proficiency has been added to align with NWEA approved assessments which are growth focused and individualized according to students. These goals align with Public Act 149 of 2020’s focus on assessing students to measure proficiency in reading and mathematics.

### 1. **All Imlay City Schools students will demonstrate growth toward proficiency in Mathematics.**

This goal will be assessed through NWEA Measure of Instructional Practice (MAP) testing for students in grades K-8. NWEA assessments will be given three times during the school year. The first administration of this assessment will be given within the first 30 days of school for students in grades K-3 (RBG3 guidelines) and within the first nine weeks of school for students in grades 4-8 (Public Act 149 of 2020/Benchmark Assessment guidelines).

The second assessment will occur mid-year. Data analysis will include ensuring that student progress towards meeting end-of-year goals will be a priority. NWEA is adaptive and will establish individualized student growth goals for each student,

grades K-8. Hence, progress towards those goals will be measured in the form of grade-level RIT bands and ultimately progress towards benchmark grade-level goals. Additionally, achievement on growth will be analyzed and reported according to our district demographics. Demographic data will include: all students, economically disadvantaged, special education, English language learners, gender, and applicable race/ethnicities. Growth data will be shared during a monthly ICS Board Meeting (which is required every 30 days as part of this Extended COVID-19 Learning Plan).

The final assessment will be given at the end of the school year. Final data will be analyzed in relation to end-of-year student growth goals. NWEA is adaptive and will establish individualized student growth goals for each student, grades K-8. Hence, progress towards those goals will be measured in the form of grade-level RIT bands and ultimately progress towards benchmark grade-level goals. Additionally, achievement on growth will be analyzed and reported according to our district demographics. Demographic data will include: all students, economically disadvantaged, special education, English language learners, gender, and applicable race/ethnicities. Growth data will be shared during a monthly ICS Board Meeting (which is required every 30 days as part of this Extended COVID-19 Learning Plan).

**2. All Imlay City Schools students will demonstrate growth toward proficiency in English Language Arts, specifically, reading and writing.**

This goal will be assessed through NWEA Measure of Instructional Practice (MAP) testing for students in grades K-8. NWEA assessments will be given three times during the school year. The first administration of this assessment will be given within the first 30 days of school for students in grades K-3 (RBG3 guidelines) and within the first nine weeks of school for students in grades 4-8 (Public Act 149 of 2020/Benchmark Assessment guidelines).

The second assessment will occur mid-year. Data analysis will include ensuring that student progress towards meeting end-of-year goals will be a priority. NWEA is adaptive and will establish individualized student growth goals for each student, grades K-8. Hence, progress towards those goals will be measured in the form of grade-level RIT bands and ultimately progress towards benchmark grade-level goals. NWEA is adaptive and will establish individualized student growth goals for each student, grades K-8. Hence, progress towards those goals will be measured in the form of grade-level RIT bands and ultimately progress towards benchmark grade-level goals. Additionally, achievement on growth will be analyzed and reported according to our district demographics. Demographic data will include: all students, economically disadvantaged, special education, English language learners, gender, and applicable race/ethnicities. Growth data will be shared during

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### **Instructional Delivery & Exposure to Core Content**

- **Please describe** how and where instruction will be delivered during the 2020-2021 school year. (e.g. instruction may be delivered at school or a different location, in-person, online, digitally, by other remote means, in a synchronous or asynchronous format, or any combination thereof).

Imlay City Schools is offering two distinct instructional delivery models for students during the 2020-2021 school year; 1.) traditional, face-to-face, in-person instruction, and, 2.) online learning. All parents were given the option to select into instructional programming that best met their needs and their comfort level in sending students to school. To date, approximately 510 students are enrolled in remote/virtual programming via our online option, and approximately 1400 students are enrolled in face-to-face programming.

#### **Traditional In-Person Learning**

In-person learning is our standard (pre-COVID) instructional delivery model in which students report on-site, engage in guided instruction with highly qualified teachers certified for the grade level(s) they serve, receive traditional grades and feedback about progress in the curriculum and state standards, etc. All traditionally offered programs and services are part the ICS in-person learning model, and we are adhering to our traditional daily schedule at each grade level configuration and our traditional yearly calendar. All protocols required in the *Michigan Safe Schools Return to School Roadmap* have been implemented. ICS has developed a district plan to address lengthy absences by either students or teachers due to COVID-19 related illnesses or quarantines. Additionally, a detailed document (the ICS Remote Learning Framework) has been developed to aid in a seamless transition to fully remote learning for all ICS students should there be a need to return to Phase 3 of the Michigan Safe Start Plan.

## **Online Learning**

ICS offers two online learning options for students.

- **Remote Learning (Grades BK-5)**

Remote learning takes place online. Remote learning program teachers are highly qualified and certified for the appropriate grade levels they serve. The remote learning teacher is responsible to teach students via online platforms using synchronous (live) and asynchronous (recorded) lessons, whole group/ small group/individual meetings, communicate with parents, assess students, ensure progress in the curriculum and with state standards, and offer the same educational experience (depth, rigor, etc.) that in-person students receive, albeit remotely. Synchronous learning sessions are the primary method of instructional delivery, but asynchronous lessons are also a regular feature of this instructional delivery method. Students in the remote learning program are scheduled into a full complement of grade level appropriate courses, including all cores and electives. Daily two-way communication with students in large group/small group/individual settings is expected. This instructional delivery model is an option for students in grades BK-5.

### **Expectations for Staff in Remote Learning Roles**

Teachers will use Google Classroom to create remote courses. While courses will be teacher-created, teachers will use online resources, and in some cases, a third party program (Edgenuity Courseware or Edgenuity Pathblazer) to supplement instruction. Live instruction, teacher-recorded lessons, whole group and small group meetings, individual meetings and interventions, and technology will be some of the tools and methods used to deliver instruction. Non-traditional assessment and formative assessments will be more frequent than in the traditional setting. Students will have independent practice assigned during and after live or asynchronous lessons, and more traditional “homework” may be assigned. These assignments and assessments will be submitted through the platform being used to deliver the content (Google Classroom or Edgenuity). Teachers will provide feedback and students will earn grades.

Careful attention will be given to balance live sessions, independent practice, and assessments in such a way as not to overload students with screen time. Adjustments to “time on task” in regards to screen time will be made. Students in remote learning should not be expected to spend the same amount of hours online in synchronous sessions as they would in a classroom, though total instructional time (teaching and learning) will essentially be the same. The remote learning schedule for BK-5 students below is based on guidelines for acceptable screen time at each level. They are guides. Sometimes students may require more face time with teachers, and time is built into the sample schedules to allow for this. Not

all students will require the same amount of live time. A regular schedule with whole group instruction periods *should* be kept. Regular schedules will be good for students in remote situations, and will make it easier for parents to support student learning from home.

As such, developing lesson plans with objectives and formative assessment is (still) expected.

As is the case with all learning, regular two-way communication should be a feature of remote learning and is a regular feature of our remote learning program. In the case of elementary students, this communication may take place with parents, as well as students, though the district guideline is for this communication to occur directly between pupil and teacher as much as is practical and appropriate.

Teachers should establish class norms for online sessions (or implement district-generated online norms) in order to optimize the success of students during remote instruction. Care should be given to teach these norms, as well as the routine operations students will need to execute digitally to be successful in class (how to turn in assignments, operations to ask questions of the teacher, how to signal one wishes to talk during a live session, which activities are inappropriate while on a camera during a live session, turn-taking, silent time, etc.). It is okay and expected that teachers take time to teach and reinforce these things. It is a good and acceptable use of instructional time, especially at the outset of the course.

In remote situations, team building, and attention to social-emotional learning is important. Talking to students about soft skills and assisting with their non-cognitive skill development is critical. At the elementary level, blocks of time for this purpose have been established. At the secondary level, teachers should thread these elements into lessons as is practical and appropriate. “Core Teaching and Learning” time is an ideal instructional block in which to meet with small groups or individual students for these purposes.

### **Remote Learning Tools and Methods**

Google Classroom as portal to learning and for course organization  
Google Classroom as host for discussion forum / discussion boards  
Live (synchronous) direct instruction via an online platform  
Synchronous small group and individual meetings  
Two-way communication with parents and students (appropriate to level)  
Recorded (asynchronous) video lessons via an online platform  
Online models, linked videos, and resources  
Edgenuity Courseware or Pathblazer to supplement lessons  
Electronic assessments online  
Traditional teaching technology  
Elementary “specials” provided to homeroom teachers (asynchronous)

### **Expectations for Students in Remote Learning**

Students enrolled in the online remote learning program should think of themselves as being in school. They will be expected to log in daily and complete daily assignments and tasks every single school day. They will be issued independent practice during synchronous (live) sessions, after live sessions, or through asynchronous (recorded) sessions. They will be issued homework assignments and/or projects which may extend beyond the encapsulated school day, and are expected to complete them according to the completion date/time provided by the teacher. Some learning will be designed to offer flexibility for students to complete (e.g. students may be working on lessons outside of the “regularly scheduled” work day, however, we expect that students log into live sessions *as scheduled*). Daily two-way communication with teachers is expected.

When students are online engaging in live sessions, using discussion boards, researching, or conducting classwork, they are “in school.” As such, expectations for behavior – kindness, team work, academic honesty, turn-taking, attentiveness, use of appropriate language, attendance in live sessions, etc. – remain in place just as they do for students in face-to-face learning. Students are expected to use district technology according to school rules, meaning the devices should be used for academic purposes only, only school approved/appropriate sites and content should be viewed, and devices should be cared for in the same manner as other school equipment or learning materials.

### **ICS Remote Learning Schedule Framework for Grades BK-5**

<b>Time</b>	<b>Content</b>	<b>Possible Teacher/Student Activities</b>
<b>8:30 – 9:00</b>	Daily Special	Live or asynchronous specials sessions, interactive or independent completion of class activities
<b>9:00 – 9:45</b>	Whole Group Literacy	Live literacy instruction in a whole group setting

<b>9:45 – 10:00</b>	Instructional Transition and Small Group	Student independent work, small group interaction, live brain breaks with whole or small group, individual assessments/feedback, small or whole group formative assessments, collaborative time for students, transition time for teachers, teacher lesson reset and planning, etc.
<b>10:00 – 10:45</b>	Whole Group Math	Live math instruction in a whole group setting
<b>10:45 – 11:00</b>	Instructional Transition and Small Group	Student independent work, small group interaction, live brain breaks with whole or small group, individual assessments/feedback, small or whole group formative assessments, collaborative time for students, transition time for teachers, teacher lesson reset and planning, etc.
<b>11:00 – 11:45</b>	Whole Group Science / SS	Live science instruction in a whole group setting
<b>11:45 – 12:15</b>	Lunch	Unassigned lunch time
<b>12:15 – 12:45</b>	Small Groups/MTSS	Interventions in small groups or with individual students scheduled by building teacher
<b>12:45 – 1:00</b>	SEL/Team Building	Social-emotional learning activities and team building activities for students in configurations determined by the teacher
<b>1:00 – 3:00</b>	Core Teaching and Learning	Individual assessments, independent student work, parent contacts, copies, grading/feedback, individual or small group live sessions, student Q&A, assessment,

		teacher planning, asynchronous video/lesson development, etc.
<b>3:00 – 3:45</b>	Common Planning Time	Traditional teacher planning time

- **Virtual Programming (Grades BK-12)**

Virtual programming for students takes place online, and the predominant method of instructional delivery is asynchronous, allowing students and families the ability to engage fully in state standard-aligned curriculum at times in which students can be best supported in their learning by parents in the home. This instructional delivery model is offered to all students in BK-12 grades. Edenuity Pathblazer (grades BK-5) and Edgenuity Courseware (grades 6-12) are utilized to assist in content delivery to students participating in the virtual learning program.

Synchronous sessions are also a feature of virtual learning. Synchronous learning sessions are held by teachers who are highly qualified in each core content, and certified for the grade levels they serve. All students in the virtual program are assigned to these teachers, who provide live sessions as a method of instructional support for students progressing through curriculum in the Edgenuity platform, as well as virtual “office hours” to assist students by appointment. As is the case with all learning, regular, two-way, communication should be a feature of virtual learning. In the case of elementary students, this communication may take place with parents, as well as students, though the district guideline is for this communication to occur directly between pupil and teacher as much as is practical and appropriate. This means intentionally planning/scheduling two-way communication interactions and logging them appropriately. Teachers will conduct traditional mentoring and communication responsibilities with all virtual students.

**Expectations for Staff in Virtual Learning Roles**

Teachers will use online resources, predominantly Edgenuity Courseware or Edgenuity Pathblazer, as appropriate, to deliver instruction. Live sessions, whole group and small group meetings, individual meetings and interventions, and technology will be some of the tools and methods used to support instruction. Students will have independent practice assigned during and after live sessions or after completion of asynchronous lessons through Edgenuity. These assignments and assessments will be submitted through the platform being used to deliver the

content (Edgenuity Courseware or Edgenuity Pathblazer). Teachers will use the online platform to accept and / or grade student work, as appropriate. Teachers will translate progress and grades, per district guidelines, from the Edgenuity platform to report cards.

Careful attention should be given to balance live sessions, independent practice, and assessments in such a way as not to overload students with screen time. It should be understood, however, that virtual learning is designed to be self-paced as much as is practical and appropriate. Students and parents will ultimately determine the daily pace of instruction and practice, using guidelines/timelines for course/content completion as provided by the district and teachers. The district will continue to provide guidelines that reinforce the expectation that the program should mirror the depth and rigor of traditional instructional programming. That being said, adjustments to “time on task” and pacing should be made after careful consideration and communication between parents, students, and teachers serving as content experts or as teacher-mentors. Students in the virtual learning program should not be expected to spend the same amount of live hours daily online as they would in a classroom, or even the same exact amount of total time on task by content or course, based on what is most instructionally (and developmentally) appropriate for students. Completion of courses and full and thorough exposure to state standards aligned to the scope and sequence of the Imlay City curriculum is the goal.

As is the case with all learning, regular two-way communication is a critical feature of remote learning. In the case of elementary students, this communication may take place with parents, as well as students. At the secondary level, individual two-way communication with students should be a regular feature of the program. This means intentionally planning/scheduling two-way communication interactions and logging them appropriately.

Teachers should establish class norms for online sessions (or implement district-generated online norms) in order to optimize the success of students during these sessions. Care should be given to teach these norms, as well as the routine operations students will need to execute digitally to be successful in the virtual program (how to turn in/complete assignments, operations to ask questions of the teacher, how to signal one wishes to talk during a live session, which activities are inappropriate while on a camera during a live session, turn-taking, silent time, etc.). It is expected that teachers take time to teach and reinforce these things. It is a good and acceptable use of instructional time, especially at the outset of the course.

In virtual situations, team building and attention to social-emotional learning is important. Talking to students about soft skills and assisting with their non-

cognitive skill development is critical. Teachers should thread these elements into live sessions as is practical and appropriate.

### **Virtual Learning Tools and Methods**

Edgenuity Courseware or Edgenuity Pathblazer to deliver asynchronous lessons  
Electronic assessments online via Edgenuity Courseware or Pathblazer  
Live (synchronous) sessions with highly qualified teachers via an online platform  
Synchronous small group and individual meetings for additional content support  
Two-way communication with parents and students (appropriate to level)  
Asynchronous video lessons via an online platform  
Elementary “specials” provided to homeroom teachers (asynchronous)

### **Expectations for Students in Virtual Learning**

Students enrolled in the online virtual learning program should think of themselves as being in school. They will be expected to log in daily and complete daily assignments and tasks every single school day. They will receive new learning through asynchronous (recorded) sessions via the appropriate Edgenuity platform and content support via synchronous (live) sessions with highly qualified teachers. They will be issued units of study and are expected to complete them according to the completion date / time provided by the teacher. Learning will be designed to offer maximum flexibility for families; namely for students to progress through curriculum with support at home (e.g. students may be working on lessons outside of the “regularly scheduled” work day, however, we expect that students log into live sessions *as scheduled*). Virtual program students are to engage in regular two-way communication with mentor teachers.

When students are online engaging in learning, be it through the Edgenuity platform, via live sessions, or conducting classwork, they are “in school.” As such, expectations for behavior – academic honesty, turn-taking (live sessions), attentiveness, attendance in live sessions as scheduled, etc. – remain in place just as they do for students in face-to-face learning. Students are expected to use district technology according to school rules, meaning the devices should be used for academic purposes, only school-approved/appropriate sites and content should be viewed, and devices should be cared for in the same manner as other school equipment or learning materials.

### **ICS Remote Learning Schedule Framework for Grades BK-5**

Pacing for virtual learning programming will align to course completion guides for face-to-face learning (e.g. one quarter of course completed at the end of the quarter one grade marking period), however, this pacing will be used as a guideline and flexibility will be exercised based on communication between parents, students and virtual teachers. The goal will be to cover the complete ICS curriculum and applicable state standards (by content and/or course).

### **District Devices for Online Learning**

Students will be issued district devices (ChromeBooks) to make learning accessible. These are issued like textbooks, and remain the property of the school district. Parents and students are responsible for their care. Care instructions will be provided.

Forms detailing ChromeBook use instructions, guidelines, apps and services will be provided to parents to read, acknowledge, and grant student permissions.

More information on the use of district devices can be found in subsequent sections of this document.

### **ICS Considerations for Teachers of Remote and Virtual Students**

Based on feedback from teachers who have run full-time remote and virtual learning programs, ICS remote and virtual learning teachers should consider the following:

- Students are likely to struggle to “keep up,” at the outset of their program, as this will be a new experience for ICS students. Additional considerations and understanding should be applied, as appropriate, to mitigate technology difficulties students may initially experience from home. As a result, initial workload should be adjusted/reduced as compared to what is covered, completed, and expected in a face-to-face program, and gradually increased, as appropriate.
- Students will have different home circumstances, different levels of support from parents, and will experience technical issues or have inadequate / intermittent internet access. As a result, “office hours,” meeting by appointment, small group sessions and recorded lessons that can be viewed at different times during a day, will be necessary and valuable techniques for teachers to use. This work will require school personnel to exercise flexibility, patience, and grace. Teachers and administrators will need to accommodate students under these conditions.
- Having a set structure each week for remote learners will be beneficial, and even essential, for students. Knowing what to expect in terms of live sessions, recorded lessons, meetings and assessments will give them comfort and keep them in an academic mind frame for learning. Additionally, following a schedule for live meetings and setting virtual office hours by appointment will help students adhere to a schedule and clearly communicate availability.
- In remote learning situations, it is important for teachers to be the face of recorded lessons. Online resources are plentiful, and have a time and place. However, student connections will best be made and maintained with teacher being the one “in front of” their students. Teachers with remote

learning experience reported that buy in and self-accountability from students is better when they remain at the “head of the class.”

- To begin, remote learning live sessions may be best used to engage students in learning activities that support core content learned, for guided practice, and content dialogue, rather than exclusively *first time* learning via direct instruction. To begin, recorded (asynchronous) lessons may be better in some ways for certain direct instruction, as they can be viewed multiple times, rewind, etc. Once everyone is comfortable with remote learning, the balance can shift, as appropriate and determined by the teacher.
- Daily formative quick-checks will be key to knowing which students will need individual meetings and / or participate in small group sessions.
- This will feel different than traditional face-to-face instruction, and will take some time to get used to. This will require creativity, patience, and for teachers to sometimes think “outside of the box” when it comes to execution, assignments, and especially assessment.
- Parents will be key to the district’s success with students. While ongoing, two-way communication with students is imperative in both remote and virtual situations, ongoing communication with parents is just as important. Teachers should utilize parents’ knowledge of their children, their children’s needs, and appeal to them to provide ongoing support. This partnership will make all the difference in the district’s remote and virtual programs’ success.

- **Please describe** how instruction for core academic areas will expose each pupil to the academic standards that apply for each pupil’s grade level or course in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.

The scope, sequence, and content of all In-Person and Online programming are aligned with the local curriculum and state standards in all core areas.

### **Traditional In-Person Learning**

In-person learning is our standard (pre-COVID) instructional delivery model in which students report on-site, engage in guided instruction with highly qualified teachers certified for the grade level(s) they serve, receive traditional grades and feedback about progress in the curriculum and state standards, etc. All traditionally offered programs and services are part the ICS in-person learning model, and we are adhering to our traditional daily schedule at each grade level configuration and our traditional yearly calendar. All protocols required in the *Michigan Safe Schools Return to School Roadmap* have been implemented. ICS has developed a district plan to address lengthy absences by either students or teachers due to COVID-19 related illnesses or quarantines. Additionally, a detailed document (the ICS Remote Learning Framework) has been developed to aid in

a seamless transition to fully remote learning for all ICS students should there be a need to return to Phase 3 of the Michigan Safe Start Plan.

### **Online Learning**

ICS offers two online learning options for students.

- **Remote Learning (Grades BK-5)**

Remote learning takes place online. Remote learning program teachers are highly qualified and certified for the appropriate grade levels they serve. The remote learning teacher is responsible to teach students via online platforms using synchronous (live) and asynchronous (recorded) lessons, whole group/small group/individual meetings, communicate with parents, assess students, ensure progress in the curriculum and with state standards, and offer the same educational experience (depth, rigor, etc.) that in-person students receive, albeit remotely. Synchronous learning sessions are the primary method of instructional delivery, but asynchronous lessons are also a regular feature of this instructional delivery method. Students in the remote learning program are scheduled into a full complement of grade level appropriate courses, including all cores and electives. Daily two-way communication with students in large group/small group/individual settings is expected. This instructional delivery model is an option for students in grades BK-5.

- **Virtual Programming (Grades BK-12)**

Virtual programming for students takes place online, and the predominant method of instructional delivery is asynchronous, allowing students and families the ability to engage fully in state standard-aligned curriculum at times in which students can be best supported in their learning by parents in the home. This instructional delivery model is offered to all students in BK-12 grades. Edgenuity Pathblazer (grades BK-5) and Edgenuity Courseware (grades 6-12) are utilized to assist in content delivery to students participating in the virtual learning program.

Synchronous sessions are also a feature of virtual learning. Synchronous learning sessions are held by teachers who are highly qualified in each core content, and certified for the grade levels they serve. All students in the virtual program are assigned to these teachers, who provide live sessions as a method of instructional support for students progressing through curriculum in the Edgenuity platform, as well as virtual “office hours” to assist students by appointment. As is the case with all learning, regular two-way communication should be a feature of virtual learning and is a regular feature of our remote learning program. In the case of elementary students, this communication may take place with parents, as well as students, though the district guideline is for this communication to occur directly between pupil and teacher as much as is practical and appropriate. This means intentionally planning/scheduling two-way communication interactions and logging

them appropriately. Teachers will conduct all traditional mentoring and communication responsibilities with all virtual students.

The faculty at ICS has personally customized virtual courses to match ICS offerings. This will be beneficial to students who may transition from one method (i.e. virtual learning) to another (i.e. in-person learning) throughout the school year.

Electives are offered for all students enrolled in virtual learning. While there are some limitations in making virtual options match each exact elective course offered at ICS, ICS has worked to come as close as possible and all electives are approved and aligned to Michigan standards and benchmarks. For elementary students engaged in virtual or remote learning, all electives are taught by in-house, highly qualified elementary teachers.

In all cases of virtual and/or remote learning, virtual programming and instruction is equivalent to the hours and content of in-person learning offered by ICS.

- **Please describe** how pupil progress toward mastery of the standards described within this section will be graded or otherwise reported to the pupil and the pupil's parent or legal guardian.

### **Traditional In-Person Learning**

In-person learning is our standard (pre-COVID) instructional delivery model in which students report on-site, engage in guided instruction with highly qualified teachers certified for the grade level(s) they serve, receive traditional grades and feedback about progress in the curriculum and state standards, etc.

Student progress towards mastery of standards is reported for in-person learning in a variety of ways, depending on the grade of the student.

- **Beginnergarten-Grade 2 In-Person Grading**: Students in Beginnergarten through Second grade have academic progress communicated through a standards-based report card. Grades are issued on a marking-period timeline with four marking periods per school year. In addition to classwork, students are given the reading and math NWEA assessment three times per year. (*Public Act 149 of 2020 requires districts to administer one or more benchmark assessments to students in grades K-8. ICS will be administering NWEA to our K-8 students within the first nine weeks of school in order to measure proficiency in reading and mathematics.*) NWEA offers state-aligned, computerized adaptive tests called Measures of Academic Progress (MAP). The tests accurately reflect the instructional level of each student and measure growth over time.

Parents are also informed of student progress on other local assessments such as the Developmental Reading Assessment 2nd Edition (DRA2), running records, curriculum based assessments aligned with ICS curriculum resources (Wonders for Reading, enVision for Math, etc.), and the Michigan Literacy Progress Profile (MLPP). In addition to formal grade reporting via a report card, teachers provide information related to progress in learning as often as possible: weekly, bi-weekly, monthly, etc. through the use of email, phone calls, Google Classroom, and written notes.

- **Grades 3-5 In-Person Grading:** Students in grades third through fifth have academic progress communicated through a holistic report card. Grades are issued on a marking-period timeline with four marking periods per school year. In addition to classwork, students are given the reading and math NWEA assessment three times per year. (*Public Act 149 of 2020 requires districts to administer one or more benchmark assessments to students in grades K-8. ICS will be administering NWEA to our K-8 students within the first nine weeks of school in order to measure proficiency in reading and mathematics.*) NWEA offers state-aligned, computerized adaptive tests called Measures of Academic Progress (MAP). The tests accurately reflect the instructional level of each student and measure growth over time.

Parents are also informed of student progress on other local assessments such as the Developmental Reading Assessment 2nd Edition (DRA2), running records, and other curriculum based assessments aligned with ICS curriculum resources (Wonders for Reading, enVision for Math, etc.). For students who take the Michigan Student Test of Educational Progress (M-STEP), this performance is also shared with parents. In addition to formal grade reporting via a report card, teachers provide information related to progress in learning as often as possible: weekly, bi-weekly, monthly, etc. through the use of email, phone calls, Google Classroom, and written notes.

- **Grades 6-12 In-Person Grading:** Students in grades sixth through twelfth have academic progress communicated through a holistic report card. Grades are issued on a marking-period timeline with four marking periods per school year. Additionally, Public Act 149 of 2020 requires districts to administer one or more benchmark assessments to all students in grades K-8. School personnel will administer the NWEA assessment to all K-8 students within the first nine weeks of school. The NWEA assessment will measure proficiency in reading and mathematics. For students who take the Michigan Student Test of Educational Progress (M-STEP), their performance on the assessment will also be shared. This is also true of student results from the PSAT and SAT assessments. In addition to formal grade reporting via a report card, teachers will provide information related to progress (growth) in learning, including the use of progress reports, as often as

possible: weekly, bi-weekly, monthly, etc. through the use of email, phone calls, Google Classroom, and written notes.

### **Online Learning**

ICS offers two online learning options for students. The scope, sequence and content of both online learning models (remote learning and virtual learning) offer curricular experiences aligned to our local ICS curriculum for in-person learning. In fact, virtual platforms (Edgenuity Courseware and Edgenuity Pathblazer) were vetted and purchased specifically because they can be modified to align with the corresponding (ICS) local in-person grade level curriculum. Therefore, scope and sequence between in-person learning, remote learning, and virtual programming will be congruent.

Student progress towards mastery of standards is reported for online learning in a variety of ways, depending on the grade of the student.

- **Remote Learning (Grades BK-5)**

Remote learning takes place online. Remote learning program teachers are highly qualified and certified for the appropriate grade levels they serve. The remote learning teacher is responsible to teach students via online platforms using synchronous (live) and asynchronous (recorded) lessons, whole group/small group/and individual meetings, communicate with parents, assess students, ensure progress in the curriculum and with state standards, and offer the same educational experience (depth, rigor, etc.) that in-person students receive, albeit remotely.

- **Beginnergarten-Grade 2 Remote Learning Grading:** Students in Beginnergarten through Second grade have academic progress communicated through a standards-based report card. Grades are issues on a marking-period timeline with four marking periods per school year. In addition to classwork, students are given the reading and math NWEA assessment. NWEA offers state-aligned, computerized adaptive tests called Measures of Academic Progress (MAP). The tests accurately reflect the instructional level of each student and measure growth over time.

Parents are also informed of student progress on other local assessments such as the Developmental Reading Assessment 2nd Edition (DRA2), running records, curriculum based assessments aligned with ICS curriculum resources (Wonders for Reading, enVision for Math, etc.), and the Michigan Literacy Progress Profile (MLPP). In addition to formal grade reporting via a report card, teachers provide information related to progress in learning as often as possible: weekly, bi-weekly, monthly, etc. through the use of email, phone calls, Google Classroom, and written notes.

- **Grades 3-5 Remote Learning Grading:** Students in grades third through fifth have academic progress communicated through a holistic report card. Grades on issues on a marking-period timeline with four marking periods per school year. In addition to classwork, students are given the reading and math NWEA assessments three times per year. Public Act 149 of 2020 requires districts to administer one or more benchmark assessments to students in grades K-8. ICS will be administering NWEA reading and mathematics assessment to all of our K-8 students within the first nine weeks of school in order to measure baseline proficiency. NWEA offers state-aligned, computerized adaptive tests called Measures of Academic Progress (MAP). The tests accurately reflect the instructional level of each student and measure growth over time.

Parents are also informed of student progress on other local assessments such as the Developmental Reading Assessment 2nd Edition (DRA2), running records, and other curriculum based assessments aligned with ICS curriculum resources (Wonders for Reading, enVision for Math, etc.). For students who take the Michigan Student Test of Educational Progress (M-STEP), this performance is also shared with parents. In addition to formal grade reporting via a report card, teachers provide information related to progress in learning as often as possible: weekly, bi-weekly, monthly, etc. through the use of email, phone calls, Google Classroom, and written notes.

- **Virtual Programming (Grades BK-12)**

Virtual programming for students takes place online, and the predominant method of instructional delivery is asynchronous, allowing students and families the ability to engage fully in state standard-aligned curriculum at times in which students can be best supported in their learning by parents in the home.

- **Beginnergarten-Grade 5 Virtual Program Grading:** Students in Beginnergarten through fifth grade students will have their virtual programming monitored weekly. Grade level teachers will log into the Edgenuity Pathblazer platform and pull a Weekly Student Progress Report. This report, based on class curriculum (ICS and Michigan standards aligned), will show individual student progress in course completion. Student progress will be shown in three categories:
  - **Above Passing Percentage** (successfully completing virtual modules/assignments on track/Tier 1)
  - **Less than 10% Below Passing Percentage** (semi-successfully completing virtual modules/assignments/Tier 2)
  - **More than 10% Below Passing Percentage** (not successful in completing virtual modules/assignments/Tier 3)

Grade-level teachers will use this information to engage in, minimally, two, two-way communication points each week with students and/or parents. Communication will be based upon student progress and identifying trends in student progress. This communication will also serve to answer questions students or parents may have and provide feedback as needed or requested.

In addition to classwork, students are given the reading and math NWEA assessment three times per year. (*Public Act 149 of 2020 requires districts to administer one or more benchmark assessments to students in grades K-8. ICS will be administering NWEA to our K-8 students within the first nine weeks of school in order to measure proficiency in reading and mathematics.*) NWEA offers state-aligned, computerized adaptive tests called Measures of Academic Progress (MAP). The tests accurately reflect the instructional level of each student and measure growth over time.

Student progress indicators and NWEA data will be used to translate into a district report card, providing summative scores/grades relative to progress and mastery of content. For students who take the Michigan Student Test of Educational Progress (M-STEP), this performance is also shared with parents.

- **Grades 6-12 Virtual Program Grading:** Students in grades 6-12 will have their virtual programming monitored weekly. Teachers will log into the Edgenuity Courseware platform and, for each individual student, review student progress in courses. Information provided on each student's individual dashboard will provide teachers appropriate information to consider the following: 1). Is the student ahead, behind, or on pace in his/her courses?, 2). How would you describe the student's overall grade (this is pre-calculated as a percentage based on student completion of virtual course material)?, and, 3). Compare the Relative Grade (student's final grade IF the course was dropped now) and the Actual Grade (reflects pace and progress).

Teachers will use this information to engage in, minimally, two, two-way communication points each week with students and/or parents. Communication will be based upon student progress and identifying trends in student progress. This communication will also serve to answer questions students or parents may have and provide feedback as needed or requested. Secondary students will also have daily access to a certified/Highly Qualified ICS teacher. This provides each student a daily opportunity to log in and talk with a teacher, live, each day. This teacher can answer content specific questions, provide interventions and support for

students experiencing difficulties in a subject area, and provide feedback for students to use in their learning.

Public Act 149 of 2020 requires districts to administer one or more benchmark assessments to students in grades K-8. ICS will be administering NWEA reading and mathematics assessment to all of our K-8 students within the first nine weeks of school in order to measure baseline proficiency. NWEA offers state-aligned, computerized adaptive tests called Measures of Academic Progress (MAP). The tests accurately reflect the instructional level of each student and measure growth over time. NWEA offers state-aligned, computerized adaptive tests called Measures of Academic Progress (MAP). The tests accurately reflect the instructional level of each student and measure growth over time. Reading and mathematics NWEA assessments will be administered three times per year.

Student progress indicators, successful course completion, and NWEA data will be used to translate into a district report card, providing summative scores/grades relative to progress and mastery of content. For students who take the Michigan Student Test of Educational Progress (M-STEP), this performance is also shared with parents. For students who take the PSAT and SAT, this performance is also shared.

ICS will offer students in remote learning and virtual programming a full complement of elective courses and experiences. In the case of elementary remote learning and virtual learners, asynchronous “specials” courses will be provided by certified, highly qualified, ICS teachers in those content areas.

## **Equitable Access**

- If delivering pupil instruction virtually, please **describe** how the District/PSA will provide pupils with equitable access to technology and the internet necessary to participate in instruction.

## **DISTRICT DEVICES**

ICS has taken steps to move the entire district to a model of 1:1 technology for students. This spring, during the school “shutdown,” the district ordered 1600 additional mobile devices (ChromeBooks) for student use. All students in the remote and virtual learning programs have been provided an opportunity to utilize one of these ChromeBooks, at no cost, to aid accessibility for families. These learning devices are issued like textbooks, and remain the property of the school district. Parents and students are responsible for their care. Forms detailing ChromeBook use guidelines, apps and services have been provided to parents to read, acknowledge, and grant student permissions.

All ICS students in grades BK-12, regardless of program, have been enrolled in, and have full access to, virtual learning through Edgenuity Courseware or Edgenuity Pathblazer, as appropriate. Again, the program cost is a responsibility of the district, and no costs have been passed on to ICS families. Additionally, all students have been enrolled in a virtual classroom through Google Classroom, and have been assigned certified, highly qualified teachers.

Students who have internet access issues associated with cost or infrastructure will be supported by the district with the issuance of either a district-owned, portable wireless “hot spot” or via other accessibility assistance.

Additionally, the district has undergone infrastructure upgrades to its technology “backbone,” including new routers, switches, and cabling. While not recommended as a primary option for families experiencing access issues, district internet is accessible from outside our buildings, in case students need to access the school network from vehicles in the parking lots of the school buildings.

As dependable high speed internet access is an issue for rural areas such as Imlay City, students with inadequate internet service have been encouraged to prioritize ICS’ in-person instructional delivery model if they and their parents are comfortable attending school in-person.

For remote or virtual program students with no internet access, and for which district internet access assistance initiatives are not an option, pencil-and-paper hard copy materials aligned to our local grade level/course curriculum can be provided to students. This is considered a last resort, and the least effective method through which ICS can provide an instructional experience.

- **Please describe** how the District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.

Imlay City Schools is a part of a three school district consortium titled the Consortium for Exceptional Children (CEC). Students with disabilities, as with all students attending Imlay City Schools, have the option of virtual instruction or in-person instruction. In compliance with the MDE Memo #COVID-19-098 which provides guidance to address return to learning for students with IEPs, ICS will provide the following services for our students.

### **In-Person Instruction for Students with Disabilities**

This model will follow the traditional school model which guides services at ICS. Student schedules, accommodations, and courses are developed through an Individualized Development Plan (IEP). Provisions have been made if a student’s needs differ from

protocols and procedures identified in ICS's COVID-19 Preparedness and Response Plan. Additionally, if we are required to transition students from in-person learning to virtual learning due to COVID-19 related illness or quarantines, instruction will continue without interruption of services.

### **Virtual and/or Remote Instruction for Students with Disabilities**

This model includes the implementation of the virtual options through a partnership with Edgenuity to provide online classes for all ICS students, including students with disabilities. For students in BK-5, remote learning is in place as an option as well. This model, as described above, includes direct instruction from an ICS grade-level teacher.

BK-Grade 12 Virtual Learning classes are offered through Edgenuity. BK-Grade 5 students are using Pathblazer and Grades 6-12 are using Courseware. The classes provide the same core instructional subjects, or the equivalent of course instructional subjects. Electives are also included in scheduling for all students.

Classes are self-paced and asynchronous. ICS teachers are available to assist students with questions on subjects through email, telephone, and Zoom or Google Meet meetings. ICS staff can be easily reached during the school day. Additionally, teachers host regularly scheduled live sessions daily in order to meet student needs.

Students with disabilities will have their coursework modified as needed to meet the accommodations aligned with their IEP. Support for their IEP may come from email, telephone, or daily access directly with ICS teachers via Zoom or Google Meet meetings.

Students with disabilities requiring in-person support, such as physical therapy, will have a designated schedule and location on campus to meet with their appropriate staff member.

ICS houses an Early Childhood Special Education program. Students in this program will be provided with standards-based instruction through the online platform Unique Learning Systems. This is a one-of-a-kind program designed specifically to give students with complex learning needs meaningful access to the general education curriculum. From one convenient, cloud-based platform, educators deliver differentiated, standards-aligned content enhanced by powerful assessments, data tools, and evidence-based instructional support. Students engaging with this program have the advantage of consistent high-quality instruction, a motivating interactive learning environment, and a path to independence. As with all virtual/remote programs, students have access to an ICS teacher regularly.

**• Optional Considerations for District/PSA Extended COVID-19 Learning Plans:**

- 1. In addition to the students with disabilities noted above, please describe how the District/PSA will ensure that the needs of other vulnerable student

populations, such as but not limited to, early English Learners and Fledgling/struggling students, are met.

2. Please describe how the District/PSA will ensure that students will, during pandemic learning, have continued access to programs such as, but not limited to, Early Childhood, CTE, Early-Middle College, Dual Enrollment and Advanced Placement as applicable within the District/PSA.

Meeting the needs of other vulnerable student populations is a priority for all students who attend ICS; whether in-person or virtually/remote.

## **English Language Learners**

### In-Person Learning

All ICS teachers have received training in the Sheltered Instruction Observation Protocol (SIOP) model. This model is a research-based and validated instructional model that has proven effectiveness in addressing the academic needs of English Learners through an emphasis on vocabulary acquisition and understanding. All teachers have on-going support and guidance from a district teacher with an English as a Second Language endorsement. This support includes on-demand assistance with supporting EL students. This is a district-wide support and integrated into every classroom BK-12.

Students are identified for additional EL support via the WIDA assessment. Students are then provided aide support under the guidance of the district ESL endorsed teacher. These students participate in aide supported instruction throughout the school day.

### Virtual/Remote Learning

Virtual/Remote students identified for EL support via the WIDA assessment will have daily access to an EL aide via email, telephone or daily Zoom session. This aide will be providing support under the guidance of the district ESL endorsed teacher. Students can log in between 2:45-3:15 PM Monday through Friday.

## **Multi-Tiered Systems of Support for All Students**

All students will participate in grade-level and/or subject area assessments. This assessment data will be used to identify students who are performing below identified peers or normed groups. Whenever possible, multiple assessments and assessment models will be used to ensure student performance levels are accurately identified.

### In-Person Learning

Aide Support: Highly qualified Title I aides and At-Risk aides integrate into classrooms (BK-5) for intervention support. They will support students under the direction of certified staff and administrators to progress through curriculum and make gains in achievement.

Elementary Interventionists: BK-Grade 5 students will have access to an Interventionist to support their learning and academic growth. Interventionist support may be push-in (to support cohorting of students) or pull-out (as appropriate and/or needed).

Tiered Levels of Support: All students BK-12 will work with grade and/or subject area certified staff to make achievement gains. Teachers will identify students needing additional assistance and support them in a variety of ways: small-group intervention, one-on-one intervention, direct remediation with elementary interventionists, recommendation for additional services, etc.

### Virtual/Remote Learning

Tiered Levels of Support: All students BK-12 will work with grade and/or subject area certified staff to make achievement gains. Teachers will identify students needing additional assistance and support them in a variety of ways: small-group intervention, one-on-one intervention, direct remediation with elementary interventionists, recommendation for additional services, etc.

Embedded Support: Both Pathblazer and Courseware have embedded supports for students who may be struggling. These include, but are not limited to tutorial videos, text-to-speech, and online assistance.

### **Early Childhood**

ICS offers a number of in-person early childhood programs. We house and staff several Great Start Readiness Program classrooms, several ICS Tuition Preschool classrooms, and a full-day ICS Early Learning Center childcare program. Additionally, ICS offers an Early Childhood Special Education program. As described above in the Students with Disabilities section, if a student in the ICS ECSP program opts into virtual learning, Unique Learning Systems is the curriculum provided, along with weekly ICS teacher check-in and support.

### **CTE**

The Lapeer County Intermediate School District provides in-person Career and Technical classes for students in grades 11 and 12. There is no virtual model for these classes.

### **Early-Middle College Programming**

Imlay City Schools has students currently enrolled in the LCISD Early College program. These courses are available for students participating in the ICS in-person learning program, as well as those in our online programs.

### **Dual Enrollment**

ICS offers a robust high school dual enrollment program with a number of community colleges and university partners. These classes are online and available to both in-person and virtual learners.

## **Advanced Placement Classes**

ICS offers Advanced Placement courses for both in-person learning and virtual learning.