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# Fairview Area Schools

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**Fairview Area School  
Extended COVID-19 Learning Plan  
as Described in Public Act 149, Section 98a**

**August 27, 2020**

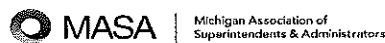
**September 3, 2020 Clarifications**

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 state superintendent of public instruction and the state treasurer.

This is a Review Only document. Please download it as a Microsoft Word document to add your own District/PSA logo and Extended Covid-19 Learning Plan.

District/PSA Extended COVID-19 Learning Plans should be submitted to the ISD or Authorizing Body as a PDF file.



**Fairview Area Schools Extended COVID-19 Learning Plan**

Address of School District/PSA: 1879 E Miller Rd Fairview MI 48621

District/PSA Code Number: 68030

District/PSA Website Address: [www.fask12.org](http://www.fask12.org)

District/PSA Contact and Title: Mr. Bill Lake K-12 Superintendent/Principal

District/PSA Contact Email Address: [blake@fairview.k12.mi.us](mailto:blake@fairview.k12.mi.us)

Name of Intermediate School District/PSA: COOR ISD

Name of PSA Authorizing Body (if applicable):

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 re-confirmed 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 ISD approval of the plan, and every 30 days thereafter at a meeting of the Board, and
  - public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District/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.

*William D. Lake*

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District Superintendent

9-15-20

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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 accordance with the Michigan Safe Schools Roadmap and Executive Order 2020-142, we are currently implementing the requirements and recommendations for Phase 4 as detailed in our district's FAS Preparedness Plan.

The COVID-19 global pandemic is impacting our school community in a number of ways: we are experiencing a traumatic event, many students may have significant gaps in their learning, and equity issues are more pronounced.

As we return to school in the fall, our first priority will be to ensure the well-being of all members of our school community. Because of the wide range of experiences students had during the remote learning portion of the 19-20 school year, we anticipate that students will come to school in the fall of 2020 with a wider than usual range of competencies. We expect that many students will be behind and will need opportunities to catch up. Teachers will need opportunities to collaborate with each other as they examine student work and determine what comes next in the learning for each student.

As Fairview Area school plans to begin the 2020-2021 school year we will offer face to face instruction as well as two different options for learning at home. While we believe the best education is comprehensive in nature and best experienced in-person with fellow students, we recognize that COVID-19 may challenge our ability to provide that opportunity to all students all year.

### 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.

Our district has used the I-Ready assessment for the past few years in Grades K-8. This nationally normed assessment measures student growth against similar peers in Mathematics and Reading. This year, we will again administer this assessment to all students in the Fall, and Spring.

By the end of this school year, all students will be on grade level and/or demonstrate at least one grade level of growth as measured by I-Ready from Fall 2020 to Spring 2021 in both Mathematics and Reading. Other subjects areas not assessed by I-Ready students will be expected to demonstrate at least 60% mastery of course content. This achievement will be measured through regular assignments, quiz scores, interim assessments, and/or comprehensive final exams.

### **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).

**In Person Learning:** When health conditions allow, students will have the opportunity to participate in courses at our schools delivered in-person. These classes will follow our normal calendar and bell schedule, implementing the requirements and recommendations as specified in our Preparedness Plan. During these classes, while students are participating in our curriculum lessons and activities, teachers will show students how to access content through Google Classroom (6th-12th) and DoJo (K-5). These practices done while face to face will prepare and equip students access to classroom lessons and activities so they can continue to participate and progress in the curriculum in case they are required to stay home due to COVID-19.

**Remote Delivery for normally In-Person Students:** We anticipate there will be times during this school year that students will not be able to attend school in-person. This could be due to direct or indirect COVID-19 exposure or test results, due to symptoms requiring the student to stay home, due to a temporary closure of the school, or due to our region moving into Phases 1-3. When this occurs, teachers will continue to post course content in their Google Classroom or DoJo, and teachers will arrange opportunities for students to connect with them. These will either be done through synchronous lessons and classroom discussions through Google Meet within Google Classroom, or through individual virtual meetings with the teacher during established Office Hours via phone, Zoom, or Google Meet. Teachers will also be available via message through Google Classroom, via email, and via Google Voice phone (for text or calls). The goal during this learning will be to ensure the students continue to progress through the planned curriculum on pace with their peers as guided, directed, and assessed by the teacher. This will ensure each student is prepared to resume in-person instruction from a common learning point when circumstances allow.

### **Elementary School Preparedness Plan for Phase 1-3**

- A. Teachers will hold a meeting with their students every day via Zoom. Discussion each day will be on a different subject; ex: Monday-math, Tuesday-science/social studies, Wednesday-writing, Thursday-reading, Friday would be optional for additional help. Times will be set by teachers based on parent availability.
- B. Teachers will create a calendar (weekly or monthly) with assignments for students to complete. Calendar will be posted on ClassDojo or SeeSaw and also with paper packets of work.

- C. Materials will be provided through hard copies and with an additional online option of instruction.
- D. Parents will be required to complete the “Remote Learning Form” identifying whether their student has access to online materials or if hard copies will be needed.
- E. Friday during office hours teachers will make sure to contact all students that they have not heard from during the week.

**High School Preparedness Plan for Phase 1-3**

- A. The table below will show the breakdown of instructional time for each class with each teacher for grades 5th -12th.
- B. Parents will be required to complete the “Remote Learning Form” identifying whether their student has access to online materials or if hard copies will be needed.
- C. Teacher will have 2 weekly virtual google meets with each individual class. During those virtual meeting discussions, sharing of information, instructions, presenting student projects as well as new assignments will be given.
- D. Students without reliable internet service are able to join the Google Meets via phone and special meeting pin which will be given to the students in advance.
- E. Students without reliable internet service will be provided with a hard copy of the weekly material. They will pick up and drop off materials on Mondays in conjunction with the school’s food program. Drop boxes will be left outside the front of the building for each grade level.
- F. Assessments will be given periodically by each individual teacher using tools such as Mosa Mack, Khan Academy or Google Forms.
- G. Friday during office hours teachers will make sure to contact all students that they have not heard from during the week.
- H. Due dates will be given by each classroom teacher via google classroom.

<b>Mondays</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
1st Hour 8:00-8:45	5th Hour 8:00-8:45	1st Hour 8:00-8:45	5th Hour 8:00-8:45	Individual teacher office hours.  Teachers are required to hold a minimum of 2 office hours every Friday.  Teachers will announce their individual office hours.
2nd Hour 9:00-9:45	6th Hour 9:00-9:45	2nd Hour 9:00-9:45	6th Hour 9:00-9:45	
3rd Hour 10:00-10:45	7th Hour 10:00-10:45	3rd Hour 10:00-10:45	7th Hour 10:00-10:45	
4th Hour 11:00-11:45		4th Hour 11:00-11:45		

When a reliable, adequate internet connection for synchronous learning is not available at a student’s home, the student will be able to access Google Classroom materials at a community WIFI location or school parking lot hot spot to complete offline. These lessons will be submitted the next time the student connects at the WIFI location. When appropriate, printed packets of materials may also be provided to students for continuing their learning activities.

**Virtual Delivery (Asynchronous):** For students whose families have decided to have their child learn entirely from home, our district will offer a Virtual Learning option for grades 6th-12th (Michigan Virtual). This option makes standards aligned course content available to the student through an online platform. The student is able to access the content remotely at their own time and place, and work through content at a pace and schedule of their choosing, provided they complete prescribed units within an established period of time, at least by semester. Each course will have a certified, highly-qualified content area teacher assigned through Michigan Virtual who will monitor student progress, assess student work, provide feedback on the work, and provide additional guidance and support during the course based on the assessments. Fairview Area School staff members will also be assigned to every virtual student and check in twice a week with families and make appropriate referrals to school support personnel (counselors, social workers, technology support specialists, principal, etc) as required. When students elect this option, the district will ensure the student has access to Internet Access and a device for learning. If necessary, the district will work with the family to provide these resources.

- **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.

### **Michigan Virtual Instructional Design**

Students in grades 6th-12th will be enrolled in Michigan Virtual classes. All K-12 online courses offered through Section 21f must be entered into Michigan's Online Course Catalog. Each course entry details important course information including the results of a course review against the current iteration of the iNACOL National Standards for Quality Online Courses, Version 2. The iNACOL course standards provide a list of 52 standards divided among five sections: Content, Instructional Design, Student Assessment, Technology, and Course Evaluation and Support. State and local academic standards are also considered during reviews. In assessing the quality of national providers, it may be helpful to seek out results of reviews that other states have conducted against the same Quality Standards.

All K-5 students who are learning from home will continue to follow the district's established curriculum scope and sequence. The course content will be delivered and made available through a blend of online resources through Class DoJo as well as printed packets of materials to allow students to continue their learning activities. The expectation is these students will continue to progress through the district's established curriculum at more or less the standard pace and remain on track with their learning cohort.

- **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.

Regardless of the mode of delivery, students are accountable for both completion and mastery of assigned classwork, quizzes, and assessments. Students will receive regular feedback from teachers on their academic progress, including grades on individual assignments as well as overall marking period and semester grades. These grades will be accessible through Family Access in PowerSchool, and will also be reported along with teacher comments through normal grade reporting procedures of the district.



When a student's specific situation requires an adjustment to the established timelines for completing coursework, the teacher will work with the parents and principal to establish a reasonable accommodation as well as a plan for helping the student "catch up" when they are able to resume learning.

### **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.

When a student's family elects for the student to participate virtually, the school will ask families to complete a survey checkout for a device that will be assigned to that student for the school year. Our parking lot along with a few other community buildings will be used as hot spots for families in need of internet access.

- **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.

The district will continue to provide services and accommodations to all students in accordance with their current IEP or 504 Plan. When necessary, the IEP/504 team may be reconvened to consider new information about the student, including current medical concerns or needs as well as current evaluation data, and may update or adjust the IEP or 504 Plan accordingly when appropriate.

When students with disabilities are unable to participate in-person at school, the student's teacher(s) will continue to implement any prescribed accommodations and modifications through remote or virtual learning platforms as well as monitoring progress according to the IEP or 504 Plan. Ancillary services will be delivered via teletherapy when possible and appropriate. If necessary (due to lack of internet access), arrangements may be made for the provider to meet the student individually in an arranged "clinical" setting, such as at the school in a specific room that minimizes contact with the rest of the building and/or other students or staff to the greatest extent possible. The student will need to follow all established school requirements and procedures as outlined in our approved link in our **FAS Preparedness Plan** while inside the school.

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.

• **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.

1. The district will utilize our resources to meet the learning needs of any student from a vulnerable population, including but not limited to At-Risk Learners. These resources, including supplemental materials and individualized supports will be delivered to the extent possible whether the student is in-person or learning at a distance.
2. All students, whether learning in-person, remotely, or virtually, will be allowed to enroll in all enhanced curricular offerings, including CTE, Early-Middle College, Dual Enrollment, and Advanced Placement courses, according to the district's established practices. No student will be excluded from participation in any of these offerings solely based upon their ability/inability to attend school in-person.