



Ojibwe Charter School Extended COVID-19 Learning Plan

Address of School District: 11507 W. Industrial Drive, Brimley, MI 49715

District Code Number: 17902

Building Code Number(s): 09308

District Contact Person: Stephanie Vittitow

District Contact Person Email Address: svittitow@eupschools.org

Local Public Health Department: Chippewa County Health Department

Local Public Health Department Contact Person Email Address: lsteinhaus@chippewahd.com

Name of Intermediate School District: Eastern Upper Peninsula Intermediate School District

Name of Authorizing Body: Bay Mills Community College

Date of Adoption by Board of Directors: September 21, 2020



Assurances

- The Academy will administer an 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.
- Within thirty days after the approval of its Extended COVID-19 Learning Plan, and every 30 days thereafter, the Academy, at a meeting of its board of directors, will re-confirm how instruction is delivered during the 2020-2021 school year and will solicit public comment, at a public meeting, from the parents or legal guardians enrolled in the Academy.
- If delivering pupil instruction virtually, the Academy will 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 Academy had planned for that exposure to occur for in-person instruction.
- If delivering pupil instruction virtually, the Academy will provide pupils with equitable access to technology and the internet necessary to participate in instruction.
- The Academy 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 Academy, in consultation with a local health department, and district employees, 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. A determination concerning the method for delivering pupil instruction shall remain at the Academy Board's discretion. Key metrics that the Academy 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
- If the Academy determines that it is safe to provide in-person pupil instruction to pupils, the Academy will prioritize providing in-person pupil instruction to pupils in grades K to 5 who are enrolled in the Academy.



- The Academy will ensure that two (2), 2-way interactions occur between a pupil enrolled in the Academy 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 Academy. The Academy will publicly announce its weekly interaction rates at each Academy Board meeting where it re-confirm how instruction is being delivered, beginning 30 days after approval of its Extended COVID-19 Learning Plan, and every 30 days thereafter. The Academy will make those rates available through the transparency reporting link located on the Academy website each month for the 2020-2021 school year.
- The Academy will create and make available on its transparency reporting link located on the Academy'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 Academy expected would be achieved by the end of the school year.

Ann Cameron

Ann Cameron
President of the Board of Directors

Date: September 21, 2020



Introduction and Overview

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 Ojibwe Charter School plans to begin the school year offering both in person and online learning environments, we will need to ensure that there are structures in place to ensure student engagement and achievement for all. This plan will focus on teaching and learning with an emphasis on equity for all learners and the well-being of students and staff.



Educational Goals

Quality Evidence-Based Assessment Practices

The Ojibwe Charter School District believes that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in school/district academic performance and to identify effective instructional programs. We believe it can provide guidance for standardizing or adjusting curriculum and instruction across grade levels, schools, and districts.

However, we will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, Ojibwe Charter School District will continue the use of (and professional learning around the use of) the formative assessment process and progress monitoring as a powerful practice embedded in the teaching and learning process to continuously observe where our students are in order to modify instruction.

We believe the use of the formative assessment process, which is supported by an extensive body of research, provides in-time data for both our teachers and students to accelerate their learning and progress and gives us a more complete picture of what our students know and are able to do.

Educational Goals

The NWEA assessments in reading and mathematics will be administered to all students three times: once in the first nine weeks of the school year, once in the middle of the year, and again prior to the last day of school. Formative assessments will provide information to inform our progress toward our goals over the course of the year. Progress reports will be available on our website in February and June.

As a means of continuous improvement in teaching & learning, all teachers will receive professional development in, and commit to the use of, the formative assessment process.

Additionally, we will continue to engage stakeholders in the district's balanced assessment system, including publicly sharing aggregate and student subgroup performance reports on NWEA results.

Goal 1 - All students (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by NWEA*.

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading/ELA academic standards.
- Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

Goal 2 - All students (K-8) will improve performance in Mathematics from Fall to Spring as measured by NWEA.



- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Math academic standards.
- Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

The median Student Growth Percentile for students in grades 2nd through 10th grade will be at or above the 50th percentile on NWEA's Measure of Academic Progress for fall-to-winter and fall-to-spring testing periods indicating a minimum of average growth.

The Northwest Evaluation Association Measure of Academic Progress (NWEA MAP), a nationally normed and computer-adaptive test, will be administered to all grade 2-10 students three times in the 2020-21 school year, in the fall (within the first nine weeks of the start of school), the winter, and in the spring to determine whether students are making meaningful progress toward mastery of the standards. The NWEA MAP is aligned to the Common Core Standards and listed by the Michigan Department of Education as an approved testing tool.

Ojibwe Charter School will make available on its transparency reporting link located on the Academy's website, a report concerning the progress made in meeting the education goals not later than February 1, 2021 for fall-to-winter goal and not later than the last day of school of the 2020-21 school year for the winter-to-spring goal.

Instructional Delivery & Exposure to Core Content

The Ojibwe Charter School District full instructional plan can be found on our school website here: https://ojibwe.eupschools.org/cms/lib/MI02001512/Centricity/Domain/1/Board%20Approved%20COVID%2019%20Preparedness%20and%20Response%20Plan%202020_08_10%20OjibweCharterSchool.pdf

Mode of Instruction

Our region is currently in Phase 5 of the Michigan Safe Start Plan. To start the school year, we are offering both in-person, face-to-face instruction as well as an online option for those who do not wish to come in to school face-to-face. Student and staff health and safety will be addressed through a variety of safety measures we have put into place.



Students in grades k-6 will be cohorted within their classrooms, with specials teachers going into the classroom for instruction. Students must wear masks in the hallways, bathrooms and common areas. Breakfast and lunch will be served within the classroom setting as well.

Students in grades 7-12 will be cohorted with their grade level peers and must wear masks throughout the entire day including in the classroom, hallways and bathrooms. Breakfast and lunch will be served within the classroom setting for grades 7-9 and in the cafeteria for grades 10-12.

Students taking classes online will be taught by their own grade level teacher via the Accelerate Education platform through Canvas. Students taking classes online will be offered the same classes and opportunities as those in the building.

Curriculum and Instruction: Academic Standards

The Ojibwe Charter School District curriculum for core academic areas is aligned to the state of Michigan standards house at the Eastern Upper Peninsula ISD website <https://www.eupschools.org/>. As teachers navigate the wider than usual range of competencies expected this fall, they will use pre-assessments to plan for differentiation of content, use results from pre-assessments to inform instruction and prioritize K-12 instructional standards for the 2020-2021 School Year. The guide teachers to implement instructional approaches to meet the range of student needs as they return to school in the fall, identify assessment ideas that allow students to demonstrate understanding in a variety of ways, assess and provide instruction in the content areas in face-to-face, virtual, and blended classroom environments, and incorporate well-being and SEL/trauma-informed practices into instruction.

As our teachers work to engage students remotely, they will use [Best Practices for Remote Learning](#) and Learning at a Distance Guide from the Michigan Department of Education https://www.eupschools.org/cms/lib/MI17000134/Centricity/Domain/1/LearningDistanceGuidance_686455_7.pdf

- Nurture a positive home climate for learning and parental involvement
- Establish and maintain remote classroom norms and learning routines
- Implement culturally responsive teaching practices
- Encourage student collaboration and discourse
- Create opportunities for and attend carefully to feedback
- Engage students in meaningful learning opportunities



Phases 1,2,3 Instruction

- All instruction in phases 1-3 will take place virtually through our online learning platform. All special education services will be provided virtually as written in IEP.
- All students and staff will be assigned computers, mobile hotspots, etc. as needed for the delivery of online instruction.
- Teachers will be trained on how to deliver instruction through our new virtual platform. Students will be trained on how to complete assignments in our new virtual platform. Student attendance will be taken daily.
- Attendance and assignments for all online instruction are mandatory.
- Two way communication between the student/parent and teacher for online instruction is mandatory.
- Every student will have an EDP (Educational Development Plan).

Phase 4 & 5 Instruction

- OCS will activate hybrid learning programs at scale to deliver standards-aligned curricula and high-quality instructional materials. Integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. Consult MDE for high-quality digital resources.
- Make expectations clear to staff and teachers around hybrid or remote instruction that include: Best practices for blended or remote learning; Grade-level proficiencies; Modes of student assessment and feedback
- Differentiated support for students; The inclusion of social-emotional learning; and Guidance around daily instructional time and workload per different grade bands to ensure consistency for students.
- Set an instructional vision that ensures that: Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
- Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.



-Every students' academic and social-emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.

-Every student will have an EDP (Educational Development Plan)

-Secure supports for students who are transitioning to postsecondary.

-Support schools to implement grade-level curricula that is aligned to Michigan preK-12 standards. Support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction.

-Revise students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers to reflect the child's evolving needs based on assessment data and parent feedback, and design accommodations and match services accordingly. Commence intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE.

-Establish structures for general and special education teachers to collaborate on delivery methods for

assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible.

- Inventory all intervention programs and services available to students on the district and school level and identify any gaps.

-Remain connected with MDE about policies and guidance.

-Develop a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

Professional Learning

-OCS will provide adequate time for schools and educators to engage in: Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed;

-Identify students who did not engage in remote learning and develop a plan to provide additional supports, if needed. Share data and concerns about each student's growth and needs with students' assigned teacher(s) for the 2020-2021 school year;

-Identify students who potentially need additional support; and Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning.

-Create a plan for professional learning and training, with goals to: Offer restorative supports for teachers and learning around equity and implicit bias.

-social-emotional learning, and culturally responsive education;



-Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use; and build school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitably engaging.

Assessment and Grading

Ojibwe Charter School District bases its assessment system on the Michigan Standards. We regularly assess students at the district and classroom level to determine if they are making progress toward meeting those standards. We place a heavy emphasis on formative assessment and progress monitoring. This is critical in the instructional process so that students receive timely feedback that helps them know what they need to do to improve. It also gives the teacher important information to know how to adjust the teaching and learning process to meet each student's needs.

We make available to our parents and legal guardians a web-based system that allows them to see their children's grades at any time. Our teachers keep up-to-date information on student grades in this system. We also send progress reports to our parents and guardians during each marking period. This is in addition to the expectation we have for all teachers that they keep parents and guardians abreast of any concerns regarding a student's grade through emails and phone calls. Finally, we send out report cards at the end of each marking period.

Equitable Access

Technology

The Ojibwe Charter School District ensures all students will be provided equitable access to technology and the internet as described in our Continuity of Learning Plan that was previously submitted to the state. The Ojibwe Charter School District system for maintaining student access to technology devices and the internet is described in the Continuity of Learning Plan, and again in the Board approved COVID-19 Preparedness and Response Plan https://ojibwe.eupschools.org/cms/lib/MI02001512/Centricity/Domain/1/Board%20Approved%20COVID%2019%20Preparedness%20and%20Response%20Plan%202020_08_10%20OjibweCharterSchool.pdf

Students with identified special needs

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

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



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