



# Ingham Intermediate School District

*A Regional Educational Service Agency*

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



**Ingham Intermediate School District**  
**Extended COVID-19 Learning Plan**

Address of School District/PSA: 2630 W. Howell Road, Mason, MI 48854

District/PSA Code Number: 33000

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

District/PSA Contact and Title: Jason Mellema, Superintendent

District/PSA Contact Email Address: [jmellema@inghamisd.org](mailto:jmellema@inghamisd.org)

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

Name of PSA Authorizing Body (if applicable):

Date of Adoption by Board of Education/Directors: September 15, 2020

## Assurances

1. Ingham Intermediate School District (Ingham ISD) will make their Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the district's website no later than October 1, 2020.
2. Ingham ISD 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 Ingham ISD expected would be achieved by the end of the school year.
3. Benchmark Assessments: Ingham ISD 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 remotely, Ingham ISD 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 Ingham ISD had planned for that exposure to occur during face-to-face instruction.
5. Ingham ISD 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 Ingham ISD's Board's discretion. Key metrics that Ingham ISD 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 Ingham ISD determines that it is safe to provide face-to-face instruction to pupils, Ingham ISD will prioritize providing face-to-face instruction to pupils in grades K to 5 who are enrolled at Ingham ISD.
7. Ingham ISD assures that

- instruction will be delivered as described in this plan and approved by the Ingham ISD Board,
  - the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
  - Ingham ISD will reconfirm how instruction will be delivered during the 2020-2021 school year thirty days after the approval of the plan, and every 30 days thereafter at a meeting of the Board, and
  - public comment will be solicited from the parents or legal guardians of the pupils enrolled in Ingham ISD programs and services during a public meeting described in PA-149.
8. Ingham ISD 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. Ingham ISD will ensure that two (2), 2-way interactions occur between a pupil enrolled in an Ingham ISD program or service, 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 at Ingham ISD. Ingham ISD will publicly announce its weekly interaction rates at each Ingham ISD Board meeting where it re-confirms how instruction is being delivered. Ingham ISD will make those rates available through the transparency reporting link located on the district's website each month for the 2020-2021 school year.

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Superintendent or 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.

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 student and family experiences during the remote learning portion of the 2019-20 school year, we anticipate that students will come to school in the fall of 2020 with a wider than usual range of competencies. Ingham Intermediate School District (Ingham ISD) has an ongoing commitment to identifying and meeting the needs of all learners.

Ingham ISD is committed to teaching and learning with an emphasis on equity for all learners and the well-being of students and staff. To that end, the mode of learning (face-to-face, remote, or hybrid) has been developed based on the needs of students relative to their specific program. We will continue to ensure that there are structures in place to optimize student engagement and achievement for all.

## 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.

Ingham ISD 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, for the students and families we serve in our variety of programs, the benchmark assessments described in P.A. 149 are not applicable/relevant for most of our learners. Rather, Ingham ISD will continue the use of (and professional learning around the use of) the formative assessment process and relevant assessments to guide our instruction and learning processes.

To that end, we ensure that all learners will make measurable growth towards their academic goals during the 2020-21 school year.

### **Goal 1 - Special Education**

For students served within our special education programs, growth will be measured using relevant/applicable assessments which may include the following:

- SAS-A Pre & Post Assessments
- MOVE Assessments
- Transition Pre & Post Assessments
- Participation Level Skills Assessment
- Progress Monitoring through observations
- Core Curriculum Pre & Post Assessments

### **Goal 2 - Career and Technical Education**

Students in all state-approved career and technical education programs and courses will work toward mastery of the 12 standardized segments (units of instruction) throughout their program. Growth may be measured using relevant/applicable assessments which may include the following:

- Pre & Post assessments on the CTE standards
- Certification exam results

### **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).

As an organization, Ingham ISD is currently offering a combination of face-to-face and remote options. How and where students receive instruction is dependent on their program:

- Autism Spectrum Disorder Programs (East Lansing and Stockbridge classrooms): These programs will follow local district plans. East Lansing is offering remote instruction, and Stockbridge is offering face-to-face and remote instruction. (Note that in Stockbridge, the first two weeks are remote for all students, then students will have a staggered re-entry where they spend four days face-to-face and one day remote. This will begin September 8, 2020 but depends on grade level.)
- Evergreen/Secondary Learning Center: These programs will offer face-to-face instruction with a remote option.
- Home Visiting: Remote home visits continue until September 30. Some exceptions will be considered for face-to-face visits in a controlled environment. Service delivery options after September 30 will depend on data gathered from face-to-face visits, local/community health data, and additional guidance from State or county agencies.

- Heartwood School: This program will be remote until September 21 while staff meet with parents, then it will move to a hybrid A/B cohort model, remote on Wednesdays for cleaning. A completely remote option will be available.
- Itinerants: Itinerant staff will provide services either remote or face-to-face depending on the district or program they support.
- Ingham Academy: This program will use a hybrid cohort model where over a two-week time period students will be face-to-face five out of ten days and remote the other five.
- Transition Programs (Skills for Adult Independent Living and Project SEARCH): Both transition programs will be remote until September 18 while staff meet with parents, then they will move to a hybrid A/B cohort model, remote on Wednesdays for small group instruction to start leading to large group instruction at some point within the school year.
- Residential Programs (St. Vincent and Malcolm Williams): Both programs will offer face-to-face instruction.
- Wilson Talent Center: This program will offer remote instruction from August 26 through September 3. Students will attend face-to-face for one day during this time period to become acclimated with the Center, understand safety protocols and meet their instructor. Starting September 8, students will begin a hybrid A/B cohort model, remote on Wednesdays for small group instruction to start leading to large group instruction at some point within the school year.

These plans can be referenced on the [Ingham ISD website](#).

In making these decisions, our staff worked collaboratively as a team to ensure equity of support and instruction to all students. We have also been in regular communication with leadership from the Ingham County Health Department. For students receiving remote instruction, the district is providing devices and wifi hotspots to those that need them.

- **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.

Ingham ISD will provide instruction around the core standards based on the program and grade level of study. (All state-approved career and technical education (CTE) programs and courses are aligned to core academic areas in English and Math. Contextual academic learning opportunities are embedded within the CTE programs. Student mastery of standardized segments provides the opportunity to learn academic skills within their CTE content.) All Ingham ISD programs follow a prescribed curriculum (e.g. Michigan Merit Curriculum) that addresses all academic standards/segments. When applicable, IEP goals for students with disabilities that are also academic goals are linked to benchmark or curricular standards.

- **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.

Ingham ISD is committed to teaching and learning with an emphasis on equity for all learners and the well-being of students and staff.

Progress towards the mastery of standards/segments will be monitored and graded on a regular basis. Grades will be reported through the student information system, PowerSchool.

PowerSchool is intended to provide parents, students and teachers with a tool to communicate student performance. It can be accessed from any place the parent/guardian has access to the internet.

We will continue to connect with our early/middle colleges to ensure mastery of standards is regularly graded/reported to students/families.

For students with disabilities, progress reports on student Individualized Education Plan (IEP) goals are issued to families via mail each marking period (in conjunction with report cards, if the student receives one.)

For our Early On families, progress reports on Individualized Family Service Plan (IFSP) outcomes are issued to families at a minimum of every six months. Families in home visiting programs receive ongoing updates on child progress in all areas of development.

Although we do not operate Great Start Readiness Program (GSRP) programming, Ingham ISD is committed to the success of all learners. GSRP uses the Child Observation Record (COR) or Teaching Strategies Gold to provide ongoing documentation of student progress. Ingham ISD Early Childhood Specialists will support local programs to gather and report student progress.

## 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.

Whether students receive instruction at home or on campus, our plans ensure all students attending Ingham ISD programs get the same, high-quality learning experiences.

The following information is consistent with our preparedness plan: For students/families participating in remote instruction, teachers/staff will utilize synchronous and asynchronous instruction to accommodate diverse needs and schedules. The district is providing devices and wifi hotspots to any student/family participating in remote instruction that needs this assistance. For those students/families participating in remote instruction that are unable to utilize devices or the internet, the main mode of delivery will be through hard copy instructional materials and

equipment. These materials will also be available for students needing additional content/activities above and beyond what is available remotely. Materials and equipment may be mailed, delivered or provided for pick up to the student/family.

For students/families with technology access, teachers/staff will monitor access and assignment/task completion on a regular basis within the instructional platform. Teachers/staff will provide feedback to students/families through the instructional platform as they are completed. Teachers/staff will differentiate instruction within the platform to meet each student's needs/outcomes/goals. Teachers/staff will provide ongoing feedback to the student during communication (phone call, virtual meeting, text or email). If students need materials, those will be available at specific pick-up sites, including meal distribution sites. If the student is not doing meal distribution or cannot pick-up materials/equipment, they will be mailed or delivered. If materials need to be returned, there will be drop-off opportunities for families or pick-up opportunities by staff, when appropriate. If needed, envelopes and postage will be provided by the district for families to mail smaller items.

If a student does not have access to technology, teachers will keep track of which students are completing the instructional materials. Regardless, teachers will also need to keep a log of all communication with students and families. For students/families who are consistently unable to be reached and/or complete instructional materials, concerns will be brought to the principal/administrator or counselor to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections (Local School District, Mental Health Coordinator, Department of Health and Human Services, Ingham ISD supports, etc.).

- **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.

We acknowledge that COVID-19 may present access issues for students with disabilities regardless of instructional format (face-to-face or remote.) For Special Education Programs, our staff members are communicating with every family to discuss and plan for unique educational needs. When remote instruction is being used, staff and families are discussing any individual supports or accommodations that may need to be in place above and beyond those offered to all students. Students with disabilities may have a contingency learning plan developed with the family to address these needs. IEP accommodations and support services will continue to be provided to students in both face-to-face and remote environments including students receiving services within their IFSP or IEP, which may include speech and language, occupational therapy, physical therapy, or social work, etc.

Ingham ISD will monitor attendance patterns and reach out to any student/family whose patterns signal they may need additional support. Communication with all students/families will remain a top priority.