

**District Office**

**Bryan M. Girbach**

Superintendent

**Ryan J. McMahon**

Assistant Superintendent

**Krista A. Hendrix**

Finance Director

**Lon A. Smith**

Director of Student Services



*Founded on Tradition – Focused on Excellence*

**Milan Area Schools**  
**Extended COVID-19 Learning Plan**  
as Described in [Public Act 149](#), Section 98a  
with  
Revisions Based on [PA-0165](#)

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 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 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. A district that is a public school academy that, by agreement, provides educational services for the residents of a district that is not a public school academy and that does not directly provide public educational services to its residents that intends to provide instruction under an extended COVID-19 learning plan shall submit its extended COVID-19 learning plan described in subsection (1) to the intermediate district in which it is located not later than October 1, 2020 for approval.

The ISD or Authorizing Body will approve Extended COVID-19 Learning Plans no later than October 9, 2020 and transmit the approved plans to the state superintendent of public instruction and the state treasurer. Approved plans must be made accessible through the transparency reporting link located on the district’s website by not later than October 12, 2020.

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



## **Milan Area Schools Extended COVID-19 Learning Plan**

Address of School District: 100 Big Red Drive Milan MI 48160

District Code Number: 81100

District Website Address: [milanareaschools.org](http://milanareaschools.org)

District Contact and Title: Bryan M. Girbach, Superintendent

District Contact Email Address: [girbachb@milanareaschools.org](mailto:girbachb@milanareaschools.org)

Name of Intermediate School District: Washtenaw Intermediate School District

Date of Approval by ISD/Authorizing Body: October 1, 2020

## Assurances

1. The District will make their ISD/Authorizing Body approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's website no later than October 12, 2020.
2. By not later than January 15, 2021, the district shall create a report that includes information regarding both of the following and shall ensure that the report under this subdivision can be accessed through the transparency reporting link located on the district's website:
  - The amount and type of training provided during the current school year as of the date of the report to teachers of the district through professional development that focuses on how to deliver virtual content.
  - The amount and type of training provided during the current school year as of the date of the report to the parents and legal guardians of pupils and to pupils on how to access and use virtual content provided by the district.
3. The District will create and make available on its transparency reporting link located on the District 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 expected would be achieved by the end of the school year.
4. Benchmark Assessments: The District will
  - select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
  - administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year and again not later than the last day of the of the 2020-2021 school year.
5. If delivering pupil instruction virtually, the District will
  - provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
  - expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as the District had planned for that exposure to occur for in-person instruction.

6. The District, in consultation with a local health department will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that 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 Board's discretion. Key metrics that the District will consider shall include at least all of the following:
  - COVID-19 Cases or Positive COVID-19 tests
  - Hospitalizations due to COVID-19
  - Number of deaths resulting from COVID-19 over a 14-day period
  - COVID-19 cases for each day for each 1 million individuals
  - The percentage of positive COVID-19 tests over a 4-week period
  - Health capacity strength
  - Testing, tracing, and containment infrastructure with regard to COVID-19
7. If the District determines that it is safe to provide in-person instruction to pupils, the District will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District.
8. The District assures that
  - instruction will be delivered as described in this plan and re-confirmed by the District Board,
  - the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
  - the District will reconfirm how instruction will be delivered during the 2020-2021 school year thirty days after ISD approval of the plan, and each month thereafter at a meeting of the Board, and
  - For each reconfirmation described in this subdivision, the district shall report to the center, in a form and manner prescribed by the center,
    - the instructional delivery method that was reconfirmed;
    - how that instruction will be delivered for each grade level offered by the district, including pre-kindergarten, as applicable; and
    - whether or not, as determined by the department in consultation with the center, the district is offering higher levels of in-person instruction for English language learners, special education students, or other special populations.
  - public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District during a public meeting described in PA-149.
9. The District 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.

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

"2-way interaction" means a communication that occurs between a pupil and the pupil's teacher or at least 1 of the pupil's teachers or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress, where 1 party initiates communication and a response from the other party follows that communication, and that is relevant to course progress or course content for at least 1 of the courses in which the pupil is enrolled or relevant to the pupil's overall academic progress or grade progression. Responses, as described in this subdivision, must be to communication initiated by the teacher, by another district employee who has responsibility for the pupil's learning, grade progression, or academic progress, or by the pupil, and not some other action taken.



Bryan M. Girbach  
District Superintendent

9/30/2020  
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 the Milan Area Schools 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 the district returns 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 2019-2020 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 process for each student.

As Milan Area Schools plans to begin the school year in a hybrid learning environment (with a full virtual option), we will need to make certain that there are structures in place to ensure student engagement and achievement for all students. This plan will focus on the well-being of students and staff and teaching and learning with an emphasis on equity for all learners.

## Educational Goals

- **Please outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. The District must establish all of its goals no later than September 15, 2020.
- **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 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 educational goals are measurable through a benchmark assessment or benchmark assessments.
- To the extent practicable, the District will administer the same benchmark assessment or benchmark assessments that it administered to pupils in previous years.

## Quality Evidence-Based Assessment Practices

Milan Area Schools 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, the district will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, Milan Area Schools will continue the use of (and professional learning around the use of) the formative assessment process as a powerful practice embedded in the teaching and learning process. This will allow us to continuously monitor student performance and modify instruction appropriately.

Milan Area Schools believes 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 K-8 students twice: once in the first nine weeks of the school 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 regarding the goals below will be available on our website in February and June.

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

**Goal 1** - All students (K-8) and student subgroups 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) and student subgroups 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.

## 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).

Through Board of Education action, the following instructional models were approved for the 2020-2021 school year:

- Phases 1-3: Full Virtual
- Phase 4: Hybrid
- Phase 5-6: Full Face-to-Face

During phases 1-6, families will be provided a Full Virtual Option. The decision of each family (virtual or Hybrid) required a semester commitment. It was explained that moves at the semester break might be limited due to staffing constraints.

The Board of Education also approved the opening model for the school year to be Hybrid with a Full Virtual Option.

Below are descriptions of the models that will be used in Milan Area Schools.

### **Full Face-to-Face**

- Students will meet in-person for instruction at school using guidance from the Michigan Department of Education and CDC.
- Curriculum will be taught by certified Milan Area Schools teachers and will be adjusted to meet each student's needs and to address grade level concepts.
- The district will implement health practices to keep students, families, and staff safe.
- The district will maintain a focus on social-emotional learning and mental health support.

### **Hybrid**

- Students will meet on a modified schedule using a combination of remote learning (3 days per week) and in-person instruction (2 days per week asynchronous).
- Curriculum will be taught by certified Milan Area Schools teachers and will be adjusted to meet each student's needs and to address grade level concepts.
- The district will implement health practices to keep students, families, and staff safe.
- The district will maintain a focus on social-emotional learning and mental health support.

### **Full Virtual**

- Students will participate in a virtual learning program at home (synchronous and asynchronous).
- Curriculum will be taught by certified Milan Area Schools teachers and will be adjusted to meet each student's needs and to address grade level concepts.
- The district will implement health practices to keep students, families, and staff safe.
- The district will maintain a focus on social-emotional learning and mental health support.

- **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 had planned for that exposure to occur for in-person instruction.

### **Curriculum and Instruction: Academic Standards**

Milan Area Schools maintains a curriculum for core academic areas that is aligned to state standards. More specifically, the district has developed learning goals for each grade level and course. These learner expectations are housed on our district's curriculum website at <https://www.milanareaschools.org/Page/5225>. During the 2020-2021 school year, the district will maintain a scope and sequence that will expose each student to the same academic standards that were planned for each grade level or course during normal in-person instruction.

Teachers will be housing their curricular materials for students in:

- Seesaw - Grades PreK-2
- Google Classroom - Grades 3-8
- Schoology - Grades 9-12

As teachers navigate the wider than usual range of instructional models (virtual, hybrid, and in-person), they will apply best practices to assess student progress. The district conducted four days of professional development to help teachers prepare for instruction in a virtual and hybrid setting. Through ongoing professional development teachers continue to develop virtual learning techniques that can be used to transition in and out of in-person instruction as necessary.

The 2020-2021 school year will not resemble a typical school year. In order to support student learning, the following stakeholder responsibilities have been developed and shared with all district stakeholders.

# STAKEHOLDER RESPONSIBILITIES

<p><b>DISTRICT RESPONSIBILITIES</b></p>	<ul style="list-style-type: none"> <li>● Maintain a thoughtful and accessible Preparedness Plan using stakeholder input.</li> <li>● Support schools in planning and implementing the Preparedness Plan.</li> <li>● Communicate regularly with all stakeholders.</li> <li>● Help schools identify needed resources in the community (academic, health, social, emotional).</li> </ul>
<p><b>SCHOOL RESPONSIBILITIES</b></p>	<ul style="list-style-type: none"> <li>● Implement the Preparedness Plan.</li> <li>● Communicate regularly with all stakeholders.</li> <li>● Support teachers in planning and implementing the Preparedness Plan.</li> <li>● Help families find needed resources in the community (academic, health, social).</li> </ul>
<p><b>ALL STAFF RESPONSIBILITIES</b></p>	<ul style="list-style-type: none"> <li>● Complete daily COVID health screening protocol.</li> <li>● DO NOT come to work if daily health screening determines the staff member should stay home.</li> <li>● Strictly abide by all facial covering, social distancing, and other safety protocols.</li> </ul>
<p><b>TEACHER RESPONSIBILITIES</b></p>	<ul style="list-style-type: none"> <li>● Make learning activities available in a timely manner.</li> <li>● Be available to answer student, parent, or guardian questions.</li> <li>● Communicate regularly with students (according to the District Plan).</li> <li>● Provide a range of meaningful learning activities that meet the needs of all learners.</li> <li>● Provide regular feedback to students on progress related to distance learning activities.</li> </ul>
<p><b>STUDENT RESPONSIBILITIES</b></p>	<ul style="list-style-type: none"> <li>● Maintain a regular daily schedule, including healthy eating and sleeping habits.</li> <li>● Review and set a schedule for learning activities.</li> <li>● Engage in learning activities.</li> <li>● Ask clarifying questions when you need help or don't understand.</li> <li>● Be respectful to yourself, teachers, and peers.</li> <li>● Actively participate in completing the daily COVID health screening protocol.</li> <li>● Strictly abide by all facial covering, social distancing, hand sanitizing, and other safety protocols.</li> </ul>
<p><b>PARENT / GUARDIAN / RESPONSIBILITIES</b></p>	<ul style="list-style-type: none"> <li>● Complete daily COVID health screening protocol on each student before boarding the bus or arriving at school..</li> <li>● DO NOT send students to school if daily health screening determines the student should stay at home.</li> <li>● Each day, review and discuss with students their learning activities.</li> <li>● Reserve a space for students to complete learning activities.</li> <li>● Encourage students to get enough sleep.</li> <li>● Set sensible time limits for technology use outside of learning activities.</li> <li>● Help students establish and follow regular daily routines including designated time for the distance learning activities (as outlined below).</li> <li>● Abide by all drop-off and pick-up guidelines.</li> </ul>

- **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.

The Milan Area School's assessment system is based on the Michigan Standards. Teachers regularly assess students at the classroom level to determine if they are making progress toward meeting the state standards. The district places a heavy emphasis on formative assessment. This is critical to the instructional process because it allows students to receive timely feedback (on a variety of different types of assessment) that helps them know what they need to do to continue to improve. The formative assessment model also provides teachers with important information to know how to appropriately adjust the teaching and learning process to meet each student's needs. In addition, Milan Area Schools regularly uses NWEA to monitor student progress.

Milan Area Schools uses Standards Based Grading in grades PreK through 8. Grades 6 through 8 also assign letter grades. Grades 9 through 12 use grading methods tied directly to Michigan Standards. These grading methods translate to letter grades.

In grades PreK through 5, Milan Area Schools uses emails, phone calls and learning management systems to provide parents with ongoing student progress updates. Standards Based Report cards are provided three times a year.

In grades 8 through 12, Milan Area Schools uses PowerSchool to provide parents with ongoing student progress updates. The web based system allows parents and legal guardians to view their student's grades at any time. Our teachers keep up-to-date information on student grades in this system. In addition, teachers also keep parents and guardians abreast of any concerns regarding a student's grade through emails, phone calls and learning management systems. Report cards are provided quarterly.

## Equitable Access

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

Milan Area Schools currently has students in Hybrid and Full Virtual models. Hybrid students receive three days a week of instruction remotely and Full Virtual students receive five days a week of instruction virtually. Remote and virtual content is provided through materials delivered electronically using our Learning Management Systems.

- Seesaw - Grades PreK-2
- Google Classroom - Grades 3-8
- Schoology - Grades 9-12

An outline of core instructional content and materials is shared with students and families in one-week increments, provided at the beginning of each week. The content provided includes elements such as, but not limited to, the following:

- teacher-created videos
- assignments (pdf and google doc)
- links to other learning resources

In addition, teachers meet with students using Zoom, Schoology's Big Blue Button, Youtube Live, and Google Meets. Students and families can communicate with teachers by using the Learning Management Systems, email, and phone calls.

Milan Area Schools has distributed technology devices to every student who needed a district provided device. PreK through first grade students were provided iPads. Second grade through 12th grade students were provided Chromebooks.

Families were surveyed regarding reliable internet connectivity. Families without reliable connectivity were provided with district owned hotspots. The hotspots have unlimited data usage and can only be used with district owned devices. Families can also visit any Milan Area School's parking lot to connect to the internet for downloading purposes.

The Milan Area Schools Technology Department is providing support to our students and families for their district owned devices and hotspots. A Family Technology Support website was created. The website includes:

- Chromebook troubleshooting
- Web accessibility information
- Remote learning tips
- A Google Form for reporting technology concerns

Our technology staff respond to all school related technology needs in a timely manner. Devices are repaired or replaced as necessary.

- **Please describe** how the District 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.

Milan Area Schools provides services to students with disabilities ranging in age from 2.5 to 26. Students with disabilities are general education students first and foremost. Milan Area Schools provides support and a framework for delivery of instruction that has been developed with the needs of all students in mind. As a full inclusion district, our classroom and elective teachers ensure equity in access in every lesson that they develop.

In addition to the outstanding support that all students will receive from our general education teachers, students with disabilities will continue to receive support from their special education service providers. Teacher Consultants will work with classroom teachers to ensure that all students with disabilities have the support they need to access the work and activities for their class. Teacher Consultants and all other service providers (SLP, SSW, OT, PT) will continue to provide the services and supports that are outlined in each student's IEP and/or 504.

Student's specialized learning plans, such as IEPs and 504 plans, will be reviewed in coordination with general and special education teachers and service providers. The district has established structures for general and special education teachers and/or service providers to collaborate and communicate regarding student performance and progress on IEP goals and objectives, as well as curriculum standards, with special consideration regarding assistive technology and accessibility. Using data, changes will be made to the students' plans to address any current needs.

The district has developed a process for continuation of services for students receiving specialized instruction or ancillary services such as speech and language, occupational therapy, physical therapy, or social work services as prescribed in their IEP. The district also ensures a method for the continuation of evaluations for students suspected of having a disability as well as those requiring a re-evaluation. The district has a plan to provide these services either in-person or virtually.

For children with disabilities ages birth to age 2.5 the district collaborates with the local ISD to ensure accurate and timely delivery of services as listed in the student's IFSP.

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

- 1. In addition to the students with disabilities noted above, please describe how the District 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 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.

Milan Area Schools English Language Learners (ELL) and other vulnerable student populations are general education students first and foremost. The supports and framework for delivery of instruction have been developed with the needs of all students in mind. Our classroom and elective teachers ensure equity in access in every lesson that they develop.

Students that received focused reading support through an Individual Reading Improvement Plan (IRIPs) will continue to receive the base instructional support from their classroom teachers as well as elevated support from the district's reading intervention staff, as indicated in the IRIP and through monitoring of the student's reading progress. Student progress will be monitored by classroom teachers, Reading Interventionists, and the building principal. Students in need of elevated levels of reading intervention support will be contacted directly by a member of the intervention staff to coordinate a schedule of services.

The district ELL Coordinators will be working individually with students on their caseloads to provide assistance for students to access and process coursework.

In order to support the mental well being of our students, School Social Workers, School Psychologists, School Counselors, and Behavior Specialists will work with teachers to support the social and emotional needs of our students during these unprecedented times. These service providers will also reach out to students and families to offer support and resources for any need which a family may be experiencing. Parents or guardians may also contact building principals to access services from the district support staff in any time of need.

### **Early Childhood**

Milan Area Schools provides early childhood instruction through a tuition program and the Great Start Readiness Program (GSRP). Both programs are open and operating under the district's Continuation of Learning Plan. In addition to the district's Preparedness and Response Plan, the LARA guidelines are also being followed by these programs.

### **Career and Technical Education**

CTE courses are provided by Milan High School through the South West Washtenaw Consortium (SWWC). CTE students will follow instructional guidelines from the SWWC. The SWWC is providing instruction both in-person and virtually. Milan High School students were able to enroll and participate in the program just like in any previous school year.

**Early Middle College**

Milan Area Schools is part of the Early College Alliance (ECA) at Eastern Michigan University. The program is fully functioning under their own ECOL plan. Milan High School students were able to enroll and participate in the program just like in any previous school year.

**Dual Enrollment**

The university and college providers of dual enrollment courses for students at Milan High School are providing instruction under their own formats (in-person, hybrid, or virtual). Milan High School counselors will continue to communicate with dual enrolled students to support their maintenance of progress. Milan High School students were able to enroll and participate in these programs just like in any previous school year.

**Advanced Placement**

Milan High School offers a variety of AP classes. These classes were offered during the 2020-2021 school year just like in any previous school year.