



PLAINWELL COMMUNITY SCHOOLS

EXTENDED COVID-19 LEARNING PLAN

AS DESCRIBED IN PUBLIC ACT 149, SECTION 98A
FINAL

UPDATED: NOVEMBER 16, 2020

EXTENDED COVID-19 LEARNING PLAN

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

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

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.

NAME OF DISTRICT:
PLAINWELL COMMUNITY SCHOOLS

ADDRESS OF DISTRICT:
600 SCHOOL DRIVE, PLAINWELL MI, 49080

DISTRICT CODE NUMBER:
03010

WEB ADDRESS OF THE DISTRICT:
PLAINWELLSCHOOLS.ORG

DISTRICT/PSA CONTACT AND TITLE:
MATTHEW MONTANGE, SUPERINTENDENT

DISTRICT/PSA CONTACT EMAIL ADDRESS:
MATTHEW.MONTANGE@PLAINWELLSCHOOLS.ORG

NAME OF INTERMEDIATE SCHOOL DISTRICT:
ALLEGAN AREA EDUCATIONAL SERVICE AGENCY

DATE OF APPROVAL BY ISD/AUTHORIZING BODY:
OCTOBER 1, 2020

ASSURANCES

return to learn

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 no 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 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 is 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 re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after the approval of the plan, and every 30 days thereafter at a meeting of the Board, and
 - ☐ Public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District/PSA during a public meeting described in PA-149.
8. The District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules, and regulations.
9. The District/PSA will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District/PSA and the pupil's teacher or at least one (1) of the pupil's teachers during each week of the school year for at least 75% of the pupils enrolled in the District/PSA. The District/PSA will publicly announce its weekly interaction rates at each District/PSA Board meeting where it re-confirms how instruction is being delivered. The District/PSA will make those rates available through the transparency reporting link located on the District/PSA website each month for the 2020-2021 school year.

District Superintendent or President of the Board of Education/Directors

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 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 Plainwell plans to begin the school year in a remote learning followed by a hybrid learning environment, 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

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 WAS ADMINISTERED TO PUPILS IN PREVIOUS YEARS.

QUALITY EVIDENCE-BASED ASSESSMENT PRACTICES

The Plainwell 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, Plainwell Community Schools District 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 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 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 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 instructional and support 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 instructional and support 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).

NOTE: THE PLAINWELL COMMUNITY SCHOOLS DISTRICT FULL INSTRUCTIONAL PLAN CAN BE FOUND ON OUR WEBSITE AT:

[HTTPS://WWW.PLAINWELLSCHOOLS.ORG/CONTENT2/380](https://www.plainwellschools.org/content2/380)

HIGH SCHOOL MODE OF INSTRUCTION

- The PCS remote learning program will provide students with 100% remote learning Monday-Friday with their specific classroom teacher.
- The remote program will allow students to learn from home until March 5, 2021 for High School students.

MIDDLE SCHOOL MODE OF INSTRUCTION

- The PCS remote learning program will provide students with 100% remote learning Monday-Friday with their specific classroom teacher.
- The remote program will allow students to learn from home until January 19, 2021 for Middle school students.

ELEMENTARY MODE OF INSTRUCTION

- When in Phase 4, Plainwell Community Schools will utilize a Hybrid Learning Plan where students are split into two cohorts and each go to school in person two days a week and go to school remotely three days a week. Smaller class sizes will help reduce contact with others and allow for social distancing. This also limits the number of students in the hallways and cafeterias at one time.
- Students will receive instruction both in person and at home online through Seesaw, and/or packets when needed.
- At-home, remote learning days will be more structured than the spring, contain new content and will align with in-person instructional days for better understanding and guidance of at-home expectations. Teachers can help prepare students for what their at-home days will consist of and preparation for content. Students will also have flexibility that comes with at-home learning to coincide with family schedules.
- In-person instruction is spread out (M/Th, T/F) to provide students with directions and guidance for at-home work, provide a mid-week, in-person check-in to help with questions, assignments and preparedness for the following remote learning day(s), and reduces the number of remote learning days in a row.
- Some lessons at home will not require additional instructions from the teacher; if they do, teachers will provide that on Seesaw, Zoom or phone call for those without internet or help students download needed materials prior to going home from school.
 - Specific structure and expectations for at-home learning days will be provided by teachers/schools closer to the start date of school but will be more rigorous than expectations from last spring.
- Wednesdays will include teacher office hours, intervention times for those who need it, staff professional development, planning, and cleaning.
- Content taught in the Hybrid Learning Plan is the same for both A & B groups.
- Classrooms will have approximately 12-15 students each (whenever possible.)
- Low class sizes allows for social distancing practices, increased space in rooms
- PCS students will be in two groups - A & B.
- Households will be placed in the same group to help families with scheduling.
 - **A Group** - Attends school on Mondays & Thursday, remote learning takes place on Tuesday, Wednesday & Friday.
 - **B Group** - Attends school in person on Tuesdays and Fridays; remote learning takes place on Mondays, Wednesdays and Thursdays.
- The expectations for the wearing of face coverings and how to obtain clean face coverings will be included in all district to parent communications, all handbooks, all student orientations, and all staff orientations. (Aug 1 - Aug 30)
- Students and parents will sign-off on their awareness of these policies before the students are permitted to enter the classroom on the first day of school. (Aug 1 - Aug 30)
- Building, grounds, and transportation signage will be prominent throughout all school facilities and clearly identify who is required to wear face coverings in each designated area of the building, grounds, or bus. (Completed by Aug 21)
- Face coverings will be ordered and provided to every student and staff member on a daily basis IF the student or staff member is unable to provide their own. These will be placed on busses, offices, and in the classrooms of every evening by the support, custodial, and transportation staff. (Completed by Aug 21)
- Clear face coverings will be available to preK-5 teachers who wish to wear the clear mask during instruction. Any other teacher at any grade level may also request a clear face covering if they so choose. (Completed by Aug 21)
- When required, fabric face coverings will be washed daily by the custodial staff and stored appropriately for distribution. (Daily beginning on the first day of staff reporting)
- Individuals (staff or students) who claim medical exemption will need to meet with the District Safety Director, Direct Supervisor, and Principal to provide rationale and documentation from a certified medical doctor (M.D.). (Begins Aug 24 and continues throughout the school year)
- Exempted individuals will be recorded in a master database and issued a sticker to display on their student or staff ID indicating this exemption.
- Students who are capable of wearing a face covering and refuse to do so in an area where a face covering is required will be issued a face covering by a school official (teacher, paraprofessional, administrator, school safety staff, playground aid, etc.) and asked to put the face covering on. The instance will be documented as a log entry in Infinite Campus. Students who refuse will be sent home and not be allowed to return until a meeting has been held and a plan for compliance has been agreed to.
- Students showing patterns of non-compliance will be removed from the school building and placed into remote instruction until the student agrees to comply with this safety protocol. Parents will be notified of each instance of non-compliance by the teacher, administration, or District Safety Director. Continue removals from the school building will result in permanent placement into remote instruction with the student being banned from coming to the school site.
- Staff who are capable of wearing a face covering and refuse to do so will be addressed by the school administrator or supervisor and could face progressive disciplinary measures up to and including termination.
- Guests to the school building (presenters, substitute teachers, etc) who do not have a mask will be issued a disposable face covering upon signing in at the main office and will be instructed to wear the face covering at all times. Instances of non-compliance will result in the guest being escorted from the building by the District Safety Director or building administrator.

CURRICULUM AND INSTRUCTION: ACADEMIC STANDARDS

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.

NOTE: THE PLAINWELL COMMUNITY SCHOOLS DISTRICT FULL INSTRUCTIONAL PLAN CAN BE FOUND ON OUR WEBSITE AT [HTTPS://WWW.PLAINWELLSCHOOLS.ORG/CONTENT2/380](https://www.plainwellschools.org/content2/380)

The Plainwell Community Schools District curriculum for core academic areas is aligned to state standards and housed in our in district Padlet system. As teachers navigate the wider than usual range of competencies expected this fall, they will use a variety of curriculum development and assessment tools to provide guidance to help them design new (or best utilize existing) 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. These tools will 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.

The district plans to use a hybrid model of instruction using online learning platforms as the primary mode of instruction (Seesaw, Google Classroom, BYU, Edmentum, Michigan Virtual). For those students that do not have a device, the district will provide devices in grades K-12. Devices will be provided for students in grades K-2 that do not have access to them at home, to the extent feasible. Students without devices or internet access will have access to wireless hotspots, mobile wireless access points, and permanent structural wireless access points. Paper packets will be provided when no other options are feasible. Instructional materials (i.e. paper, pencils, etc) will be made available to families that do not have them. All students will have access to grade-level/course textbooks/resources as needed to complete their work. Students will not be penalized for inability to fully participate provided families stay engaged with school personnel in developing personalized and realistic education plans for their child. The district will do everything it can to meet student/family needs and allow for full participation.

Teachers/Staff will be expected to make weekly contact with students and have two-way communication. This may be done through the use of technology (i.e. virtual meeting, email, Remind) or through weekly phone calls. For students with technology access teachers will also communicate multiple times each week through the instructional platform (i.e. Google Classroom, SeeSaw, Edmentum, BYU), with an emphasis on continuing to build relationships and maintain connections. If students do not have access to technology, teachers will provide instructional packets that focus on essential content, building relationships, and maintaining connections. We will encourage relationships between students through technology (virtual meetings, email), by phone or text, or by having students write letters to classmates.

For students with technology access, content will be delivered through the online platform, (Seesaw, Google Classroom, BYU, Edmentum, Michigan Virtual). Teachers will be accessible for synchronous instruction (virtual meetings/office hours) at least once per week and asynchronous instruction through pre-made videos/lessons multiple times per week. For those students without technology, the main mode of delivery will be through hard copy instructional packets. This will be supplemented with phone conferencing to support instruction. These will be delivered as needed.

For students with technology access, teachers will monitor student access and assignment completion on a regular basis within the instructional platform (Seesaw, Google Classroom, BYU, Edmentum, Michigan Virtual). Teachers will provide feedback to students on assignments through the instructional platform as they are completed. Teachers will differentiate instruction within the platform to meet each student's needs. For students without technology access, instructional packets will be collected every other week when new packets are distributed. Teachers will review the instructional packet and provide feedback to the student during their weekly communication (phone call, virtual meeting, or email). Feedback from the teacher will include differentiated work as needed, along with examples to support student learning. An example of this may be providing a student that is struggling with double-digit subtraction additional practice and several written examples with the steps. A phone call would also be used as a follow-up if needed. If the student is not doing meal distribution or pick-up, packets may be mailed in to be returned (envelopes and postage would be provided by the district).

The plan will be communicated through our School Messenger communication platform, according to the preferences our parents/guardians have chosen in that system. Parents will receive an email with the plan attached, and/or a voice message and/or text message, and/or Facebook post, directing them to our district website where they can access. The plan will be posted in a prominent location on our district website, and a link will also be posted on our district and building Facebook pages.

For our students in dual enrollment courses we will be working with the provider to determine next steps. We will ensure that the students have the appropriate materials and support to complete these courses. The students will be given credit or no-credit. For students enrolled in the Tech Center, we will work with AAESA and Tech Center administration to ensure our students have the ability to complete these courses. When needed, the district will ensure the student has the necessary resources.

If a student has access to technology, teachers will use the instructional platform to monitor student wellness, engagement, and completion of assignments. They will also keep a log of communication with students and families. If a student does not have access to technology, teachers will keep track of which students are completing the weekly instructional packets. They will also need to keep a log of all communication with students and families. Inconsistent completion and/or communication with a parent or student will be raised to the principal or counselor level to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections including AAESA, Allegan County Health Department, DHS, Pine Rest, and Plainwell Public Safety.

The district will survey all parents to determine current mental health needs and provide an online form for parents/students to request support. Based on the survey results or form requests, counselors (school counselor, 31N practitioner, AAESA supports) will reach out to individual students and families to determine what they may need. The counselors will help connect the family to outside agencies, if needed, to help meet their needs. Teachers will monitor and assess the needs of students and families through their weekly communications. If a need is identified, the teacher will elevate that need to the principal or counselor to make the necessary follow-up. The principal will hold weekly virtual meetings with teachers and other key staff to identify any additional students or families in need.

Parents may also contact the building administrator for direct assistance with any specific need. District will also provide tech support as needed using a parent learning portal, help desk, and help line.

INSTRUCTIONAL DELIVERY & EXPOSURE TO CORE CONTENT

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.

ASSESSMENT AND GRADING

Plainwell Community Schools 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. 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 also have a system for delivering summative assessments at the district and classroom levels. These are given at the end of a period of learning as an evaluation of what has been learned and are part of our district grading process. For example, our teachers deliver summative assessments at the end of each unit of study in our curriculum. These assessments are based on a coherent set of standards in the subject area that focus on a related group of skills and disciplinary knowledge.

We make available to our parents and legal guardians a web-based system, Infinite Campus, 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 trimester 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 to parents report cards at the end of each trimester marking period.

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.

TECHNOLOGY

The Plainwell Community Schools 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 Plainwell Community Schools District system for maintaining student access to technology devices and the internet is described in the Continuity of Learning Plan, and can be accessed on our website at <https://www.plainwellschools.org/Content2/380>

EQUITABLE ACCESS

INTRODUCTION

Plainwell will provide students with identified disabilities and other vulnerable populations, as identified by IDEA and Section 504 of the Americans with Disabilities Act, with the accommodations, resources, and programs necessary to have equitable access to instruction and an equal opportunity to participate. The guidance disseminated by MDE/OSE listed below served as the foundation for the development of county-wide guidance around return to school for students with identified disabilities.

- Guidance for Compliance with the individuals with Disabilities Education Act and the Michigan Administrative Rules for Special Education During the COVID-19 Pandemic: Version 2.0
- Guidance to Address Return to Learn for Students with IEPs
- Guidance to Address Foregone Learning for Students with IEPs as a Result of the COVID19 Pandemic

County-wide guidance and resources for special populations, particularly those with disabilities, can be found at [Allegan Area ESA's Remote Learning Resources](#) google site.

STUDENTS WITH IDENTIFIED DISABILITIES

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.

For students from birth to five, those with identified disabilities and those attending CTE programming, intervention, and support services will be integrated into the student's program immediately upon the start of school.

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.

Resources around accessibility can be found at [Alt+Shift Remote Learning Resources](#) and [Allegan Area ESA's Supporting Students with Remote Learning](#).

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.

PLAINWELL COMMUNITY SCHOOLS DISTRICT EXTENDED COVID-19 LEARNING PLAN

Web Address of the District:
Plainwellschools.org

District/PSA Contact and Title:
Matthew Montange, Superintendent

District/PSA Contact Email Address:
matthew.montange@plainwellschools.org