



PLAINWELL COMMUNITY SCHOOLS

SAFE RETURN TO IN-PERSON INSTRUCTION & CONTINUITY OF SERVICES PLAN

- UPDATED: AUGUST 21, 2023 -

SAFE RETURN TO IN-PERSON INSTRUCTION & CONTINUITY OF SERVICES PLAN

The Michigan legislature passed, and the governor signed into law Public Act (PA) 48 of 2021, on July 13, 2021. This law contains, under section 11t (MCL 388.1611t), appropriation for equalization payments from ARP ESSER III discretionary federal funds.

By federal law, any recipient of ARP ESSER III funds must post, within 30 days of receipt of allocation, a Safe Return to In-Person Instruction and Continuity of Services Plan to its district website. Meaningful consultation with identified stakeholders is required for this plan, although if the district had an approved plan prior to the signage of ARP into law, the requirement for public input is considered met.

NAME OF DISTRICT:
PLAINWELL COMMUNITY SCHOOLS

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

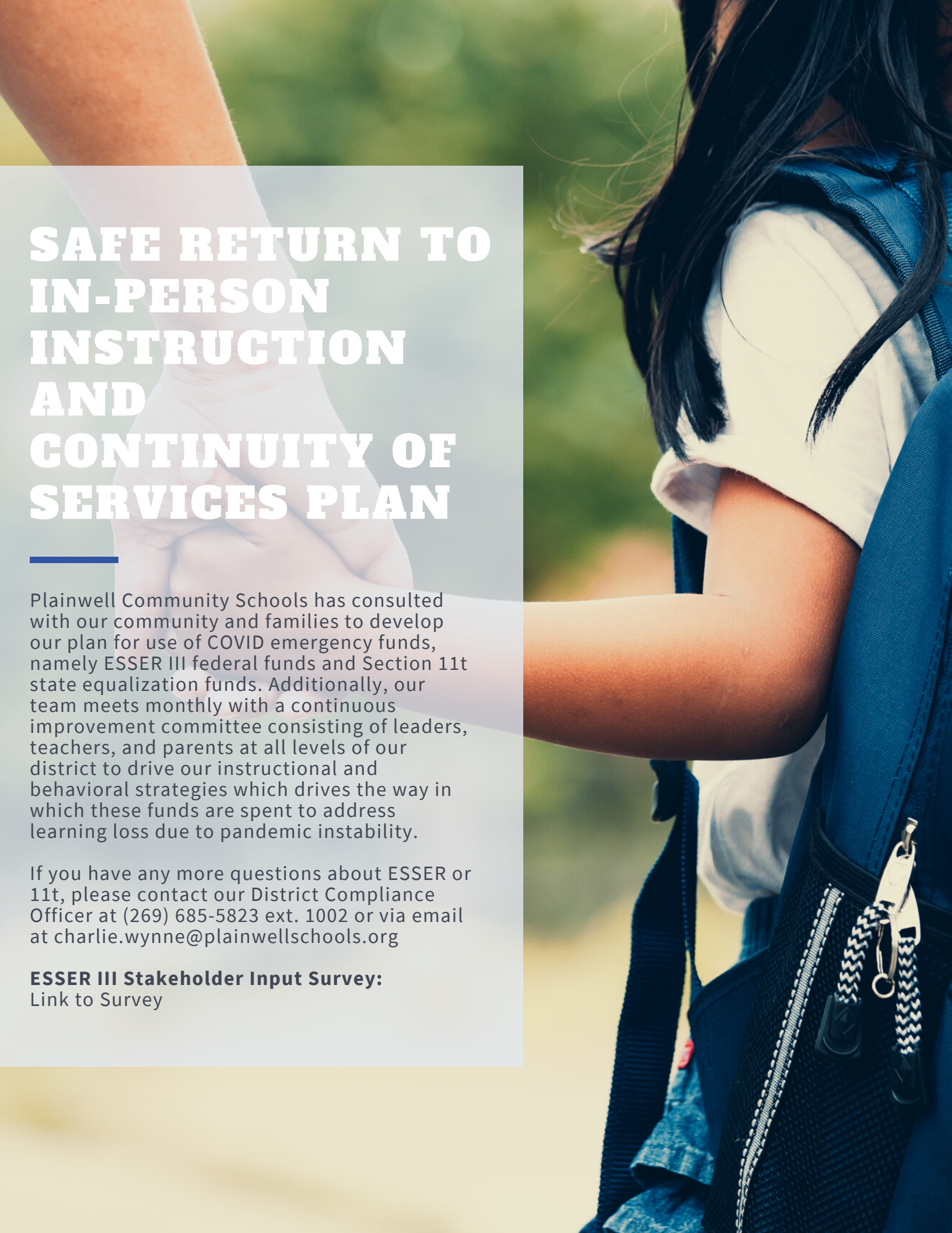
DISTRICT CODE NUMBER:
03010

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



SAFE RETURN TO IN-PERSON INSTRUCTION AND CONTINUITY OF SERVICES PLAN

Plainwell Community Schools has consulted with our community and families to develop our plan for use of COVID emergency funds, namely ESSER III federal funds and Section 11t state equalization funds. Additionally, our team meets monthly with a continuous improvement committee consisting of leaders, teachers, and parents at all levels of our district to drive our instructional and behavioral strategies which drives the way in which these funds are spent to address learning loss due to pandemic instability.

If you have any more questions about ESSER or 11t, please contact our District Compliance Officer at (269) 685-5823 ext. 1002 or via email at charlie.wynne@plainwellschools.org

ESSER III Stakeholder Input Survey:
[Link to Survey](#)

ASSURANCES

Safe Return to In-Person Instruction and Continuity of Services Plan

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 April 1, 2022.
2. 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 2021-2022 & 2022-2023 school year and again not later than the last day of the 2022-2023 school year.
3. 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.
4. The District/PSA, in consultation with a local health department will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2021-2022 and 2022-23 school years 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
5. 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-12 who are enrolled in the District/PSA.
6. 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.

District Superintendent

Date



LEARNING PLAN NARRATIVE

OPENING STATEMENT

SAFE RETURN TO IN-PERSON INSTRUCTION AND CONTINUITY OF SERVICES PLAN

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

As we return to school in the fall, our first priority will be to ensure the well-being of all members of our school community. Because of the wide range of experiences students had during the remote learning portion of the 2021-2022 & 2022-2023 school year, we anticipate that students will come to school in the fall of 2022 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, 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

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 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.

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Web Address of the District:
Plainwellschools.org

District/PSA Contact and Title:
Matthew Montange, Superintendent

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

ESSER III Stakeholder Input Survey:
[Link to Survey](#)