



Onaway Area Community Schools



4549 M-33 Hwy. Onaway, MI 49765

Ph: (989) 733-4970 • Fax: (989) 733-4998

Mindy Horn, Superintendent mhorn@oacsd.com

Working Together to Prepare Students for Life!

Return to In-Person Instruction and Continuity of Services Plan

Taken from the previously-approved
Extended COVID-19 Learning Plan
as Described in [Public Act 149](#), Section 98a

October 11, 2022

originally drafted August 27, 2020

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.



Onaway Area Community Schools Extended COVID-19 Learning Plan

Address of School District/PSA: 4549 M33 S., Onaway 49765

District/PSA Code Number: 71050

District/PSA Website Address: www.onawayschools.com

District/PSA Contact and Title: Mindy Horn, Superintendent

District/PSA Contact Email Address: mhorn@oacsd.com

Name of Intermediate School District/PSA: Cheboygan-Otsego-Presque Isle ESD

Name of PSA Authorizing Body (if applicable): N/A

Date of Approval by ISD/Authorizing Body:

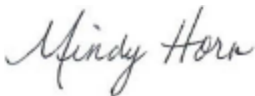
Assurances

7. 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.
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 not later than February 15, 2023, 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 2022-2023 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 2022-2023 school year and again not later than the last day of the of the 2022-2023 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 2022-2023 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/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
 - o instruction will be delivered as described in this plan and approved by the District/PSA Board,
 - o the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2022-2023 school year,
 - o the District/PSA will re-confirm how instruction will be delivered during the 2022-2023 school year within 6 months of receipt of the GAN for ESSER III funds, and at least every 6 months thereafter,
 - o 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 continue to follow Michigan Pupil Accounting guidelines as it relates to counting students receiving in-person instruction.



District Superintendent or President of the Board of Education/Directors

10/11/2022

Date of Review

**Originally approved 9-25-20*

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.

Due to our remote location, the spring closure due to COVID-19 was particularly difficult for many of our families. Unemployment is especially high in our region. Access to family services, child care, and essential supplies is challenging under normal conditions. Almost one third of our families do not have internet access because it simply isn't available in many areas within our district.

Because there is such wide disparity among families, our students are returning to school with a greater range of needs than ever before. Many require significant learning interventions to catch up. Others require therapies and supports to deal with a number of traumas, including abuse, lack of food and basic care, and exposure to prolonged stress. As we return to school, we are essentially triaging students and families to determine what supports are needed and how we can provide them. Staff require time to assess these needs and develop plans to provide services.

Onaway Schools will continue to partner with agencies in our local and extended community to address students' needs and ensure they are ready to learn. This plan highlights our efforts to maintain pupil engagement and provide high-quality instructional services, to promote high academic achievement for all learners.

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.

Quality Evidence-Based Assessment Practices

Onaway Area Community School District utilizes benchmark assessment data to monitor student growth and determine student needs when establishing multi-tiered systems of support. While this data is not used for high-stakes decisions, it does provide information regarding achievement trends, as well as both core and intervention curriculum.

Staff meet regularly in grade level and content area teams to review assessment data. Intervention groups are flexible and are planned based on students' needs. Staff also systematically collect data regarding students' behavioral and social/emotional needs, and this data is reviewed by building teams to ensure needed supports are recommended for students and families.

Educational Goals

DIBELS/AimsWeb assessments in reading and math will be administered to all K-8 students three times: once in the first nine weeks of school, again in January at the mid-point of the year, and again during the last nine weeks of school. Progress monitoring and formative assessment data will be used to measure our progress toward our goals. Progress reports will be available on the district's website in February and June.

Goal 1 – All students (K-8) will improve their performance in reading from fall to spring as measured by DIBELS/AimsWeb assessments.

- All teachers will use the formative assessment process to support adjustment to teaching and learning, to support meaningful student progress toward mastery of reading/ELA academic standards.
- Results from reading benchmark assessments, progress monitoring assessments, and both local summative and formative assessments will be continuously and regularly discussed and analyzed by grade level/content area teams.

Goal 2 – All students (K-8) will improve their performance in math from fall to spring as measured by DIBELS/AimsWeb assessments (EasyCBM).

- All teachers will use the formative assessment process to support adjustment to teaching and learning, to support meaningful student progress toward mastery of reading/ELA academic standards.
- Results from reading benchmark assessments, progress monitoring assessments, and both local summative and formative assessments will be continuously and regularly discussed and analyzed by grade level/content area teams.

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: Both our Return to Learn and Extended COVID-19 Learning Plan are available on our website at www.onawayschools.com.

Mode of Instruction

Onaway Area Community Schools will use a hybrid instructional approach for the 2020-2021 school year. During Phases 4, 5 & 6, school will remain open for in-person instruction for all students, grades pre-K – 12. Dual enrollment will also continue as usual for high school students; depending on the course students enroll in, classes will be taken both in-person and online based on the colleges' scheduled offerings.

All K-12 Parents have also been given the option to enroll their child(ren) in our online program. This program provides instruction in all core and elective content areas based on Michigan learning standards. Instruction is provided in an asynchronous format, and teachers collaborate with each student's learning coach (typically the parent) via 2-way interaction at least twice per week.

During any phase in which schools are ordered to be closed, our online program will be available to all students in order for instruction to continue. Parents can also choose to have paper packets delivered to their child(ren).

For the 2022-23 school year, we continue to offer in-person instruction with no online programming available for those not wanting to return to school.

- **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: Both our Return to Learn and Extended COVID-19 Learning Plan are available on our website at www.onawayschools.com.

Curriculum and Instruction: Academic Standards

The Onaway Area Community School District's curriculum for core academic areas is aligned to state standards and housed in Canvas Online. As teachers navigate the wider than usual range of competencies expected this fall, they will use the Canvas Instructor Resources to provide guidance to help them utilize existing pre-assessments (or create new ones) to plan for differentiation of content, use results from pre-assessments to inform instruction and prioritize K-12 instructional standards for the 2020-2021 school year. The Canvas resources will guide teachers to implement instructional approaches to meet the range of student needs as they return to school, 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.

For the 2022-23 school year, we continue to offer in-person instruction with no online programming (Canvas) available for those not wanting to return to school.

- **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

Onaway Area Community Schools bases its assessment system on the Michigan Standards. We regularly assess students at the district and classroom levels to determine if they are making progress toward meeting those standards. Heavy emphasis is placed 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 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 and/or report cards to our parents and guardians during each marking period. This is in addition to the expectation we have for all teachers that they keep parents and guardians abreast of any concerns regarding a student's grade through emails and phone calls.

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

Onaway Area Community Schools will continue to focus on providing in-person instruction. The 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 provided to the state. Our system for maintaining student access to devices and internet is described in the Continuity of Learning Plan, and again in the MI Safe Schools Roadmap – District Preparedness Plan.

- **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.

Students with Identified Special Needs

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

For students from birth to five, and those with identified special needs, 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.

The district ensures a continuation of services for students receiving speech and language, occupational therapy, physical therapy, or social work services within their IEP or IFSP. 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.

- **Optional Considerations for District/PSA Extended COVID-19 Learning Plans:**
- 1. In addition to the students with disabilities noted above, please describe how the District/PSA 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/PSA 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/PSA.

The Onaway Area Community School District's full instructional plan addresses ways all learners are supported and can be found in the MI Safe Schools Roadmap – District Preparedness Plan.

The following is updated from our previously approved COVID Preparedness Plan:

Topic	Current Plan
Daily Cleaning of Work Areas; ventilation	Continues as a preventative and sanitary practice for reduction of germs and contagion. Onaway Staff are responsible for daily cleaning of their individual work stations-additional hand sanitizer and cleaning material available upon request to supervisor. Proper handwashing encouraged of all.
Modification of Facilities	Modifications continue to follow best practices established by Michigan Department of Health and Human Services.
Handwashing & Respiratory Etiquette	Continue to encourage and enforce staff/students staying home when ill. Staff expected to report positive Covid status to supervisor. Parents encouraged to report case positivity to school administrators.
Masks	<p>Students:</p> <p>Students may continue to mask based on parent discretion, and in accordance with current DHHS guidelines.</p> <p>Visitors; Parents During a Home Visit:</p> <p>Visitors/parents may continue to mask based on personal discretion, and in accordance with current DHHS guidelines.</p> <p>Staff:</p> <p>Staff may continue to mask based on personal discretion, and in accordance with current DHHS guidelines.</p> <p><i>Disposable masks available to staff, students and visitors upon request.</i></p>
Testing	The district will continue to make available information regarding testing locations.
Vaccination	Continue to make info available. Neither required nor tracked by Onaway School. Not required for students or staff by any mandate.
Contact Tracing, Isolation and Quarantining	Not under the direction of Onaway School, OACSD will follow guidance provided by DHHS or their provider as occurs with any other contagious illness under their guidelines. Onaway Schools continues to report case positivity to DHD as required. No covid days.
Coordination with State & Local Health Officials	<p>Liaison from DHHD #4</p> <p>COP-ESD updates</p>



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

Pursuant to the Federal American Rescue Plan Act, Section 2001(i) – ESSER III

Introduction and Background

On March 11, 2021, President Biden signed the [American Rescue Plan \(ARP\) Act of 2021](#), Public Law 117-2. The ARP Act includes nearly \$122 billion for the Elementary and Secondary School Emergency Relief (ESSER III) Fund that allows state and local education agencies (LEAs) to take additional steps for continued safe in-person instruction and to address unfinished teaching and learning to mitigate the COVID-19 pandemic.

These resources will allow school districts to take additional measures to safely sustain their healthy operations, this includes using funds to enact appropriate measures to help schools to invest in mitigation strategies consistent with the [Centers for Disease Control and Prevention’s \(CDC\) Operational Strategy for K-12 Schools](#) to the greatest extent practicable; address the many impacts of COVID-19 on students, including unfinished instruction; implement strategies to meet students’ social, emotional, mental health, and academic needs; offer crucial summer, afterschool, and other extended learning and enrichment programs; support early childhood education; invest in staff capacity; and avoid devastating layoffs at this critical moment, ensuring that all students have access to teachers, counselors, and other school personnel to support their needs.

[Section 2001\(i\)\(1\)](#) of the ARP Act requires each LEA that receives ARP ESSER funds to develop and make publicly available on the LEA’s website, no later than 30 days after receiving ARP ESSER funds, a plan for the safe return to in-person instruction and continuity of services for all schools (Safe Return Plan) A Safe Return Plan is required of all fund recipients, including those that have already returned to in-person instruction. [Section 2001\(i\)\(2\)](#) of the ARP Act further requires that the LEA seek public comment on the Safe Return Plan and take those comments into account in finalization of the Safe Return Plan.

[Previous Plan - Section 2001\(i\)\(3\)](#) of the ARP Act states provides that if a LEA has developed a Safe Return Plan before the date of enactment of the ARP Act that meets the requirement in paragraphs Section 2001(i)(1) and (2), such plan shall be deemed to satisfy the requirements of this subsection.

[Plan Revisions](#) - Effective April 22, 2021, under the interim final requirements published in [Volume 86, No. 76 of the Federal Register](#) by the U.S. Department of Education (USDE), clarifies how an LEA must meet the statutory requirement to develop a Safe Return Plan. An LEA must periodically, but no less frequently than every six months through September 30, 2023*, review (taking into consideration the timing of significant changes to CDC guidance on reopening schools) and, as appropriate, revise its Safe Return Plan. **If an LEA developed a plan prior to enactment of the ARP Act that meets the statutory requirements under sections 2001(i)(1) and (2) of the ARP Act but does not address all the safety recommendations established by the CDC**, the LEA must, revise to address such element and post its plan no later than six months after receiving its ARP ESSER funds to meet the statutory requirement. Revisions should be made publicly available on the LEAs website.

[Understandable and Uniform Format](#) – An LEA’s Safe Return Plan must be – (i) In an understandable and format; To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and (iii) Upon request by a parent who is an individual with a disability as defined by the ADA, provided in an alternative format accessible to that parent.

[Document Retention for Programmatic Monitoring](#) - An LEA will maintain documentation locally. The Nebraska Department of Education (NDE), Office of ESEA Programs will monitor Safe Return Plans for the above requirements. The LEA should keep records of the following: staff involved in writing the plan, general comments received about the plan, original and changes to the plan, policies referenced within the plan, and screenshots of where the plan is posted on the website.

Pursuant to those requirements and the Nebraska Department of Education will be issuing subrecipient Grant Award Notifications on June 15, a District must post on their website their Safe Return Plans by July 15, 2021 which sought public comment and took those comments into account in the development of that plan.

To assist districts with the development of their Safe Return Plans, the NDE is providing the following worksheet.

*ARP ESSER funds are subject to the Tydings amendment and are therefore available to LEAs for obligation through September 30, 2024.

Review and revisions, if necessary, are not required during the Tydings period

WORKSHEET: A Plan for Safe Return to In-Person Instruction and Continuity of Services

Pursuant to the Federal American Rescue Plan Act, Section 2001(i) – ESSER III

District Name: Onaway Area Schools

Date: 10/11/22

Dates Revised:

Maintaining Health and Safety

Mitigation strategies listed below (a-i) are required in the District’s plan. By checking the box before each item, the district is agreeing to include information in their local plan to address the component listed.

- a) Universal and correct wearing of masks
- b) Modifying facilities to allow for physical distancing (e.g., including use of cohorts/podding)
- c) Handwashing and respiratory etiquette
- d) Cleaning and maintaining healthy facilities, including improving ventilation
- e) Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments
- f) Diagnostic and screening testing
- g) Efforts to provide vaccinations to school communities
- h) Appropriate accommodations for children with disabilities with respect to the health and safety policies
- i) Coordination with State and local health officials. Including the needs for support and technical assistance to implement strategies consistent to the greatest extent practicable, with relevant CDC guidance. [Operational Strategy for K-12 Schools through Phased Prevention | CDC](#)

Ensuring Continuity of Services

Describe how the district will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff's social, emotional, mental health, and other needs, which may include student health and food services.

Onaway Schools will ensure continuity of services via the continued implementation of our Extended COVID-19 Learning Plan. This plan was developed prior to the enactment of the ARP Act, and was reviewed with input at a public Board meeting less than 5 months after receipt of the GAN for ESSER III grant funds.

Public Comment Requirements

Describe how the district sought public comment on its plan or plan revisions, and how it took those public comments into account in the development of its plan. Note, the ARP Act requires that the district seeks public comment for each six-month revision or revisions due to significant changes to CDC guidance.

Our Return to In-Person Instruction and Continuity of Services Plan is based on our current Extended COVID-19 Learning Plan. Public comment was sought at the Board of Education meeting when the plan was reviewed.

Describe how the district ensured that the plan is in an understandable and uniform format; is to the extent practicable written in a language that parents can understand or, if not practicable to provide written translations to a parent with limited English proficiency, will be orally translated for such a parent; and upon request by a parent who is an individual with a disability as defined by the ADA, will be provided in an alternative format accessible to that parent.

The plan has been written at a basic reading level and presented in the language that best meets the primary language spoken in our district. The District will work with parents to identify alternative formats to promote accessibility upon request.

