



Macomb Intermediate School District in Partnership with Macomb County Districts

Leadership, Service & Support in Education



EASTPOINTE
COMMUNITY SCHOOLS

Extended COVID-19 Learning Plan (Section 98a) for the 2020-2021 School Year

Eastpointe Community Schools

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 state superintendent of public instruction and the state treasurer.

Approved plans would have to be made accessible through the transparency reporting link on the district's website by October 1, 2020.

By February 1, 2021, a district providing instruction under one of these plans would have to create a report concerning progress toward the plan's mid-year goals and ensure that it is accessible through the district's website. Additionally, by the last day of the school year, the district would have to create a report concerning progress toward end-of-year goals and ensure that it is accessible through the website. Additional deadlines are listed throughout the plan.

The health and safety of Macomb County students and staff remains a top priority as we reopen schools for the 2020-21 school year. Macomb County Superintendents continue to meet regularly to navigate the ongoing challenges in response to the COVID-19 pandemic. While no one can predict the future, Macomb County Superintendents have partnered with their local stakeholders to develop customized reopening plans focused on meeting students' diverse needs. We look forward to the 2020-21 school year and providing our students with equitable, rigorous instruction in a safe environment.

Eastpointe Community Schools Extended COVID-19 Learning Plan

Address of School District/PSA: 24685 Kelly Road, Eastpointe, MI 48021

District/PSA Code Number: 50020

District/PSA Website Address: <https://www.eastpointeschools.org/>

District/PSA Contact and Title: Dr. Ryan McLeod, Superintendent

District/PSA Contact Email Address: ryan.mcleod@eastpointeschools.org

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

Name of PSA Authorizing Body (if applicable):

Date of Approval by ISD/Authorizing Body:

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An extended COVID-19 learning plan needs to include all of the following:

STATEMENT about STUDENT ENGAGEMENT and ACHIEVEMENT for the 2020-2021 School Year: Requirements and District Response	Back to Top
<p>1. A statement indicating why an extended COVID-19 learning plan is necessary to increase student engagement and achievement for the 2020-2021 school year.</p> <p>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"). This plan, is necessary because it enumerates the intentional conditions, identified by our district, which will account for the increased student engagement and achievement for the 2020-2021 school year during face-to-face, hybrid, or remote instructional methods. Our district recognizes that a variety of alternative modes of instruction should be provided to meet students' diverse needs.</p> <p>Our comprehensive learning plan identifies the following necessary intentional conditions to minimize disruptions to instruction and learning:</p> <ul style="list-style-type: none">• A communication plan,• Instructional decisions made at the point of greatest student and family impact,• Utilization of a Multi-tiered system of support to ensure equity, and• Utilization of state standards. <p>There's no one-size-fits-all solution. It is important to remain flexible and customize instruction to meet the diverse needs of our learning community as we continue to monitor the disease conditions in our county. Our ultimate goal is to safely return to face-to-face instruction, as we know this is the optimal learning environment for students. However, during this global pandemic, we recognize the importance of providing a variety of learning options. We have developed plans for a variety of instructional delivery models which include: face-to-face, hybrid, and remote learning scenarios. In the event that a shift becomes necessary, our district will be able to fluidly transition among instructional delivery methods.</p>	

EDUCATIONAL GOALS: Requirements and District Response

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2. The educational goals expected to be achieved for the 2020-2021 school year. These educational goals could not be used to determine state policy. The district would have to establish all of its goals under this provision by September 15, 2020. An extended COVID-19 learning plan would have to specify which educational goals are expected to be achieved by the middle of the school year and which by the end of the school year. All of the following would apply to these educational goals:

- a. They must include increased student achievement or, if it can be validly and reliably measured using benchmark assessments, growth on those assessments in the aggregate and for all subgroups of students.
- b. They must include an assurance that the district will select benchmark assessments aligned to state standards and an assurance that the district will administer them to all students to determine whether students are making meaningful progress toward mastery of the standards.
- c. They must be measurable through those benchmark assessments.

Middle of the Year Goals

Goal 1: By the middle of the 2020-21 school year, the district will have an *increased number of students* meeting their reading growth as measured on their benchmark assessment in the aggregate and for all student groups who have at a minimum of 30 students.

The "*increased number of the students*" will be quantified as either, number of students or percent of students when fall 2020 baseline data are available. Baseline data are needed to assess the impact on student achievement and growth from schools closing in the spring due to COVID-19.

Goal 2: By the middle of the 2020-21 school year, the district will have an *increased number of students* meeting their math growth as measured on their benchmark assessment in the aggregate and for all student groups who have at a minimum of 30 students.

The "*increased number of the students*" will be quantified as either, number of students or percent of students when fall 2020 baseline data are available. Baseline data are needed to assess the impact on student achievement and growth from schools closing in the spring due to COVID-19.

End of the Year Goals

Goal 1: By the end of the 2020-21 school year, the district will have an *increased number of students* meeting their reading growth as measured on their benchmark assessment in the aggregate and for all student groups who have at a minimum of 30 students.

The "*increased number of the students*" will be quantified as either, number of students or percent of students when fall 2020 baseline data are available. Baseline data are needed to assess the impact on student achievement and growth from schools closing in the spring due to COVID-19.

Goal 2: By the end of the 2020-21 school year, the district will have an *increased number of students* meeting their math growth as measured on their benchmark assessment in the aggregate and for all student groups who have at a minimum of 30 students.

The "*increased number of the students*" will be quantified as either, number of students or percent of students when fall 2020 baseline data are available. Baseline data are needed to assess the impact on student achievement and growth from schools closing in the spring due to COVID-19.

HOW INSTRUCTION WILL BE DELIVERED: Requirements and District Response

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3. A description of **how instruction will be delivered.** (Instruction in this instance may be delivered at school or at a different location, in person, online, digitally, by other remote means, in a synchronous or asynchronous format, or through any combination of these, but it must conform to the description submitted.) The district's board or board of directors would have to meet every 30 days after the plan's submission to reconfirm how instruction will be delivered during the 2020-2021 school year, and would have to solicit public comment from parents and guardians during the meeting. If the description of instruction changed following one of these meetings, the district would have to deliver instruction according to the reconfirmed description.

The district formed a Return to Instruction and Learning working group that developed an instructional plan based on feedback from families, families, teachers, students, and school leaders about their preferred instructional models. We have also been participating in county and district professional learning regarding best practices for remote instruction using technological and non-technological delivery methods.

Eastpointe Community Schools will communicate expectations for teaching in face-to-face, hybrid, or remote contexts. We will activate best practice learning at scale, with standards-aligned curricula and high quality instructional materials. Our district, schools, and teachers will continue to strengthen synchronous and asynchronous opportunities using best practice instructional strategies for both remote and face-to-face contexts. Eastpointe Community Schools will promote interaction with content in a variety of formats, which foster student engagement, consistency, and differentiation.

In August 2020, the Eastpointe Board of Education approved our COVID-19 Preparedness and Response Plan. The plan allowed the options for instruction to include three instructional models: face-to-face, hybrid, or virtual. We have pursued the safe implementation of these models and opened the 2020-21 school year with students participating via in-person and virtual programs.

Specific details of our instructional models can be found here: <https://www.eastpointeschools.org/coronavirus/>

CORE ACADEMIC INSTRUCTION: Requirements and District Response

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4. A description of how **instruction for core academic areas** provided under the learning plan will expose each student to standards comparable to in-person instruction and a description of how student progress will be graded or reported to the student and his or her parents or guardians.

In Eastpointe Community Schools, curriculum is one component of the overall instructional infrastructure. Eastpointe Community Schools believes it is the district's responsibility to create and maintain a vertically and horizontally aligned curriculum and assessment system that includes developing, vetting, approving, rolling out, and revising curricular units for all content areas.

Eastpointe Community Schools defines curriculum as district-articulated, grade level/subject specific content that is aligned to standards and learning targets with required common assessments that use multiple modalities (performance task, content-centered, student reflection, and systems-based).

District approved curriculum includes:

- A timeline for instruction (scope and sequence);
- Required resources;
- Exemplary activities;
- Instructional time allocations required daily for core content areas;
- K-12 literacy expectations that align to balanced literacy standards; and
- Grade level/content area common assessments.

District approved curriculum is housed in Atlas Rubicon.

It is expected that the district-approved curriculum be taught with fidelity in all PreK-12 classrooms. In addition, it is expected that teachers engage in professional learning communities (PLC), focused on the Four Critical Questions of a PLC and utilize multiple measures of data to differentiate classroom instruction based on student needs. The district will approve all Tier II and III intervention/remediation approaches and resources. This continues to be true in the COVID-19 environment for in-person and virtual learning.

All instructional strategies used to deliver the curriculum must be aligned to the district's visions for high-quality subject-specific instruction. They must be research-based, relevant, rigorous, and contribute to the comprehensive student experience. Once again, we are continuing this in the COVID-19 environment for in-person and virtual learning.

Assessment and Grading

ECS uses an assessment process aligned to the adopted standards and curriculum. Students are regularly assessed to determine their progress. Formative assessments are critical in the instructional process and allows for data to be used to serve students in the best way possible (individualized instruction).

Through the efforts of our PLCs, we have created a system for delivering summative assessments. 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.

ECS uses a combination of Google Classroom and PowerSchool to keep up-to-date information including, but not limited to, homework completion, progress reports, attendance, report cards, etc. 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 a report card to all parents at the end of each marking period.

[Education Technology Resources](#)

INSTRUCTION DELIVERED VIRTUALLY: Requirements and District Response

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5. If the district is **delivering instruction virtually**, an assurance and description of how students will be provided with equitable access to technology and the internet necessary to participate in instruction. (This would not prohibit the district from providing instruction through nonvirtual educational materials.)

Our district has partnered with the Macomb ISD and county-wide superintendents to respond to the need for all students to ensure equitable access regarding connectivity and learning devices during remote learning. Our district has worked diligently to strengthen remote instruction, improve access to devices, and enhance connectivity. Specifically, we have taken steps to ensure equitable access to technology and internet use so students can seamlessly participate in hybrid and remote learning.

Macomb County districts have created structures to implement high quality instructional learning for remote contexts in synchronous and asynchronous environments. Macomb County continues to provide professional learning for staff regarding setting up and leading online learning experiences. Teachers may utilize county developed templates for consistent instructional delivery through various platforms including BlackBoard, Google Classroom, and Schoology. Teacher collaboration and ongoing professional development will be offered to strengthen teachers' ability to customize remote instruction according to students' needs.

Teachers will highlight routines and structures to engage students in new learning based on essential standards, and provide students with opportunities to submit evidence of their learning. They will measure student progress and provide students and parents with ongoing, timely feedback about their learning. Effective two-way communication is a critical part of this plan.

Additionally, staff will communicate with students and families about technology access and device use. This plan will include specific protocols for reaching out to students and families to ensure that students are engaging in instruction. Staff will also intentionally create emotionally and physically safe and supportive learning environments for students to develop deep relationships with teachers and peers.

We also understand that students and parents may encounter technical issues with their devices and need instructional support. We have created a multi-layered support system that families can access to get the assistance they need to successfully utilize and navigate virtual learning.

PROVIDING for STUDENTS with DISABILITIES: Requirements and District Response

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6. A description of how the district will ensure that students with disabilities will be provided with equitable access to instructional accommodations in accordance with state and federal law.

Due to the COVID-19 pandemic, IEP Teams must anticipate the possibility of changes in the public health situation and plan proactively to move smoothly from one phase of the MI Safe Schools Roadmap to another in response to those changes in the public health situation.

"At the beginning of each school year, each public agency must have in effect, for each child with a disability within its jurisdiction, an IEP (34 CFR § 300.323). The IEP must be in place to start the school year; must be based on the unique needs of the individual child with a disability; and must consist of a full offer of a FAPE based on what would be a full in-person instructional day in a brick-and-mortar school setting." (Michigan Department of Education Office of Special Education, Guidance to Address Return to Learn for Students with IEPs, August 2020)

The IEP is the district's current offer of a FAPE and serves as the foundation for contingency planning. A Contingency Learning Plan is triggered when a change in the district's overall instructional delivery model (in response to changes in the public health situation) prevents full implementation of the current IEP as written. The purpose of a Contingency Learning Plan is to modify the IEP in light of the public health circumstances while ensuring that the student continues to:

- be involved and progress in the general curriculum,
- progress toward the annual goals/objectives in the current IEP,
- be educated with other students with and without disabilities to the extent that s/he would under the current IEP and
- receive the special education programs, related services, and supplementary aids/supports in the current IEP to an extent that is safe, reasonable, and practicable in light of the public health circumstances.

[Sample Contingency Learning Plan](#)

DISTRICT GUIDELINES, in CONSULTATION with the LOCAL HEALTH DEPARTMENT CONCERNING PUPIL INSTRUCTION: Requirements and District Response

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7. A requirement that the district, in consultation with the local health department and district employees, **develop districtwide guidelines concerning pupil instruction** based on local data on key metrics. However, the ultimate decision on instruction would rest with each district. (Key metrics would include COVID-19 cases, hospitalizations, deaths, positive tests, health care capacity, and testing, tracking, and containment infrastructure.)

Macomb County Superintendents have been meeting regularly to navigate ongoing challenges in response to the COVID-19 pandemic. They have collaboratively examined best practices in the areas of safety, instruction, and operations, as well as mental and social-emotional health. In partnership with the Macomb Intermediate School District (MISD), District Superintendents have also worked closely with the Macomb County Executive's Office, the Macomb County Health Department, and other community organizations to leverage resources to meet the diverse needs of students, staff and families.

County-wide protocols/guidance have been determined in partnership with the Macomb County Health Department, and will be addressed on a case by case basis within local school districts. The Macomb County Health Department has provided guidance regarding responding to cases of COVID-19 among students, teachers, and staff. This guidance is further detailed in the following areas:

- Possible COVID-19 Cases in Students
- Possible COVID-19 Cases in Teachers or Staff Persons
- Confirmed COVID-19 Cases
- Close Contacts to a Confirmed COVID-19 Case
- Returning to School/Work

HIPAA and FERPA laws will be taken into consideration for all who may fall ill and/or contract COVID-19, and additional training and guidelines will be provided for all staff.

Local districts will continue to work with all stakeholders (including staff, parents, and students. Local school districts will continue to develop district guidelines regarding instruction based on local data and key metrics. Continuous monitoring of local data is a critical part of this process.

Link to the **Responding to Cases of COVID-19 Among Students, Teachers and Staff** (dated 8.28.20):

<https://health.macombgov.org/sites/default/files/content/government/covid19/pdf/COVID-19%20Cases%20Students%20and%20Staff%2008.28.20.pdf>
[COVID-19 Return to School Toolkit](#)
[COVID-19 Parent Toolkit](#)

PLAN to PRIORITIZE K – 5 INSTRUCTION: Requirements and District Response

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8. A provision that, if the district determines that it is safe to provide in-person instruction, it will prioritize instruction for grades K to 5.

The health and safety of Macomb County students and staff remains a top priority as we reopen schools for the 2020-21 school year. Our ultimate goal is to safely return and provide face-to-face instruction, as we know this is the optimal learning environment for students. However, during this global pandemic, we recognize the importance of providing a variety of learning options: face-to-face, hybrid, and remote. While we continue to monitor and adjust our instructional plan to meet the needs of our students, priority will be given to K – 5 when planning in-person instruction. In the event that a shift becomes necessary, we will be able to fluidly transition among the 3 instructional delivery methods to maintain the continuity of learning.

TEACHER and STUDENT INTERACTIONS: Requirements and District Response

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9. A requirement that the district ensure that at least two two-way interactions occur between a student and at least one of his or her teachers during each week of the school year for at least 75% of students in the district. These could apply toward the district's two-way interaction requirement under HB 5912. A district would have to publicly announce its weekly interaction rates at its monthly reconfirmation meetings and make those rates available on its website.

Teacher and student interactions will be monitored using several data collection methods:

- PowerSchool attendance
- Gradebook as evidence of work completion
- Log in data from Google Classroom and other software
- Learning opportunities/Activities/Assignments posted
- Synchronous in-person or virtual participation

This data will be analyzed on a weekly basis to ensure all students are engaged and supported. Our counselors, teachers, mental health staff and at-risk staff will reach out to unengaged students/families to provide support and resources as needed. Data that suggests a student is struggling with the academic concepts will be provided with an opportunity to remediate, review content, and/or reassess with their teacher. Other academic support will be provided by Title I teachers, EL staff, at-risk and special education staff. This will be determined based on individual student needs and may include additional meetings with staff, extra online practice or paper packets.

Benchmark Assessments (Section 104)

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The bill would require, as a condition of receiving state aid, that a district administer at least one benchmark assessment to all students in kindergarten through 8th grade within the first nine weeks of the school year and by the last day of the school year, to measure proficiency in reading and math. These assessments could be any of the following or a combination of the following:

- A benchmark assessment from a provider approved by the Michigan Department of Education (MDE), with the requirements for those assessments listed in the table below.
- A benchmark assessment in reading for grades K to 9 that contains progress monitoring tools and enhanced diagnostic assessments, or a benchmark assessment in math for grades K to 8 that contains progress monitoring tools, or both of those assessments.
- A local benchmark assessment or assessments. (If this option is utilized, the district would have to report to MDE and the Center for Educational Performance and Information (CEPI) on the assessments administered and how they measure changes, including any learning losses, and how the district intends to address those losses.)

MDE would have to approve either four or five providers of benchmark assessments that could be administered by a district. MDE would have to inform districts of approved assessment providers in an equitable manner. MDE would have to make one of the assessments from an approved provider available to districts at no cost to the districts. The two types of benchmark assessments from approved providers would have to meet all of the following:

Benchmark assessment from approved provider generally:	Benchmark assessment from approved provider made available to districts at no cost:
<ul style="list-style-type: none"> • Be one of the most commonly administered benchmark assessments in Michigan. • Be aligned to the content standards in Michigan. • Complement Michigan's summative assessment system. • Be internet-delivered and include a standards-based assessment using a computer-adaptive model to target the instructional level of each student. • Provide information on student achievement with regard to learning content required in a given year or grade span. • Provide immediate feedback to students and teachers. • Be nationally normed. • Provide multiple measures of growth and provide for multiple testing opportunities. 	<ul style="list-style-type: none"> • Be aligned to the content standards in Michigan. • Complement Michigan's summative assessment system. • Be internet-delivered and include a standards-based assessment. • Provide information on student achievement with regard to learning content required in a given year or grade span. • Provide timely feedback to students and teachers. • Be nationally normed. • Provide information to educators about student growth and allow for multiple testing opportunities.

BENCHMARK ASSESSMENT DESCRIPTION: Requirements and District Response [Back to Top](#)

10. To the extent practicable, a district would have to administer the same benchmark assessment that it administered in previous school years.

To the extent practicable, a district would have to administer the same benchmark assessment that it administered in previous school years. The assessments MAP Growth Reading and Math provided from NWEA has been previously used and will continue to be used during the 2020-21 school year for students in Gr K-8. The results from NWEA MAP Growth provides the opportunity to identify students instructional level in reading and math. These instructional levels can help identify students who may be performing at a lower or higher level than their grade level peers. These assessments are used among other data points to identify students who may be at risk and need additional supports within the district's MTSS process.

TIMELINE of STUDENT DATA: Requirements and District Response

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11. A district administering a benchmark assessment described above would have to provide a student's data to the student's parent or guardian within 30 days of the test.

As we do every school year, the student's performance on the benchmark assessment is shared to the student's parent and/or guardian. This will be completed within 30 days of the assessment.

The first assessment window will be 9 weeks long ending on November 6, 2020. Parent/Teacher conferences will take place within 30 days of this window and will be where the teachers will share the assessment results.

Macomb County GSRP Framework

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GSRP programs must prepare for a purposeful, inclusive remote instruction experience for GSRP as part of any hybrid or remote instruction plan. Expectations for remote learning in GSRP emphasize the continuation of child-centered, developmentally appropriate experiences that incorporate learning objectives across all domains of development. It is essential that remote learning be designed with family needs, connectivity/device limitations, and children's social and emotional needs at the forefront.

The framework was constructed to support virtual learning settings and to guide GSRP programs as teaching teams develop remote learning plans. It includes valuable information related to remote session guidelines, curriculum and assessment, monitoring student participation, educational resources, and support for families. Screen time should be balanced with learning that occurs offline and encourages authentic and hands on learning experiences. It is important that GSRP teaching teams work with families to create a consistent daily routine for the child to engage in play and learning.

We look forward to continuing our strong partnership with The Macomb Intermediate School District. We realize we will be facing some unique challenges as we approach the start of the school year. Our goal is to meet the needs of our youngest learners, help them grow and learn in a positive learning environment, and engage families. Ensuring children are supported emotionally during this time of uncertainty is the foundation of any instruction we may provide.

A link to the Macomb County GSRP Framework is provided here: https://docs.google.com/document/d/1IEupR1D9db4ZdLb6sLr8zjHhGO_2wYxKGrminVUE/edit?usp=sharing

Macomb County Career Technical Education (CTE) Virtual Lesson Plan Project

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Macomb County CTE teachers worked collaboratively this summer to prepare remote learning lessons in the courses listed below for the 2020-2021 school year. These resources are readily accessible to staff via Schoology and/or Google Drive. These lessons can also be delivered in an in-person model. Districts throughout Macomb County continue to provide quality CTE experiences for students.

- AUTOMOTIVE (10 Lessons)
- BUSINESS (11 Lessons)
- COSMETOLOGY (2 Lessons, multi-week)
- CULINARY ARTS (19 Lessons)
- CYBERSECURITY (8 Lessons)
- DIGITAL MEDIA (11 Lessons)
- EDUCATION GENERAL (4 Lessons)
- ENGINEERING (4 Lessons)
- FAMILY CONSUMER SCIENCE (5 Lessons)
- FINANCE (9 Lessons)
- GRAPHICS (9 Lessons)
- HEALTH (39 Lessons)
- HORTICULTURE (5 Lessons)
- MARKETING (10 Lessons)
- MECHANICAL DRAFTING/DRAFTING & DESIGN (15 Lessons)
- MECHATRONICS (7 Lessons)
- RADIO & TV (10 Lessons)

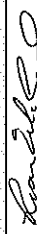
Assurances


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 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/PSA expected would be achieved by the end of the school year.
3. Benchmark Assessments: The District/PSA will
 - o select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - o 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
 - o provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
 - o 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 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:
 - o COVID-19 Cases or Positive COVID-19 tests
 - o Hospitalizations due to COVID-19
 - o Number of deaths resulting from COVID-19 over a 14-day period
 - o COVID-19 cases for each day for each 1 million individuals
 - o The percentage of positive COVID-19 tests over a 4-week period
 - o Health capacity strength
 - o 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.

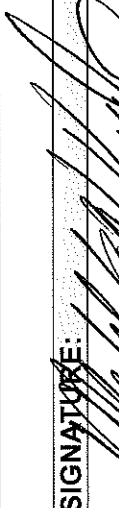
Assurances Continued

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7. The District/PSA assures that
 - o instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
 - o the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - o the District/PSA will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after ISD approval of the plan, and every 30 days thereafter at a meeting of the Board, and
 - 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 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 EXTENDED COVID-19 LEARNING PLAN SIGNATURE PAGE	
DISTRICT NAME: Eastpointe Community Schools	
The school district must establish all of its goals for the Extended COVID-19 Learning Plan by September 15, 2020.	
District Superintendent:	SIGNATURE:  DATE: 9/15/2020

The Extended COVID-19 Learning Plan must be submitted by October 1, 2020.	
Board of Education (optional):	SIGNATURE: _____ DATE: _____
District Superintendent:	SIGNATURE:  DATE: 9/28/2020

The Extended COVID-19 Learning Plan Approval	
MISD Superintendent:	SIGNATURE:  DATE: 10-1-20

Transparency Reporting
By October 1, 2020, approved plans have to be made accessible through the transparency reporting link on the district's website.

- Reconfirmation Meeting Requirements**
- Every 30 days after the school district's Extended COVID-19 Learning Plan has been approved, the school district must reconfirm the manner in which instruction is going to be delivered during the 2020-2021 school year.
 - Reconfirmation must occur at a meeting of the school district's board or board of directors, and the school district must solicit public comment from the parents or legal guardians of students enrolled in the district during the reconfirmation meeting.
 - The school district must publicly announce its weekly 2-way interaction rates at each reconfirmation meeting.