



Kearsley Community Schools Extended COVID-19 Learning Plan as Described in Public Act 149, Section 98a

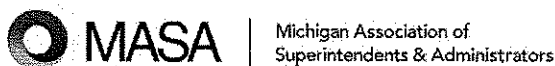
September 28, 2020

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.

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.



Kearsley Community Schools Extended COVID-19 Learning Plan

Address of School District/PSA: 4396 Underhill Drive, Flint, Michigan 48506

District/PSA Code Number: 25110

District/PSA Website Address: www.kearsleyschools.org

District/PSA Contact and Title: Kevin Walworth, Superintendent

District/PSA Contact Email Address: kwalworth@kearsleyschools.org

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

Name of PSA Authorizing Body (if applicable):

Date of Approval by ISD/Authorizing Body:

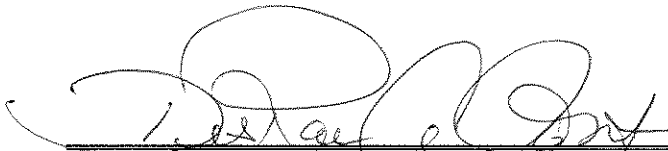
Assurances

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
 - select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year and again not later than the last day of the of the 2020-2021 school year.
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 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 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 the 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.



President of the Board of Education



District Superintendent

9/28/2020

Date

Learning Plan Narrative

Opening Statement

- Please provide a statement indicating why an Extended COVID-19 Learning Plan is necessary to increase pupil engagement and achievement for the 2020-2021 school year.

The COVID-19 global pandemic is impacting 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 Kearsley Community Schools begin the school year in both a 100% online learning environment for 35% of our students and a hybrid learning environment for the remaining 65% of our students, 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 it administered to pupils in previous years.

Kearsley Community Schools believes that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in the district's and schools' 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, Kearsley Community School 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 Renaissance Star Reading, Star Math and Star Early Literacy assessments will be administered to all students three times: once in the first nine weeks of the school year, once mid-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 Star Assessment results.

Goal 1 - All students (K-8) will improve performance in Reading/ELA from Fall to Winter and Winter to Spring as measured by the Renaissance Star Early Literacy or Star Reading and Star Math assessments..

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading/ELA academic standards.
- Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

Goal 2 - All students (K-8) will improve performance in Mathematics from Fall to Winter and Winter to Spring as measured by the Renaissance Star Early Literacy or Star Reading and Star Math assessments.

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Math academic standards.
- Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

Instructional Delivery & Exposure to Core Content

- **Please describe** how and where instruction will be delivered during the 2020-2021 school year. (e.g. instruction may be delivered at school or a different location, in-person, online, digitally, by other remote means, in a synchronous or asynchronous format, or any combination thereof).

Note: The Kearsley School District full instructional plan can be found in the MI Safe Schools Roadmap -- [Kearsley COVID-19 Preparedness and Response Plan](#)

Kearsley Community Schools will provide multiple learning models for the 2020-2021 school year. The first model that we will offer includes a hybrid learning plan where K-3 students will receive in-person instruction at school five days a week, spending half of their days with their teacher and half the day receiving academic support and remote learning from auxiliary staff. All students in grades 4-12 receive in-person instruction at school two days a week and learn remotely from home three days a week. Smaller in-person class sizes every day will allow us to maintain social distancing precautions in the school building, with fewer students on buses, and allows us the greatest opportunity to keep all of our students and staff members healthy, allowing school to continue as normal as possible. In addition, student movement in the buildings will be minimized and heightened cleaning and safety precautions will be implemented and adhered to.

The second option for students is a 100% online option for those families that are not comfortable with sending their students back into the school buildings. In grades 6-12, online students will join in with the remote learners five days a week to receive instruction based on the district adopted curriculum from highly qualified Kearsley Community School teachers. At the elementary level (K-5), fully online sections of students will be taught the district adopted curriculum delivered in a virtual setting by highly qualified Kearsley Community School teachers.

In addition to the instructional model identified above, teachers in grades 6 -12 will also host office hours daily (face-to-face or virtual) to help meet the learning needs of their students.

- **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 Kearsley Community School District full instructional plan can be found in the MI Safe Schools Roadmap--Sample District Preparedness Plan.

Curriculum and Instruction: Academic Standards

The Kearsley Community School District curriculum for core academic areas is aligned to state standards and reviewed, developed and shared through a district curriculum process coordinated by district curriculum staff. All core content areas worked within departments to review Michigan Standards and prioritized curriculum to ensure a guaranteed and viable curriculum focused on the standards which provide the most endurance, leverage and readiness. This curriculum work is documented and shared with all core content teachers. As teachers navigate the wider than usual range of competencies expected this fall, they will use resources provided during August 2020 professional development on best practices for distance learning and assessment 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. The resources from the August 2020 professional development, along with the K-12 Instructional Coaches, will support teachers in implementing 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.

As our specials and elective teachers work to engage students remotely, they will use Best Practices for Remote Learning:

- Remember Maslow
- Nurture a positive home climate for learning and parental involvement
- Establish and maintain remote classroom norms and learning routines
- Implement culturally responsive teaching practices
- Encourage student collaboration and discourse
- Create opportunities for and attend carefully to feedback
- Engage students in meaningful learning opportunities

- **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

Kearsley Community School 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 that allows them to see their children's grades at any time for students in grades 6-12. 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 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 report cards to parents at the end of each 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.

Kearsley Community Schools 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.

Kearsley Community Schools is a 1:1 district. All students in grades 1-12 were issued a Chromebook while kindergarteners were issued an iPad. Students in grades 4-12 will take those Chromebooks home daily while students in grades K-3 will have their devices remain at school while in Phase 4-6. Procedures and policy was developed for the distribution and return of district owned devices. All devices were pre-assigned and delivered in a protective case. District software and anti-virus software has been loaded on machines and an asset tracking tool has been selected.

The District is providing technology support for all students for assistance with KCS-issued Chromebook or iPads using a helpdesk at kearhelp@kearsleyschools.org

The District has encouraged and assisted parents and students with gaining access to local internet providers, many of which offer low cost options to low income families. The District has also provided pre-paid mobile wifi hotspots to families that are unable to access internet service.

- **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.

District special education staff continue to offer FAPE and special education programs and services for students in brick-mortar and 100% virtual settings. Contingency Learning Plans are being developed for all students in conjunction with Annual IEPs or through IEP Amendment for those students who are currently 100% virtual where the special education program may deviate from the FAPE offer in place when in-person. Ancillary staff are providing services through a teletherapy and face-to-face model. Parents are provided with the opportunity to choose which therapy medium works best given their circumstances. Special education evaluations continue to be conducted utilizing in-person and virtual assessment with timelines in place. Extensions are used when appropriate. The district continues to abide by state and federal laws pertinent to special education in the absence of federal waivers and/or deviations.

- **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.

Note: The Kearsley School District full instructional plan addresses ways all learners are supported and can be found in the MI Safe Schools Roadmap -- [Kearsley COVID-19 Preparedness and Response Plan](#)

1. ESOL students will receive support from their general education teacher, the District POC for ESOL services, and the GISD ESOL support staff, in order to access the Distance Learning Plan.

Superintendents have approved EL contact by the GISD and EL POC overview of ESOL programming. ESOL program facilitators and ESL highly qualified teachers will support students. All families receiving direct services will be contacted and supported regularly.

These supports include:

- Differentiated support/contact for grade levels
- Differentiated support/contact for proficiency levels
- Differentiated support/contact for family access to technology

2. Early Childhood: The District will continue to offer early childhood programs at the Pumpkin Patch as previously offered. The Pumpkin Patch continues to offer Head Start, Great Start Readiness Program (GSRP), Childcare and Latch Key programs. An expanded Latch Key program has been added to help support students in the hybrid program on days that they are remote learners. This program offers a structured learning to support the remote learning assignments.

CTE: Students participating in CTE programs will be evaluated consistent with

state guidelines for CTE. This would include continuing to prepare them for state required assessments. All CTE programs offered through the Genesee Career Institute will be taught face-to-face, five days a week. The District and the GISD will conduct checkpoints around curriculum and instruction and ongoing monitoring of student progress, specifically honing in on the progress of students in need of additional support.

Early Middle College: Kearsley High School students previously in the Early Middle College program will continue to remain in that program. HS counselors will mentor and provide weekly communication with the students to monitor progress in college classes and assist as needed.

Dual Enrollment: Kearsley High School administration, counselors and online learning facilitators/monitors will be in contact with students that are taking online courses through the Michigan Virtual University or dual enrollment courses through local colleges and universities. A HS counselor will provide weekly communication with the students and work with colleges and universities to maintain learning experience and appropriate educational experiences for students to successfully reach the desired outcomes for their program.

In addition to daily contact with their teachers during the regular school day, students in grades 6-12 have access to their teachers during one additional "office hour". Students can get individual help in either a face-to-face format or in a virtual format. Office hours are also a great chance for parents to work with their child's teachers to improve student achievement.