



Genesee School District Extended COVID-19 Learning Plan

Address of School District: 7347 N. Genesee Rd, Genesee, MI 48437

District Code Number: 25070

District Website Address: www.geneseeschools.org

District Contact and Title: Dr. Melody Strang, Superintendent

District Contact Email Address: mstrang@geneseeschools.org

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

Date of Approval by ISD/Authorizing Body: October 1, 2020

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 reconfirm 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.



District Superintendent

9-23-2020

Date



Board President

9-23-2020

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 which may produce significant gaps in student learning and equity to learning opportunities.

As we return to school, our first priority is 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, coupled with the fact participation was not mandatory, we are noticing that students are coming to us with a wider than usual range of competencies based upon benchmark assessments; hence, the various reasons an Extended COVID-19 Learning Plan (ECOL) is necessary to increase pupil engagement and achievement for Genesee School District's students for the 2020-2021 school year.

The ECOL plan provides common expectations for staff when working with students, including goals for students to achieve throughout the year. The common expectations help to ensure that students will not fall through the cracks during virtual instruction through the two-way communication process, online content, and grading systems.

The ECOL plan outlines methods for supporting struggling students, and/or those with IEPs and 504s which is beneficial to all students, parents and staff.

Finally, the main reason the plan is necessary is that planning for learning during a pandemic is good practice to help ensure a high quality education with student centered outcomes.

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.

Genesee School District has the following goals for the 2020-2021 school year:

Kindergarten-Grade 5

Goal: All students will increase their fall Reading and Math Istation assessment scores from fall to spring.

Istation is a computer adaptive assessment, aligned with state and federal standards, which tests students monthly and provides a personalized digital learning path based upon each students' performance on the assessment. This personalized, digital learning path may be used as a formative assessment and adjusted regularly by the classroom teacher.

Test scores will be analyzed monthly with the goal of showing student growth on the January and May assessments.

Grades 6-12

Goals: All students will increase their fall English Language Arts and Math ExactPath assessment scores from fall to spring.

ExactPath is a computer adaptive assessment, aligned with state and federal standards, which tests students three times a year. It provides a personalized digital learning path based upon each students' performance on the assessment. This personalized, digital learning path may be used as a formative assessment and adjusted by the teacher as needed.

Test scores will be analyzed for student growth three times a year: September, January and May.

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).

Genesee School District will deliver instruction as outlined below for the various Phases of Michigan's Return to Learn Preparedness Plan:

Phases 1-3 Fully remote instruction

Phase 4 Hybrid, Five Days a Week or Fully Online Instruction Based on Choices Available and Parent Decision

Hybrid instruction consists of two days a week with face-to-face instruction and three days a week of online instruction. The Hybrid learning option is offered at the elementary. At the secondary the Hybrid approach is the primary means of instruction for students wishing to have face to face instruction.

Five Days a Week is an option for the elementary only and based upon having space in the five day a week classrooms. Students attend school all five days and work half of the day with their certified teacher and the other half of the day with a paraprofessional.

Fully Online learning is an option parents also have for their elementary and secondary students. Fully online students are expected to meet online with their teachers daily at the elementary level and each Friday (at minimum) at the secondary level through Zoom. Secondary students are also encouraged to Zoom with any class during the week as well. Students are expected to complete assigned online work each week.

Phase 5 Five Day a Week Instruction or Fully Online Instruction

This Phase will be more like a typical school day for the Five Day a Week students, with various safety protocols still being addressed.

Note: The Genesee School District full instructional plan can be found in the Genesee School District Preparedness Plan on our district website.

- **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.

Curriculum and Instruction: Academic Standards

The Genesee School District curriculum for core academic areas is aligned to state standards. Teachers will provide 180 days worth of instruction during the school year and cover all of their grade level/course state standards within that time frame.

In the spring of 2020, we realized we needed additional consistent, rigorous, engaging and motivating online curriculum for our students and staff to utilize.

In grades K-5, Canvas, Accelerate, U of M Roadmaps, Pearson Math, and online guided reading programs are some of the programs being utilized to ensure content is delivered in a student friendly manner.

In grades 6-12, Edmentum is our course provider, which also comes with a robust learning management system allowing teachers to add their own content to existing Edmentum courses.

- **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

Genesee School District bases its assessment system on Michigan Standards. We regularly assess students at the district and classroom level to determine progress towards meeting those standards.

We also have a system for delivering summative assessments at the district and classroom levels. Summative assessments, such as tests and projects, are given at the end of the 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 focused on a related group of skills and disciplinary knowledge.

We make available to our students, parents and legal guardians StudentVue and ParentVue, which is a web based system that allows them to see students' grades at any time. In addition, students in Edmentum courses are able to see their grades each time they login to the system to complete their assignments. All of these methods are designed to help students and family members stay informed of their child's progress.

Reporting expectations for teachers are resorting back to the prior grading practices prior to spring of 2020. In the 2020-2021 school year, students are graded in the same methods as before COVID-19. Students will receive marking period grades, semester grades, progress reports and online parent-teacher conferences will take place. Individual phone calls and emails will also be utilized, as needed, to inform parents of student success. Report cards will be sent out four times a year as well.

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.

All students were provided a Chromebook to ensure equitable access to technology. In addition, T-Mobile wireless access hotspots were purchased for families in need of internet access allowing them to participate in instruction and provide equity among our students.

- **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 disabilities will be provided with equitable access to instruction and accommodations as written in their Individualized Educational Program Plan. Any IEP that is unable to be met based on the learning path the parent chose will be amended to provide access in an equitable manner through a Contingency Learning Plan, with input from the entire team which includes parents, students, teachers, and administrators.

Additionally, students who hold a Section 504 Plan will receive all accommodations in their plan. If this plan is unable to be met based upon the learning path that the parent chose, a Contingency Learning Plan will be created with the 504 team including parents, students, teachers and administrators.

The district will continue to adhere to all requirements set forth by the Individuals with Disabilities Education Act and Section 504 requirements to ensure equitable access is maintained. Additionally the district continues to meet their Child Find obligations and utilize a system of Multi-Tiered Systems of Support as a part of the Child Find process.

- **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 Genesee School District attempts to meet the needs of all of our students, at risk and advanced, whether in a pandemic or not. We are a firm believer in the whole child concept and strive to meet all of the needs that our students have. Such methods include, but are not limited to, interventions for struggling students, tutoring, individual assistance, food distribution, and more.

We will continue to assist all of our students, including vulnerable and advanced students, through coordination of efforts in the district and with the organizations that provide programming such as Genesee Career Institute and Mott Community College.

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Date of Approval by ISD/Authorizing Body: October 1, 2020

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 4 12, 2020.
2. **By not later than January 15, 2021, the district shall create a report that includes information regarding both of the following and shall ensure that the report under this subdivision can be accessed through the transparency reporting link located on the district's website:**
 - a. **The amount and type of training provided during the current school year as of the date of the report to teachers of the district through professional development that focuses on how to deliver virtual content.**
 - b. **The amount and type of training provided during the current school year as of the date of the report to the parents and legal guardians of pupils and to pupils on how to access and use virtual content provided by the district.**
3. 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.
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 - b. 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.
6. 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:
 - a. COVID-19 Cases or Positive COVID-19 tests
 - b. Hospitalizations due to COVID-19
 - c. Number of deaths resulting from COVID-19 over a 14-day period
 - d. COVID-19 cases for each day for each 1 million individuals
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 - f. Health capacity strength
 - g. Testing, tracing, and containment infrastructure with regard to COVID-19

7. 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.
8. The District/PSA assures that
 - a. instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
 - b. the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - c. 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 **each month** thereafter at a meeting of the Board, and
 - d. **For each reconfirmation described in this subdivision, the district shall report to the center, in a form and manner prescribed by the center,**
 - i. **the instructional delivery method that was reconfirmed;**
 - ii. **how that instruction will be delivered for each grade level offered by the district, including pre-kindergarten, as applicable; and**
 - iii. **whether or not, as determined by the department in consultation with the center, the district is offering higher levels of in-person instruction for English language learners, special education students, or other special populations.**
 - e. 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.
9. 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.
10. 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, **or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress** 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.

Clarification of Assurance 10: "2-way interaction" means a communication that occurs between a pupil and the pupil's teacher or at least 1 of the pupil's teachers **or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress**, where 1 party initiates communication and a response from the other party follows that communication, and that is relevant to course progress or course content for at least 1 of the courses in which the pupil is enrolled **or relevant to the pupil's overall academic progress or grade progression**. Responses, as described in this subdivision, must be to the communication initiated by the teacher, **by another district employee who has responsibility for the pupil's learning, grade progression, or academic progress, or by the pupil**, and not some other action taken.


 District Superintendent or President of the Board of Education/Directors

10/6/2020
 Date