



Flushing Community Schools

Continuity of Learning Plan *as described in Public Act 149, Section 98a*

October, 2023
(6 month update)

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 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.

Flushing Community Schools educational goals written for all students and all subgroups were established before September 15, 2020, and then submitted in our Plan to the ISD or Authorizing Body, as applicable, by October 1, 2020, for approval. ISDs and PSAs have already transmitted the approved plan to the superintendent of public instruction and the state treasurer.

These plans were provided, approved and submitted as necessary. The latest and seemingly ongoing requirement calls for the continuity of learning plan to be updated every 6 months, beginning within 6 months of the receipt of funds, and now through September of 2024 even if all ESSER funds have been spent. This plan, like all others, is to be presented publicly.

Flushing Community School District
Continuity of Learning Plan
6 month update
October, 2023

Address of School District: Flushing Community Schools
522 N. McKinley Rd.
Flushing MI, 48433

District Code Number: 25120

District Website Address: <https://www.flushingschools.org/>

District Contact and Title: Matt Shanafelt, Superintendent

District Contact Email Address: matt.shanafelt@flushingschools.org

Name of Intermediate School District: Genesee Intermediate School District

Assurances

1. After it was approved by the ISD, Flushing Community Schools made their initial Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's website no later than October 1, 2020.
2. Flushing Community Schools created and made available on its transparency reporting link located on the District website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan no later than February 1, 2021 initially. These goals were and are reflective of the progress that is expected to be achieved by the middle of the school year and by the last day of the school year annually.
3. Benchmark Assessments: Flushing Community Schools will
 - select NWEA as the benchmark assessment that is aligned to state standards to monitor students progress.
 - administer the approved benchmark assessment to all pupils in grades K-8th grade to measure proficiency in reading and mathematics within the first nine weeks of the school year and again by the last day of the school year.
4. If delivering pupil instruction virtually, which is still necessary with a small number of students, the Flushing Community Schools will continue to:
 - 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 Flushing Community Schools had planned for that exposure to occur for in-person instruction.
5. Flushing Community Schools, in consultation with the Genesee County Health Department, will develop guidelines concerning appropriate methods for delivering pupil instruction for future school years that are based on local data and key metrics. We have been, starting with the 2021-2022 school year, and now continuing into 2023-2024, offered and strongly encouraged a 5 day in-person, face to face, traditional model for all of our students. Nevertheless, there have been a very small number that insist on staying virtual.

Key metrics that Flushing Community Schools will consider, per statute, shall include at least 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

Note: A determination concerning the method for delivering pupil instruction shall remain at the Flushing Community Schools Board's discretion. It is our intention to remain in-person for the foreseeable future.

6. If Flushing Community Schools determines that it is safe to provide in-person instruction to pupils, the district will prioritize providing in-person instruction to pupils in grades K-5 who are enrolled in the Flushing Community Schools. Again, we are currently prioritizing in-person for all students Pre-K -12th grade.
7. Flushing Community Schools assures that
 - instruction will be delivered as described in this plan and re-confirmed by the Flushing Community Schools Board,
 - the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2023-2024 school year,
 - Flushing Community Schools will reconfirm how instruction will be delivered during the impacted school year at least every 6 months.
 - public comment will be solicited and/or permitted from the parents or legal guardians of the pupils enrolled in the Flushing Community Schools during a public meeting described in PA-149.
8. Flushing Community Schools 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. Flushing Community Schools will ensure, in the few cases that remain 100% virtual, that two (2), 2-way interactions occur between a pupil enrolled in the Flushing Community Schools with 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 Flushing Community Schools.

District Superintendent or President of the Board of Education/Directors

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 impacted school year.

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

In our return to school this fall, our first priority has been to ensure the safety and well-being of all members of our school community. Our district once again made the decision to return to in-person instruction based on guidance from the Genesee Health Department and the CDC.

Because of the wide range of experiences students had during the remote learning portion of the 19-20 school year, we realize that many students will continue to need support and opportunities to catch up, including during the 2023-2024 school year. We have supports in place to help meet these needs.

Our district administrators and teachers are very aware that pandemic teaching was more complicated than typical teaching and impacted learning. We understand that teachers will continue to need more opportunities to collaborate with each other as they examine student work and determine what comes next in the learning for each student. Time has been dedicated to allow for additional student support, instructional design, and common planning.

As Flushing Community Schools began the 2021-2022, 2022-2023, and 2023-2024 school year in-person we will need to ensure that there are structures in place to ensure student engagement and achievement for all. Per the intention of the plan, 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 2023-2024 school year.
- **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 school year and not later than the last day of the school year to determine whether pupils are making meaningful progress toward mastery of these standards; and (c) the District's/PSA's educational goals are measurable through a benchmark assessment or benchmark assessments.
- To the extent practicable, the District/PSA will administer the same benchmark assessment or benchmark assessments that was administered to pupils in previous years.

Quality Evidence-Based Assessment Practices

The Flushing Community School District believes that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in school/district academic performance and to identify effective instructional programs. We believe it can provide guidance for standardizing or adjusting curriculum and instruction across grade levels, schools, and districts.

However, we will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, Flushing Community Schools will continue 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. It gives us a more complete picture of what our students know and are able to do.

Educational Goals

The NWEA assessments in reading and mathematics will be administered to all students in the beginning, middle, and end of the school year: once in the first nine weeks of the school year, again in the winter, and once 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 instructions on how to administer the NWEA virtually to ensure that the test results are as valid as possible.

Additionally, we will continue to engage stakeholders in the district's balanced assessment system, including publicly sharing aggregate and student subgroup performance reports on NWEA results.

Goal 1 - All students (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by NWEA.

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

Goal 2 - All students (K-8) will improve performance in Mathematics from Fall to Spring as measured by NWEA.

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

Instructional Delivery & Exposure to Core Content

- **Please describe** how and where instruction will be delivered during the 2023-2024 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).

Mode of Instruction

To start the school year, all K-12th grade students began the school year in-person, with the exception of 6.5 students K-8 enrolled in Bobcat Virtual Learning and roughly 106 High School Students enrolled and attending Radier Virtual Academy.

Families who continue to not be comfortable with the option to return to 100% face-to-face model will continue to be given an opportunity to learn grade level content virtually, although we are continuing to talk to these families about the many benefits of attending school in-person.

- **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 core academic curriculum for Flushing Community Schools is aligned to the Common Core state standards. K-12th grade teachers have been charged to work with their grade level teams to continue to review their scope and sequence in prioritizing their standards for the 23-24 school year. Teachers will continue to focus their year understanding where the previous grade ended so they can review and reteach any lessons to help bridge the gap.

As teachers navigate the wider than usual range of competencies expected for the foreseeable future, they will use best practice to provide guidance 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 2023-2024 School Year.

Pacing guides, PLC work and best practices will guide teachers to continue to implement 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.

- **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

Flushing Community Schools bases its assessment system on the State of Michigan Common Core 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 Parent View, our web-based system that allows parents the ability to see their children's grades at any time, available to our parents. Our teachers keep up-to-date information on student grades in this system. Elementary Students receive standards based grades. Middle School and High School students utilize the A-E system. We 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 out to parents report cards 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.

Technology

Flushing Community School District ensures all students will be provided equitable access to technology and the internet as described in our Continuity of Learning Plan that was previously submitted to the state. Our priority for the last couple years has been to provide one-to-one devices for all of our students. Every student continues to have ready access to either a tablet or a Chromebook. Hot spots are available for families without internet access to check out. In addition, we continue to allow students to attend Raider Virtual Academy or the administration building if they do not have access to the internet.

- **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

At the start of each school year, and in an ongoing manner, students' IEPs, IFSPs, and 504 plans will be reviewed in coordination with general and special education teachers and/or providers to address any data-driven accommodations and/or services that are needed due to known changes in students' needs.

For students from birth to five, those with identified special needs, and those attending CTE programming, intervention and support services will be integrated into the student's program immediately upon the start of school.

The district has established structures for general and special education teachers and/or providers to collaborate and communicate regarding student performance and student needs on IEP goals and objectives with special consideration regarding assistive technology and accessibility.

The district ensures a continuation of services for students receiving speech and language, occupational therapy, physical therapy, or social work services within their IFSP or IEP. The district also ensures a method for the continuation of evaluation for students suspected of having a disability as well as those requiring re-evaluation.

- **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 any ongoing need for 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.

Flushing Community Schools has, beginning with the 2021-2022 school year, and continued through the 2022-2023 school year, and into the 23-24 school year offered a comprehensive and complete Early Childhood through 13th grade (Early College) learning plan commensurate with what was offered pre-pandemic, while providing additional supports as necessary to those students that need additional academic, behavioral, social-emotional, or mental supports.