Kent ISD
We Lead Learning

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

October 30, 2020

Introduction:

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. **A district that is a public school academy that, by agreement, provides educational services for the residents of a district that is not a public school academy and that does not directly provide public educational services to its residents that intends to provide instruction under an extended COVID-19 learning plan shall submit its extended COVID-19 learning plan described in subsection (1) to the intermediate district in which it is located not later than October 1, 2020 for approval.**

The ISD or Authorizing Body will **approve Extended COVID-19 Learning Plans no later than October 9, 2020** and transmit the approved plans to the state superintendent of public instruction and the state treasurer. Approved plans must be made accessible through the transparency reporting link located on the district's website by not later than October ~~1~~ **12,** 2020.

District/PSA Extended COVID-19 Learning Plans should be submitted to the ISD or Authorizing Body as a PDF file.

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.

Kent ISD Great Start Readiness Program Extended COVID-19 Learning Plan

Address of School District/PSA: 2930 Knapp NE, Grand Rapids, MI 49525

District/PSA Code Number:41000

District/PSA Website Address: www.kentisd.org/

District/PSA Contact and Title: Ronald Caniff, Superintendent

District/PSA Contact Email Address: roncaniff@kentisd.org

Name of Intermediate School District/PSA: Kent ISD

Name of PSA Authorizing Body (if applicable):

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~~ **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.

4. Benchmark Assessments: The District/PSA will
    a. select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
    b. 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.

5. If delivering pupil instruction virtually, the District/PSA will
    a. provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
    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

e. The percentage of positive COVID-19 tests over a 4-week period
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

October 1, 2020

Date

Learning Plan Narrative

Opening Statement

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 Kent ISD Great Start Readiness Program plans to begin the school year with two learning models, school in-person and distance learning, 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.

Quality Evidence-Based Assessment Practices

Kent ISD Great Start Readiness Program 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 practices. We believe it can provide guidance for adjusting curriculum and instruction across classrooms, districts, and the county.

However, we will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, Kent ISD Great Start Readiness Programs will continue the use of (and professional learning around the use of) the observational assessment process as a powerful practice embedded in the teaching and learning process to continuously document where our students are in order to modify instruction.

We believe the use of the observational 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

My Teaching Strategies documentation will be collected on all students three times during the school year: once in the first six weeks of the school year, and again in February and lastly prior to the last day of school. These authentic, ongoing, and observational assessments will provide information to inform our progress toward our goals over the course of the year. Progress reports will be given to families and shared at our county-wide data analysis meetings.

As a means of continuous improvement in teaching & learning, all teachers will receive professional development in, reliability training in, and commit to the use of, the observational 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 My Teaching Strategies data.

Goal 1 - All students will show growth in literacy standards from Fall to Spring. All students should be meeting or exceeding preschool performance expectations in literacy by the end of the school year, as measured by My Teaching Strategies.

- All teachers will use the observational assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of literacy standards.
- Results from literacy objectives will be continuously discussed and analyzed at Professional Learning Communities (6 times a year) and data analysis meetings (3 times a year).

Goal 2 - All students will show growth in Math standards from Fall to Spring. All students should be meeting or exceeding preschool performance expectations in Math by the end of the school year, as measured by My Teaching Strategies.

- All teachers will use the observational assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Math standards.
- Results from Math objectives will be continuously discussed and analyzed at Professional Learning Communities (6 times a year) and data analysis meetings (3 times a year).

Goal 3- All students will show growth in Social Emotional Development standards from Fall to Spring. All students should be meeting or exceeding preschool performance expectations in Social Emotional Development by the end of the school year, as measured by My Teaching Strategies.

- All teachers will use the observational assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of literacy standards.
- Results from literacy objectives will be continuously discussed and analyzed at Professional Learning Communities (6 times a year) and data analysis meetings (3 times a year).

Instructional Delivery & Exposure to Core Content

Mode of Instruction

To start the school year, all Kent ISD Great Start Readiness Program students/families will have a choice of either in person instruction or distance learning. For Students and in school, student and staff health and safety will be addressed through a cohort model that keeps students together for the entire school day.

Note: The Kent ISD Great Start Readiness Program full instructional plan can be found in the

Curriculum and Instruction: Academic Standards

The Kent ISD Great Start Readiness Program curriculum is Connect4Learning which is approved by the Michigan Department of Education and aligned to state standards. As teachers navigate the wider than usual range of competencies expected this fall, they will plan for differentiation of curriculum content through small group lessons, use results from observations to inform instruction and prioritize kindergarten readiness standards for the 2020-2021 School Year. The Connect4Learning curriculum will guide teachers to implement instructional approaches to meet the range of student needs as they return to school in the fall, identify authentic 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 and virtual settings, and incorporate well-being and social emotional learning into instruction.

For distance learning, elective teachers work to engage students remotely, they will use the same Connect4Learning curriculum, and 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

Assessment and Grading

Kent ISD Great Start Readiness Program bases its ongoing 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 authentic and observational assessment. This is critical in the instructional process so that teachers can adjust lessons to fit student needs and encourage growth in all developmental domains.

We make available to our parents and legal guardians a student report card, three times a year, which allows them to see their children's progress toward academic and developmental goals. Our teachers keep up-to-date information on student grades in the My Teaching Strategies system. Family members meet with teachers four times a year to talk about goals and progress. During these meetings, teachers develop personalized activities for families to take home and engage in with their children. These activities promote learning in an areas where their student is falling behind.

Equitable Access

Technology

Kent ISD Great Start Readiness Program works with all families and students to provided equitable access to learning materials as outlined in the Continuity of Learning Plan that was previously submitted to the state. The Kent ISD system for maintaining student access to technology devices and the internet is described in the Return to Learn Plan.

Students with identified special needs

Students' IEPs will be reviewed in coordination with 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.

Kent ISD has established structures for Great Start Readiness Program teachers 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.

Kent ISD Great Start Readiness Program 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 Kent ISD Great Start Readiness Programs full instructional plan can be found on www.kentisd.org