



District/PSA
Extended COVID-19 Learning Plan as
Described in Public Act 149 Section 98a

August 27, 2020

September 3, 2020 Clarifications

September 30, 2020 Revisions Based on SB 927 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 COVID19 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 (I) 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 12, 2020.

Flushing Community Schools Extended COVID-19 Learning Plan

Address of School District/PSA: 522 N. McKinley, Flushing, MI, 48433

District/PSA Code Number: 25120

District/PSA Website Address: flushingschools.org

District/PSA Contact and Title: Matt Shanafelt, Superintendent

District/PSA Contact Email Address: matt.shanafelt@flushingschools.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 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 districts 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 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 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.

Al Shafiq

District Superintendent or President of the Board of Education/Directors

Oct 3, 2020

Date



Flushing Community Schools

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

September 22, 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 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 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.

**Flushing Community School District
Extended COVID-19 Learning Plan**

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

Date of Approval by ISD/Authorizing Body:

Assurances

1. After it is approved by the ISD, Flushing Community Schools will make their 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 will create and make 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. These goals will be reflective of the progress that is expected to be achieved by the middle of the school year and by the last day of the 2020-2021 school year for Flushing Community Schools.
3. Benchmark Assessments: Flushing Community Schools will
 - o select NWEA as the benchmark assessment that is aligned to state standards to monitor students progress.
 - o 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 2020-2021 school year, at the midway point of the school year and again by the last day of the 2020-2021 school year.
4. If delivering pupil instruction virtually, the Flushing Community Schools 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 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 the 2020-2021 school year that are based on local data and key metrics.

Key metrics that Flushing Community Schools will consider shall include at least all 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

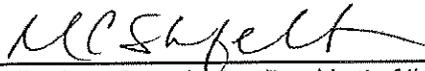
Note: A determination concerning the method for delivering pupil instruction shall remain at the Flushing Community Schools Board's discretion.

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.

7. Flushing Community Schools assures that
 - o instruction will be delivered as described in this plan and re-confirmed by the Flushing Community Schools 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 Flushing Community Schools 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 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.

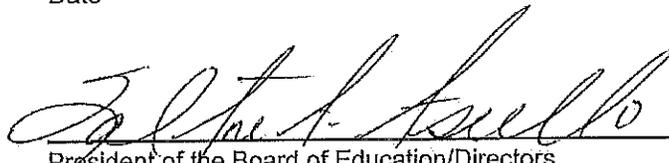
9. At a minimum, insisted on by PA 149, Flushing Community Schools will ensure that two (2), 2-way interactions occur between a pupil enrolled in the Flushing Community Schools with at least one (1) of the pupil's teachers during each week of the school year for at least 75% of the pupils enrolled in the Flushing Community Schools. The district will publicly announce its weekly interaction rates at each Board meeting where it re-confirms how instruction is being delivered. Flushing Community Schools will make those rates available through the transparency reporting link located on the Flushing Community Schools website each month for the 2020-2021 school year.



District Superintendent or President of the Board of Education/Directors

9.29.2020

Date



President of the Board of Education/Directors

9/30/2020

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.

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 made the decision to return to virtual instruction based on guidance from the Genesee Health Department and the CDC. We deemed it impractical to have students return to school under the guidance that one positive case would result in having to quarantine every person who may have come in contact with the carrier. It was decided that these guidelines could lead to frequent and immediate classroom closures. Therefore, we began the school year in a virtual setting with hopes to transition to a hybrid model once we could do so reasonably and safely.

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

Our district administrators and teachers are very aware that pandemic teaching is more complicated than typical teaching. We understand that teachers will 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 begins the school year in a virtual learning environment, 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.

It is important to note that this plan is fluid and is subject to change based on the status of COVID-19. While we have started the school year in a 100% remote format, this plan contains information that would support having students back into the school building for some face to face instruction under our already approved back to school plan.

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.

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 if necessary 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, as mandated) will improve performance in Reading/ELA from Fall to Mid-year 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, as mandated) will improve performance in Mathematics from Fall to Mid-year 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 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 Flushing Community Schools full instructional plan can be found on our website and by clicking the [Continuity of Learning Plan](#) and the [Back to School Roadmap](#).

Mode of Instruction

To start the school year, all K-12th grade students began school remotely. Students are scheduled to meet with their teachers for regularly scheduled times on M, T, Th, and F. In addition, teachers are scheduling small group meetings, interventions, and support during the afternoons and on Wednesdays. The decision to begin the school year remotely was made to ensure the health and safety of our students, families, and staff. Sample schedules can be found in the Back to School Road Map posted on the district website or by clicking this [link](#).

With the approval of this plan today, it is the intention of Flushing Community Schools to move to a hybrid model once we have the information necessary and data to support that decision. Based on the information that we currently have from the Genesee County Health Department, the Mismatchmap.info, and the CDC, and with the approval of this plan, we intend to implement our approved back to school hybrid learning plan, with K-6 students reporting to school on October 12th, and with secondary students beginning October 19th. It is understood that we may have to move between these three models (100% remote, hybrid or full time face-to-face) throughout the year based on Covid-19 trends in our state, county and/or district. While we acknowledge the desire for our students to return to the classroom 5 days a week, social distancing, as strongly recommended in the back to school roadmap while our county is in Phase 4, is not possible in that format. While we will be re-evaluating this plan monthly as required, in coordination with the GCHD, CDC, and the State of Michigan, it is our intention to follow the approved Back to School Roadmap and allow for students to return 5 days a week when our county is able to move into Phase 5.

Families who are not comfortable with the option to return to a hybrid or face-to-face model in October will continue to be given an opportunity to learn grade level content virtually from home during the 2020-21 school year. To aid in scheduling, we ask that these families make a commitment to remain 100% virtually through the end of the first semester, which is roughly the end of January. More details will be released the day following the approval of this Extended COVID-19 Learning Plan, allowing suitable time for parents to be as informed as necessary before committing to this option.

- **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 Flushing Community Schools full instructional plan can be found on our website and by clicking the [Continuity of Learning Plan](#) and the [Back to School Roadmap](#).

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 review their scope and sequence in prioritizing their standards for the year. Teachers began the year understanding where the previous grade ended so they could review and reteach any lessons to help bridge the gap.

As teachers navigate the wider than usual range of competencies expected this fall, 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 2020-2021 School Year.

Pacing guides, PLC work and best practices will guide teachers 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 home 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 this year was to provide one-to-one devices for all of our students. Tablets were ordered for every K-2nd grade student and Chromebooks were ordered for every 3rd-12th grade student. Hot spots are available for families without internet access to check out. In addition, we have partnered with a local church to provide a space for students to work that need access to the internet and a work space for lessons. There are additional non-profits willing to provide our students access to the internet if necessary. So far, it has not been necessary.

- **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

When school starts, 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, intervention and support services will be integrated into the student's program immediately upon the start of school, even in a remote learning environment.

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 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 Flushing Community Schools full instructional plan addresses ways all learners are supported and can be found on our website and by clicking the [Continuity of Learning Plan](#) and the [Back to School Roadmap](#). It is our intention to make sure our students have access to Early Childhood programs, CTE programs, GCI, Flushing Raider Early Middle College, Dual Enrollment, and Advanced Placement programs.