



GENESEE INTERMEDIATE SCHOOL DISTRICT

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EXTENDED COVID-19 LEARNING PLAN AS DESCRIBED IN PUBLIC ACT 149, SECTION 98A

September 29, 2020

On August 20, 2020, Governor Whitmer signed House Bill 5913 into law as Public Act 149. Section 98a states that in order to receive state aid for 2020-2021, districts must provide for instruction under an extended COVID-19 Learning Plan (“Plan”) that has been approved by an intermediate district or authorizing body. The Plan does not replace the District’s/PSA’s COVID-19 Preparedness and Response Plan, it is an additional plan that includes new assurances and sections on educational goals, instructional delivery, grading, and equitable access. PA 149 does not apply to districts that operate as a cyber-school.

District/PSA educational goals written for all students and all subgroups must be established no later than September 15, 2020 and submitted in their Plan to the ISD or Authorizing Body, as applicable, no later than October 1, 2020 for approval. ISDs and PSAs will transmit the approved plan to the superintendent of public instruction and the state treasurer.

Genesee Intermediate School District
2413 West Maple Avenue
Flint, MI 48507

www.geneseeisd.org

Dr. Lisa A. Hagel, Superintendent
(810) 591-4402



The Genesee Intermediate School District

Extended COVID-19 Learning Plan

Address of School District/PSA: 2413 West Maple Avenue, Flint, MI 48507

District/PSA Code Number: 25000

District/PSA Website Address: geneseeisd.org

District/PSA Contact and Title: Dr. Lisa Hagel, Superintendent

District/PSA Contact Email Address: lhagel@geneseeisd.org

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

Date of Approval by ISD/Authorizing Body: September 29, 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
 - instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
 - the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - 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 thereafter at a meeting of the Board, and
 - 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.

Signature Page on File

 Dr. Lisa Hagel, GISD Superintendent

September 29, 2020

 Date

Signature Page on File

 Richard E. Hill, GISD President of the Board of Education

September 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 Genesee Intermediate School District provides support, services and instruction for special services center-based programs, early childhood education, CTE and early/middle college programs. The COVID-19 global pandemic is affecting our students, families, staff and community with increased needs for social-emotional support, learning supports, technology supports and family communication.

While our center-based programs returned in early July, the remainder of our students are returning this fall. As we return to school this fall, our first priority continues to focus on ensuring the safety and well-being of all members of our school community. Dr. Lisa Hagel, Superintendent, met with all programs and buildings throughout the summer to gain feedback from staff on concerns, needs and supports for both students and staff that would help to ensure an effective start to the school year.

Based on feedback from administrators, staff and families, we anticipated students would return with greater learning gaps, a wider range of competencies, technology needs and the need for increased social and emotional supports. Teachers will need opportunities to collaborate with each other to address the learning and social/emotional needs of students as they return to class.

We will address the K-8 students in the first section, and highlight secondary programs in the last section.

As the Genesee Intermediate School District begins this fall, we continue to ensure that processes and procedures are in place to ensure active student learning and engagement for all students. This plan ensures equity and access to the supports and services that students need to be successful.

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 Genesee Intermediate School District believes benchmark assessments for K-8 students can effectively monitor and evaluate progress towards academic goals along with other assessments. Benchmark assessments provide a standardized and reliable tool to assess student progress that can be tracked throughout the year and across grade levels.

However, we do recognize and that no one measure fully captures student learning, therefore we utilize a wide variety of other assessments to create a more complete picture of a students' strengths and areas of improvement or needed supports. Formative assessment is one of the best assessments that teachers in all of our programs utilize to regularly assess progress and identify areas for next steps for instruction and learning.

All GISD students in grades K-8 are special education students provided instruction in a center-based program. Therefore, assessments and goals align with IEP goals and needs.

Educational Goals

GISD programs use a wide variety of assessments including pre/post assessments, formative assessment, the Brigance/Literacy Screening K-3, Curriculum Based Assessments and other assessments.

Benchmark assessments for students in grades K-8 will be using Unique Learning Systems (ULS), Brigance, Woodcock Johnson, STAT-R, STAR and EDP. These specialized assessments are progress monitoring tools that help to track student progress toward IEP goals. All benchmark assessments have longstanding usage in all of our buildings.

These progress monitoring tools will be given within the first 9 weeks of school, with results shared with parents within 30 days and will be given again not later than the last day of school for the 2020-2021 school year.

Additionally, we will continue to engage students and stakeholders in the district's balanced assessment system with a focus on progress both in aggregate and in all subgroups.

Teachers will continue to receive professional learning on how to best engage students and families in a remote learning environment while also instructing students in the classroom face-to-face. Professional learning will continue throughout the year.

Goal 1-Reading

All students will improve their performance in reading from fall to winter and winter to spring as measured by the Brigance Literacy Screener, the ULS benchmark, and/or STAR as appropriate. All fall to winter and winter to spring progress benchmarks will be individualized based on the students' IEP goals and objectives.

All teachers will continue to use formative assessment to monitor progress of student work.

Results from all assessments will be collected, discussed and analyzed by staff to determine next steps for students and teachers.

Goal 2-Math

All students will improve their performance in math from fall to winter and winter to spring as measured by the ULS benchmark, STAR, and Brigance as appropriate. All fall to winter and winter to spring progress benchmarks will be individualized based on the students' IEP goals and objectives.

All teachers will continue to use formative assessment to monitor progress of student work.

Results from all assessments will be collected, discussed and analyzed by staff to determine next steps for students and teachers.

Goal	Baseline	Mid-Year	End Of Year
Goal 1	First 9 weeks	January Percentage of remote learners demonstrating growth 50%	May Percentage of remote learners demonstrating growth 90%
Goal 2	First 9 weeks	January Percentage of remote learners demonstrating growth 50%	May Percentage of remote learners demonstrating growth 90%

Grades K-3 will utilize the Brigance assessment (Reading)

Grades K-3 will utilize ULS assessments and/or Brigance (Math)

Grades 4-8 will utilize the ULS benchmark assessment and/or Reading and Math)

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 GISD full instructional plan for returning to school can be found in the [GISD COVID-19 Preparedness and Response Plan - Phases 3, 4, and 5](#)

Given the high level of supports and services needed for our most vulnerable students in our center-based programs, the GISD brought back students in a face-to-face setting beginning in July.

All students/families had the option of returning to school in a face-to-face setting for a full week or families had the choice to keep their students home in a remote learning environment.

Students attending face-to-face are in small cohort classes with more individualized attention, social distancing and safety measures in place.

Extensive health and safety measures were put into place to ensure the safe return of both students and staff and continue to be monitored and improved as needed. These safety measures included transportation, drop off/pick up, lunch, recess, hallway, and restrooms as well as classroom safety measures.

Students attending remote learning from home are accessing materials, packets, student activities, and video lessons. Parents/families and students have the opportunity to engage with their teacher through sites such as Class DOJO, Facebook, Zoom and Google classroom.

- **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 GISD center-based programs' curriculum and standards are aligned to the state standards or the Common Core Essential Elements as appropriate. As teachers navigate a wider range of student competencies expected this fall, teachers have prioritized lessons and units that are essential to each students' IEP and are focusing efforts to decrease deficits in learning.

Teachers are following the same curriculum and instruction resources and standards in both face-to-face instruction and remote learning. Teachers are in classrooms instructing face-to-face students while at times may be streaming live to the remote learners. Remote learners also may receive pre-taped video instruction from their teacher.

As always, teachers individualize lessons and activities based on the needs of the students and improvement on IEP goals.

Teachers meet regularly and collectively to continue to determine next steps for learning and instruction for students attending face-to-face as well as those attending remotely.

If students need additional materials, supports, manipulatives or resources while learning from home, the school works with parents to pick up or in some cases the school drops off additional materials so the student has what they need for the lessons.

- **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.

The GISD center-based programs have an extensive assessment system in place, with assessments given regularly and individually. The goal is always to meet the individual needs of each student so progress can be made toward their IEP goals. Teachers use both formal and informal assessments throughout the day/week to determine the next steps for both instruction and learning.

Teachers are in continual/weekly communication with parents/families by phone, text, email and/or notes for both academic and behavioral progress/challenges. Teachers work closely with the parents and families on how to most effectively engage their child.

Day Treatment student grades utilize formative assessments, pre/posttests, quizzes, end of unit assessments, projects and student artifacts/work based on their progress towards mastery of state standards using rubrics as appropriate. Grades are not given in the other center-based programs.

Teachers will also continue to conduct Parent Teacher Conferences, submit Progress Reports and be available if parents have questions about their child's progress at any time.

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.

Note: Please find the [GISD COVID-19 Preparedness and Response Plan - Phases 3, 4, and 5](#)

All students/families, in all of our programs, taking advantage of remote learning from home are given access to technology if needed. The school works with parents/families to determine internet accessibility if needed.

GISD has expended fiscal resources on iPads, Chromebooks, hot spots, and iPads with data plans to support remote learning. GISD has spent approximately \$63,000 for items such as iPads, Chromebooks, hot spots, speech assistive technology, communication apps, webcams, microphones, and supplemental online curriculum.

GISD has also secured a two-year contract with Presence Health to provide telehealth services at a cost of \$103, 650 for 66 users. This will ensure that remote learners continue to receive

services such as occupational therapy, physical therapy, social work, psychological services and psychological assessments.

For in-school learners, and for those providing synchronous instruction, we utilize smart boards that are installed in classrooms. We also utilize technology in the classroom with iPads, Chromebooks, Desktops and other technology to deliver remote instruction.

As students return, technology is returned, cleaned, repaired and redistributed as needed.

The GISD system for maintaining student access to technology devices and the internet is described in the [GISD COVID-19 Preparedness and Response Plan - Phases 3, 4, and 5](#)

- **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

As always, 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.

The GISD 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. Teachers use the electronic IEP system which maintains and streamlines communication regarding the progress toward the student's IEP goals.

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.

Students attending remote learning from home have access to support services such as speech, PT, OT through a telehealth platform to ensure services are delivered according to their IEP.

- **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 GISD has placed a high priority on continuing to maintain opportunities for all students throughout all of our programs and services. As an ISD, we work closely with our districts and PSA to ensure that programming and supports continue for our students and families across the county.

1. GISD English Learner (EL) support continued throughout the Stay Home/Stay Safe and continues to reach out teachers and EL families/students this fall. EL facilitators maintain tutoring, instruction and engagement through face-to-face instruction and virtually if parents/families have chosen remote learning for their child. They reach out through Zoom or Google classroom, phone, email or whatever means necessary to contact parents and families. Facilitators work with parents to set a schedule of support for their child during the week based on a needs assessment. EL facilitators also work closely with the child's teacher to coordinate services and support.
2. GISD also continued Early Childhood Programming and supports by maintaining close contact with families; providing learning packets, resources and activities to do with families during the Stay Home/Stay Safe. Currently, all of our Early Childhood programs are open for face-to-face programming with systematic cleaning and safety procedure in place for all students and staff.

GISD also operates our county's CTE program, Genesee Career Institute. During the Stay Home/Stay Safe, staff worked to distribute technology to those students needing access to continue learning. This fall, students returned to face-to-face instruction and learning the first day of school. Students are in small groups with more individualized attention, maintaining safe distance and health measures to keep staff and students safe.

GISD also has three Early/Middle Colleges that provide two 5-year programs and one 3 year program on college campuses, two at Mott Community College and one at the University of Michigan-Flint. These three programs during the Stay Home/Stay Safe

maintained instruction, dual enrollment and supports for those students. This fall, our Early/Middle Colleges opened the first day of school with a face-to-face option and a remote learning option, all with the same high-quality instruction and support. Teachers have smaller classes and teach live to the remote students while engaging students in class. The same high level of expectations are evident in both modes of instruction and keep students engaged.

As always, the GISD continues to offer dual enrollment opportunities as well as Advanced Placement as appropriate to students and families.

The GISD will continue to maintain a commitment to offering high quality programs and impactful opportunities for students and families throughout the 2020-2021 school year.

