

Reese Public Schools

District/PSA Template for the Extended COVID-19 Learning Plan as Described in [Public Act 149](#), Section 98a

August 27, 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.

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.

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



Reese Public Schools Extended COVID-19 Learning Plan

Address of School District/PSA: **1696 Van Buren Reese, MI 48757**

District/PSA Code Number: 79110

District/PSA Website Address: www.reese.k12.mi.us

District/PSA Contact and Title: Keith Wetters, **Superintendent**

District/PSA Contact Email Address: kwetters@reese.k12.mi.us

Name of Intermediate School District/PSA: **Tuscola**

Name of PSA Authorizing Body (if applicable):

Date of Approval by ISD/Authorizing Body:

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 approved 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 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
 - 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.

Dawn R. Kalkman

President of the Board of Education/Directors

September 28, 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.

Reese Public Schools Schools Statement

No school system was built to deal with extended shutdowns like those imposed by the COVID-19 pandemic. Teachers, administrators, students and parents have worked hard to keep learning active; nevertheless, these efforts are not likely to provide the quality of education that's delivered in the classroom.

Even more troubling is the context: The global pandemic is impacting our school. We are experiencing a traumatic event, many students may have significant gaps in their learning, and equity issues are more pronounced. The persistent achievement disparities across income levels and between students. School shutdowns cause disproportionate learning losses for these students compounding existing gaps and also lead more of them to potentially continue learning gaps.. This could have long-term effects on these children's long-term well-being.

As Reese Public Schools plans to begin the school year in a face to face, hybrid and 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.

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.

Reese Public Schools Educational Goals

Quality Evidence-Based Assessment Practices

Reese Public School believes that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in the 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.

Educational Goals- We will have all K-8 students assessed with the local assessment by Friday, September 18, 2020 which will be in compliance with the requirement of assessing during the first nine-weeks of school.

Reading Goal

By January 15, 2021 all K-8 students at Reese Public Schools will improve performance on the local assessment. **Acadience Assessment**

Math Goal

By January 15, 2021 all K-8 students at Reese Public Schools will improve performance on the local assessment. Focus Instructional Model FIM

Reading Goal

By June 11, 2021 all K-8 students at Reese Public Schools will improve performance on the local assessment. Acadience Assessment

Math Goal

By June 11, 2021 all K-8 students at Reese Public Schools Schools will improve performance on the local assessment. Focus Instructional Model FIM

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).

Reese Public Schools Instructional Delivery

- Face-to-face traditional instruction model for those who would like their child to attend school 5-days/week.
- Hybrid model students must attend school during their designated times and dates. Hybrid students will also be required to complete their on-line requirements.
- Virtual School instruction will be completed remotely. We will work with each student to determine the best learning plan and path for their success.

Hybrid Model Learning Plan

K-12 Student Schedules

- Hybrid model students must attend school during their designated times and dates. Hybrid students will also be required to complete their on-line requirements.
- All students must have a current Educational Development Plan according to MDE if your grade level requires the plan.

Registration and Requirements, Attendance, Feedback and Grading

- Attendance is required, recorded, and monitored.
- All students must have a current Educational Development Plan according to MDE if your grade level requires the plan.

- Courses aligned to these subjects will be available to students.
- Career and Technical Education (CTE) courses must meet face to face according to the Tuscola Tech Center criteria.
- Assessment of student work, timely and constructive feedback will be provided by our teachers.
- Grades and report cards will be given each marking period.
- Credits earned will count towards Reese Public Schools graduation requirements and diploma.
- Students will qualify for Honors recognition if they elect the Hybrid Model learning plan.

Full-Time Reese Public Schools VIRTUAL SCHOOL Remote Plan

Registration and Requirements, Attendance, Feedback and Grading

- Students who are enrolled in the Virtual Learning plan will have to commit to a semester.
- Attendance is required, recorded, and monitored.
- All students must have a current Educational Development Plan according to MDE.
- Students will take courses from Edgenuity, an online course curriculum.
- Reese Public Schools teachers will support our virtual learners and be the mentors at the 6-12 level.
- Edgenuity teachers will support our virtual learners and be the mentors at the K--5 level.

Elective Courses

- Courses aligned to these subjects will be available to students.
- Career and Technical Education (CTE) courses must meet face to face according to the Tuscola Tech Center criteria.
- Assessment of student work, timely and constructive feedback will be provided by our teachers.
- Grades and report cards will be given each marking period.
- Credits earned will count towards Reese Public Schools graduation requirements and diploma.

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| <ul style="list-style-type: none"> • 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. |
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Curriculum and Instruction: Academic Standards

Reese Public Schools curriculum for core academic areas is aligned to state standards. As teachers navigate the unusual range of competencies expected this fall, they will use 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. The assessments 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, hybrid and virtual, 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.

Reese Public Schools Progress Reporting

Reese Public Schools bases its assessment system on the Michigan Standards. We regularly assess students at the 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 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 available to our parents and legal guardians a web-based system that allows them to see their children's grades at any time. Our teachers keep up-to-date information on student grades in this system. We also 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, assessment of student work, timely and constructive feedback will be provided by our teachers/mentors.

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.

Reese Public Schools Instructional Delivery

Technology Access

- Student devices will be provided upon request.
- Reese Public Schools will provide technical support and repair on all district-issued devices.
- We will provide various “hot spots” throughout the district if you do not have internet access.

- 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.

Reese Public Schools Schools Equitable Access to Instruction

Reese Public Schools is committed to provide equal access to modes of instruction selected by the district as well as providing access to alternative modes of instruction, related services and supplementary aids and services in order to provide equitable opportunities for our students with disabilities to the curriculum with an emphasis on continued progress towards general education and special education goals and objectives. Determinations will be decided on an individualized basis. Additionally, there is commitment towards ongoing communication between staff and parents, and where appropriate students as well as a pledge to meet special education timelines and IEP teaming and planning requirements.

- 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.

Reese Public Schools

1. **Reese Public Schools full instructional plan addresses ways all learners are supported and can be found in the [MI Safe Schools Roadmap](#)**