



**District/PSA Template for the  
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 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 4 **12**, 2020.

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



## **Vicksburg Community Schools Extended COVID-19 Learning Plan**

Address of School District/PSA: 301 S. Kalamazoo Avenue, Vicksburg, MI 49097

District/PSA Code Number: 39170

District/PSA Website Address: [www.vicksburgschools.org](http://www.vicksburgschools.org)

District/PSA Contact and Title: Keevin O'Neill, Superintendent

District/PSA Contact Email Address: ko'neill@vicksburgschools.org

Name of Intermediate School District/PSA: Kalamazoo RESA

Date of Approval by ISD/Authorizing Body:

## **Assurances Modified by SB 927**

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 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 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.



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District Superintendent or President of the Board of Education/Directors

10-1-20

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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.

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 Vicksburg Community Schools plans to begin the school year with opportunities for in person and/or virtual learning environments BK-12, we will need to ensure that there are structures in place to promote and support 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.

### Quality Evidence-Based Assessment Practices

Vicksburg Community Schools 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, benchmark assessment data is not to be used to make high-stakes instructional decisions about individual student learning. Rather, Vicksburg Community Schools will continue the use of (and professional learning around 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 and gives us a more complete picture of what our students know and are able to do.

### **Educational Goals** *[Finalized 9/14/20]*

The Renaissance Learning STAR Early Literacy, STAR Reading, and STAR Math assessments will be administered to all students at least twice during the school year: once in the first nine weeks of the school year, and 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 professional development through instructional coaching in, and commit to the use of, the formative assessment process.

Additionally, we will continue to engage stakeholders in the district's balanced assessment system, including sharing aggregate and student subgroup performance reports on STAR results with our District Continuous Improvement Team and individual student reports with the families of our students.

**Goal 1** - All students, including subgroups, in grade BK-8th will improve performance in Reading/ELA from Fall to Spring as measured by Renaissance Learning STAR Reading and STAR Early Literacy.

- 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, including subgroups, will improve performance in Mathematics from Fall to Spring as measured by Renaissance Learning STAR Math (1st-8th) and MDE Early Mathematics (BK/K).

- 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: Please see the [Vicksburg Community Schools Return to School Instructional Plan 20-21](#) for additional information.

### **BK-5th In Person**

*Students in grades BK-5 will participate in in-person instruction five full days per week with the exception of the first two weeks. See the [VCS Safe Start Plan](#). Strict adherence to all safety and health protocols outlined in our [VCS COVID-19 Preparedness and Response Plan](#) is required. Curriculum is designed for learning recovery and learning advancement based on state standards.*

### **K-5th VCS Virtual**

*Teacher(s) in each grade will provide virtual learning with students on a daily basis. The teacher will provide 1.5-3 hours of synchronous instruction four-to-five days per week in whole group and small group formats. Asynchronous instruction will be provided for the remaining allocation of time for each grade level. Daily and weekly schedules will be developed based on grade levels and shared with families by the end of the second week of school. Curriculum is the same as in-person instruction and is designed for learning recovery and learning advancement based on state standards. Attendance and assignments are required.*

*Instruction in physical education, music, and art will be provided synchronously and asynchronously and will be included in the weekly learning plan.*

*All special education, 504 and intervention support will be provided synchronously and asynchronously by VCS staff and scheduled by the student's interventionist/case manager on an individual/small group basis as required by the individual student plan. Time allocations will be included in the weekly learning plan.*

*Google Classroom will be the platform for communication, learning materials, and assignments.*

### **6th-12th In-Person Hybrid**

*Students in grades 6th-12th will participate in in-person instruction four full days per week (M, T, TH, F) and remote asynchronous instruction one day per week (W) with the exception of the first two weeks (see the [VCS Safe Start Plan](#)). Strict adherence to all safety and health protocols outlined in our [VCS COVID-19 Preparedness and Response Plan](#) is required during in-person instruction days. Curriculum is designed for learning recovery and learning advancement based on state standards.*

### **6th-12th VCS Virtual Hybrid**

*Students in grades 6th-12th will participate in remote synchronous and/or asynchronous instruction four full days per week (M, T, TH, F) and have the option of participating in in-person instructional support one day per week (W) with the exception of the first week (see the [VCS Safe Start Plan](#)).*

Strict adherence to all safety and health protocols outlined in our [VCS COVID-19 Preparedness and Response Plan](#) is required during in-person instructional support days. Curriculum is the same as in-person instruction and is designed for learning recovery and learning advancement based on state standards. Attendance and assignments are required.

Specific periods of the school day have been assigned for virtual instruction in each course as needed. Virtual instruction may be provided through multiple means including: 1) livestream of the in-person class with students participating in the VCS Virtual Hybrid, 2) livestream with only students participating in the VCS Virtual Hybrid, and/or 3) a recorded version of the in-person class. In addition, methods of asynchronous online learning may include self-guided lesson modules, streaming video content, virtual libraries, posted lecture notes, and exchanges across discussion boards or social media platforms.

All special education and 504 supports will be provided synchronously and asynchronously by VCS staff and scheduled by the student's case manager on an individual/small group basis as required by the individual student plan.

Google Classroom will be the platform for communication, learning materials, and assignments.

### **9th-12th Vicksburg Pathways High School**

Students have two options for enrollment with VPHS. Regardless of the selected option, all instruction will be accessible through Edmentum, an online curriculum.

- **100% Virtual option:** Students will work entirely from home, while scheduling online meetings with teachers to receive help and to take tests.
- **Blended option:** Students will work both from home as well as in person in the VPHS Learning Lab. Students will work in the lab with teachers to receive help and take tests. Students will still be expected to work from home on their coursework. VPHS blended students will be divided into two cohorts, M/W or T/Th. Students must attend lab for a minimum of 5 hours per week, but may only attend on their designated days in order to limit the amount of students in the lab at one time.

### **K-12th KVIC**

Students are enrolled in Vicksburg Community Schools and remain a VCS student, but do not attend a VCS school. KVIC provides an online curriculum delivered by certified staff who are not a part of VCS. Lincoln Learning is the elementary program, and Michigan Virtual is the secondary program. Instructional materials will be provided by the district as required by the program. Students complete their work on their own time and at their own pace. VCS will provide a mentor for each student participating in KVIC who will check in with students and evaluate progress in their courses. Attendance and assignments are required.

All special education and 504 supports will be provided synchronously and asynchronously by VCS staff and scheduled by the student's case manager on an individual/small group basis as required by the individual student plan.

[Kalamazoo Virtual and Innovative Collaborative](#) flyer. For frequently asked questions regarding the KVIC Program, please see the [document at this link](#).

The District KVIC Facilitator will send registration information and schedule a time to review the

*program with families upon receipt of the registration. District Mentors and/or Teacher of Record will contact families to establish connections and procedures.*

- **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**

### **Elementary, Middle School, High School**

*The Vicksburg Community Schools' curriculum for core academic areas is aligned to Michigan's K-12 State Standards in each subject area. As teachers navigate the wider than usual range of competencies expected this fall, they will administer 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. Students learning virtually or in-person will follow the same scope and sequence of instruction. Each grade level and department team dedicated two full days to the review and revision of standards and instructional planning for the 20-21 school year to ensure attention was given to learning recovery as well as learning advancement and acceleration. VCS teachers worked together to plan for the implementation of 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.*

*Students enrolled in **Vicksburg Pathways High School** will participate in digital curricula developed by Edmentum. The content and courses within this program is aligned to Michigan's K-12 State Standards in each subject area. Content delivered through the digital platform will be the same for students learning via the 100% Virtual option or the Blended option.*

*Students enrolled in the **KRESA Virtual and Innovative Collaborative (KVIC)** program will participate in instruction based on curriculum content developed through Lincoln Learning and Michigan Virtual University (MVU). Lincoln Learning will be used in grades K-5. MVU will be used in grades 6-12. The content and courses within each of these programs is aligned to Michigan's K-12 State Standards in each subject area.*

Note: Please see the [Vicksburg Community Schools Return to School Instructional Plan 20-21](#) for additional information.

- **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 - BK-12, All Buildings and Programs**

*Vicksburg Community Schools bases its assessment system on Michigan's State 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 available to our parents and legal guardians web-based systems that allow them to see their children's progress at any time. Our teachers keep up-to-date information on student progress in this system. It is also expected that all teachers keep parents and guardians abreast of any concerns regarding a student's grade through emails and phone calls. Lastly, report cards are provided digitally to parents and legal guardians at the end of each marking period or in print upon request.*

## 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.

### **BK-5th In Person**

*Students will use their assigned Chromebook from the classroom cart.*

### **K-5th VCS Virtual**

*Families in need of a Chromebook for their child(ren) to access instruction picked up devices on Wednesday, September 2nd from the building in which the student was enrolled. Families who determined a Chromebook was needed after the initial distribution period contacted their building principal. Teachers who become aware of the need for a student to have a Chromebook should contact their Building Tech. See also Section D.7 of the [VCS Return to School Companion Document](#) as well as communications from the Building Principal of the school in which the student is enrolled.*

*Families without internet access are able to obtain access through district-provided hotspots (upon request to Building Principal). Grant funds may be available for temporary access to internet service if the option exists at the location of the home. Families who are in need of internet access should contact their building principal. Teachers who become aware that a student lacks internet access should contact their Building Tech.*

### **6th-12th In-Person Hybrid**

*Students were issued a Chromebook during the first two weeks of school and will have that Chromebook for use at home and in school for the year. Students are expected to bring them back and forth fully charged daily. There will be a small number in each room available for use.*

*Families without internet access are able to obtain access through district-provided hotspots (upon request to Building Principal). Grant funds may be available for temporary access to internet service if the option exists at the location of the home. Families who are in need of internet access should contact their building principal. Teachers who become aware that a student lacks internet access should contact their Building Tech.*

### **6th-12th VCS Virtual Hybrid**

*Families in need of a Chromebook for their child(ren) to access instruction picked up devices on Wednesday, September 2nd from the building in which the student is enrolled. Families who determine a Chromebook is needed after the initial distribution period should contact their building principal. Teachers who become aware of the need for a student to have a Chromebook should contact their Building Tech. See also Section D.7 of the [VCS Return to School Companion Document](#) as well as communications from the Building Principal of the school in which the student is enrolled.*

*Families without internet access are able to obtain access through district-provided hotspots (upon request to Building Principal). Grant funds may be available for temporary access to internet service if the option exists at the location of the home. Families who are in need of internet access should contact their building principal. Teachers who become aware that a student lacks internet access should contact their Building Tech.*

**9th-12th Vicksburg Pathways High School**

*All students are provided a computer upon entrance into the program.*

*Families without internet access are able to obtain access through district-provided hotspots (upon request to Building Principal). Grant funds may be available for temporary access to internet service if the option exists at the location of the home. Families who are in need of internet access should contact their building principal. Teachers who become aware that a student lacks internet access should contact their Building Principal.*

**K-12th KVIC**

*Families in need of a Chromebook for their child(ren) to access instruction picked up devices on Wednesday, September 2nd from the building in which the student is enrolled. Families who determine a Chromebook is needed after the initial distribution period should contact their building principal. Teachers who become aware of the need for a student to have a Chromebook should contact their Building Tech. See also Section D.7 of the [VCS Return to School Companion Document](#) as well as communications from the Building Principal of the school in which the student is enrolled.*

*Families without internet access are able to obtain access through district-provided hotspots (upon request to Building Principal). Grant funds may be available for temporary access to internet service if the option exists at the location of the home. Families who are in need of internet access should contact their building principal. Teachers who become aware that a student lacks internet access should contact their Building Tech.*

- **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.

### **PS-12, All Buildings and Programs**

*Special education and related services shall be provided to any student who is enrolled in the district and has, or is in the process of obtaining, an individualized educational plan (IEP) or 504 plan. Regardless of the instructional delivery model (in-person, hybrid, or virtual learning), instruction toward standards will continue with accommodations and/or modifications to meet each student's unique needs. Priority areas identified in the IEP shall continue throughout the year. Additionally, the list below provides the assurances:*

- *District policies and procedures align with relevant legislative requirements that establish standards for education in Michigan.*
- *Learners who receive special education services are general education students and as such have access to, participate in, and benefit from application of state standards provided to all students.*
- *Grade level content available to all learners is available or modified for the learner, according to the unique circumstances of the individual.*
- *Amount of instructional time provided to the learner is comparable to the amount of instructional time provided to all learners.*

Note: Please see the following for additional information

- [Return to Learn: Service Delivery Scenarios](#)
- [2020 Southern Service Area Guidance: Providing Special Education or 504 Services for Students Enrolled in KVIC.](#)