

Quincy Community Schools

**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.

*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.*



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

Address of School District/PSA: 1 Educational Parkway, Quincy, MI 49032

District/PSA Code Number:12040

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

District/PSA Contact and Title: Marc Kramer, Superintendent

District/PSA Contact Email Address: [kramerm@quincyschools.org](mailto:kramerm@quincyschools.org)

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

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 4 12, 2020.
2. **By not later than January 15, 2021, the district shall create a report that includes information regarding both of the following and shall ensure that the report under this subdivision can be accessed through the transparency reporting link located on the district's website:**
  - a. **The amount and type of training provided during the current school year as of the date of the report to teachers of the district through professional development that focuses on how to deliver virtual content.**
  - b. **The amount and type of training provided during the current school year as of the date of the report to the parents and legal guardians of pupils and to pupils on how to access and use virtual content provided by the district.**
3. The District/PSA will create and make available on its transparency reporting link located on the District/PSA's website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan not later than February 1, 2021, for goals its expected would be achieved by the middle of the school year and not later than the last day of school of the 2020-2021 school year for goals the District/PSA expected would be achieved by the end of the school year.
4. Benchmark Assessments: The District/PSA will
  - a. select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
  - b. administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year and again not later than the last day of the of the 2020-2021 school year.
5. If delivering pupil instruction virtually, the District/PSA will
  - a. provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
  - b. expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.

6. The District/PSA, in consultation with a local health department will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that are based on local data that are based on key metrics. Note: A determination concerning the method for delivering pupil instruction shall remain at the District/PSA Board's discretion. Key metrics that the District/PSA will consider shall include at least all of the following:
  - a. COVID-19 Cases or Positive COVID-19 tests
  - b. Hospitalizations due to COVID-19
  - c. Number of deaths resulting from COVID-19 over a 14-day period
  - d. COVID-19 cases for each day for each 1 million individuals
  - e. The percentage of positive COVID-19 tests over a 4-week period
  - f. Health capacity strength
  - g. Testing, tracing, and containment infrastructure with regard to COVID-19
  
7. If the District/PSA determines that it is safe to provide in-person instruction to pupils, the District/PSA will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District/PSA.
  
8. The District/PSA assures that
  - a. instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
  - b. the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
  - c. the District/PSA will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after ISD approval of the plan, and ~~every 30 days~~ **each month** thereafter at a meeting of the Board, and
  - d. **For each reconfirmation described in this subdivision, the district shall report to the center, in a form and manner prescribed by the center,**
    - i. **the instructional delivery method that was reconfirmed;**
    - ii. **how that instruction will be delivered for each grade level offered by the district, including pre-kindergarten, as applicable; and**
    - iii. **whether or not, as determined by the department in consultation with the center, the district is offering higher levels of in-person instruction for English language learners, special education students, or other special populations.**
  - e. public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District/PSA during a public meeting described in PA-149.
  
9. The District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.
  
10. The District/PSA will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District/PSA and the pupil's teacher or at least one (1) of the pupil's teachers, **or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress** during each week of the school year for at least 75% of the pupils enrolled in the District/PSA. The District/PSA will publicly announce its weekly interaction rates at each District/PSA Board meeting where it re-confirms how instruction is being delivered. The District/PSA will make those rates available through the transparency reporting link located on the District/PSA website each month for the 2020-2021 school year.

**Clarification of Assurance 10:** "2-way interaction" means a communication that occurs between a pupil and the pupil's teacher or at least 1 of the pupil's teachers **or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress**, where 1 party initiates communication and a response from the other party follows that communication, and that is relevant to course progress or course content for at least 1 of the courses in which the pupil is enrolled **or relevant to the pupil's overall academic progress or grade progression**. Responses, as described in this subdivision, must be to the communication initiated by the teacher, **by another district employee who has responsibility for the pupil's learning, grade progression, or academic progress, or by the pupil**, and not some other action taken.



\_\_\_\_\_  
District Superintendent or President of the Board of Education/Directors

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.

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 Quincy Community Schools plans to begin the school year with mixed formats that included K-5 students in full time face to face learning, students in grades 6-12 in a hybrid learning environment, and some students participating in a full-time virtual format, 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.

### Quality Evidence-Based Assessment Practices

The Quincy 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.

While benchmark assessment is one tool that provides information on overall academic performance in instructional programs, an assessment system that includes formative assessment data on a regular basis would be more beneficial to make high-stakes instructional decisions about individual student needs. Quincy Community Schools will utilize real-time student data in the formative assessment process that is embedded in the daily teaching and learning process to continuously observe where our students are in order to modify instruction. We believe this will give our school more flexibility and provide us with 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 K-8 students twice: 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.

**Goal 1** - All students (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by NWEA.

- All teachers will use available data including 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 discussed and analyzed by staff.

**Goal 2** - All students (K-8) will improve performance in Mathematics from Fall to Spring as measured by NWEA.

- All teachers will use available data including 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 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: Quincy Community Schools full instructional plan can be found on our website at [www.quincyschools.org](http://www.quincyschools.org).

At the start of the school year, all Quincy Community Schools Students (K-12) had the option to choose a type of in-person learning or a fully virtual program that is operated by the district. The selection is for a full semester.

At the start of the school year, all K-5 Quincy Students electing in-person learning are scheduled to attend school every day for face to face instruction. Student and staff health and safety will be addressed through a cohort model that keeps students together for the entire school day.

At the start of the school year, all 6-12 Quincy Students electing in-person learning are in a hybrid format. Students have been divided into two cohorts, Cohort A and Cohort B. Cohort A students attend school face to face on Monday and Tuesday. Cohort B students attend school face to face on Thursday and Friday. Wednesday is a remote connection day where teachers run synchronous



classes. This schedule attends to safety by reducing the number of students in the buildings allowing for more social distancing through smaller class sizes during the day.

- **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 Quincy Community School District full instructional plan can be found at [www.quincyschools.org](http://www.quincyschools.org).

### **Curriculum and Instruction: Academic Standards**

Quincy Community Schools has developed an aligned K-12 curriculum with state standards for core academic areas.

Quincy Community Schools has invested in two platforms to provide online virtual courses. Teachers in both buildings had the opportunity to align courses in the virtual platforms with content taught in face to face courses.

Quincy K-5 students that have elected in-person learning are meeting face to face five days a week. As elementary teachers navigate the wider than usual range of competencies expected this fall, standards will be prioritized. Assessments, including benchmark and formative, will be used to guide teachers to implement instructional approaches to meet the range of student needs as they progress through the curriculum during the school year.

Quincy 6-12 students that have elected in-person learning are meeting face to face 2 days a week, meeting one day synchronously online and participating 2 days a week virtually in a hybrid model. As middle school and high school teachers navigate the wider than usual range of competencies expected this fall, standards will be prioritized. Assessments, including benchmark and formative, will be used to guide teachers to implement instructional approaches to meet the range of student needs as they progress through the curriculum during the school year.

- **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**

Quincy School District bases its assessment system on the Michigan Standards. We regularly assess students at the district and classroom level to determine if they are making progress toward meeting those standards. Formative and summative assessments are used to check student progress through the curriculum. Formative assessments are 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.

Quincy Community Schools also have a system for delivering summative assessments at the school and classroom levels. These are generally 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 called Skyward 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. Parent teacher conferences are also utilized to discuss student progress. Teachers are asked to keep parents and guardians abreast of any concerns regarding a student's grade through emails and phone calls. Finally, we send out 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**

Fully Virtual Students: Quincy Community Schools has purchased two online platforms. The platforms are used to provide K-12 students with a fully virtual experience. Content is aligned to Michigan standards. Fully virtual students have been provided with a Chromebook to access the content. Internet hot spots are also being utilized as needed.

Quincy Students that are participating in a face to face model are also receiving a Chromebook. Currently there is a delay in the order that would allow all of our students to be one to one. Teachers that are in the face to face model are utilizing tools such as Google Classroom and SeeSaw as platforms to provide space to organize digital content and classes for student's district wide. Teachers in the face to face program also have access to online content in both online platforms used by the fully virtual students.

- **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**

Quincy Community Schools along with Branch ISD special education staff have partnered to provide services for students with disabilities at our schools. Currently, K-5 in-person students are able to receive supports at school.

Students with disabilities in grades 6-12 that have elected the in-person hybrid model are receiving supports from staff in-person on the days their cohort meets and special ed staff/classroom teachers are available on virtual days as well. Quincy Community Schools in conjunction with the Branch ISD special education staff have also developed a plan to provide additional time and support on Wednesdays for students with disabilities to meet with special education staff at school.

General and special education teachers and/or providers continue to collaborate and communicate regarding student performance and student needs on IEP goals and objectives with special consideration regarding assistive technology and accessibility. Students with disabilities that are fully virtual have access to special education support on their virtual platform.

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.

