



Richfield Public School Academy Extended COVID-19 Learning Plan

Address of School District: 3807 N. Center Road, Flint, Michigan

District Code Number: 25910

Building Code Number(s): 09305 and 09947

District Contact Person: Pamela Haldy

District Contact Person Email Address: phaldy@richfieldpsa.org

Local Public Health Department: Genesee County Health Department

Local Public Health Department Contact Person Email Address: kvanslyke@gchd.us

Name of Intermediate School District: Genesee Intermediate School District

Name of Authorizing Body: Bay Mills Community College

Date of Adoption by Board of Directors:



Assurances

- The Academy will administer an 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.
- Within thirty days after the approval of its Extended COVID-19 Learning Plan, and every 30 days thereafter, the Academy, at a meeting of its board of directors, will re-confirm how instruction is delivered during the 2020-2021 school year and will solicit public comment, at a public meeting, from the parents or legal guardians enrolled in the Academy.
- If delivering pupil instruction virtually, the Academy will 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 Academy had planned for that exposure to occur for in-person instruction.
- If delivering pupil instruction virtually, the Academy will provide pupils with equitable access to technology and the internet necessary to participate in instruction.
- The Academy 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.
- The Academy, in consultation with a local health department, and district employees, 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. A determination concerning the method for delivering pupil instruction shall remain at the Academy Board's discretion. Key metrics that the Academy 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
- If the Academy determines that it is safe to provide in-person pupil instruction to pupils, the Academy will prioritize providing in-person pupil instruction to pupils in grades K to 5 who are enrolled in the Academy.



- The Academy will ensure that two (2), 2-way interactions occur between a pupil enrolled in the Academy 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 Academy. The Academy will publicly announce its weekly interaction rates at each Academy Board meeting where it re-confirms how instruction is being delivered , beginning 30 days after approval of its Extended COVID-19 Learning Plan, and every 30 days thereafter. The Academy will make those rates available through the transparency reporting link located on the Academy website each month for the 2020-2021 school year.
- The Academy will create and make available on its transparency reporting link located on the Academy'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 Academy expected would be achieved by the end of the school year.

President of the Board of Directors

Date



Introduction and Overview

The Academy's Extended COVID-19 Learning Plan is necessary due to continued concerns regarding safety of students/staff by the school community. Parents were surveyed and the results of the survey were used to determine the best course of action for returning to school. The district decided to offer virtual learning to all students from September 8th through October 31st and support parents who need their children in school for child-care purposes by offering limited hybrid spots for students starting September 14, 2020.

The Return to School Plan will be published on the District's COVID Response and Preparedness web page and linked in various communications sent through the District's usual channels, i.e., email, mail, Power Announcement, class Dojo, Google Classroom and facebook.

Educational Goals

The median Student Growth Percentile for students in grades 2nd through 8th grade will be at or above the 50th percentile on NWEA's Measure of Academic Progress for fall-to-winter and fall-to-spring testing periods indicating a minimum of average growth.

The Northwest Evaluation Association Measure of Academic Progress (NWEA MAP), a nationally normed and computer-adaptive test, will be administered to all grade 2-8 students three times in the 2020-21 school year, in the fall (within the first nine weeks of the start of school), the winter, and in the spring to determine whether students are making meaningful progress toward mastery of the standards. The NWEA MAP is aligned to the Common Core Standards and listed by the Michigan Department of Education as an approved testing tool.

Academy will make available on its transparency reporting link located on the Academy's website, a report concerning the progress made in meeting the education goals not later than February 1, 2021 for fall-to-winter goal and not later than the last day of school of the 2020-21 school year for the winter-to-spring goal.



Instructional Delivery & Exposure to Core Content

Beginning September 8, 2020 instruction will be delivered to all students on-line in a synchronous and asynchronous format. Beginning September 14, 2020, a hybrid model will be offered to students who need child-care. These students will receive their instruction by participating in their classroom teacher's on-line synchronous and asynchronous lessons.

Student assignments will be delivered and monitored using Google Classroom as the Learning Management System. Student participation during scheduled class times will be monitored through Go-Guardian for all students in grades 2-8. All student work will be required and graded in accordance with established District policies. Parents will be given bi-weekly progress reports and offered the same options for communication and follow up as those provided during face-to-face instruction.

Core Academic instruction will be delivered to students via on-line format using the same grade level/content area curriculum and pacing schedule that was used for in-person instruction last year. The students will receive additional support for content area lessons through intervention support via on-line format and in-person intervention support for students who attend the hybrid model offered by the district.

Each content area will include formative and summative assessments to determine the student's mastery and guide the teacher's instruction. In addition, teachers utilize a variety of rubric based assignments which allow students to self assess their performance. RPSA utilizes standards based grading and remains committed to transparency with students (and their parents) around expectations for mastery.

All synchronous and asynchronous assignments are mandatory for completion and will be graded and reported in the student's progress reports and report cards. Parents have entered into a Parent Compact with the school which explains the attendance and grading process.



Equitable Access

To ensure equitable access to students with disabilities, the district has put into place the following protocols:

- a) Each case manager will review IEPs and COVID related amendments. Case managers will meet with the general education classroom teacher (virtually) to review IEPs and classroom accommodations for each student.
- b) The Special Education Director will follow an identical process with 504 plans.
- c) Students who are attending virtual school will have an EDP as required by the MDE, and the EDP will allow for delivery of services as set forth in the IEP.
- d) Accommodations, modifications and other supports will be delivered in accordance with the IEP based on the standards and guidelines revised by IDEA
- e) Professional learning time has been dedicated for communication of general information and specific meetings are scheduled with each classroom teacher to review their caseload IEPs and specific accommodations for each student. Online learning times will be coordinated to allow for special education teachers to attend and support their caseload students.

To ensure that students receive equitable access to technology the district has provided each student with a technology device (i-pad or chromebook) that has been programmed with all of technology questions or failures.

the district links, google classroom links and applications that the classroom teachers will use. The district has also uploaded “how to” videos for parents to support technology issues. The district has hired a Technology Director to support parents/students with technology questions or failures.

The district has provided parents with resources for free hot-spots. The district is prepared to support parents with obtaining the free hot-spots.



