

Kalamazoo RESA

Extended COVID-19 Learning Plan

as Described in [Public Act 149](#), Section 98a

August 27, 2020
September 30, 2020 Revisions Based on [SB 927](#)

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.

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 12, 2020.



Kalamazoo RESA Extended COVID-19 Learning Plan

Address of School District/PSA: 1819 E. Milham Avenue

District/PSA Code Number: 39000

District/PSA Website Address: www.kresa.org

District/PSA Contact and Title: David Campbell

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Name of Intermediate School District/PSA: Kalamazoo RESA

Date of Approval by ISD/Authorizing Body: 10/1/2020

Assurances

1. The District will make their ISD/Authorizing Body approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District'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:
 - 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.
 - 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 will create and make available on its transparency reporting link located on the District 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 expected would be achieved by the end of the school year.
4. Progress Monitoring: The District will
 - select a progress monitoring process that is/are based on individual needs identified in a student's IEP
 - engage all pupils in grades K to 8 in a progress monitoring process related to IEP goals and objectives 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 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.
6. The District, 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 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
7. If the District determines that it is safe to provide in-person instruction to pupils, the District will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District.
 8. The District assures that
 - instruction will be delivered as described in this plan and approved by the District 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 will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after the approval of the plan, and each month thereafter at a meeting of the Board, and
 - For each reconfirmation described in this subdivision, the district shall report to the center (CEPI), in a form and manner prescribed by the center (CEPI),
 - the instructional delivery method that was reconfirmed;
 - how that instruction will be delivered for each grade level offered by the district, including pre-kindergarten, as applicable; and
 - whether or not, as determined by the department in consultation with the center (CEPI), the district is offering higher levels of in-person instruction for English language learners, special education students, or other special populations.
 - public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District during a public meeting described in PA-149.
 9. The District 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 will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District 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. The District will publicly announce its weekly interaction rates at each District Board meeting where it re-confirms how instruction is being delivered. The District will make those rates available through the transparency reporting link located on the District 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 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.

Additional Note: Two-way interactions required in this section may require the use of AAC (Augmentative and Alternative Communication) and/or assistance from a caregiver or guardian.



District Superintendent

October 1, 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. Teachers and other instructional staff will need opportunities to collaborate with each other as they assess student skills and determine what comes next in the learning for each student.

Due to the disability related needs of students we serve at KRESA, the district is currently following a typical school schedule of five days a week with in-person instruction. Additionally, the district is committed to addressing the unique needs of children/students who are medically fragile or have other disability related needs which makes them more susceptible to exposure and contracting illness during a pandemic. Through a collaborative decision-making process, our students who need a different learning environment may access remote or other hybrid learning options to help meet their needs until it is safe for them to return to five days a week of in-person instruction.

Although Kalamazoo RESA provides a variety of services for students and families birth through age 26, this plan will specifically focus on grades K-8 for goals and individual needs assessments. Kalamazoo RESA remains committed to addressing the needs of all learners every day.

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.
- **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.

Kalamazoo RESA's K-8 students attend WoodsEdge Learning Center or Valley Center School, which are center-based programs for students with disabilities. Our students from these programs primarily learn utilizing alternate content standards, so the types of benchmark assessments typically used in K-8 classrooms are not appropriate for our students at WoodsEdge or Valley Center.

However, all of our K-8 students do have individualized IEP goals and objectives that are determined using baseline data and are evaluated regularly utilizing a progress monitoring and reporting process. This is a formative assessment process intended to provide in-time data for both teachers and students to accelerate their learning and progress and helps to give us a complete picture of what our students know and are able to do. It also allows us to know where to start instruction and when interventions are necessary. Progress on IEP goals and objectives are reported to students and families on a tri-annual basis throughout the school year.

Goal 1:

Baseline data determined by individual need assessments will be obtained for 100% of K-8 students to initiate the IEP goals and objective progress monitoring process within the first 9 weeks of the school year.

Goal 2:

75% of K-8 students will be on track to obtain their individualized IEP goals and objectives by the end of the 2020-21 school year based on progress monitoring data.

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).

The Kalamazoo RESA full instructional plan can be found in our [COVID-19 Preparedness & Response Plan](#).

Based on the individualized needs of the students served in KRESA programs, the district is committed to providing in-person instruction unless medical or other disability related needs prevent the child/student from engaging in in-person instruction or the Kalamazoo Health Department/ Governor's office directs the district to do otherwise. Should the school campus and/ or in-person instruction become unavailable, an individualized remote learning plan will be the district's best faith effort to address the unique needs of each child or student.

Program Format		
Age Program	Primary Format	Alternate Format
<i>Birth-three</i>		
<ul style="list-style-type: none"> • Early On 	Home Visit (outdoors when possible)	Virtual Home Visits
<ul style="list-style-type: none"> • Seeds for Success (including 32p) 	Home Visit (outdoors when possible)	Virtual Home Visits
<i>Three-Five</i>		
<ul style="list-style-type: none"> • Head Start 	In-person	Virtual
<ul style="list-style-type: none"> • Early Childhood Special Education 	In-person	Remote Learning Plan

<i>Five-18</i>		
<ul style="list-style-type: none"> Juvenile Home School 	In-person	Remote Learning Plan
<ul style="list-style-type: none"> Valley Center School 	In-person	Remote Learning Plan
<ul style="list-style-type: none"> WoodsEdge Learning Center--Onsite 	In-person	Remote Learning Plan
<ul style="list-style-type: none"> WoodsEdge Learning Center--Offsite 	Follows district of location—hybrid & virtual	Remote Learning Plan
<ul style="list-style-type: none"> WoodsEdge Learning Center—Offsite DHH 	Follows district of location—hybrid & virtual	Remote Learning Plan
<i>18-26</i>		
<ul style="list-style-type: none"> Young Adult Program—Onsite & YCC 	In-Person	Remote Learning Plan

<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.
<ul style="list-style-type: none"> 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.

Please see the chart below.

Program Format		
Age/ Program	Curriculum Focus (aligned with Early Childhood Standards of Quality or Alternate Content Standards)	Progress Reported
<i>Birth-three</i>		Describe how this will be graded and/or reported
Early On	Focus: Coaching families as their children's first teacher to embed learning opportunities within the routines of the day. <ol style="list-style-type: none"> 1. Functional communication in the natural environment 2. Parent/Caregiver responsiveness and attachment 3. Support growth in self-help/regulation/safety 	IFSP Outcomes are reported through a Periodic Review of Progress, which is required every 6 months.
Seeds for Success (including 32p)	Focus: <ol style="list-style-type: none"> 1. Building protective factors of families 2. Parent/Caregiver responsiveness and attachment 3. Support developmental growth of child through parent education 	Family Service Goals are reviewed at each visit, but progress is required to be reported annually (yearly) or when a change in eligibility is needed.
<i>Three-Five</i>		
Head Start	Focus: <ol style="list-style-type: none"> 1. Strengthen Language and Literacy Skills (increasing use of language, phonological and phonemic awareness, letter identification) 2. Increase attention, emotional regulation, identifying emotions and socially appropriate behavior 3. Increase family's ability to engage in their child's development by providing guidance, support and resources 4. Guide, support and provide families with tools to promote healthy lifestyles for the whole family; families will increase 	Report Cards

	<p>their knowledge of health partners and resources; practice various ways to engage their families in healthy behavior</p>	
Early Childhood Special Education	<p>Focus:</p> <ol style="list-style-type: none"> 1. Core skills development 2. Functional Communication 3. Learner Behaviors 4. Social Interaction through the routines 5. Parent counseling and training 	<p>Progress Reports on IEP goals and objectives –as often as general education students</p>
<i>Five-18</i>		
Juvenile Home School	<p>Focus:</p> <ol style="list-style-type: none"> 1. Social Emotional Learning 2. Academic Growth 3. Connections to Community 	<p>Progress Reports on IEP goals and objectives –as often as general education students (for students with IEPs)</p> <p>Report Cards</p>
Valley Center School	<p>Focus:</p> <ol style="list-style-type: none"> 1. Social Emotional Skills 2. Academic Competencies 3. Self-Advocacy 4. Individual IEP goals 	<p>Progress Reports on IEP goals and objectives –as often as general education students</p> <p>Report Cards</p>
WoodsEdge Learning Center--Onsite	<p>Focus:</p> <ol style="list-style-type: none"> 1. Academics (Alternate Standards) 2. Individual IEP goals <ul style="list-style-type: none"> ○ Core Skills-- Safety ○ Independence ○ Communication 	<p>Progress Reports on IEP goals and objectives –as often as general education students</p> <p>Skills Checklists</p>
WoodsEdge Learning Center—Offsite ASD	<p>Focus:</p> <ol style="list-style-type: none"> 1. General Education Assignments 2. Core Skills <ul style="list-style-type: none"> ○ Independence ○ Social Awareness ○ Learner Behaviors 3. Individual IEP goals 	<p>Progress Reports on IEP goals and objectives –as often as general education students</p> <p>Report Cards</p>
WoodsEdge Learning Center—Offsite DHH	<p>Focus:</p> <ol style="list-style-type: none"> 1. General Education Assignments 2. Core Skills 	<p>Progress Reports on IEP goals and objectives –as often as general education students</p>

	<ul style="list-style-type: none"> ○ Self-Advocacy ○ Learner Behaviors ○ Communication <p>3. Individual IEP goals</p>	Report Cards
18-26		
Young Adult Program—Onsite & YCC	<p>Focus:</p> <ol style="list-style-type: none"> 1. Core Skills: Independence <ul style="list-style-type: none"> ○ Respect ○ Safety ○ Communication 2. Adult Living Skills 3. Meaningful Work Skills 4. Individual IEP goals 	Progress Reports on IEP goals and objectives –as often as general education students

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.
- **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.

If students or families from Kalamazoo RESA programs are participating in instruction through alternate means, instructional teams will ensure the students have access through the modality in which best fits the student and family needs. This would include a variety of modalities such as delivery of written materials, phone calls, support with Wi-Fi connections, provision of Chromebooks or tablets, and synchronous/asynchronous virtual instruction.

Upon the start of school, formative assessments will be used to determine current levels for students with disabilities. IEP/IFSP/504 Plans will be reviewed in coordination with teachers, providers, and families. As data-driven adjustments are needed, teams will address these needs through the IEP/IFSP/504 Plan development process.

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.