



Kensington Woods Schools Extended COVID-19 Learning Plan

Address of School District: 9501 Pettys Road, PO Box 206, Lakeland, MI 48143

District Code Number: 47901

Building Code Number(s): 08248

District Contact Person: Jessie MacGonigal Pratt

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Local Public Health Department: Livingston County Health Department

Local Public Health Department Contact Person Email Address: Dianne McCormick,
DMcCormick@livgov.com

Name of Intermediate School District: Livingston Educational Service Agency

Name of Authorizing Body: Central Michigan University

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

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- 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-confirm 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 mission at Kensington Woods is “to prepare each student for success in college, career and life through an engaging, challenging and innovative educational program that is student-centered and promotes character and values.” This mission has not and will not change, even amidst the Covid-19 pandemic. All decisions in returning to school were made focused within the mission and providing our students the best educational experience possible, rooted in a student-centered experience based in relationships and engaging, relevant coursework while focusing on health and safety of students, staff and the school community.

By focusing on student growth through our Extended Learning Plan educational goals and continuing to provide students a supportive, engaging educational environment focused on college-preparation, high expectations and social-emotional learning, Kensington Woods Schools will be able to support and grow student engagement and achievement.

Educational Goals

It is the mission of Kensington Woods Schools (KWS) to prepare students for “college, career and life.” Therefore, we support students in their growth as they prepare for their future through an engaging, college preparation curriculum, high expectations and support in developing mastery in the content, as well as supporting their social-emotional growth.

To demonstrate this commitment, Kensington Woods Schools has developed the following educational goals for the 2020-2021 school year for it’s students:

Middle School (6-8th grade)

- The median growth percentiles reflecting fall-to-winter and fall-to-spring scaled score growth in grades 6 to 8 on reading and math NWEA Growth tests will be at or higher than 50.
 - NWEA exams will be administered in September, January and May.
 - This goal will be able to be assessed in both the middle and the end of the school year.
 - The NWEA is the same assessment used to monitor 6-8th grade student growth as in past years.
- The NWEA assessment, which will be used to measure progress toward attainment of the goals for grades 6-8 is approved by the Michigan Department of Education and meets all of the following: (a) Is one of the most commonly administered benchmark assessments in the state; (b) Is aligned to the content standards of the state; (c) Complements the state’s summative assessment system; (d) Is internet-delivered and includes a standards-based assessment using a computer-adaptive model to target the instructional level of each pupil; (e) Provides information on pupil achievement with regard to learning content required in a given year or grade span; (f) Provides immediate feedback to pupils and teachers; (g) Is nationally normed; and (h) Provides multiple measures of growth and provide for multiple testing opportunities.

High School (9th-12th grade)

- 50% of students in grades 9-10 will show a year’s worth of growth towards the grade-level college readiness benchmarks on the PSAT in the Evidence-Based Reading and Writing (EBRW) and Math portions of the exam.
 - Official PSAT exams will be administered in October and April. KWS will administer an internal PSAT exam in January.
 - Progress towards this goal (half year’s growth) will be able to be assessed in the middle of the school year.

Kensington Woods SCHOOLS

- The completion of this goal will be able to be assessed at the end of the school year.
- The PSAT is the same assessment used to monitor 9-10th grade student growth as in past years.
- 50% of students in grade 11 will show a year's worth of growth towards the college readiness benchmarks on the PSAT/SAT in the Evidence-Based Reading and Writing (EBRW) and Math portions of the exam.
 - Official PSAT exams will be administered in October and SAT exams in April. KWS will administer an internal SAT exam in January.
 - Progress towards this goal (half year's growth) will be able to be assessed in the middle of the school year.
 - The completion of this goal will be able to be assessed at the end of the school year.
 - The PSAT/SAT is the same assessment used to monitor 11th grade student growth as in past years.
- 80% of students in grade 12 will meet the Michigan Merit Curriculum and Kensington Woods Schools graduation requirements.
 - Students will receive graduation audits at the start of the school year.
 - Progress towards this goal will be monitored mid-year through graduation audits, verifying if students are on track to graduate or not and adjusting schedules as necessary.
 - The completion of this goal will be able to be assessed at the end of the school year.
- 100% of students in grade 12 will be accepted to a college or university before graduation.
 - Progress towards this will be able to be assessed in the middle of the school year.
 - The completion of this goal will be able to be assessed at the end of the school year.

Instructional Delivery & Exposure to Core Content

Vision

The mission at Kensington Woods is “to prepare each student for success in college, career and life through an engaging, challenging and innovative educational program that is student-centered and promotes character and values.” The instruction plan for Kensington Woods is centered on our mission statement, prioritizing a learning experience for students that:

- **Engages students** through a relevant and innovative educational program that focuses on deep investigation of content.
- **Is student-centered**, allowing for the building of relationships between students and staff, student voice and a focus on social-emotional learning.
- **Prepares students for what is next** and considers where they are currently at.

Commitment to Students

Our commitment to students includes:

- All students will be provided an education that delivers high quality instruction in a supportive environment that is aligned with state standards.
- Researched based pedagogy and best practices will be utilized to design and execute curriculum for all students.
- Individual student needs will be assessed and addressed in the instructional environment, utilizing high-quality instructional materials and teaching strategies, including differentiation and best practices in blended and remote learning.
- All students will be assessed on their perquisite skills, proficiencies and readiness through a variety of assessment methods. The results of these assessments will be utilized by teachers make instructional decisions best for students, applying best practices in instructional design, teaching strategies, differentiation and blending and remote learning.
- All students will be assessed on their learning in a variety of ways and will receive regular, high quality feedback and participate in regular self-assessment.
- All students’ social-emotional and mental health needs will be assessed and addressed within the learning environment.
- All students will participate in regular high-quality and developmentally appropriate social-emotional learning
- Teachers will focus on priority standards to focus, prioritize and accelerate instruction
- All students will have access to high quality supports and scaffolds to meet their academic and social-emotional needs

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- Communication channels with students and families will remain open and students and families will be asked regularly for input and feedback.

Learning Environment

Families will have the choice of one of two learning environments when the school is open to in-person learning.

Option #1: In-Person Learning Environment

Students will attend school in-person four days a week, with Friday being a remote learning day.

In the morning, students will attend 3 of their 6 classes in a block schedule format (providing longer class times and less transitions) and will see all of their classes two times per week, including their Grade Level Advisory for social emotional learning.

In the afternoon, students will attend a flexible Learning Lab that will offer different supervised, scheduled offerings. The schedule will vary by day and will offer multiple options, including:

- Supervised work time with teachers
- Teacher Office Hours for additional support
- Small Group work times with teachers
- Support Lab (students, especially Middle School students, will be able to get support in study skills and time management)
- Scheduled Enrichment Activities
- Teacher Prep Time

A student's Learning Lab schedule may change weekly depending on what their current needs are.

Students may opt-out of the in-person afternoon Learning Lab, choosing instead to attend Learning Lab from home and leaving the building prior to the start of lunch.

On Fridays, all students will work remotely from home on assignments given by teachers.

Option #2: Remote Learning Environment

Students will work fully remotely and will not attend classes in-person. Instead students will log in live to their classes (synchronously) via Google Meet or Zoom, following the same bell schedule as the in-person students. They will be expected to attend every class session; attendance will be taken.

On Fridays, students will have mandatory small group remote meetings with all of their teachers, to check-in and have any questions answered.

Kensington Woods SCHOOLS

Regardless of the learning environment chosen, all students enrolled in the same course will receive the same content taught by the same teacher and will have the same expectations and learning outcomes. All students will be enrolled in 6 courses and, in the high school, courses will continue to meet the requirements of the Michigan Merit Curriculum. Courses will continue to be designed and taught by Kensington Woods Schools teachers.

Teachers will utilize Google Classroom to post class content and assignments for all students. Teachers will utilize Google Meet and/or Zoom to allow students at home to log into classes live (synchronous learning) and students will be expected to do so. Teachers will also record and post class sessions in Google Classroom for all students to review at later times as needed. Content will therefore be accessible to all students at all times.

On Fridays, teachers will meet with their Remote Environment learners in mandatory remote meetings. All students will have defined assignments to work on.

This consistent learning structure across all learning environments will create consistency in learning throughout the school as well as make for an easier transition to remote learning for students who may have to quarantine at home for a time period or should the building have to be closed for in-person learning at any time.

In addition:

- Families will be asked to commit to their learning environment choice in advance, by marking period to allow for planning and consistency.
- Students and families will be provided orientations (in-person and remote) in the first days of school for all technologies utilized to support their remote work.
- Teachers will have regular, scheduled office hours after school where any student can receive support as needed.
- Advisories will meet regularly to allow for social-emotional learning, relationship building and development of school culture.
- Families will be surveyed for their access to technology and high-speed internet in August. Appropriate technology, like Wi-Fi hotspots, will be provided to families who express a need for it. Additional Chromebooks will be purchased, along with utilizing students' own technology, to allow for every student to have a device for their own use at home.
- Any student enrolled at Kensington Woods will be eligible to participate in any extracurricular activity that Kensington Woods offers, regardless of learning environment chosen.

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- Students and families will be communicated with regularly about student progress and potential needs for additional support, through the school grading system, MiStar, regular progress reports, regularly scheduled parent/teacher conferences throughout the year and email/phone communications between teachers, parents and students.

Remote Only Learning Environment

As dictated by the State of Michigan, Livingston County Health Department and/or other governing agencies or as determined by metrics set by the Kensington Woods Schools Board of Education and administration, Kensington Woods Schools will move to a remote-only learning environment as described above.

Equitable Access

Technology Access

- Families have been surveyed for their access to technology and high-speed internet. Appropriate technology, like Wi-Fi hotspots, is being provided to families who express a need for it. Additional Chromebooks will be purchased, along with utilizing students' own technology, to allow for every student to have a device for their own use at home.

Special Education and students with 504s

- When in-person instruction is provided to students without disabilities, Kensington Woods will provide in-person instruction to our students with disabilities, consistent with their individualized education plan or 504.
- When the building is closed to in-person instruction, Kensington Woods will strive in good faith and to the extent practicable, based upon available resources, technology, training, and curriculum, as well as the circumstances presented by COVID-19, to provide equal access to any alternative modes of instruction to students with disabilities from birth through age 26. This includes the provision of auxiliary services under section 1296 of the Revised School Code, MCL 380.1296.
- Student IEPs and 504s will be reviewed by special and general education teachers/504 coordinator and revised as necessary to reflect evolving needs of students stemming from time away from in-person learning and associated services as well as new needs that may have risen. This evaluation will be based on assessment data and feedback from students, parents and teachers. Learning environments (remote, hybrid and/or in-person) will be considered when accommodations are considered, especially in regard to appropriate technology needs. Kensington Woods will, to the extent practicable and necessary, make individualized determinations whether and to what extent recovery and/or compensatory services may be needed for students with disabilities in light of the school closures during the 2019–2020 school year.
- A continuation of services plan for students needing occupational, physical and/or speech and language therapy will be developed, including appropriate evaluations by school psychologists and social workers.