



Menominee Area Public School

Extended COVID-19 Learning Plan
as described in Public Act 149, Section 98a

Address of School District/PSA: **1230 13th Street, Menominee, Michigan 49858**

District/PSA Code Number: **55100**

District/PSA Website Address: **www.gomaroons.org**

District/PSA Contact and Title: **John Mans, Superintendent**

District/PSA Contact Email Address: **mansj@gomaroons.org**

Name of Intermediate School District/PSA: **Menominee County ISD**

Name of PSA Authorizing Body (if applicable):

Date of Approval by ISD/Authorizing Body: **October 2, 2020**

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.

John Mans, Superintendent, October 1, 2020

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.

Our strategic goals remain to:

1. establish a highly effective governance team (the Board of Education and Superintendent) which leads the entire organization's focus on teaching, learning, and leading;
2. establish a highly effective infrastructure that focuses the entire organization on teaching, learning, and leading; and,
3. ensure the highly effective allocation of resources to support the organization's strategic focus on teaching, learning, and leading.

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 Menominee Area Public Schools began the school year on September 1, 2020 in a fully in-person learning environment with online and blended learning options for students and families, we will confirm 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 was administered to pupils in previous years.

Quality Evidence-Based Assessment Practices

The Menominee Area Public 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, we will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, the Menominee Area Public 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

The NWEA assessments in reading and mathematics will be administered to all students three times in the 2020-2021 school year: once in the first nine weeks of the school year, once in January/February 2021, and a third time 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 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 publicly sharing aggregate and student subgroup performance reports on NWEA results.

Goal 1 - We will increase student reading performance for all students in grades K-10 from Fall 2020 to Spring 2021 as measured by NWEA.

- 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 - We will increase student math performance for all students in grades K-10 from Fall 2020 to Spring 2021 as measured by NWEA.

- 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: The Menominee Area Public Schools' full instructional plan can be found in the [MAPS Preparedness Plans 2020-2021](#).

Mode of Instruction

To begin the school year, all students K-12 will attend school every day for face-to-face in-person instruction. Student and staff health and safety will be addressed through compliance of the board approved Preparedness Plans noted above.

MAPS students and families were also given the opportunity to choose their educational delivery preference (fully online with MAPS teachers delivering MAPS curriculum) or a blended delivery in which students take some classes online and some classes in-person. For students and families who choose an online or blended educational delivery format, an Online Educational Delivery Plan was created by the parent/guardian and the building leader and is in effect regardless of the MI Safe Schools Phase.

In MAPS, online learning is defined as a combination of synchronous whole group instruction, synchronous small group, and combination of five types of asynchronous instruction (teacher video recorded instruction, assignments, assessments, discussion, one-on-one office hours) planned and delivered on a weekly basis in order to provide robust superior instruction aligned to the district's curricular documents.

In a five-day period, instruction will be organized as follows and delivered in accordance with the district's master schedule for online instruction.

1	Synchronous (LIVE) whole group instruction.
2	Teacher Recorded (Whole Group) Video Instruction and a combination of assignments, assessments, discussion).
3	Teacher Recorded (Whole Group) Video Instruction and a combination of assignments, assessments, discussion).
4	Synchronous (LIVE) small group instruction with guided practice assignments and/or other asynchronous activities as defined above.
5	Teacher Recorded (Whole Group) Video Instruction and a combination of assignments, assessments, discussion).
Daily	Office hours are available daily as scheduled with the teacher

MI Safe Schools Phases 4 through 6: Menominee Area Public Schools will provide regular in-person instruction using district teachers and district curriculum as part of its normal operations. Parents have been given the option to choose their preference for educational delivery and some students will attend classes in an online or blended fashion (per the agreement and

development of an Online Educational Delivery Plan created by the parent/guardian and the building leader) regardless of the MI Safe Schools Phase.

Online Instruction	Instruction provided by district teachers using district curricular documents. This instruction is comprised of three parts: (1) synchronous (real time) whole group instruction (2) synchronous (real time) small group instruction (3) asynchronous (not real time) activities which are defined as: a. assignments b. teacher recorded video instruction c. discussion d. assessments e. bi-weekly 1:1 meeting with teacher (online)
Live Video Conferencing	Synchronous whole group, small group, or individual instruction using ZOOM video conferencing software.
Blended Instruction	Students take some courses online and some courses in person. This is not allowed during Phases 1-3, but the district has provided this type of instruction as an option for families when in-person instruction is allowed in phases 4, 5, 6.
Online Educational Delivery Plan (OEDP)	A plan formulated jointly between the district and the student/family indicating the instructional delivery choices/programming for a student who chooses options beyond just the traditional, in-person venue.
Electronic Platform	The district recognizes only these online platforms. <ul style="list-style-type: none">• Google Classroom – learning management system• Zoom – live video conferencing software/video recording platform• Loom – video recording platform

- **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 Menominee Area Public Schools' full instructional plan can be found in the [MAPS Preparedness Plans 2020-2021](#).

Curriculum and Instruction: Academic Standards

The Menominee Area Public Schools' curriculum for core academic areas is aligned to state standards and housed within the district's internal electronic infrastructure. As teachers navigate the wider than usual range of competencies expected this fall, they will use district provided resources to provide guidance to help them design new (or best utilize existing) 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. The district will guide and support teachers to implement 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.

As our online teachers work to engage students remotely, they will research-based best practices to maximize student engagement and achievement in the online/remote learning environment. These practices include:

- Consider Maslow's hierarchy of needs
- Nurture a positive home climate for learning and parental involvement
- Establish and maintain remote classroom norms and learning routines
- Implement culturally responsive teaching practices
- Encourage student collaboration and discourse
- Create opportunities for and attend carefully to feedback
- Engage students in meaningful learning opportunities

- **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

The Menominee Area Public Schools 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. 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.

The district uses PowerSchool for the reporting and sharing of student data regarding attendance, schedule, and **grades** with parents and the student themselves for those of which it is applicable. Our teachers keep up-to-date information on student grades in this system.

We also send progress reports to our parents and guardians during each marking period. This is in addition to the expectation we have for all teachers that they keep parents and guardians abreast of any concerns regarding a student's grade through emails and phone calls. Finally, we send out report cards to parents at the end of each marking period.

PowerSchool is accompanied by parent teacher conferences, to be held virtually in the 2020-2021 school year, and regular teacher to parent forms of communication which include email and/or Class Dojo, and phone dialogue in the 2020-2021 school year. Written/printed updates from the teacher to the parent are always available 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.

Technology

The Menominee Area Public Schools ensures all students will be provided equitable access to technology and the internet as described in our Continuity of Learning Plan that was previously submitted to the state. The Menominee Area Public Schools system for maintaining student access to technology devices and the internet is described in the Continuity of Learning Plan, and again in the [MAPS Preparedness Plans 2020-2021](#).

The district will maintain an accurate database noting internet connectivity for each family, thus determining which students will engage in the JUMP DRIVE protocol should the district intermittently close due to current conditions of the coronavirus global pandemic or other conditions that would warrant a temporary in-person school closure. Each student in the district will have been issued a Chromebook and students take those devices back and forth to school on a daily basis to ensure safety (not sharing instructional materials) as well as to ensure student access to the device when in-person instruction closes abruptly. The district's technology team will respond quickly and efficiently to device issues ensuring that each student has a working device at all times. The district will continually work to continue to upgrade, improve, and troubleshoot the geographic deserts of internet access across the district.

- **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

Students with disabilities will have a choice of blended, in-person, at-home, or online learning. For other than in-person schooling, Menominee Area Public Schools will integrate synchronous and asynchronous remote learning and best practices that promote student engagement, consistency, and differentiation. Menominee County ISD will be consulted for high-quality digital resources as additional resources become available. Our general education and special education teachers will use the following practices for distance learning: 1) Multiple mediums and delivery channels to provide remote instruction depending on content and the needs of individual students. 2) Synchronous and asynchronous models of instruction. 3) Planning for connectivity by frequently checking in with families to discover their needs and provide necessary resources. 4) Communicate expectations with families and students periodically seeking feedback and input for support and improvement.

Teachers will continue to use screening assessments, diagnostic assessments, various modes of progress monitoring, and summative evaluation, as appropriate, for distance learning. Which specific assessments teachers and ancillary staff use to fulfill each of these functions depends upon the individual needs of the student as described in their IEP. However, all teachers will complete screening/diagnostic assessments within the first three weeks of school, as possible, based on distance learning. Modes of assessment and feedback will also depend in part upon IEP committee decisions regarding review of existing evaluation data and/or re-evaluation.

Teachers of record will ensure students are taught essential elements of common core and lessons based upon IEP goals and objectives. The manner in which instruction is provided will be based upon the needs of individual students as specified in the IEP. Teachers will also recognize relevant cultural factors when providing support. Considerations will be made for any additional needs based on any loss of learning identified as a result of schools shutting down during the spring.

Ancillary staff will use a variety of screening and diagnostic tools to assess student understanding of social emotional skills, prerequisite skills and grade level proficiencies, for their specific grade level, academic and cognitive functioning. Each IEP shows how the students learning aligns with the Michigan PreK-12 standards. IEP's, and Section 504 Plans of the American's with Disabilities Act (504's) will reflect the student's evolving needs and contingency plans will be developed to show how that will look within the context of different phases. This includes any ancillary supports required for each student, as well as interventions and support services needed.

Each IEP and 504 student has a service plan which describes delivery of services such as occupational, physical, and speech language therapy. Plans and, as needed IEP's, will be modified for instruction as circumstances change.

• Optional Considerations for District/PSA Extended COVID-19 Learning Plans:

- 1. In addition to the students with disabilities noted above, please describe how the District/PSA will ensure that the needs of other vulnerable student populations, such as but not limited to, early English Learners and Fledgling/struggling students, are met.
- 2. Please describe how the District/PSA will ensure that students will, during pandemic learning, have continued access to programs such as, but not limited to, Early Childhood, CTE, Early-Middle College, Dual Enrollment, and Advanced Placement as applicable within the District/PSA.

The Menominee Area Public Schools' full instructional plan addresses ways all learners are supported and can be found in the [MAPS Preparedness Plans 2020-2021](#).