

Extended COVID-19 Learning Plan

as described in Public Act 149, Section 98a

Final

[September 3, 2020 Clarifications](#)

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 North Muskegon Public Schools’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 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. ISDs and PSAs will transmit the approved plan to the superintendent of public instruction and the state treasurer.



North Muskegon Public Schools Extended COVID-19 Learning Plan

Address of School District: 1600 Mills Ave, North Muskegon MI 49445

District Code Number: 61230

District Website Address: www.nmps.net

District Contact and Title: Dr. Curt Babcock, Superintendent

District Contact Email Address: CBabcock@nmps.net

Name of Intermediate School District: Muskegon Intermediate School District

Name of PSA Authorizing Body (if applicable): N/A

Date of Approval by ISD: October 6, 2020



Assurances

1. North Muskegon Public Schools will make their ISD/Authorizing Body approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on North Muskegon Public Schools's website no later than October 1, 2020.
2. North Muskegon Public Schools will create and make available on its transparency reporting link located on North Muskegon Public Schools' website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan no 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 North Muskegon Public Schools expected would be achieved by the end of the school year.
3. Benchmark Assessments: North Muskegon Public Schools will
 - use the NWEA MAP benchmark assessment that is aligned to state standards.
 - administer the NWEA MAP assessment 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 2020-2021 school year - probably for a total of three times
4. If delivering pupil instruction virtually, North Muskegon Public Schools 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 North Muskegon Public Schools had planned for that exposure to occur for in-person instruction.
5. North Muskegon Public Schools, in consultation with a local health department will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that is based on local data that are based on key metrics. Note: A determination concerning the method for delivering pupil instruction shall remain at North Muskegon Public Schools Board's discretion. Key metrics that North Muskegon Public Schools 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



North Muskegon Public Schools' Extended COVID-19 Learning Plan

6. If North Muskegon Public Schools determines that it is safe to provide in-person instruction to pupils, North Muskegon Public Schools will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in North Muskegon Public Schools.
7. North Muskegon Public Schools assures that
 - o instruction will be delivered as described in this plan and re-confirmed by North Muskegon Public Schools Board,
 - o the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - o North Muskegon Public Schools will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after the approval of the plan, and every 30 days thereafter at a meeting of the Board, and
 - o public comment will be solicited from the parents or legal guardians of the pupils enrolled in North Muskegon Public Schools during a public meeting described in PA-149.
8. North Muskegon Public Schools 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.
9. North Muskegon Public Schools will ensure that two (2), 2-way interactions occur between a pupil enrolled in North Muskegon Public Schools 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 North Muskegon Public Schools. North Muskegon Public Schools will publicly announce its weekly interaction rates at each District Board meeting where it re-confirms how instruction is being delivered. North Muskegon Public Schools will make those rates available through the transparency reporting link located on North Muskegon Public Schools website each month for the 2020-2021 school year.

District Superintendent or President of the Board of Education/Directors

10/6/2020

Date



Opening Statement

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 North Muskegon Public Schools plans to begin the school year in a hybrid learning environment, 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

Quality Evidence-Based Assessment Practices

The North Muskegon 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, North Muskegon Public Schools School District 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: once in the first nine weeks of the school year, in the middle of the school year, and again during the last nine weeks 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 North Muskegon Public Schools' balanced assessment system, including publicly sharing aggregate and student subgroup performance reports on NWEA results.

Goal 1 - All students (K-8) will improve performance in Reading/ELA from Fall to Spring 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 - All students (K-8) will improve performance in Mathematics from Fall to Spring 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

The North Muskegon Public Schools full instructional plan can be found on our website using the following link: [Norse Learning Plan for Fall 2020 & Beyond](#)

Mode of Instruction

To start the school year, the majority of DK-12 students will attend school using our version of a “hybrid” school day schedule, with some using an all-virtual model of learning. This is in order to reduce potential exposure of students and staff to COVID-19. Additionally, students in all grades will be either fully or partially “cohorted” as an additional barrier to COVID-19 exposure. Please note the two following tables.

Phase 4: Norse Virtual Academy (Entirely Virtual Option, students do not attend school)	
Grades DK-5	Grades 6-12
Students will have a mix of synchronous learning with their grade-level peers and online-only asynchronous learning activities to: <ul style="list-style-type: none"> • Increase flexibility for families • Keep students connected to their grade-level peers 	Students will be enrolled in the four core subject areas. Students will have the option of a fifth or sixth, non-core course as well. Online classes may be taken using a combination of NM teaching staff using NM Virtual Academy and Michigan Virtual (MIVU)



Phase 4: Hybrid (mix of in-person and virtual)			
Discovery Kindergarten	Grades K & 1	Grades 2-10	Grades 11-12
<p><u>Schedule:</u></p> <p>Students come to school for a half-day (AM or PM) four days per week (no in-person on Wednesday)</p>	<p><u>Schedule:</u></p> <p>Students will come for a slightly shortened “full” school day four days per week (no in-person on Wednesday)</p>	<p><u>Schedule:</u></p> <p>Students will be in-person two “full” days per week in a set cohort, and virtual the rest:</p> <ul style="list-style-type: none"> • Half of the students will be a “Blue” schedule (Monday & Tuesday) • The other half will be “Gold” (Thursday & Friday) <p>All students will have five courses in-person: math, science, ELA, social studies, and one additional course</p>	<p><u>Schedule:</u></p> <p>Students will follow the grades 2-10 schedule generally, but because they have such diverse course needs scheduling will be more flexible and potentially include more virtual offerings</p> <p>Cohorting will be practiced but in a more limited way</p>
<p><u>Features:</u></p> <ul style="list-style-type: none"> • All students will be in cohorts & stay together all day in groups of 15 or less; there will be no mixing of cohorts while indoors to the best of our ability • Students wear masks, mask breaks provided with social distancing as feasible • Staff wear masks at all times • Scheduled handwashing will occur regularly multiple times each day • Students eat lunch in their classroom (3rd-hour for MS/HS and elementary when coordinated) • Wednesdays will consist of asynchronous & synchronous learning opportunities, teacher office hours, individualized student attention, professional development, lesson development, and deep cleaning of the facility • Distance and in-person learning supported through the full version of a Learning Management System • Social/Emotional Learning will be embedded into students’ & staff experiences in all models of instruction 			



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Curriculum and Instruction: Academic Standards

As always, the North Muskegon Public Schools curriculum for core academic areas is aligned to state standards and will use many of the same materials and resources that have been used in the past. Additionally, teachers are integrating student learning into the BrightSpace learning management system throughout the fall to permit a more seamless experience for students with the hybrid schedule to online resources.

As our high school elective teachers work to engage students remotely, they will use [Best Practices for Remote Learning](#):

- Remember Maslow
- 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



Assessment and Grading

North Muskegon Public Schools continues to use the standards-based grading model that is focused on giving more precise information about students' mastery of given standards. These grades are based on summative assessments - while teaching and learning is based firmly in formative, ongoing, and adapted assessments to help inform the teacher. In short, the formative assessments give the teacher important information to know how to adjust the teaching and learning process to meet each student's needs.

PowerSchool is available to our parents, legal guardians, and students as a web-based system that children's' grades at any time. Our teachers keep up-to-date information on student grades in this system. 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 to parents report cards at the end of each marking period.



Equitable Access

Technology

The North Muskegon Public Schools School District 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.

More specifically, parents and guardians have been asked if they have access to both an internet-ready device and an internet connection from “home”. In cases where these were needed the district will provide a fully functioning Chromebook and help support providing internet access as well to those households.

Since we are already a one-to-one district in grades 3-12, we needed to purchase a number of new devices to meet the needs of all our students.

Students with identified special needs

When school starts, students’ IEPs, IFSPs, and 504 plans will be reviewed in coordination with general and special education teachers and/or providers to address any data-driven accommodations and/or services that are needed due to known changes in students’ needs.

All students with disabilities will be provided with the same general education instructional options as other students including hybrid and remote learning as determined through parent input and through IEP team determinations. All supplementary aids and services, goals, programs, related services and other FAPE provisions will be in place either through the IEP or through the IEP and individualized contingency learning plan as appropriate.

For students from birth to five, those with identified special needs, and those attending CTE programming, intervention and support services will be integrated into the student’s program immediately upon the start of school. This will be accomplished through our consortium partners.

North Muskegon Public Schools has established structures for general and special education teachers and/or providers to collaborate and communicate regarding student performance and student needs on IEP goals and objectives with special consideration regarding assistive technology and accessibility.

North Muskegon Public Schools ensures a continuation of services for students receiving speech and language, occupational therapy, physical therapy, or social work services within their IFSP or IEP. North Muskegon Public Schools also ensures a method for the continuation of evaluation for students suspected of having a disability as well as those requiring re-evaluation.



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Students needing additional, non-standard supports

In addition to the students with disabilities noted earlier, we serve many other students that have previously needed additional behavioral and academic supports to be successful. In our case, this does not yet include English Learners but does include a number of otherwise struggling students.

We will meet the needs of these struggling students in a variety of ways, some of which include virtual small-group instruction on Wednesdays, access to councilors and social workers, regular mindfulness lessons in grades K-6, and virtual tutoring after school for grades 1-8.

Additionally, students that need access to additional coursework such as AP classes, dual enrollment with the community college, or career-tech education all have access to these resources to the same level as in any other school year. The only difference is that these courses are all offered using the hybrid or all-virtual modalities of learning instead of the traditional all in-person model.

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

10/6/20

Date