

North Central Area Schools

P. O. Box 159 W5465 East Third Street Hermansville, MI 49847

Phone: 906-498-7737 Fax: 906-498-2235

Jennifer Eichmeier, Superintendent/Elementary Principal

District/PSA for the Extended COVID-19 Learning Plan as Described in Public Act 149, Section 98a

Sept. 11, 2020

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. ISDs and PSAs will transmit the approved plan to the superintendent of public instruction and the state treasurer.

North Central Area Schools Extended COVID-19 Learning Plan

Address of School District/PSA: W5465 Third Street Hermansville, MI 49847

District/PSA Code Number: 55115

District/PSA Website Address: ncajets.org

District/PSA Contact and Title: Jennifer Eichmeier, Superintendent

District/PSA Contact Email Address: jeichmeier@ncajets.org

Name of Intermediate School District/PSA: Menominee County ISD

Name of PSA Authorizing Body (if applicable):

Date of Adoption by Board of Education/Directors: 9-16-2020

Assurances

1. The District/PSA will make their board approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's/PSA's website no later than October 1, 2020.
2. 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.
3. Benchmark Assessments: The District/PSA will
 - select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - 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.
4. If delivering pupil instruction virtually, the District/PSA 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.
5. 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:
 - 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
6. 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.

7. The District/PSA assures that
 - o instruction will be delivered as described in this plan and approved by the District/PSA 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 the District/PSA will reconfirm 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 the District/PSA during a public meeting described in PA-149.

8. 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.

9. 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 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.



President of the Board of Education/Directors

Sept 16, 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. 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 Central Area Schools plans to begin the school year with the majority of students in a face-to-face learning environment, we will need to ensure that there are structures in place to ensure student engagement and achievement for all, including those students opting for online instruction. In addition, staff and students have the need to prepare for transitioning into online learning if the virus forces the district into a distance learning mode. This plan will focus on teaching and learning with an emphasis on equity for all learners and the social and emotional 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 it administered to pupils in previous years.

North Central Area 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.

North Central Area Schools will continue 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. This includes using the data gathered through the formative assessment process to guide professional learning.

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 in grades K-8 three times during the school year: once in the first nine weeks of the school year, once mid-year at the semester break, and again prior to the last day of school. Formative assessments will provide information to inform progress toward our goals over the course of the year.

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.

North Central Area Schools will continue to engage stakeholders in the district's balanced assessment system, including publicly sharing aggregate and student subgroup performance reports on NWEA results.

Additionally, we will use the DIBELS Assessment Suite produced by Acadience Learning to measure literacy skills for students in Grades K-5 no later than the 30th day of school.

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.

Goal 3 - All students (K-3) will improve performance in literacy skills from fall to spring as measured by the DIBELS Assessments.

- 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 Literacy benchmark assessments, local Literacy 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: North Central Area Schools full instructional plan can be found at <https://ncajets.org/>

Mode of Instruction

To start the school year, all PK-12 students will attend school every day for face-to-face instruction, with the option to attend online or virtually. Student and staff health and safety will be addressed through a cohort model in grades PK-5 that keeps students together for the entire school day.

High school and middle school students will also begin the school year with face-to-face instruction with the option to attend online or virtually. Students in quarantine will be taught remotely via Zoom, Google Classroom, etc. using our Canvas platform. Students and families opting for online instruction will utilize Canvas, Zoom, Google Classroom, etc. to access content with classes set up by the classroom teachers. This schedule attends to the health and safety of students and staff members while maximizing instructional delivery and learning.

- **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.

Curriculum and Instruction: Academic Standards

Note: North Central Area Schools full instructional plan can be found at <https://ncajets.org/>

Curriculum and Instruction: Academic Standards

North Central Area Schools curriculum for core academic areas is aligned to state standards. The District will focus professional development on guiding 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.

In the event the North Central must revert to distance learning, the district teachers will employ the best practices for distance learning.

- **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

North Central Area 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.

We make available to our parents and legal guardians a web-based system that allows them to see their children's grades at any time. 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 to parents report cards at the end of each marking period.

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

North Central Area 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. North Central's system for maintaining student access to technology devices and the internet is described in the Continuity of Learning Plan, and again in the North Central Area Schools Preparedness and Response Plan which can be found at <https://ncajets.org/>.

North Central Area Schools provides a one-to-one Chromebook program for students in grades K-12.

- **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

When school starts, students' IEPs 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 and/or placement.

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.

The district 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.

The district ensures a continuation of services for students receiving speech and language, occupational therapy, physical therapy, or social work services within their 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.

North Central Area Schools will follow the special education guidance set forth by the State of Michigan Department of Education during the COVID-19 pandemic.

- **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.

North Central Area Schools full instructional plan can be found at <https://ncajets.org/> In addition, North Central Area Schools will continue to work with Bay College to ensure academic success for our dual enrollment and Early Middle College students. We will also continue to work with Menominee County Intermediate School District on the Great Start Readiness Program.

North Central Area Schools
Extended COVID-19 Learning Plan Goal Reporting

Goal Category	Goal Related to Achievement or Growth on K-8 Benchmarks
Mid Year Reading Goal	Students in K-8 will improve performance in Reading/ELA from fall to winter (mid year) as measured by NWEA.
End of Year Reading Goal	Students in K-8 will improve performance in Reading/ELA from winter (mid year) to spring (end of year) as measured by NWEA.
Mid Year Mathematics Goal	Students in K-8 will improve performance in Mathematics from fall to winter (mid year) as measured by NWEA.
End of Year Mathematics Goal	Students in K-8 will improve performance in Mathematics from winter (mid year) to spring (end of year) as measured by NWEA.
Mid Year Literacy Goal	Students in K-8 will improve performance in Literacy Skills from fall to winter (mid year) as measured by NWEA.
End of Year Literacy Goal	Students in K-8 will improve performance in Literacy Skills from winter (mid year) to spring (end of year) as measured by NWEA.

Achievement or Growth on Benchmark Assessments:

Reporting Category	Beginning of the Year (Fall)			Mid Year By February 1 (Winter)			Before End of Year (Spring)		
	Reading	Math	Literacy	Reading	Math	Literacy	Reading	Math	Literacy
All Students									
Econ. Disadv.									
Special Ed.									
ELL									
Female									
Male									
100% Remote									
Not 100% Remote									