



**Extended COVID-19 Learning Plan**  
*per Public Act 149, Section 98a*

Version 2.0  
September 17, 2020



## **Muskegon Area ISD Extended COVID-19 Learning Plan**

Address of School District/PSA: 630 Harvey Street, Muskegon, MI 49442

District/PSA Code Number: 61000

District/PSA Website Address: [www.muskegonisd.org](http://www.muskegonisd.org)

District/PSA Contact and Title: Dr. John Severson, Superintendent

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Name of Intermediate School District/PSA: Muskegon Area ISD

Name of PSA Authorizing Body (if applicable): NA

Date of Approval by ISD/Authorizing Body:

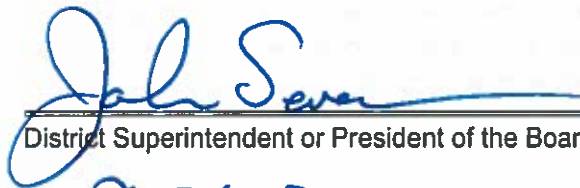
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# Assurances

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 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 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 re-confirmed 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 ISD 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.



District Superintendent or President of the Board of Education/Directors

9-21-2020

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 has impacted our community in a number of ways: we have experienced a traumatic event, many students may have significant gaps in their learning, and equity issues are more pronounced.

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 2019-20 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 to determine what comes next in the learning for each student, and to connect with them in ways they have not experienced before.

As Muskegon Area ISD 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

- **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.

### MAISD Center Based Programming - Lakeshore Learning Center and Wesley School:

Muskegon Intermediate School District will continue the use of benchmark assessment data to monitor the academic progress of students within our programs. Benchmark assessments and monitoring of IEP goals and objectives progress will give “real time” data to support the instructional needs of our students. Formative assessments will continue to inform our daily instruction and guide what further instruction and/or modifications are necessary to support student access and success.

Developmentally appropriate assessments in reading and math will be administered to all students within the first nine weeks of school and then again prior to the last day of instruction for the 2020-21 school year. Progress reports, including reporting on IEP goals and objectives, will be completed at minimum each semester.

Goal 1- All students (K-8) will improve performance in Literacy/Reading/ELA from Fall to Spring based upon the developmentally appropriate assessment tool used for each grade band.

- Staff will review and receive any additional necessary training around the administration of summative and formative assessments.
- Staff will complete assessments with all K-8 students within the first nine weeks of school.
- Staff will utilize summative and formative assessment data to adjust instruction and inform decisions made around individual IEP goals and objectives related to Literacy/Reading.

Goal 2- All students (K-8) will improve performance in Mathematics from Fall to Spring based upon the developmentally appropriate assessment tool used at each grade band.

- Staff will review and receive any additional necessary training around the administration of summative and formative assessments.
- Staff will complete assessments with all K-8 students within the first nine weeks of school.
- Staff will utilize summative and formative assessment data to adjust instruction and inform decisions made around individual IEP goals and objectives related to Mathematics.

### **Career Tech Center**

Students in all state-approved career and technical education programs and courses will work toward mastery of standardized segments throughout their program. Growth may be measured using relevant/applicable assessments which may include the pre and post assessments on CTE standards and state core performance indicators (CPI).

### **Preschool Programs**

GSRP programs will assess participating children on an ongoing basis using the research-based TS Gold system. Children shall be assessed regardless of learning format (in person, hybrid, or distance learning).

## **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).

### **Career Tech Center**



The CTC will be using a cohort model (see below) for a schedule when students return to school. This allows the center to reduce class sizes and follow social distancing requirements in the [MI Safe Schools Roadmap](#). Student cohorts will have face-to-face instruction at the CTC two days a week, and the remaining instruction for the week would be done remotely.

Times/Days	Monday	Tuesday	Wednesday	Thursday	Friday
8:05-10:35	Group A - AM	Group A - AM	100% Virtual	Group B - AM	Group B - AM
11:45-2:15	Group A - PM	Group A - PM		Group B - AM	Group B - AM

### **Center Based Programs**

MAISD Center Based Programs will be following a hybrid schedule with a late start for students to begin the 2020-21 school year. This schedule allows us to deep clean prior to student arrival; as well as gives time for staff planning, collaboration and material preparation; following the requirements in the [MI Safe Schools Roadmap](#). Students will have face-to-face instruction four days a week, and remote only instruction on Wednesday.

Student Arrival/Departure Times	Monday	Tuesday	Wednesday	Thursday	Friday
Craig	9:00am-2:25pm	9:00am-2:25pm	100% Remote Only Instruction	9:00am-2:25pm	9:00am-2:25pm
LLC	9:10am-2:45pm	9:10am-2:45pm		9:10am-2:45pm	9:10am-2:45pm
Wesley	9:15am-2:35pm	9:15am-2:35pm		9:15am-2:35pm	9:15am-2:35pm

\*Staff work hours on Monday, Tuesday, Thursday, Friday will remain as stated in your contract.

### **Preschool Programs**

Pre-K classes will begin the school year with in-person classes at all sites throughout the county funded by GSRP. In order to enforce socially-distanced recommendations of the CDC and State of Michigan child care licensing, reduced class sizes will be instituted to begin the year with 8-12 children per class. Class sizes and community COVID conditions will be evaluated on a regular basis to gauge whether class sizes shall be increased. Distance-learning options may be offered based on parent demand.

## Instruction and Academic Standards

- **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.

Muskegon Area ISD is providing a combination of in-person and virtual instruction in all programs that will allow for the continuity of the scope and sequence of the regular curriculum in these programs. Career and Technical Education (CTE) courses are aligned to core academic areas in English and Math, and standardized segments in each program provide learning around academic skills within CTE content. Contextualized learning opportunities are embedded within our CTE programs. All Muskegon Area ISD programs follow a prescribed curriculum that addresses all academic standards/segments. When applicable, IEP goals for students with disabilities that are also academic goals are linked to benchmark or curricular standards.

## Progress Toward Mastery

- **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.

Both formative and summative assessments will be used to monitor mastery of standards/segments. Formative assessments provide timely feedback that helps students 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. Summative assessments 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.

Grades will be reported through Powerschool, our student information system, which provides students and parents access to monitor student performance. Typical communication tools like report cards and progress reports will be used to communicate with students and parents as well. This is in addition to the expectation we have for all teachers that they keep parents and guardians informed of any concerns regarding a student's performance through emails and phone calls.

## 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.

Regardless of how students receive instruction, Muskegon Area ISD plans to ensure that all students attending our programs will have high-quality learning experiences.

Hybrid learning programs will deliver standards-aligned curricula and high-quality instructional materials. Synchronous and asynchronous learning and best practices will be used to promote student engagement, consistency and differentiation.

Muskegon Area ISD will ensure that students have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork. For CTE programs that require specific software tools, appropriate devices will be provided to students so they are able to work remotely. Assistive technology tools will be used in all programs as needed to accommodate students with specific needs. The Muskegon Area ISD technology help desk will be available to students and staff in order to respond to technology issues that may occur.

## Equitable Access for Students with Disabilities

- **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.

When school begins, students' IEPs and IFSPs will be reviewed in coordination with special education teachers and/or providers and parents to address any data-driven accommodations and/or services that are needed due to changes in students' needs. For students from birth to three, with identified special needs, intervention, and support services will be integrated into the student's supports immediately upon the start of school. The district has established structures for 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. Students K-12 will have a contingency learning plan developed (iCLP) to address learning needs if the parent has chosen distance learning or if we have a state, regional, or district closure due to health concerns that puts all learners in a remote learning platform.

## Vulnerable Student Populations

- **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.

English Learners and their families are one vulnerable population for consideration. Families may need translation services to help them understand their learning options, how to access the various technologies needed for remote learning, and assessment results. All MAISD campuses have access to the Telelanguage service for on-demand translation services for meetings or document translation. School principals and program directors will assist staff with setting up any needed translation services.

CTE programs collect student data, including wellness, and the building network monitors this on a regular basis. The building network team provides recommendations on supports needed for students based on the data that has been reviewed and works hard to make sure students feel connected at the center.

Early Childhood: GSRP and Head Start classrooms will be operational on reduced class sizes beginning the first day of school with distance-learning options being investigated per parent demand. Early Head Start, both federally funded and via state 32p(4) grant funds, will operate in-person home visits with 85% of clients. Remaining clients have chosen to conduct virtual/remote visits. Given the randomness of attendance and unknown nature of possible attendees, 32p Great Start Collaborative funded community projects, such as Play and Learn Early Literacy Groups, will operate in virtual format until community COVID conditions improve.

Early-On/Michigan Mandated Special Education continues to serve the eligible birth-3 population across Muskegon County. Visits are a combination of virtual and face-to-face. Families are able to choose what format best meets their needs during

this time. Play and Learn and other typical face-to-face opportunities are offered in a virtual format until conditions are appropriate for large group gatherings.

JTC - Juvenile Transition Center services continue to be implemented for all students placed at JTC. The format will remain virtual until the EO allows face-to-face interaction within facilities. Staff have been trained on remote platforms and students within the facility are given access to remote instruction with the support of facility staff.

