



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

August 27, 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.



Northport Public School Extended COVID-19 Learning Plan

Address of School District: 104 Wing St. – PO Box 188, Northport, MI 49670

District Code Number: 45040

District Website Address: www.northportps.org

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Name of Intermediate School District: Traverse Bay Area Intermediate School District

Date of Adoption by Board of Education: September 14, 2020

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Assurances

1. Board Approval

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. Transparency Reporting

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. Virtual Instruction

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. Local Health Department Guidelines

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. In-Person K-5 Prioritization

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. Instructional Delivery

The District/PSA assures that

- instruction will be delivered as described in this plan and approved by the District/PSA Board,
- the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
- the District/PSA will re-confirm how instruction will be delivered during the 2020-2021 school year at the interval required by law or order, currently thirty days after the approval of the plan, and every 30 days thereafter at a meeting of the Board, and
- 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. Equitable Access

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. Two-Way Interaction

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

September 14, 2020

Date

Learning Plan Narrative

Opening Statement

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 school district is in Region 6. In accordance with the Michigan Safe Schools Roadmap and Executive Order 2020-142, we are currently implementing the requirements and recommendations as detailed in our district's COVID-19 Preparedness and Response Plan (https://northportps.org/downloads/covid-19/covid-19_preparedness_and_response_plan.pdf).

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 2019-2020 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 have missed key concepts and as a result be behind. This will necessitate opportunities for students to obtain mastery of key skills and concepts from last year. 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.

While we believe the best education is comprehensive in nature and best experienced in-person with fellow students, we recognize that COVID-19 may challenge our ability to provide that opportunity to all students all year. Therefore, we are developing this Extended COVID-19 Learning Plan so that we are prepared to meet the individual health, safety, and educational needs for each student regardless of whether that student is learning in-person, remotely, or otherwise.

When students are learning remotely, our top priority is active student engagement in the curriculum through a learning community while supporting the social and emotional needs which may become barriers to academic success. We will do this through regular 2-way communication between teachers and students and by holding in-person and remote learners to the same learning expectations.

Educational Goals

- **Outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. These goals must be established no later than September 15, 2020.
- **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.

Quality Evidence-Based Assessment Practices

The Northport Public School staff and board of education believe that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in 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 in isolation. Rather, our 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.

The formative assessment process, supported by an extensive body of research, provides relevant and timely data for both our teachers and students to accelerate their learning while giving us a more complete picture of what our students know and are able to do. The TBAISD region has made formative assessment a primary area of focus for professional development in recent years and is well positioned to proceed successfully with this work.

Educational Goals

The NWEA assessments in reading and mathematics will be administered to all students at least twice: once in the first nine weeks of the school year, and again prior to the last day of school. Additionally, a third interim NWEA assessment is scheduled for early winter. 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 and learning, all teachers, as necessary, 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

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 and 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 and 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.

[Link to district reporting form](#)

Instructional Delivery & Exposure to Core Content

How and where instruction will be delivered during the 2020-2021 school year.

In-Person Learning

When conditions allow, students will have the opportunity to participate in courses at our schools delivered in-person. These classes will follow our normal calendar and bell schedule, implementing the requirements and recommendations as specified in our COVID-19 Preparedness and Response Plan (<https://northportps.org/downloads/covid-19/covid-19-preparedness-and-response-plan.pdf>). During these classes, while students are participating in our regular curriculum lessons and activities, teachers will show students how to access content through Google Classroom, Otus, and/or SeeSaw as well. These guided practice lessons in school will prepare and equip students to access the lessons and activities so they can continue to participate and progress in the curriculum in case they are required to stay home due to COVID-19.

Remote Delivery for Normally In-Person Students

We anticipate there will be times during this school year that students will not be able to attend school in-person. This could occur due to direct or indirect COVID-19 exposure, positive test results, symptoms requiring the student to stay home, a temporary closure of the school, or movement of our region into Phases 1-3. When this occurs, teachers will continue to post course content remotely, and teachers will arrange opportunities for students to connect with them remotely as well. The goal during this learning will be to ensure the students continue to progress through the planned curricula on pace with their peers as guided, directed, and assessed by the teachers. This will ensure each student is prepared to resume in-person instruction from a common learning point when circumstances allow.

When a reliable, adequate internet connection is not available at a student's home, the student will be able to access remote learning systems at a community WIFI location or other means to complete offline. These lessons will be submitted the next time the student connects at the WIFI location. When appropriate, printed packets of materials may also be provided as an alternative to students for continuing their learning.

Hybrid Delivery

The hybrid delivery model is the term the district is using to indicate students who have opted for remote delivery without meeting the criteria to be forced into remote learning. Students will be assigned to their regular classes with in-person peers, complete the in-person lessons (or an alternate activity if the content does not transfer into a remote setting), and engage in two-way communication with their teachers at a minimum of twice a week (but more likely on a daily basis). Students will participate via Google Meet and through the same learning management systems listed for in-person learning. Students will be able to seamlessly transition between in-person learning, remote delivery, and hybrid delivery with administrative approval.

Core Academic Areas

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 had planned for that exposure to occur for in-person instruction.

All courses, whether in-person or remote, will continue to follow the district's established curriculum, scope, and sequence. The course content will be delivered and made available through a blend of direct instruction and online resources. When normally "In-Person" students are learning "Remotely," they will continue to engage with the coursework according to their normal schedule and sequence. The expectation is these students will continue to progress through the district's established curriculum at more or less the standard pace and remain on track with their learning cohort.

All hybrid students will be assigned to the same class as their in-person peers. The only major difference will be location. Occasionally, alternate learning activities will be used to address the same content as in-person learning when the in-person activity does not translate well to a hybrid setting.

Regardless of location, all Northport Public School students will be engaged in the same curricula, standards, and scope and sequence as any other year.

Progress Towards Mastery

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.

Northport Public School 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, as needed, 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

Technology

How the District will provide pupils with equitable access to technology and the internet necessary to participate in instruction.

Northport Public School is a one-to-one district. Every student, kindergarten through 12th grade, has their own district provided Chromebook. The district has also secured mobile hotspots and mobile data cards to distribute to families. Finally, the district has installed multiple wireless access points to extend its internet connection beyond the walls of the building to allow for students to connect to the district network from either parking lot.

Students with Identified Special Needs

How the District 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 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.

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. Resources to consider may be found at <https://www.altshift.education/resources/remote-learning-resources>

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

Vulnerable Students

How the District will ensure that the needs of other vulnerable student populations, such as but not limited to, early English Learners are met.

Northport Public School will continue to work with Traverse Bay Area Intermediate School District with whom they have a contract, to address all ELL needs.

Other Programs

How the District 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.

Early Childhood

Northport Public School does not currently have an early childhood program. Regardless of the pandemic, the district will work with the community to pursue early childhood options. The district will maintain all previous relationships with neighboring districts and childcare centers to provide all necessary early childhood special education

Career and Technical Education

Northport Public School will follow the plan created by Traverse Bay Intermediate School District who runs the CTE program. The district will provide students with the same CTE access as previous years unless the ISD plan changes.

Early-Middle College

As with most years, Northport Public School currently has no students attending an early-middle college program.

Dual Enrollment

Although students have opted for online dual enrollment more than normal, all Northport Public School students will have the same access to dual enrollment as previous years.

Advanced Placement

Advanced Placement courses at Northport Public School are nearly always taken virtually. This will continue this year with students having same access as previous years.

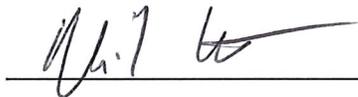


Modified Requirements for District Extended COVID-19 Learning Plans

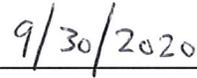
[SB 0927, Senate Concurred, September 23, 2020](#) - Section 98a begins on page 229.

Senate Concurred Bill 0927 was presented to Governor Whitmer on September 28, 2020. Section 98a of this bill modifies the requirements for district/PSA Extended COVID-19 Learning Plans required in Public Act 149. These modified requirements take effect once Governor Whitmer signs the bill into law.

Northport Public School amends the previous submitted ECOL Plan as follows.



Superintendent Signature



Date

Sub-section	Modified requirements (SB 0927) for district/PSA Extended COVID-19 Learning Plans.	Location in the Template for Extended COVID-19 Learning Plans
1(c)	Thirty days after the approval of the plan under subsection (2), and every 30 days each month thereafter, the district must, at a meeting of the board or board of directors, as applicable, of the district, reconfirm how instruction is going to be delivered during the 2020-2021 school year.	Assurance #8
1(c)	<p>For each reconfirmation described in this subdivision, the district shall report to the center, in a form and manner prescribed by the center,</p> <ul style="list-style-type: none"> - the instructional delivery method that was reconfirmed; - how that instruction will be delivered for each grade level offered by the district, including pre-kindergarten, as applicable; and - 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. 	Assurance #8
1(g)	A requirement that the district, in consultation with a local health department, as that term is defined in section 1105 of the public health code, 1978 PA 368 , MCL 333.1105, and district employees, develop districtwide 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.	Assurance #6
1(i)	A requirement that the district shall ensure that 2 2-way interactions occur between a pupil enrolled in the district 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 during each week of the school year for at least 75% of pupils enrolled in the district.	Assurance #10

1(i)	<p>As used in this subdivision, "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.</p>	Assurance #10
2	<p>A district that is not a public school academy that intends to provide instruction under an extended COVID-19 learning plan shall submit its extended COVID-19 learning plan described in subsection (1) to the intermediate district in which the district is located by not later than October 1, 2020, and, except as otherwise provided in this subsection, a district that is a public school academy that intends to provide instruction under an extended COVID-19 learning plan shall submit its extended COVID-19 learning plan described in subsection (1) to its authorizing body by not later than October 1, 2020, for approval.</p> <p>A district that is a public school academy that, by agreement, provides educational services for the residents of a district that is not a public school academy and that does not directly provide public educational services to its residents that intends to provide instruction under an extended COVID-19 learning plan shall submit its extended COVID-19 learning plan described in subsection (1) to the intermediate district in which it is located not later than October 1, 2020 for approval.</p>	Introduction Page
2	<p>An intermediate district or authorizing body, as applicable, shall approve an extended COVID-19 learning plan submitted for approval under this subsection by not later than October 9, 2020 if the plan includes all of the elements required for inclusion in the plan under subsection (1).</p>	Introduction Page

3	An extended COVID-19 learning plan described in subsection (1) and approved under subsection (2) must be made accessible through the transparency reporting link located on the district's website by not later than October 4, 12 , 2020.	Assurance #1
4(a,b,c)	<p>Both All of the following apply to a district that is providing instruction under an extended COVID-19 learning plan approved under this section:</p> <p>(a) 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:</p> <p>(i) 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.</p> <p>(ii) 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.</p> <p>(b) (a) By not later than February 1, 2021, the district shall create a report concerning progress made in meeting the educational goals described in subsection (1) that the district expected would be achieved by the middle of the school year and shall ensure that the report under this subdivision can be accessed through the transparency reporting link located on the district's website.</p> <p>(c) (b) By not later than the last day of the 2020-2021 school year, the district shall create a report concerning progress made in meeting the educational goals described in subsection (1) that the district expected would be achieved by the end of the school year and shall ensure that the report under this subdivision can be accessed through the transparency reporting link located on the district's website.</p>	Assurances #2 and 3