



Helping All Learners Reach Their Full Potential

# Manistee Intermediate School District

**Manistee ISD**  
**Extended COVID-19 Learning Plan**  
**as Described in [Public Act 149, Section 98a](#)**

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.

MISD 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.

MISD Extended COVID-19 Learning Plans should be submitted to the ISD or Authorizing Body as a PDF file.

**Manistee Intermediate School District**

**Extended COVID-19 Learning Plan**

**Address of School MISD:** 772 East Parkdale Ave., Manistee, MI 49660

**MISD Code Number:** 51000

**MISD Website Address:** manistee.org

**MISD Contact and Title:** David J. Cox; Superintendent

**MISD Contact Email Address:** dcox@MISD.org

**Name of Intermediate School MISD:** Manistee ISD

**Name of PSA Authorizing Body (if applicable):** NA

**Date of Approval by ISD/Authorizing Body:** September 15, 2020

## Assurances

1. The MISD will make their approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the MISD website no later than October 1, 2020.
2. The MISD will create and make available on its transparency reporting link located on the MISD'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 MISD expected would be achieved by the end of the school year.
3. Benchmark Assessments: The MISD 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 MISD 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 MISD had planned for that exposure to occur for in-person instruction.
5. The MISD, 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 MISD Board's discretion. Key metrics that the MISD 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 in service area 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 in service area over a 4-week period
  - Health capacity strength

- o Testing, tracing, and containment infrastructure with regard to COVID-19
6. If the District Health Department # 10 and the MISD determines to provide in-person instruction to pupils, the MISD will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the MISD.
  7. The MISD assures that
    - o instruction will be delivered as described in this plan and approved by the MISD 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 MISD 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 MISD during a public meeting described in PA-149.
  8. The MISD 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 MISD will ensure that two (2), 2-way interactions occur between a pupil enrolled in the MISD 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 MISD. The MISD will publicly announce its weekly interaction rates at each MISD Board meeting where it re-confirms how instruction is being delivered. The MISD will make those rates available through the transparency reporting link located on the MISD website each month for the 2020-2021 school year.



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President of the Board of Education/Directors

9/15/20

\_\_\_\_\_  
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 the MISD begins the school year we will need to ensure that there are structures in place to ensure student engagement and achievement for all regardless of in person, blended or full remote learning environment . 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 MISD 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 MISD 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 MISD will administer the same benchmark assessment or benchmark assessments that it administered to pupils in previous years.

### Quality Evidence-Based Assessment Practices

The MISD 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, MISD 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

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.

### Special Education:

Due to the nature and severity of our students' disabilities, progress will be measured based upon individual student's IEP goals and objectives. Some students may have early literacy skills, reading and/or early math skills and math IEP goals, while others may have goals for functional or daily living skills.

**Goal 1** - MISD Center-Based students (K-8) will improve performance toward their individualized IEP Goals and Objectives, including any who may be working on reading and or early literacy skills from Fall to Spring as measured by one of the following: (Early Literacy Benchmark Assessment, Brigance, Unique Learning System Benchmark Assessments, Teach Town and local assessment).

- All teachers will use the formative assessment process (progress monitoring) to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading or early literacy academic standards.
- Results from early literacy skills and reading benchmark assessments, and formative assessment will be continuously discussed and analyzed by staff.

Progress reports toward this goal will be available on our website in February and June.

**Goal 2** - MISD Center-Based students (K-8) will improve performance toward their individualized IEP Goals and Objectives, including any who may be working on math and or early math skills from Fall to Spring as measured by one of the following: (Early Math and Math Benchmark Assessment, Brigance, Unique Learning System Benchmark Assessments, Teach Town, IXL, and local assessments).

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Math or early math academic standards.
- Results from Math benchmark assessments or early math summative assessments, and formative assessments will be continuously discussed and analyzed by staff.

Progress reports toward this goal will be available on our website in February and June.

## Instructional Delivery & Exposure to Core Content

- **Please describe** how and where instruction will be delivered during the 2020-2021 school year. (e.g. instruction may be delivered at school or a different location, in-person, online, digitally, by other remote means, in a synchronous or asynchronous format, or any combination thereof).

Note: The MISD full instructional plan can be found in the [MISD Preparedness Plan](#)

### Mode of Instruction

To start the school year, students will attend school every day for face-to-face instruction with some instruction/services being remote . Student and staff health and safety will be addressed through a cohort model that keeps students together for the entire school day. For those parents choosing to not send their students to the MISD Center-Based Program due to concerns about the health pandemic, Contingency Learning Plans will be developed with parental input to provide remote learning.

In the event that the school is closed to in-person instruction due to guidance from the Health Department or an executive order, the MISD will provide a combination of synchronous and asynchronous remote learning to all its students.

Note: The MISD full instructional plan can be found in the [MISD Preparedness Plan](#)

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

### **Curriculum and Instruction: Academic Standards**

The MISD curriculum for core academic areas is aligned to state standards.

- MoCI Programs follow the Unique Learning System, Teach Town and Essential Elements
- SCI Programs follow the Teach Town and Essential Elements
- SEI programs follow the Michigan state standards

If the MISD Center-Based Programs are closed to in-person instruction and remote learning begins, the teachers will navigate a wider than usual range of competencies expected this fall, they will use these to provide guidance to help them design new (or best utilize existing) pre-assessments to plan for differentiation of content, use results from pre-assessments to inform instruction and prioritize K-12 instructional standards for the 2020-2021 As our teachers work to engage students remotely, they will help foster positive learning experiences through the use of remote classroom norms and learning routines. These include:

- Remembering that the norms and routines used in the past may or may not work in a remote learning environment.
- Considering the need for new routines and norms centered on the use of technology.
- Building in redundancies (e.g., back-up plans or alternative tools) for technology- and communication-related breakdowns.
- Using non-digital methods (e.g., phone calls, paper letters/notes) to reinforce norms and routines, even in technology-rich environments.
- Establishing signals/digital responses to facilitate taking turns to avoid simultaneous talking (e.g., raising hands, thumbs up, muting when others are speaking). Use strategies to manage speaking such as each person nominating another to speak, until all have spoken.
- Adhering to agreements about when to use cameras, when to mute/unmute audio, video recording, and screen capture of virtual meetings or student work.
- Being culturally sensitive to students that may feel discomfort showing their home on video or maintaining eye contact online.
- Encouraging patience, support, and kindness among the group, paying particular attention to those who might be new to technology or selected platforms.

- Taking time to learn and practice using the digital platform and post tutorial videos for reference.
- Assuming technological glitches will happen. Recognizing that students will access digital platforms with a variety of devices that may have differing capabilities.
- Nurturing a positive home climate for learning and parental involvement
- Establishing and maintaining remote classroom norms and learning routines
- Implementing culturally responsive teaching practices
- Encouraging student collaboration
- Creating opportunities for and attend carefully to feedback
- Engaging students in meaningful learning opportunities

- **Please describe** how pupil progress toward mastery of the standards described within this section will be graded or otherwise reported to the pupil and the pupil's parent or legal guardian.

### **Assessment and Grading**

MISD bases its assessment system on the Michigan Standards, IEP Goals, and IEP Objectives and will regularly assess students at the district and classroom levels to determine if they are making progress toward meeting those standards/goals. The emphasis will be on formative assessment. This is critical in the instructional process so that students receive timely feedback. 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 reporting 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 will report student progress through EdPlan every 9 weeks.

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 progress through emails and phone calls.

## Equitable Access

- If delivering pupil instruction virtually, please **describe** how the MISD will provide pupils with equitable access to technology and the internet necessary to participate in instruction.

### Technology

The MISD ensures all students will be provided equitable access to technology and the internet as described in our Continuity of Learning Plan that was previously submitted to the state. The MISD system for maintaining student access to technology devices and the internet is described in the [MISD Preparedness Plan](#)

- **Please describe** how the MISD 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 IFSPs will be reviewed in coordination with general education department 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.

The MISD special education teachers and/or service providers have the ability to collaborate and communicate regarding student performance and student needs on IEP goals and objectives. Special consideration regarding assistive technology and accessibility is available in consultation with our contracted Assistive Technology person.

The MISD ensures a continuation of services for students receiving speech and language, occupational therapy, physical therapy, teacher consultant services for VI, DHH, O&M and ASD, or social work services within their IFSP or IEP. The MISD also ensures a method for the continuation of evaluation for students suspected of having a disability as well as those requiring re-evaluation.

- **Optional Considerations for MISD Extended COVID-19 Learning Plans:**

- 1. In addition to the students with disabilities noted above, please describe how the MISD 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 MISD 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 MISD.

The MISD full instructional plan addresses ways all learners are supported and can be found in the [MISD Preparedness Plan](#)