



## **Menominee County ISD Extended COVID-19 Learning Plan as Described in [Public Act 149](#), Section 98a & September 30, 2020 SB 927 Revisions**

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. 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.

The ISD or Authorizing Body will approve Extended COVID-19 Learning Plans no later than October 9, 2020 and transmit the approved plans to the state superintendent of public instruction and the state treasurer. Approved plans must be made accessible through the transparency reporting link located on the district’s website by not later than October 12, 2020.

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

**Menominee County ISD**  
**Extended COVID-19 Learning Plan**

Address of School District/PSA: 1201 41st Ave, Menominee, MI 49829

District/PSA Code Number: 55000

District/PSA Website Address: <https://www.mc-isd.org/>

District/PSA Contact and Title: Steve Martin, Superintendent

District/PSA Contact Email Address: [stevemartin@mc-isd.org](mailto:stevemartin@mc-isd.org)

Name of Intermediate School District/PSA: Menominee County ISD

Name of PSA Authorizing Body (if applicable): NA

Date of Approval by ISD/Authorizing Body: October 1, 2020

## 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 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:
  - 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.
  - 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
  - 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.
5. 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.
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:

- 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
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
- 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 thirty days after ISD approval of the plan, and each month thereafter at a meeting of the Board, and
  - For each reconfirmation described in this subdivision, the district shall report to the center, in a form and manner prescribed by the center,
    - 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.
  - 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.



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District Superintendent/PSA President of the Board of Directors

10/1/202

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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.

For this Extended Learning Plan, Menominee County ISD will be describing goals, instruction, access and evaluation for our three programs that have direct day to day contact with students. All three of these programs are unique and do not follow the traditional educational model due to the unique needs of the students/population within them. The programs addressed will be our Severe and Moderate Cognitive Impaired Programs, Great Start Readiness and Early-On Services.

While these programs are unique and thus have unique curriculum, goals and evaluations, they are all still greatly affected by COVID-19 and have required extensive safeguards and planning to ensure that they can be both effective and safe for our students and staff. This Extended Learning Plan will allow MCISD to continue to monitor and adjust procedure and policy to ensure students are making educational gains.

Additionally, it is worth noting that MCISD provides many educational services to our local school districts and the students of Menominee County (Early Literacy, Speech and Language, Occupational Therapy, etc). Although these are programs offered and directly employed by MCISD, it is through the progress of the local school districts that we can gauge the effectiveness of these programs. We will work with all of our locals within their plans and goals to ensure the effectiveness of these programs.

## 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.

Menominee County ISD will be generating goals for our three main programs that have direct contact with the day to day learning of students. All three of these programs are unique and do not follow the traditional educational model due to the unique needs of the students within them. Therefore the goals we create will not follow the traditional model and the evaluation tools used to evaluate those goals will be outside the recommendations provided for traditional K-8 Math and Reading. The evaluation tools will be researched based and appropriate for these programs. The programs addressed will be our Severe and Moderate Cognitive Impaired Programs, Great Start Readiness and Early-On Services.

### **Severe Cognitive Impairment and Moderate Cognitive Impairment Programs (SCI/MoCI):**

The goal of each program is to practice every day learning and functional skills. Examples include: Functional skills such as meal planning/preparation including step-by-step directions, Music/song selection, skill exercises (ADLs, laundry tasks, communication, safety practices, etc). The emphasis of these classes have always been about learning and obtaining functional academics and life skills, so our emphasis will be on ensuring we meet the needs of the students and families to ensure student learning continues and progresses through the Unique Learning System Curriculum (ULS).

Individual student goals in each IEP are generated from progress across the Unique Learning System. The Unique Learning System Units will serve as the evaluation tool for both MoCI and SCI Programs.

Goal: 80% of all SCI student IEP goals will be met by the end of the 2020-2021 school year.

Goal: 80% of all MoCI student IEP goals will be met by the end of the 2020-2021 school year.

Progress on these goals will be shared on the MCISD Website (Transparency Link) by February 1, 2021. End of the year data will be shared on the MCISD Website (Transparency Link) by June 30, 2021.

### **Great Start Readiness Program (GSRP):**

The goal of the MCISD GSRP program is to provide 4 year old children with a high-quality preschool experience that shows significant positive development and prepares them for a successful K-12 school experience. MCISD utilizes the Program Quality Assessment (PQA-R) to evaluate its programs. The main components of the classroom that the PQA-R evaluates are Learning Environment, Daily Routine, Adult-Child Interaction and Curriculum Planning and Assessment. The PQA-R is finalized after March.

Goal: MCISD GSRP programs will score a 4 on the PQA-R.

Evaluations: MCSID will utilize the PQA-R. This will be completed after March 2021. The evaluation is completed by an Early Childhood Specialist.

End of the year data will be shared on the MCISD Website (Transparency Link) by June 30, 2021.

### **Early-On/ Child Find Services:**

The goal of MCISD Early On Services is to help infants and toddlers, birth to age 3 and their families who have developmental delays or are at risk for delays due to certain health conditions, find the social, health, and educational services that will promote the development of their infants and toddlers with special needs. Early On emphasizes early identification and early referral to enhance the development of infants and toddlers with disabilities, to minimize their potential for delay, and to recognize the significant brain development that occurs during a child's first three years of life.

Goal: For the past two years MCISD has averaged 22 Early on Referrals that made it to evaluation or had an IFSP. Our goal is to meet that number (22). We feel this is an appropriate goal as we work through the limitations that COVID-19 presents for our county.

Progress on these goals will be shared on the MCISD Website (Transparency Link) by February 1, 2021. End of the year data will be shared on the MCISD Website (Transparency Link) by June 30, 2021.



## 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).

### *Instruction Delivery and Exposure to Content in Phase 1-3:*

**MCISD SCI and MoCI classrooms** will be using an online format to ensure we meet the needs of our students and their families. We will utilize various Google Tools (Google Classroom, Google Hangout Meet) to contact with families online. We will also provide paper packets weekly to supplement online learning. Packets will be mailed home.

The goal of each program is to keep normalcy of routine while continuing to practice every day learning and functional skills. These classes will continue to utilize the Unique Learning System (ULS) curriculum which has been used in our classrooms for several years. Examples of materials being sent home and completed virtually will include: Functional skills typically practiced in the school setting such as meal planning/preparation including step-by-step directions, Music/song selection, skill exercises (ADLs, laundry tasks, communication, safety practices, etc).

Teachers will make weekly phone and/or virtual contact with each student and parent/guardian. IEP Team members will meet weekly to address any student concerns as well as meet virtually with any parent or student who requires team support/problem solving. Direct phone contact will also allow us to determine if parents need any additional technical support or devices. These phone calls will allow for direct feedback from the teachers on their student's progress and provide the families a chance to give us feedback and ask for further direction to help with their student's learning.

The emphasis of these classes have always been about learning and obtaining functional academics and life skills, so there is no need to be concerned with "penalizing" students. Instead our emphasis will be on ensuring we meet the needs of the students and families to ensure student learning continues and progresses through these alternative modes of instruction.

MCISD will work with individual families to ensure they have the connectivity and devices to connect with their educational programs.

Any students that are in general education classes through a local school district will follow the COL plan of that particular LEA. Students participating in general education classes will be supported through accommodations and modifications as outlined in their IEPs.

### **EARLY ON**

If MCISD is in Phase 1-4, Early On/ Homevisitors will remain online or via teleconference. In Phase 5 Early On will proceed with home visits and services with restrictions and safety precautions. MCISD has included additional technology purchases in the form of I pads, Chromebooks and Cellular Hotspots to ensure all families who require services have required technology to ensure service completion.

Referrals are received in the same manner as prior to the COVID related shutdown. Referrals continue to be received and processed. Contact with parents - will be provided by email, virtual meetings and telephone contact with families to ascertain their needs, resources and requests. Evaluation will take place virtually when practicable. Eligibility may be determined based on informed clinical opinion. Service provisions may be provided on presumptive eligibility with full in person evaluation to take place as soon as practicable and safe. Ongoing evaluations will occur to allow for transition of students from Part C to Part B.

Therapy for eligible children will be provided via virtual platform (Google Meet), telephone contact and learning packets sent to parents. An interpreter is in place to assist with any family whose primary language is Spanish. Ongoing education may include online learning platforms targeted toward parenting education, infant care and development, coping skills, online resources, tutorials and community resources.

Consent will be obtained via electronic signature. In the event a parent lacks online access, a phone conference will take place to review forms and the forms will then be sent home to the parent to sign and mail back to the MCISD. Home visits will resume when it is safe to do so and with the guidance from our local Health Department and MCISD is within Phase 5.

**GSRP:**

If MCISD is in Phase 1-3, GSRP will follow local LEA procedures and MCISD will work with individual families to ensure they have the connectivity and devices to connect with their educational programs.

GSRP teachers will do daily virtual lessons via a virtual platform for families that have access for large group and small group time. Once a week contact will be made individually with families via virtual platform or telephone call for further child assessment and social-emotional check-in. For those children/families unable to attend virtual meetings, a paper packet will be dispersed as needed and teachers will be available more frequently via telephone.

All Home Visits and Conferences will be done virtually or via telephone call. Possible family night activities will be done via a virtual platform as needed.

***Instruction Delivery and Exposure to Content in Phase 4 & 5:***

**MOCI/SCI Programs:**

MCISD will provide online and face to face options for the students in the MOCI & SCI Classrooms. Both face to face and virtual will utilize the Unique Learning System curriculum which has been used in our classrooms for several years.

- Teachers will utilize Google Classroom as the online platform
- Teachers will be available to connect with online students during the regular school day.
- Special Education Services will be completed online for all online students.

**GSRP:**

MCISD will provide only face to face instruction for students when in phase 4 & 5.

- **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.

In both the MoCI/SCI and GSRP classrooms, students will be exposed to curriculum that has been approved for each program. MCISD MoCI/SCI students will be exposed to ULS Curriculum in both face to face and virtual formats. In GSRP, MCISD Classrooms will follow a state prescribed curriculum that is specific for the GSRP programs.

- **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.

***Student Progress Reporting to Parents/ Legal Guardians:*****MOCI/SCI Programs:**

Pupil progress is reported through IEP progress reports that are completed four times a year. These reports are completed and sent to parents/guardians every 9 weeks of school.

**GSRP Programs:**

Pupil Progress is reported a total of 7 times throughout the school year. There are 4 face to face meetings with parents (2 home visits and 2 parent/teacher conferences) as well as 3 progress reports sent home to parents, all detailing student progress.

**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.

MCISD will work with families to ensure that if Menominee County is in Phase 1, 2 or 3, or if the school is in Phase 4 & 5 and the parents have chosen a virtual option (provided in MOCI/SCI) all students have a chromebook and internet access (hot spot/community hot spot availability).

- **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.

The following procedures/process have been created and will be followed for all students within MCISD programs that have disabilities. This process has been developed to ensure equitable access to instruction.

- All students will be offered FAPE as determined by the IEP Team.
- If needed, a Contingency Plan will be developed by the IEP Team with parent input to ensure modifications are made to address the students needs depending on the mode of instruction determined by the student and their parents/guardians.
- The district also ensures a method for continuation of evaluation for students suspected of having a disability as well as those requiring re-evaluation.

• **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.

To ensure that the needs of vulnerable student populations are met within MCISD programs, MCISD will continue to utilize community resources as well as student support services offered by the ISD and LEAs across Menominee County. Student support services include but are not limited to, School Social Workers, Community Mental Health, Out-Reach Services, Truancy and McKinney-Vento Services.

Student services will also ensure that students have access to Early Childhood, CTE, Early-Middle College, Dual Enrollment when determined appropriate for each student. Students participating in CTE classes will be supported through accommodations and modifications as outlined in their IEPs.