



# Muskegon Heights Public School Academy System 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. PA 149 does not apply to districts that operate as a cyber school.



## Muskegon Heights Public School Academy System Extended COVID-19 Learning Plan

Address of School District/PSA: 2441 Sanford Street, Muskegon Heights, MI 49444

District/PSA Code Number: 61905

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

District/PSA Contact and Title: Rané Garcia, Superintendent

District/PSA Contact Email Address: [rgarcia@mhtigers.org](mailto:rgarcia@mhtigers.org)

Name of Intermediate School District/PSA: Muskegon Area Intermediate School District

Date of Approval by ISD: October 5, 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 1, 2020.
2. The District/PSA will create and make available on its transparency reporting link located on the District/PSA's website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan not later than February 1, 2021, for goals its expected would be achieved by the middle of the school year and not later than the last day of school of the 2020-2021 school year for goals the District/PSA expected would be achieved by the end of the school year.
3. Benchmark Assessments: The District/PSA will
  - select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
  - administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year and again not later than the last day of the of the 2020-2021 school year.
4. If delivering pupil instruction virtually, the District/PSA will
  - provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
  - expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.
5. The District/PSA, in consultation with a local health department will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that are based on local data that are based on key metrics. *Note: A determination concerning the method for delivering pupil instruction shall remain at the District/PSA Board's discretion.* Key metrics that the District/PSA will consider shall include at least all of the following:
  - COVID-19 Cases or Positive COVID-19 tests
  - Hospitalizations due to COVID-19
  - Number of deaths resulting from COVID-19 over a 14-day period
  - COVID-19 cases for each day for each 1 million individuals
  - The percentage of positive COVID-19 tests over a 4-week period
  - Health capacity strength
  - Testing, tracing, and containment infrastructure with regard to COVID-19
6. If the District/PSA determines that it is safe to provide in-person instruction to pupils, the District/PSA will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District/PSA.

7. The District/PSA assures that
  - 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 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
  - 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.



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President of the Board of Education/Directors

9-29-2020

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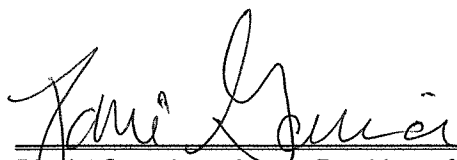
Date

## Assurances

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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:**
  - a. **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.**
  - b. **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.
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  - b. 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:
  - a. COVID-19 Cases or Positive COVID-19 tests
  - b. Hospitalizations due to COVID-19
  - c. Number of deaths resulting from COVID-19 over a 14-day period
  - d. COVID-19 cases for each day for each 1 million individuals
  - e. The percentage of positive COVID-19 tests over a 4-week period
  - f. Health capacity strength
  - g. 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
  - a. instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
  - b. the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
  - c. 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 ~~every 30 days~~ **each month** thereafter at a meeting of the Board, and
  - d. **For each reconfirmation described in this subdivision, the district shall report to the center, in a form and manner prescribed by the center,**
    - i. **the instructional delivery method that was reconfirmed;**
    - ii. **how that instruction will be delivered for each grade level offered by the district, including pre-kindergarten, as applicable; and**
    - iii. **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.**
  - e. 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 or President of the Board of Education/Directors

10.5.20  
\_\_\_\_\_  
Date

## Learning Plan Narrative

### Opening Statement

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.

Muskegon Heights Public School Academy System began the school year with a distance learning model. We have structures in place to ensure student engagement and achievement for all. This plan focuses on teaching and learning with an emphasis on equity for all learners and the well-being of students and staff.

## Educational Goals

### Quality Evidence-Based Assessment Practices

The Muskegon Heights Public School Academy System 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 this data can provide guidance for standardizing or adjusting curriculum and instruction across grade levels, schools, and districts.

In addition, we will use benchmark assessment data as well as formative assessments to make instructional decisions for individual student learning. Using this combination of data in grade level team meetings is a powerful practice to continuously modify instruction and supports for optimal student achievement.

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. 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.

The Acadience Assessment in reading and the NWEA Assessment in mathematics will be administered to all students three times: once in the first nine weeks of the school year, mid-year and again prior to the last day of school. Both the NWEA and Acadience Assessments are aligned to state standards. 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. These are the same assessments MHPAS has utilized since the winter of 2018.

Additionally, we will continue to engage stakeholders in the district's balanced assessment system, including publicly sharing aggregate and student subgroup performance reports on Acadience and NWEA results.

**Goal 1** - All students (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by Acadience.

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading/ELA academic standards.
- Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be analyzed by grade level teams, coaches and administration and used to drive instructional decisions and planning.

**Goal 2** - All students (K-8) will improve performance in Mathematics from Fall to Spring as measured by NWEA.

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Math academic standards.
- Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be analyzed by grade level teams, coaches and administration and used to drive instructional decisions and planning.



## Instructional Delivery & Exposure to Core Content

Mode of Instruction: [link to MHPSAS Final Master Schedules](#)

### Distance Learning Plan

#### Transition Kindergarten - 1st grade

Edgewood Elementary distance learning plan consists of all students being provided with an iPad/Chrome book to access their virtual classrooms. Students will use Google Classroom as the primary method of receiving instruction and assignments and returning work.

Instruction will be provided to our students utilizing *Asynchronous* and *Synchronous* learning.

*Synchronous Learning (70min. daily)*: Students learn in Google Classrooms with live teacher instruction. The first twenty-five minutes with students and teachers interacting through gradual release: I do, we do, and you, do. *Asynchronous (20min. daily)*: Students learn independently with additional support from teachers 1:1 or in small groups.

We will also offer tutoring using one-on-one or small groups with their teachers as well as individualized support for students with disabilities.

#### 2nd - 6th grades

MLK's distance learning plan consists of all students being provided with a Chromebook to access their virtual classrooms. Students will use Google Classroom as the primary method of receiving live instruction and assignments and returning work. Students Learn in Google Classrooms with Live Teacher Instruction.

They will be offered both synchronous and asynchronous learning models. Students learn in Google Classrooms with live teacher instruction interacting through gradual release: I do, we do, and you, do. Our 2nd grade students will receive 70 minutes of synchronous instruction daily and 20 minutes of asynchronous instruction daily. Our 3rd-6th grade students will receive 90 minutes of synchronous instruction daily and 30 minutes of asynchronous instruction daily. We will also offer tutoring using one-on-one or small groups with their teachers as well as individualized support for students with disabilities.

#### 7th- 12th Grades

Instruction will take place through distance learning. Students are provided a chromebook. They log into their Google Classroom at the start of each day. Synchronous learning takes place the first twenty-five minutes with students and teachers interacting through gradual release: I do, we do, and you, do, immediately followed by independent learning after a 5 minute transition. "You do" asynchronous work for 20-minutes means students work by themselves; however, the teacher is still present online to assist students through one-on-one or small group support. There is a 5 minute transition between each 45 minute class. There are a total of six 45 minute classes. The ROAR class is 15 minutes in length, providing additional academic support on Monday's, Wednesday's, and Friday's of each week. Tuesday and Thursday of each week is for social and emotional classroom learning support. There is additional individual support for students with disabilities. Appointment based individual tutoring is provided for students with one on one and small group support twice a week for each class during asynchronous learning time.

### Hybrid Learning Plan

The Muskegon Heights Public School Academy System Board, using guidance from the Department of Public Health Muskegon County, will determine when it is safe to return to school buildings. Families will be afforded the choice of entering the Hybrid Learning Plan or staying in the Distance Plan. Students whose parents prefer in person learning will return to school buildings in numbers and with schedules that allow for social distancing. In addition, MHPSAS is committed to following the requirements and recommendations outlined in the [MI Safe Schools: 2020-21 Return to School Roadmap](#). All students will either be in person or online following the distance learning plan and schedule ensuring continued and consistent instruction. This program is a standards-based curriculum, facilitated by a Muskegon Heights PSAS, Michigan-Certified teacher with MHPSAS created or curated content delivered fully remote via a Learning Management System (Google Classroom) and in-person learning with a schedule tailored to meet highly recommended protocols for social distancing and safety. There will be accountable expectations balanced with appropriate compassion. Students will maintain access to MHPSAS Teen Health Center (telehealth) and MHPSAS remote technology support systems.

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

The Muskegon Heights Public School Academy System curriculum for core academic areas is aligned to state standards and housed in Curriculum Crafter. The district will maintain curriculum programming as outlined in the Partnership Agreement, ReadyGen and My Perspectives for ELA, Eureka for Mathematics, and Inspire Science for Science. Pacing Guides identify the scope and sequence of content standards. As teachers navigate the wider than usual range of competencies expected this fall, they will use work with Professional Learning Communities (PLC)/Grade Level Teams (GLT) and instructional coaches each week to 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 School Year. PLC/GLT meetings will guide teachers to implement instructional approaches to meet the range of student needs as they return to school in the fall, identify assessment ideas that allow students to demonstrate understanding in a variety of ways, assess and provide instruction in the content areas in face-to-face, virtual, and blended classroom environments, and incorporate well-being and SEL/trauma-informed practices into instruction.

Teachers will use Best Instructional Practices to engage students remotely, such as:

- Establish and maintain remote classroom norms and learning routines
- Implement culturally responsive teaching practices and Diversity, Equity and Inclusion learning
- Encourage student active engagement and collaboration
- I do, we do, you do to ensure success and gradual release
- Explicit instruction
- Content specific instructional strategies: Writing, Reading, Inquiry, Collaboration, Student Choice, Critical Thinking and Problem Solving
- Create opportunities for and attend carefully to feedback
- Engage students in meaningful learning opportunities

- Consistent, predictable, research-based student schedules
- Structured daily lesson plan “Slide Decks” for all content areas/grade levels
- Google Classroom Synchronous and Asynchronous Learning
- 1:1/Small Group Support
- Teacher/Student Trauma support
- Building positive relationships with students and parents
- PBIS and student/teacher expectations with motivation and incentives
- Technology: GoGuardian, Google Suite, Apps and Extensions

### Assessment and Grading

Muskegon Heights Public School Academy System 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.

Muskegon Heights Public School Academy Systems utilizes PowerSchool, a web-based student management system,, that allows families to see their children’s grades at any time. Our teachers keep up-to-date information on student grades in this system. PowerSchool access and quarterly reporting is standard for all, additionally teachers are expected to keep families abreast of any concerns regarding a student’s grade through individualized communication. Parent teacher conferences are scheduled quarterly and will be held either virtually or face to face depending on the Return to Learn Plan Phase. Finally, we send report cards, along with IEP goal progress reports if applicable, out to families at the end of each marking period. Expectations and criteria for finalizing student grades and sending report cards include the following:

- Utilizing the MHPSAS High Quality Student Support Network to afford students every opportunity to succeed.
- At least 10 grades per content area
- PowerSchool review every two weeks and following up with students/families to support student success
- Report Cards mailed home one week after the end of quarter
- In addition to Report Card grades, students earn Tiger Rewards Points for Participation and Attendance

## Equitable Access

- MHPSAS is providing access to a technology device and home internet so that all students can access the virtual learning platform
  - Students in Grades TK-1: Tablet devices (Nooks/iPads) or Chromebook
  - Students in Grades 2-8: Chromebook from MHPSAS inventory
  - Students in Grades 9-12: Chromebook to keep upon graduation
- MHPSAS provides home internet through Comcast using code redemption process
- Home learning supply kit including:
  - White boards with markers and erasers
  - Pencils
  - Highlighters
  - Rulers
  - Calculators
  - Paper
  - Pencil cases
  - Pens
  - Art supplies: Colored pencils, crayons, markers
  - Notebooks
  - Headphones
  - Bins/backpacks to hold supplies
- House Call team to problem solve, offer support and encourage success

### Students with Disabilities

*According to IDEA 300.101 “(a) General. A free appropriate public education must be available to all children residing in the State between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school, as provided for in § 300.530(d). (b) FAPE for children beginning at age 3. (1) Each State must ensure that— (i) The obligation to make FAPE available to each eligible child residing in the State begins no later than the child’s third birthday; and (ii) An IEP or an IFSP is in effect for the child by that date, in accordance with § 300.323(b). (2) If a child’s third birthday occurs during the summer, the child’s IEP Team shall determine the date when services under the IEP or IFSP will begin. (c) Children advancing from grade to grade. (1) Each State must ensure that FAPE is available to any individual child with a disability who needs special education and related services, even though Michigan Administrative Rules for Special Education With Related IDEA Federal Regulations Page 17 the child has not failed or been retained in a course or grade, and is advancing from grade to grade. (2) The determination that a child described in paragraph (a) of this section is eligible under this part, must be made on an individual basis by the group responsible within the child’s LEA for making eligibility determinations.”*

MHPSAS provides FAPE to students with disabilities in a distance environment in the following

Muskegon Heights Public School Academy System Extended COVID-19 Learning Plan

ways:

- Programming minutes are proportionate to the distance learning school day
  - Self-contained classroom programs are providing instruction using the same platform as MHPSAS general education classrooms. Curriculum used in these classrooms is individualized to the needs of the students in the program.
  - Resource Room teachers are making use of the asynchronous times of a student's day to provide individualized instruction toward achieving student's IEP goals and objectives.
    - Resource Room teachers are provided with team teaching and inclusion opportunities during synchronous learning time.
  - Early Childhood Special Education programming is being provided in the distance environment using the same platform as MHPSAS general education classrooms. The curriculum being used is the county-adopted Connect 4 Learning Curriculum
- Service times are being provided according to the FAPE offers for individualized students
  - Therapists are using the distance learning platform outside of student's synchronous learning time to provide therapies.
- IEP/Evaluations are proceeding as usual per IDEA/MARSE timelines.
- If there is an area of the FAPE offer that cannot be addressed outside of the brick and mortar setting, Individual Contingency Learning Plans are being created to address and support those areas. These Plans are being implemented alongside the IEP.