

District/PSA Template for the Extended COVID-19 Learning Plan as Described in [Public Act 149, Section 98a](#)

August 27, 2020

[September 3, 2020 Clarifications](#)

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. ISDs and PSAs will transmit the approved plan to the state superintendent of public instruction and the state treasurer.

This is a Review Only document. Please download it as a Microsoft Word document to add your own District/PSA logo and Extended Covid-19 Learning Plan.

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





Marquette Area Public Schools Extended COVID-19 Learning Plan

Address of School District/PSA: 1201 W. Fair Ave., Marquette, MI 49855

District/PSA Code Number: 52170

District/PSA Website Address: www.mapsnet.org

District/PSA Contact and Title: William B. Saunders, Superintendent

District/PSA Contact Email Address: wsaunders@mapsnet.org

Name of Intermediate School District/PSA: Marquette Alger RESA

Name of PSA Authorizing Body (if applicable):

Date of Approval by ISD/Authorizing Body: 10-02-20

Assurances

1. Marquette Area Public Schools 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 www.mapsnet.org no later than October 1, 2020.
2. Marquette Area Public Schools 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. Marquette Area Public Schools, 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 re-confirmed 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 ISD 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.



District Superintendent or 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 Marquette Area Public Schools, like every other school in the state of Michigan, was greatly impacted by mandatory statewide closures last March 12th. That date proved to be MAPS last face to face instructional day for the 2019-2020 school year. After a several week hiatus from school, MAPS resumed instruction virtually for the remaining nine weeks. All told, many students were impacted by this significant alteration of educational practice. Over the course of the nearly 13 weeks where no traditional learning occurred, participation ran the gamut of those that fully participated and progressed on grade level or above grade level; to those who may or may not have participated and had minimal to no growth; to those who may or may not have participated and perhaps experienced some regression. In the absence of a statewide directive, there was no compulsory attendance for credit earned last spring. Additionally, statewide testing was cancelled as was MAPS Spring formative assessments; mainly consisting of NWEA.

With no clear data from spring 2020 on student achievement and engagement it is imperative that MAPS assess students, identify gaps in learning, and develop plans to mitigate learning loss from the previous school year. Additionally, with students participating this school year on three different platforms, face to face, hybrid, and 100% virtually we must assess that these learning platforms are progressing students on grade level as designed.

It was our intention to offer families flexibility in learning for the 2020-2021 school year and it's our responsibility to progress monitor that students and families remain engaged, achieve at grade level, and grow academically and socially within this new teaching and learning environment.

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.

Marquette Area Public Schools believes that benchmark assessment data is an integral component in monitoring trends and patterns in the district's academic performance, evaluating resources used to teach the curriculum, and in some cases helping to guide instructional practices and identify effective instructional programs.

Benchmark assessment is a component, or singular data point, of pupil achievement and growth, but should never be the tell all sign of student progress. This data point combined with ongoing formative assessment, student practice, and teacher observation will serve as the means with which to fully determine whether pupils are making meaningful progress toward mastery of curricular standards.

MAPS has been using the NWEA assessments in reading and math over the last six years for all students in grades K-8. This assessment is administered three times yearly: once at the beginning of school in the fall, mid winter, and in late spring. After each testing period reports are mailed home to parents identifying student growth and district educators review results and determine successful courses of action to meet the needs of each individual student.

Goals as Determined by the NWEA:

Mathematics- All students will show growth on the NWEA MAP Math growth assessment from fall 2020 to spring 2021.

Reading/ELA- All students will show growth on the NWEA MAP Reading assessment from fall 2020 to spring 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).

Marquette Area Public Schools, in concert with support of the Board of Education and our Back To School Committee, determined that to begin the school year the district would offer face to face instruction, virtual instruction, and a hybrid of virtual and face to face instruction. Virtual classrooms will be taught by MAPS highly qualified teachers in a predominately asynchronous manner with components of synchronous learning as determined by the building principal and classroom teacher.

- **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.

Marquette Area Public Schools curriculum is aligned to state standards. MAPS face to face and virtual instruction will be as seamless as possible ensuring students in both platforms receive the same scope and sequence and standards aligned curriculum for their subject area and grade level. Additionally, MAPS has made Social emotional learning and trauma informed practices a priority for all students regardless of the learning platform.

- **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.

Marquette Area Public Schools bases its assessments on state standards. We regularly assess students as a means of determining progress towards understanding and mastery of those standards. Teachers use formative assessment and instructional best practices to give students timely feedback on areas with which to improve. This regular practice also provides important feedback to our instructional leaders on how to adjust teaching and learning to best meet the needs of our students.

Our district has used Skyward student management for nearly two decades as a web based system that allows students and parents to track their progress on assignments, quizzes, tests, and grades. Additionally, MAPS teachers and administrators keep in regular contact with parents through phone and email to keep them informed on any concerns regarding a students grade, completion of work, attendance or other issues related to student success. MAPS also sends out report cards after each quarter and semester, holds two parent teacher conferences, and regularly holds STATS and REEDS.

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.

Marquette Area Public Schools has long emphasized the role technology plays in equitable access to the internet, for work completion, and for participation in learning. MAPS is a one-to-one school where every student is assigned a chromebook or ipad. Any K-8 student who has opted for online or hybrid learning has been given the choice to check out a device for the school year. All 9-12 devices are automatically set up to be used back and forth or solely at home. MAPS has set up a hotspot, drive-up accessibility, at every building for 24/7 internet access. For students who do not have internet access in their home, MAPS has partnered with NMU to provide access to these households.

- **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.

Marquette Area Public Schools has an extensive special education and 504 program that ensures students with disabilities or health impairments are provided equitable access to instruction and accommodations as set forth by state and federal laws. All students have IEP's and 504 plans reviewed and updated annually to address any accommodations or services that need to be provided. Appropriate intervention and support services are incorporated into the students individualized learning plan including any assistive technology, support services and accessibility.

MAPS has established teams consisting of general education teachers, special education teachers, OT's, PT's, Speech and language therapists and others who routinely collaborate and communicate regarding student needs, establishing IEP or 504 goals and objectives, and progress in meeting stated goals and objectives.

MAPS is committed that these practices continue under the current pandemic regardless of the educational platform selected by the student. We will incorporate and use tools such as tele therapy, Zoom, google classroom. email and phone for virtual and hybrid learners.

- **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.

MAPS will continue to support all learners as outlined in our Continuity of Learning Plan found at www.mapsnet.org