



Extended COVID-19 Learning Plan
as described in Public Act 149, Section 98a
Final

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 IMPS 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.

Iron Mountain Public Schools 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.

Iron Mountain Public Schools Extended COVID-19 Learning Plans will be submitted to the ISD or Authorizing Body as a PDF file.

Iron Mountain Public School District Extended COVID-19 Learning Plan

Address of School IMPS: 217 Izzo-Mariucci Way

IMPS Code Number: 22010

IMPS Website Address: imschools.org

IMPS Contact and Title: Jerome J. Sardina – Superintendent

IMPS Contact Email Address: sardinaj@imschools.org

Name of Intermediate School IMPS: Dickinson – Iron ISD

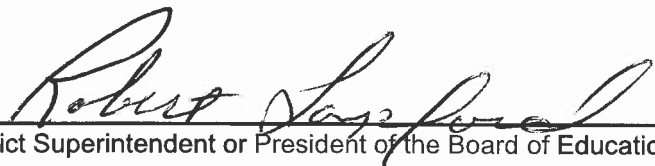
Name of PSA Authorizing Body (if applicable):

Date of Approval by ISD/Authorizing Body:

Assurances

1. The Iron Mountain Public School District (IMPS) will make their ISD/Authorizing Body approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the IMPS website no later than October 1, 2020.
2. The IMPS will create and make available on its transparency reporting link located on the IMPS's website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan no 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 IMPS expected would be achieved by the end of the school year.
3. Benchmark Assessments: The IMPS 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 2020-2021 school year.
4. If delivering pupil instruction virtually, the IMPS 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 IMPS had planned for that exposure to occur for in-person instruction.
5. The IMPS, in consultation with a local health department will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that is based on local data that are based on key metrics. Note: A determination concerning the method for delivering pupil instruction shall remain at the IMPS Board's discretion. Key metrics that the IMPS 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 IMPS's determines that it is safe to provide in-person instruction to pupils, the IMPS will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the IMPS.
7. The IMPS District assures that:

- instruction will be delivered as described in this plan and re-confirmed by the IMPS Board,
 - the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - the IMPS will re-confirm 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 IMPS during a public meeting described in PA-149.
8. The IMPS 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 IMPS will ensure that two (2), 2-way interactions occur between a pupil enrolled in the IMPS 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 IMPS. The IMPS will publicly announce its weekly interaction rates at each IMPS Board meeting where it re-confirms how instruction is being delivered. The IMPS will make those rates available through the transparency reporting link located on the IMPS website each month for the 2020-2021 school year.


District Superintendent or President of the Board of Education/Directors

9-14-20
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 Iron Mountain Public School District plans to begin the school year using multiple learning environments and opportunities, we will need to ensure that there are structures in place to ensure student engagement and achievement for all. 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 IMPS District must establish all of its goals no later than September 15, 2020.
- **Specify** which goals are expected to be achieved by the middle of the school year and which goals are expected to be achieved by the end of the school year.
- **Ensure** that all of the following apply to the educational goals described in this section: (a) The goals include increased pupil achievement or, if growth can be validly and reliably measured using a benchmark assessment or benchmark assessments, growth on a benchmark assessment in the aggregate and for all subgroups of pupils; (b) The IMPS 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 IMPS will administer the same benchmark assessment or benchmark assessments that was administered to pupils in previous years.

Quality Evidence-Based Assessment Practices

The Iron Mountain Public School District 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, the Iron Mountain Public School District will continue the use of (and professional learning around the use of) the formative assessment process as a powerful practice embedded in the teaching and learning process to continuously observe where our students are in order to modify instruction.

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

For the 2020-2021 school year, the NWEA assessments in reading and mathematics will be administered to all students three times during the: once in the first nine weeks of the school year (Fall), a second assessment mid-year (Winter), and again prior to the last day of school (Spring). Staff will employ frequent formative assessments to inform their instructional practices to ensure that the students are progressing toward their academic goals over the course of the academic year. Likewise, this data will provide information to inform our progress toward our goals over the course of the year. Progress reports will be available on our website in February and June.

As a means of continuous improvement in teaching & learning, all teachers will receive professional development in, and commit to the use of, the formative assessment process.

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

Iron Mountain Public School District will utilize the Extended COVID-19 Learning Plan Goal Reporting document to record our Middle of the year Reading and Math goal, as well as the End of the year Reading and Math goals. Likewise, we will use the Goal Reporting document to record our student achievement or growth for each of the student subgroups for which we are recording data.

Goal 1 – We will use the Fall NWEA assessment to establish our baseline data for all K-8 students. All students (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by NWEA.

All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading/ELA academic standards.

Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

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

All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Math academic standards.

Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

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 Iron Mountain Public School District full instructional plan can be found in the [MI Safe Schools Roadmap located on the IMPS website or at the following link: https://www.imschools.org/uploads/4/0/8/7/40873415/imps_district_covid-19_preparedness_and_response_plan_final_8.21.20.pdf](https://www.imschools.org/uploads/4/0/8/7/40873415/imps_district_covid-19_preparedness_and_response_plan_final_8.21.20.pdf).

Mode of Instruction

To start the school year, all EK-12 grade students will be given the opportunity to attend school every day for face-to-face instruction. In this model all EK-12 students will follow their normal schedules as they would in a non-pandemic school year. Students who elect not to attend school each day for face-to-face instruction will have the opportunity to select from a number of online third-party vendors for virtual learning. Students who elect virtual learning will be paired with IMPS District certified teachers of record who will keep in contact with virtual students and who will meet all the requirements for TOR's as set forth in executive orders, pupil accounting guidelines, and local guidelines. The primary purpose of the TOR is to communicate with students, track progress, continue to build relationships with students, and assist with any academic needs.

For students who elect to learn virtually, they will have the opportunity to join our Homeschool partnership on Thursday's for Project Based Learning, (PBL). The primary purpose of PBL is for students to have a way to stay connected with peers and experience classroom instruction for key elective courses. Any student interested in attending this one day per week PBL opportunity should contact Sam Roberts at imhp-robertss@imschools.org

For students in K-8 who become ill or who are asked to quarantine due to a positive test result or exposure to a close contact, will have the opportunity to distance learn. Distance learning is a short-term solution for a student temporary out of the classroom. The goal of distance learning is to keep students who may be temporary out of the classroom an opportunity to stay connected with the classroom remotely so as to not fall behind in instruction or progress in the gen ed curriculum.

Any student who chooses either virtual learning or who is assigned distance learning will be given the proper technology to ensure equal access to the classroom teacher, curriculum, and learning opportunities.

At the lower levels, (EK-4), and whenever possible, student and staff health and safety will be addressed through a cohort model that keeps students together for the entire school day.

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

Note: The Iron Mountain Public School District full instructional plan can be found in the [MI Safe Schools Roadmap located on the IMPS website or at the following link](#)

- https://www.imschools.org/uploads/4/0/8/7/40873415/imps_district_covid-19_preparedness_and_response_plan_final_8.21.20.pdf.

Curriculum and Instruction: Academic Standards

The Iron Mountain Public School District curriculum for core academic areas is aligned to state standards. As teachers navigate the wider than usual range of competencies expected this fall, they will use these resources 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 School Year. These resources 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.

As our high school elective teachers work to engage students remotely, they will use [Best Practices for Remote Learning](#):

- Remember Maslow
- Nurture a positive home climate for learning and parental involvement
- Establish and maintain remote classroom norms and learning routines
- Implement culturally responsive teaching practices
- Encourage student collaboration and discourse
- Create opportunities for and attend carefully to feedback
- Engage 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

Iron Mountain Public School District bases its assessment system on the Michigan Standards. We regularly assess students at the district and classroom level to determine if they are making progress toward meeting those standards. We place a heavy emphasis on formative assessment. This is critical in the instructional process so that students receive timely feedback that helps them know what they need to do to improve. It also gives the teacher important information to know how to adjust the teaching and learning process to meet each student's needs.

We also have a system for delivering summative assessments at the district and classroom levels. These are given at the end of a period of learning as an evaluation of what has been learned and are part of our district grading process. For example, our teachers deliver summative assessments at the end of each unit of study in our curriculum. These assessments are based on a coherent set of standards in the subject area that focus on a related group of skills and disciplinary knowledge.

We make available to our parents and legal guardians a web-based system that allows them to see their children's grades at any time. Our teachers keep up-to-date information on student grades in this system. We also send progress reports to our parents and guardians during each marking period. This is in addition to the expectation we have for all teachers that they keep parents and guardians abreast of any concerns regarding a student's grade through emails and phone calls. Finally, we send out to parents report cards at the end of each marking period.

Equitable Access

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

Technology

The Iron Mountain Public School District 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 Iron Mountain Public School District system for maintaining student access to technology devices and the internet is described in the Continuity of Learning Plan, and again in the [MI Safe Schools Roadmap located on the IMPS website or at the following link:](https://www.imschools.org/uploads/4/0/8/7/40873415/imps_district_covid-19_preparedness_and_response_plan_final_8.21.20.pdf)

https://www.imschools.org/uploads/4/0/8/7/40873415/imps_district_covid-19_preparedness_and_response_plan_final_8.21.20.pdf

- **Please describe** how the IMPS 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, IFSPs, and 504 plans will be reviewed in coordination with general and special education teachers and/or providers to address any data-driven accommodations and/or services that are needed due to known changes in students' needs.

For students from birth to five, those with identified special needs, and those attending CTE programming, intervention and support services will be integrated into the student's program immediately upon the start of school.

The district has established structures for general and special education teachers and/or providers to collaborate and communicate regarding student performance and student needs on IEP goals and objectives with special consideration regarding assistive technology and accessibility.

Resources to consider: Alt+Shift consultation or web resources at -

<https://www.altshift.education/resources/remote-learning-resources>

The district ensures a continuation of services for students receiving speech and language, occupational therapy, physical therapy, or social work services within their IFSP or IEP. The district also ensures a method for the continuation of evaluation for students suspected of having a disability as well as those requiring re-evaluation.

- **Optional Considerations for IMPS Extended COVID-19 Learning Plans:**
 - 1. In addition to the students with disabilities noted above, please describe how the IMPS 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 IMPS 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 IMPS.

The Iron Mountain Public School District's full instructional plan addresses ways all learners are supported and can be found in the [MI Safe Schools Roadmap located at the IMPS school website or at the following link:](#)

https://www.imschools.org/uploads/4/0/8/7/40873415/imps_district_covid-19_preparedness_and_response_plan_final_8.21.20.pdf