



NICE Community School District

Extended COVID-19 Learning Plan

as Described in Public Act 149, Section 98a

September 21, 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.

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 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.





NICE Community Schools Extended COVID-19 Learning Plan

Address of School District/PSA: 300 S. Westwood Dr. Ishpeming, MI 49849

District/PSA Code Number: 52015

District/PSA Website Address: nice.k12.mi.us

District/PSA Contact and Title: Bryan DeAugustine, Superintendent

District/PSA Contact Email Address: bryand@nice.k12.mi.us

Name of Intermediate School District/PSA: Marquette-Alger Regional Educational Service Agency

Name of PSA Authorizing Body (if applicable):

Date of Adoption by Board of Education/Directors: September 21, 2020

Date of Approval by ISD/Authorizing Body: September 22, 2020



Assurances

1. The District/PSA will make their board 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.

Ronald Mariani (electronic signature)

President of the Board of Education/Directors

Unanimous Board Approval September 21, 2020

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.

We here at NICE Community Schools are writing this additional plan - in addition to our original Continuity of Learning and COVID-19 Plan and our Return to School Plan - because it is mandated by our state legislature. We believe this plan is redundant and unnecessary, but we will comply. We did learn a lot from last spring's distance learning efforts. If we are forced to close down our in-person instruction again, we will execute our distance learning plans with more efficiency and in a more user friendly way. We will continue to prepare in case we are forced to deliver distance learning to our entire student population again.



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.

Goal 1 of 2 is for 90% of our students from Kindergarten through 12th Grade to make at least one grade level worth of individual proficiency progress in reading from the beginning of the school year to the end of the school year.

Goal 2 of 2 is for 90% of our students from Kindergarten through 12th Grade to make at least one grade level worth of individual proficiency progress in mathematics from the beginning of the school year to the end of the school year.

We will utilize the NWEA MAP at least two times throughout the year to assess individual student progress in grades Kindergarten through 11th Grade from Fall to Winter to Spring as measured by NWEA. We will measure our 12th Grade progress utilizing in-house assessments including mid-year examinations and end-of-year examinations.

The NWEA assessments in reading and mathematics will be administered to all students at least twice: once in the first nine weeks of the school year, and again prior to the last day of school. Formative assessments will provide information to inform our progress toward our goals over the course of the year. Progress reports will be available to our parents on our normal schedule as quickly as practical. We have been utilizing the NWEA MAP for many years. Our NWEA



assessments work well for us and are constantly and consistently utilized by our teachers, students, and parents/guardians.

Goal 1 - For 90% of our students (K-12) to improve their performance in Reading/ELA from Fall to Winter to Spring. We will utilize the NWEA MAP at least two times throughout the year to assess individual student progress in grades Kindergarten through 11th Grade from Fall to Winter to Spring as measured by NWEA. We will measure our 12th Grade progress utilizing in-house assessments including mid-year examinations and end-of-year examinations.

- All teachers will use the formative assessment process to support adjustment to teaching and 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 - For 90% of our students (K-12) to improve their performance in Mathematics from Fall to Spring. We will utilize the NWEA MAP at least two times throughout the year to assess individual student progress in grades Kindergarten through 11th Grade from Fall to Winter to Spring as measured by NWEA. We will measure our 12th Grade progress utilizing in-house assessments including mid-year examinations and end-of-year examinations.

- All teachers will use the formative assessment process to support adjustment to teaching and 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).

We are offering in-person instruction, online instruction through our Patriot Online Academy that has been in existence for over 10 years, and hard-copy and electronic correspondence courses during the 2020-2021 school year. Parents and guardians are able to choose the programming that best fits their student(s). If a program is not working for a child, that child's parents/guardians can choose a different approach throughout this school year. We will work to meet each student's individual needs.



- **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.

We will do our best to simulate our in-person instruction both online through our decade old-plus Patriot Online Academy and through our improved hard-copy and electronic correspondence efforts; improved because of the lessons we learned this past spring related to hard-copy and electronic correspondence courses. Our teachers are primed and ready to deliver instruction online and through hard-copy and electronic correspondence to build skills and competencies for students that mirror, to the best of our ability, our in-person instruction. Our staff is dedicated to our efforts. We will keep in mind the following best practices:

- 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.

We will utilize our existing and time honored grading protocols to assess student progress. Our report cards, online grade monitoring, and NWEA testing protocols will all be in full force. Whether a student participates in-person, online, or via hard-copy and electronic correspondence, the student and her/his parent/guardian will be apprised of the student's achievement and academic progress in her/his courses.

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.

We will continue to partner with Northern Michigan University and Compudyne, Inc., in conjunction with our district resources, to provide our students with the appropriate technology and access to the internet to participate in instruction. Exceptions may arise where internet connectivity is geologically impossible due to rugged terrain with stone cliffs and stands of



ancient pine forests. Our district's unique, rugged U.P. geography encompassing almost 700 sq. miles makes this particularly challenging. We will defer to our local internet providers when such issues arise.

- **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.

We have a top notch Special Education and 504 Department. Our coordinator, Nathan Longton, and our staff will continue to ensure that all students with disabilities will be nurtured with the utmost care and concern to guarantee that they are provided with equitable access to instruction and that all of their individual accommodations and educational plan modifications are met. We will fully accomplish this because it is the right thing to do and will allow us to comply with all applicable state and federal laws, rules and regulations.



- **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.

We will carefully monitor and support our students' special needs. Specifically, GSRP students will be addressed by MARESA staff.

Our Dual Enrollment and Concurrent Enrollment Students are already on track to continue and finish their studies. Northern Michigan University has been a particularly excellent partner in this regard.

Our Career and Technical Education Departments are executing plans to assist our CTE Students in the successful completion of their courses. We will utilize our online learning platforms and some potential virtual reality platforms, for skills like welding for example, to assist our students in successfully attaining the necessary skills and competencies in their CTE courses.