



JKL Bahweting Anishnabe Public School Academy

Extended COVID-19 Learning Plan

Public Act 149, Section 98a

September 1, 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.



JKL Bahweting Anishnabe PSA Extended COVID-19 Learning Plan

Address of School District/PSA:
1301 Marquette Avenue
Sault Ste. Marie, MI 49783

District/PSA Code Number: 17901

District/PSA Website Address: www.jklschool.org

District/PSA Contact and Title:
Theresa Kallstrom, Superintendent

District/PSA Contact Email Address:
tkallstrom@jklschool.org

Name of Intermediate School District/PSA: JKL Bahweting Anishnabe PSA

Name of PSA Authorizing Body (if applicable): Northern Michigan University

Date of Adoption by JKL Bahweting Anishnabe PSA Board of Trustees: 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 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 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 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.

President of the Board of Education/Directors

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 JKL Return to Learn Extended Plan is designed to bring further clarification to the [JKL Back to School Road Map](#): Reopening Plan including educational goals, timelines, public updates and plan reviews based on stakeholder input.

- **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.

The Northwest Evaluation Association Measure of Academic Progress (NWEA MAP), a nationally normed and computer-adaptive test, will be administered to all grade K-8 students three times in the 2020-21 school year, in the fall (within the first nine weeks of the start of school), the winter, and in the spring to determine whether students are making meaningful progress toward mastery of the standards. The NWEA MAP is aligned to the Common Core Standards and listed by the Michigan Department of Education as an approved testing tool that has been used consistently by JKL Bahweting Anishnabe PSA for eight (8) years.

Educational Goals

Goal 1 - JKL Bahweting Anishnabe PSA's School Conditional Growth Percentile by aggregate, grade-level, and applicable subgroup(s) will achieve typical growth in Reading as defined by NWEA's "About Average" effectiveness as described on the Student Growth Summary Report at both the middle and end of the year testing windows.

Goal 2 - JKL Bahweting Anishnabe PSA's School Conditional Growth Percentile by aggregate, grade-level, and applicable subgroup(s) will achieve typical growth in Math as defined by NWEA's "About Average" effectiveness as described on the Student Growth Summary Report at both the middle and end of the year testing windows.

Test Windows - As of October 1st, 2020, our plan for the Mid-year and End-of-year MAP testing windows are as follows: Mid-year MAP assessment between December 7, 2020 through January 15, 2021 and the end-of-the-year MAP assessment between April 5, 2021 through May 27, 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).

The JKL Return to School Roadmap (Instructional Plan), Covid Response Plan (HR Plan) and Return to Learn Extended Plan (Addendum to the JKL Return to School Road Map) will be reviewed monthly by the Board of Education Curriculum Committee. This review will include monthly survey information from students, staff and parents. If the Board of Education Curriculum Committee recommends changes, those changes will be brought to the full Board for approval. Following any changes, the School Administration will make approved changes and repost the plans on the school website and approved public media sites. If no changes are recommended, the Board of

Education Curriculum Committee, the full Board will reconfirm the JKL Return to School Roadmap.

- **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.

Consistent with the JKL Bahweting Back to School Roadmap/Reopening Plan, the following expectations guide how instruction exposes each pupil to standards, scope, sequence as planned:

Elementary

Face-to-Face/ In-School Expectations

- AM and PM attendance will be taken daily at school.
- Classroom teachers will provide daily lessons in Math, Reading Workshop, Writing Workshop, Phonics/Word Work/Language, Science, Social Studies, as in accordance with the JKL School Curriculum Plan.
- Daily lessons will be delivered through Google Classroom.
- Teachers will differentiate instruction based on student and classroom needs. This instruction could include but is not limited to video viewing, screen recording, live instruction through Google Meet for students at home, reading on-line or real books, on-line or other assignments that align with best instructional practice.
- Paraprofessionals will aid in classroom instruction and will help in providing a safe learning environment for all students.
- Academic Service teachers will coordinate with classroom teachers for inclusion during core instruction for tier 2/3 services. They will have planned lessons, and/or LLI lessons prepared for groups of students. They will also spend time throughout their day providing a combination of recorded and live lessons for students learning virtually in either Tier 2 or 3 (This can be done when students are on site, and/or off site).
- Academic Service Teachers may take 1-2 students from the same homeroom out of class with the use of plexiglass and masks during transition and teaching/learning.
- Special Education teachers will coordinate with classroom teachers for inclusion and/or pull-out times depending on IEP and student needs. They will come to classrooms with planned lessons to support students within the classroom, and have planned instruction for IEP goals.
- Adults will distance themselves from students to the extent possible.
- Individual student supplies will be provided and no communal supplies will be used.

- All teachers will have a minimum of 45 minutes prep/planning daily.
- Culture, Art, Music, Technology, PE, and library classes will occur in the homeroom.

Distance/Remote Learning Expectations

- Classroom teachers will provide daily lessons in Math, Reading Workshop, Writing Workshop, Phonics/Word Work/Language, weekly lessons in science/social studies
- Daily lessons will be delivered through Google Classroom. Teachers will differentiate instruction based on student and classroom needs. This instruction could include but is not limited to video viewing, screen recording, reading on-line or real books, on-line or other assignments.
- Daily check-in/meet time whole class instruction during the times of 8 a.m. and 4 p.m. or at the discretion of the teacher as approved by their supervisor.
- Attendance will be taken daily during online learning days.
- Individual or small group Google Meets will be scheduled with families as needed.
- JKL staff will provide opportunities for the students to learn coping skills, and engage in social emotional learning opportunities.
- All student supplies and material needed to complete assignments will be given to students while at school.
- Teaching staff will be flexible in the completion of assignments while parents must understand that some assignments will need to be completed before the next school day for continuity purposes.
- Academic Service teachers will provide a combination of recorded and live lessons for students learning virtually in either Tier 2 or 3. A consistent schedule will be developed with each family for Google Meet times.
- Special Education teachers will provide a combination of recorded and live lessons for students learning virtually. A consistent schedule will be developed with each family for Google Meet times.

Middle School

In Person/At School Expectations

- Classroom teachers will provide daily lessons in Math, Language Arts, Science, Social Studies, as in accordance with the JKL School Curriculum Plan.
- Daily lessons will be delivered through Google Classroom. Teachers will differentiate instruction based on student and classroom needs. This instruction could include but is not limited to live instruction, video viewing,

screen recording, reading on-line or real books, on-line or other assignments that align with best instructional practice.

- Paraprofessionals will aid in classroom instruction in full class, small group or individual class setting and may also help in providing a safe learning environment.
- Teachers will have 5 minutes to move from room to room between classes. Support staff (AS, SPED, or paras) will supervise classrooms until the next teacher arrives, then move to their next assigned classroom.
- Students will stay in one classroom for the duration of the day with teachers rotating into classrooms to teach classes still following the core block schedule linked below.
- 7th and 8th grade culture will be integrated into core subjects throughout the week. Other special classes will have a period blocked off to meet with students in person for check ins, while most of their delivery will be online.
- Technology will be integrated by core subjects allowing the Technology Teacher more time and schedule flexibility to help elementary classes with online technology.

Distance/Remote Learning Expectations

- Classroom teachers will provide daily lessons in Math, Language Arts, Science, and Social Studies.
- Daily lessons will be delivered through Google Classroom. Teachers will differentiate instruction based on student and classroom needs. This instruction could include but is not limited to live online Google Meet lessons, video viewing, screen recording, reading on-line or real books, on-line assignment, projects or other assignments.
- Daily check-in/meet time whole class instruction during the times of 8-4 or at the discretion of the teacher as approved by their supervisor.
- All teachers will have set Google Meet Office Hours between 8-4. Additional meeting times can be held at each teacher's discretion. Individual or small group Google Meets will be scheduled with families as needed.
- All student supplies and material needed to complete assignments will be given to students while at school.
- Teaching staff will be flexible in the completion of assignments while parents must understand that some assignments will need to be completed before the next school day for continuity purposes.
- Academic Service teachers will provide a combination of recorded and live lessons for students learning virtually in either Tier 2 or 3. A consistent schedule will be developed with each family for Google Meet times.

- Special Education teachers will provide a combination of recorded and live lessons for students learning virtually. A consistent schedule will be developed with each family for Google Meet times.
- Attendance and Participation: Students are expected to participate in daily learning activities and check in with their teacher for daily attendance.

- **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.

JKL implements a standards-based report card, which parents receive quarterly via the JKL Parent Portal and U.S. mail. Parents also receive a mid-quarterly progress report. Parent/Teachers conferences will be held virtually this year, but will continue on schedule at the end of each marking period. Teachers and parents have regular communication through Class Dojo and school email. Announcements of all communication platforms, including ongoing student progress, progress reports, report cards and conferences are posted on the JKL Facebook page, school website and electronic sign. Communication will also be sent to parents emails and phones via Messenger.

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.

All JKL students will be issued a JKL Chromebook, Chromebook bag, and power cord to take back and forth to school daily or use for online learning. Instruction will start in Google Classroom both at school and at home. Student Chromebooks will be ready to distribute to students the first day of school. The EUPISD and Sault Ste. Marie Tribe of Chippewa Indians are providing hotspot access in outlying areas, and AT&T has made Internet possible for all outlying areas in the Eastern Upper Peninsula. The JKL Principal and social work staff will assist individual families with unique circumstances to ensure that all students receive equitable access to technology. .

- **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.

- Special Education students are included in all phases of the school-wide plan as general education students in that they are being offered the same opportunities as their peers, such as checking out a chromebook for use for virtual learning

- and family choice for distance learning or on-site learning during Phases 4 and 5.
- SE students will be taught online by a general education teacher within their grade level or by a Special Education teacher in the case of cognitive impairment requiring specialized instruction.
 - SE students will continue to receive ancillary services in an on-site and virtual format.
 - The student to teacher ratio is being kept at a minimum and increased SE paraprofessional support is available to all SE students to meet student needs.
 - General, specials, and SE teachers will continue to keep an individualized, monthly Accommodations Log for each SE student which records the date and duration of IEP accommodations.
 - Students who opt for distance learning will have an IEP COVID Amendment and a Contingency Plan specific to how the services and accommodations will be different from the IEP during the COVID pandemic.
 - Systematic IEPs will be held starting Oct. 15, 2020 to determine compensatory education needs if any. This is a time where accommodations will be reviewed and revised as needed as well as goals/ objectives and services.