



Nottawa Community School District

Extended COVID-19 Learning Plan *as Described in [Public Act 149](#), Section 98a*

October 11, 2020

Approved by Nottawa Board of Education: October 12, 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.

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

Nottawa Community School District Extended COVID-19 Learning Plan

Address of School District/PSA: 26438 M-86 Sturgis, MI 49091

District/PSA Code Number: 75100

District/PSA Website Address: nottawaschool.org

District/PSA Contact and Title: Jerome Wolff / Superintendent

District/PSA Contact Email Address: jwolff@nottawaschool.org

Name of Intermediate School District/PSA: St. Joseph County ISD

Name of PSA Authorizing Body (if applicable):

Date of Adoption by Board of Education/Directors: October 12, 2020

This Plan is for Nottawa Community School, a single building district. We the applicant, Nottawa Community School District (NCS), do hereby provide the assurance we will follow the requirements for the plan as stipulated in ~~the corresponding executive order~~ passed legislation and as approved by the board of education and renew the plan as required by these.

Assurances

1. NCS 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 NCS will create and make available on its transparency reporting link located on the district website: nottawaschool.org, 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 Nottawa Community School District will
 - select a local benchmark assessment(s) and/or benchmark assessment(s) that are aligned to state standards as outlined in [PA 149 of 2020](#).
 - 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 [or as required](#) by the Michigan Department of Education and again not later than the last day of the of the 2020-2021 school year.
4. If delivering pupil instruction virtually, Nottawa Community School District will
 - offer 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 had planned for that exposure to occur for in-person instruction.
5. NCS, 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 discretion of the Nottawa Community School District's Board of Education.*

The Nottawa Community School District will receive qualified data from the Branch Hillsdale St. Joseph Health Department which must operate within state guidelines to provide local school districts with the most accurate metrics. This begins October 1st and is based on the previous months data collection.

On September 14th in an effort to provide accurate and timely information about COVID-19 in Michigan schools, the Michigan Department of Health and Human Services (MDHHS) will begin reporting outbreak information by school building.

Data on COVID-19 outbreaks is being collected from the 45 local health departments across the state weekly. A COVID-19 outbreak is defined as two or more cases with a link by place and time indicating a shared exposure outside of a household. The information being posted on the website today and each Monday at 3 p.m., will include K-12, college and university school name, address, number of cases and if the cases involved staff, students or both. Students or staff exposed to COVID-19 outside the school building and are not thought to have spread the virus in the school due to quarantine or self-isolation are not included in the data.

Information around this outbreak is changing rapidly. The latest information is available at [Michigan.gov/Coronavirus](https://www.michigan.gov/Coronavirus). Information on Michigan Schools outbreaks can be found: https://www.michigan.gov/coronavirus/0,9753,7-406-98163_98173_102480---,00.html

Nottawa Community School has had 0 cases since the start of the school year. The district did have one fifth grade student identified as a secondary contact to a confirmed Covid case. This close contact was reported to the Branch Hillsdale St. Joseph Health Department. The student was quarantined for 14 days from the last contact. District families were notified. Although the student tested negative, the student was kept out of the building for the full duration of the quarantine period, as was a step sibling.

Key metrics that NCS Board of Education will consider shall include at least all of the following as provided by the Branch Hillsdale St. Joseph Health Department :

- 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 NCS District determines that it is safe to provide in-person instruction to pupils, the district will prioritize providing in-person instruction to pupils in grades K to 8 who are enrolled in the NCS District.
7. The Nottawa Community School District assures that
- instruction will be delivered as described in this plan and approved by the District Board of Education,
 - the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - NCS District 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 or as required under law, thereafter at a meeting of the NCS District Board of Education, and

- public comment will be solicited from the parents or legal guardians of the pupils enrolled in the NCS District during a public meeting described in [PA-149](#).
8. Nottawa Community School District 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. Nottawa Community School District will ensure that two (2), 2-way interactions occur between a pupil enrolled in the NCS District 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 NCS District. Nottawa Community School District will publicly announce its [weekly interaction rates](#) at each District Board of Education meeting where it reconfirms how instruction is being delivered. NCS District will make those rates available through each month for the 2020-2021 school year on transparency links located on the [Covid 19 Page](#) of the Nottawa Community School District website.

President of the Board of Education

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. We anticipate that benchmark testing will reveal equity issues are more pronounced within our district among our low income and ELL students.

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 distance 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. Research of prolonged educational displacement of children impacted by Hurricane Katrina demonstrates that the loss of learning is exponential and not static. Even though the NCS District provided distance learning we recognize the gaps and exponential loss of learning may range from 3 to 18 months. 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.

This program is facilitated by our Michigan Certified teachers. This plan also accounts for FAPE needs of the Amish cultural minority group, which comprises 50% of the public district's student population for the Nottawa district. This group, for sincerely held religious reasons do not allow computers or internet in the home and almost all do not allow electricity in the home. During 2019-2020 our district has also identified that approximately 60% of children do not have internet access due to sincerely held religious or personal beliefs. Our decision to provide electronically enhanced paper packets if necessary to maintain a continuity of FAPE for all students, in particular Amish students, is supported by law and upheld by the United States Supreme Court in *Wisconsin v. Yoder*, 406 U.S. 205 (1972).

As NCS plans to begin the school year in blended and hybrid learning environments, we will need to ensure that there are structures in place to ensure student [engagement](#) and achievement for all. The blended environment in phases 4 and 5 is of particular importance to over 50% of our population which is identified as ELL. 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 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.

Quality Evidence-Based Assessment Practices

The Nottawa Community 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, NCS 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. Further we recognize that while learning is a dynamic process, it does not occur in a vacuum. Therefore, social emotional environmental factors play a major role influencing a realistic measure of each pupil's individual academic progress. Be it further acknowledged that small class sizes within our school district result in grade level data cohorts that are considered to be statistically insignificant.

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

As allowed by PA 149 of 2020 the Nottawa Community School District will use a combination of state and local assessments. K-2 reading will be measured by use of the DRA assessment, and K-2 Math Essential Standards will be measured by [existing local benchmark assessments](#) developed within our St. Joseph County Intermediate School District. Over half of our district families refuse computer based testing on the basis of religious beliefs for children in grades K-2. We also have an equally large contingent of families that are extremely reluctant to allow children in grades 3-8 to use the computer for these reasons as well, but they are willing to make the exception for the purpose of education. Smarter Balanced Assessment Interim Assessments in reading and mathematics will be administered to students in grades 3-8. All K-8 benchmark assessments will be given to all students twice: once in the first nine weeks of the school year (or as determined by MDE), 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 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 grades K-2 local benchmark testing and grades 3-8 Smarter Balanced Assessment.

As taken from NCS's [2020-21 Nottawa Back to School Plan](#), following goal section 1 entitled, "safety," are the district's Instructional Goals Listed in **Goal section 2** items a-i, **especially items d-h**.

With respect toward end of the year progress (specifically goals 2d-2h), The resolve of our MICIP team is to aim for not less than one year of academic growth within one school year and whenever possible to supersede that expectation. It is entirely possible that some students may experience more than one year or one and a half years of academic growth and still end the year below grade level because of the loss of education experienced within the ongoing pandemic. In accordance with best practices and cognizant the fall out caused by SEL circumstances our district is applying the sound methodology by using pathways of progress for our academic goals. For example, a student that enters grade three ought to exit ready to begin grade four or demonstrate at least one academic year of growth. One academic year of growth would mean that if a student's benchmark performance at the start of grade three was equivalent to grade 2.5 they should attain a benchmark performance at the end of the school year not less than grade 3.5. This is of course relative to the points of testing which due to flaws in the delivery system may truncate the time table through no fault of the LEA.

Mid year goals (specifically goals 2d-2h) should progress not less than 40% within their pathway of progress as determined by interim assessment benchmark or satisfactorily demonstrate grade level application of 40% of the essential standards of a related content area demonstrated

through local summative assessment. It should be understood that progress toward a standard is a function of process over time and therefore proficiency should grow more in the second half of the year than in the first half of the year.

For the 2020-2021 school year:

Target Goal #2a - Support families with the community by providing more than one option for returning to learning and for the sake of continuity maintain that plan for the duration of the 2020-2021 school year.

Target Goal #2b - Develop a plan that builds the capacity for the district and staff to transition smoothly from face to face learning, to hybrid learning, to full distance learning.

Target Goal #2c - Equip parents with the tools to directly impact their children's academic, social, and emotional learning

Target Goal #2d - All students at Nottawa Community School will become proficient in ELA, or make 1 grade level year of progress within the 2020-2021 school year to close the gap left by Covid 19.

Target Goal #2f - All students at Nottawa Community School will become proficient in mathematics, or make 1 grade level year of progress within the 2020-2021 school year to close the gap left by Covid 19.

Target Goal #2g - All students at Nottawa Community School will become proficient in science, or make 1 grade level year of progress within the 2020-2021 school year to close the gap left by Covid 19.

Target Goal #2h - All students at Nottawa Community School will become proficient in Social Studies, or make 1 grade level year of progress within the 2020-2021 school year to close the gap left by Covid 19.

Target Goal #2i - All Nottawa Community School English Language Learners will become proficient in the English language, or make 1 grade level year of progress within the 2020-2021 school year to close the gap left by Covid 19 as demonstrated by the WIDA assessment.

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: Nottawa Community School District full instructional plan can be accessed by clicking the link to [Back to School Plan](#) found on the Covid 19 resources page of the district website.

Three Models for phase based Modes of Instruction are as follows:

Model 1: Phases 1-3 DISTANCE LEARNING No choice, all students in distance (a.k.a. virtual) learning, referred to in this plan as, “NCS School from Home.”

Model 2: Phases 4 and 5 BLENDED MODEL OR... CONTINUATION OF DISTANCE LEARNING A choice of 2 options:

Option 1: 4 days of in person instruction on Monday through Thursday and 1 day of enrichment distance learning provided on Friday. (n.b. The NCS 4 plus 1 blended model has more face to face instructional time than the hybrid model) OR...

Option 2: A continuation of Model 1: distance learning, referred to in this plan as, “School from Home.”

Model 3: Phase 6 FULL 5 Day INPERSON All students return to 5 day per week in person instruction. Close to pre pandemic as possible.

**Distance Learning means virtual learning that occurs at a distance. It can be synchronous or asynchronous. It is enhanced electronic learning. Note in accordance with federal law no child lacking electricity will be denied access to learning.*

- **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.

Note: Nottawa Community School District full instructional plan can be accessed by clicking the link to [Back to School Plan](#) found on the Covid 19 resources page of the district website.

Curriculum and Instruction: Academic Standards

The Nottawa Community School District curriculum for core academic areas is aligned to state standards and housed in Curriculum Crafter (formerly Kent County). As teachers navigate the wider than usual range of competencies expected this fall, they will use these [Curriculum, Instruction, and Assessment Toolkits](#) (CIA Toolkits developed by Oakland Schools ISD) to provide guidance 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-8 instructional standards for the 2020-2021 School Year. The CIA Toolkits 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.

- **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

Nottawa Community 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.

Our teachers keep up-to-date information on student grades sending formative and summative work home weekly. We also send progress reports to our parents and guardians a minimum of three times per year, during each marking period. We hold two parent teacher conferences per year. The first parent teacher conference is mandatory. 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 three report cards, one at the end of each marking period.

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.

Technology

Nottawa Community School District ensures all students will be provided equitable access to technology and the internet as described in our Back to School Plan that was previously submitted to the state. Any student in need of a device or internet in order to access education shall be provided such access when possible. Approximately 100 of our student devices are outmoded as a result of an operating system jump experienced in early 2020. The district has invested \$15,000 in Chromebooks (currently on back-order) to replace most of these devices. NCS is a rural district situated in a brown internet zone, meaning that portions of our district are unable to access the internet even through the use of a hotspot. When needed and functional the district has provided hotspots and has added public WiFi accessessible from the school parking lot. As a matter of providing a free and appropriate public education, NCS takes seriously our commitment to maintaining student access to technology devices and the internet is described in the [Back to School Plan](#).

- **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.

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. The district assures the continuity of these plans within MARSE rules and regulations.

For students from birth to five, those with identified special needs intervention and support services will be integrated into the student's program immediately upon the start of school. This will be done in collaboration with the St. Joseph ISD, which handles proper placement for all pre kindergarten special needs students for the Nottawa Community School District.

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.

NCS ensures a continuation and continuity 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 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.

Nottawa Community School District full instructional plan addresses ways all learners are supported and can be accessed by clicking the link to [Back to School Plan](#) found on the Covid 19 resources page of the district website.

NCS is keenly aware that with over 50% of our students being ELL that we also have a secondary issue which is lack of immersion. The majority of our ELL students are Amish and when they are not in school they have little to no exposure to other English speakers, media, and technology that are common to most ELL learners.

Within the SOM 31a identification process NCS identifies that in SY 2019-2020 95% of our population met at risk criteria, and that while 37% were identified for free and reduced lunch. The district has become aware that some students' families who would qualify for low income status choose not complete the application for free and reduced lunch thus creating an inaccurate report of actual rural low income needs within the district. NCS assures that while the standard data collection might not be sufficient to identify students the district nonetheless mindful of the economic disparity and has taken measures to provide proper academic, and social emotional support for all students.

The district is aware of disparities as identified within the revised title IX regulations and has undergone comprehensive training as required under law.

Please Note: As a K-8 Public School District, Nottawa Community School does not provide an Early Childhood Program, CTE, Early Middle College, Dual Enrollment, or Advanced Placement (AP) Courses.

NB* Under the guidance of MDE the Nottawa Community School District will use Pandemic Pupil accounting procedures for the 2020-2021 as an appropriate count of pupil attendance. This update is referenced in the [Back to School Plan](#).

