

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.



Mason Public Schools Extended COVID-19 Learning Plan

Address of School District/PSA: 201 W. Ash St., Mason, MI 48854

District/PSA Code Number: 33130

District/PSA Website Address: <https://www.masonk12.net/>

District/PSA Contact and Title: Matthew Stuard

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Name of Intermediate School District/PSA: Ingham

Name of PSA Authorizing Body (if applicable): Mason Board of Education

Date of Approval by ISD/Authorizing Body: 9/14/20

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 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 re-confirm 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

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 Mason Public Schools in a number of ways: we are experiencing a traumatic event, there is community spread of the COVID-19 virus in our area, and students may have significant gaps in their learning due to the Spring 2020 closure.

As Mason returned to school this fall, our first priority was 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, our students arrived at school in the fall of 2020 with a wider than usual range of competencies. As teachers assess their students this fall, we expect that many students will be behind and will need opportunities to catch up. Additionally, teachers will need opportunities to collaborate with each other as they examine student work, determine what comes next in the learning for each student, and teachers need time to adapt their curriculum, assessment, and instruction.

With Mason starting the year fully remote, we need to continue building structures to ensure student engagement and achievement for all as we transition to returning students to on-site learning. 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.

Mason Public Schools will use benchmark assessment evidence to monitor and evaluate patterns and trends in its performance and to identify the effectiveness of its instructional programs. Benchmark data will provide guidance for standardizing and/or adjusting curriculum and instruction.

That said, Mason will not use benchmark assessment data to make high-stakes instructional decisions for individual students due to concerns regarding the validity and reliability of data obtained in our current environment. Instead, Mason will use the data formatively to guide the teaching and learning process in order to modify instruction to meet the needs of all students.

AimswEBPLUS (grades K-5) and NWEA (6-8) benchmark assessments in reading and mathematics will be administered to all students three times (fall, winter, and spring). Also, teachers will administer both formative and summative assessments throughout the year to assess student learning and guide instruction.

The district will engage stakeholders by publicly sharing aggregate and student subgroup performance reports on the aimswEBPLUS and NWEA results, and progress reports will be available on our website in February and June.

Goal 1 - 80% of students (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by aimswEBPLUS (K-5) and NWEA (6-8).

- 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 - 80% of 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).

Currently, pre-K to 12 students are following the distance learning model as outlined in the [COVID-19 Preparedness and Response Plan](#) that the Mason Board of Education adopted on 8/10/20.

Prior to the start of the 2nd trimester students in grades K-8 will be provided the option of in-person learning using a hybrid model or a fully remote distance learning model. Students in grades 9-12 will be provided the option of in-person learning using a hybrid model or a fully remote distance learning model at the start of 2nd trimester. A hybrid model allows for the option of a return to in-person learning and the district can attend to the health and safety of students and staff by minimizing the number of passing times needed, ensures social distancing to the extent possible, focuses on in-person core instruction, and provides opportunities for the socialization of students.

Parents/guardians will have the opportunity to register their student(s) for either the hybrid model described above, or to continue under a fully remote distance learning model. Students may need to be enrolled with different Mason teachers depending on the number of students who enroll in the in-person hybrid and distance learning options. Additionally, depending on enrollment, some students may need to participate in one or more third-party online courses not taught by Mason teachers.

- **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.

Mason's curriculum for core academic areas (ELA, Math, Science, and social studies) is aligned to state standards. As teachers navigate the wider than usual range of competencies expected this fall, they will use the Professional Learning Community (PLC) process to analyze results from formative assessments to inform instruction, and to prioritize K-12 instructional standards for the 2020-2021 School Year.

Additionally teachers will provide ongoing and specific feedback aimed at improving their students' understanding to help shore up their competence and confidence, which are both critical for their socio-emotional health and academic success.

- **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.

Mason Public Schools bases its comprehensive assessment system on the Michigan Standards. The district will regularly assess students at the district and classroom level to determine if they are making progress toward meeting those standards. As always, we will place a heavy emphasis on formative assessment as part of our PLC process. 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 use at PLCs 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 that will continue this year. 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. This year, we are adjusting our elementary math and ELA summative assessments to focus entirely on the essential standards identified by our teachers prior to the conclusion of the 2019-2020 school year.

For grades K-5 teachers report a student's mastery of the standards to parents/guardians periodically throughout the trimester. For grades 6-12 parents/guardians can see their student's grades via Skyward Family Access with Skyward grades being updated weekly except for large projects/papers, which should be graded within two weeks. Moreover, at the

secondary level, the full-grading scale and credit structure will be in place, including the AP 5.0 scale at the high school. Personal curriculum plans for high school students will be implemented as usual.

Grades K-5 students will receive aimswebPLUS math and ELA reports three times this year. Grades 6-8 students will receive NWEA math and ELA reports three times this year. Students in grades 9-12 will have the option of taking the appropriate College Board assessment (PSAT 8/9, PSAT 10, or SAT) on site at Mason High School.

Students will receive end-of-trimester standards-based grades at the elementary level, and end-of-trimester traditional grades at the secondary level. All end-of-trimester grades will be reported in Skyward.

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.

Mason Public Schools continues to ensure all students are provided equitable access to technology and the internet as described in our [COVID-19 Preparedness and Response Plan](#) that was previously submitted to the State in August. Also, Mason's system for maintaining student access to technology devices and the internet is described in the [COVID-19 Preparedness and Response Plan](#) that was previously submitted.

- **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

Staff is in the process of reviewing students' IEPs and 504 plans 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 identified special education students, partial in-person instruction will be provided beginning the week of 9/14/20.

For students from birth to five, those with identified special needs, and those attending CTE programming, intervention and support services are being provided.

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.

The district ensures a continuation of services for students receiving speech and language, occupational therapy, physical therapy, or social work services within their 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.

Additional details on how Mason is ensuring that students with disabilities are provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations can be found in the [COVID-19 Preparedness and Response Plan](#) submitted in August.

- **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.

Currently the district is offering a Connect Care program for elementary students at the Harvey Education Center. Beginning the week of 9/14/20, additional on-site Learning labs for select students will be made available at our other five buildings. Priority will be given to students without reliable Internet.

Staff will provide accommodations for students with 504 plans and for English Language Learners (ELL) when applicable. Interventions and enrichment will be provided at all instructional tiers and during elementary WIN, middle School PAWS/advisory, and the high school TIES class.

Personalized learning opportunities will be provided in coordination with partner programs (e.g., Wilson Talent Center, The Early College, HSDCI, Graduation Alliance, Edgenuity, MVU, etc.).

Additional information can be found in the [COVID-19 Preparedness and Response Plan](#) regarding optional considerations for learners.

