



Carney-Nadeau Public School

151 N. Hwy 41
P.O. Box 68
Carney, MI 49812
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Board of Education

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Superintendent
Adam Cocco
Principal
Travis Depuydt

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](#)

September 30, 2020 Revisions Based on [SB 927](#)

Introduction:

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. **A district that is a public school academy that, by agreement, provides educational services for the residents of a district that is not a public school academy and that does not directly provide public educational services to its residents that intends to provide instruction under an extended COVID-19 learning plan shall submit its extended COVID-19 learning plan described in subsection (1) to the intermediate district in which it is located not later than October 1, 2020 for approval.**

The ISD or Authorizing Body will **approve Extended COVID-19 Learning Plans no later than October 9, 2020** and transmit the approved plans to the state superintendent of public instruction and the state treasurer. Approved plans must be made accessible through the transparency reporting link located on the district’s website by not later than October 4 12, 2020.

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



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Carney-Nadeau Public School Extended COVID-19 Learning Plan

Address of School District/PSA: 151 North U.S. Hwy 41, Carney, MI 49812

District/PSA Code Number: 55010

District/PSA Website Address: cnps.us

District/PSA Contact and Title: Adam Cocco, Superintendent

District/PSA Contact Email Address: acocco@cnps.k12.mi.us

Name of Intermediate School District/PSA: Menominee County Intermediate School District

Name of PSA Authorizing Body (if applicable): NA

Date of Adoption by Board of Education/Directors: September 16, 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. By not later than January 15, 2021, the district shall create a report that includes information regarding both of the following and shall ensure that the report under this subdivision can be accessed through the transparency reporting link located on the district's website:
 - a. The amount and type of training provided during the current school year as of the date of the report to teachers of the district through professional development that focuses on how to deliver virtual content.
 - b. The amount and type of training provided during the current school year as of the date of the report to the parents and legal guardians of pupils and to pupils on how to access and use virtual content provided by the district.
3. 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.
4. Benchmark Assessments: The District/PSA will
 - o select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - o 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.
5. If delivering pupil instruction virtually, the District/PSA will
 - o provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
 - o 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.
6. 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:
 - o COVID-19 Cases or Positive COVID-19 tests
 - o Hospitalizations due to COVID-19
 - o 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
7. 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.
8. The District/PSA assures that
- a. instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
 - b. the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - c. 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 each month thereafter at a meeting of the Board, and
 - d. For each reconfirmation described in this subdivision, the district shall report to the center, in a form and manner prescribed by the center,
 - i. the instructional delivery method that was reconfirmed;
 - ii. how that instruction will be delivered for each grade level offered by the district, including pre-kindergarten, as applicable; and
 - iii. whether or not, as determined by the department in consultation with the center, the district is offering higher levels of in-person instruction for English language learners, special education students, or other special populations.
 - e. 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.
9. 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.
10. 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, or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress 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.

Clarification of Assurance 10: "2-way interaction" means a communication that occurs between a pupil and the pupil's teacher or at least 1 of the pupil's teachers or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress, where 1 party initiates communication and a response from the other party follows that communication, and that is relevant to course progress or course content for at least 1 of



the courses in which the pupil is enrolled or relevant to the pupil's overall academic progress or grade progression. Responses, as described in this subdivision, must be to communication initiated by the teacher, by another district employee who has responsibility for the pupil's learning, grade progression, or academic progress, or by the pupil, and not some other action taken.

David H. Roberts

President of the Board of Education/Directors

9-17-20

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.

As is equally true within the wider world, the COVID-19 pandemic has necessitated an unprecedented number of changes to our school's operations, policies, and daily procedures. At the onset of the 2020-21 school year, it will have been nearly six months since Carney students have stepped foot inside a classroom. This long absence from academic routines, when coupled with the drastic nature by which so many of our routines have since changed, is likely to reveal significant gaps in student learning. Since schools were ordered closed in the Spring of last year, an inordinate amount of time and energy has been spent formulating plans as to how we can have students safely return to school this fall, and how to attend to families who seek an alternative to face-to-face instruction. It is equally important, however, that we prepare to address student learning, both in terms of how to make up for any learning loss stemming from last Spring and how to ensure that students end the 2020-21 school year fully prepared for the next stage of their academic careers.

For the first time in our districts' history, Carney-Nadeau Public School is simultaneously (though asynchronously) providing student learning in both an online and in-person setting. It is crucial that students in both venues receive effective instruction and be exposed to dynamic curriculums as a means to not only increase their engagement after such a prolonged absence from school, but, ultimately to bolster their achievement. The purpose of this plan is to reach both these ends while also attending to the well-being and mental health of our 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.

Before we can lead our students to where we want them to go, we must first determine, academically, the exact points at which they happen to be. Assessing students at the start of the year is a sound practice in even the most idyllic of times, but in light of the abrupt manner by which classroom learning came to an end last March, this year it is particularly crucial that we do so. Subsequently, prior to the ninth week of the 2020-21 school year, all students in grade K-12 will complete NWEA assessments in the subjects of both reading and math. As a means to chart our growth, these same assessments will be delivered a second time at or near the mid-point of the school year and then a third time prior to the last day of school. This will be done in addition to the myriad formative assessments we typically administer—of which, at the elementary level, DiBels is but one—over the course of a school year. In turn, the results of these assessments will inform the direction and content of our professional development for the entirety of the school year. We will use this data to build upon our curricular and instructional strengths and improve upon our weaknesses. So, too, will this data be shared in aggregate form with all the school's stakeholders to raise awareness, increase concern, and heighten engagement.

Goal 1 - All students (K-12) will improve performance in Reading/ELA from the Fall to Spring assessments as measured by NWEA.

- 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 standards

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

Goal 2 -- All students (K-12) will improve performance in Math from the Fall to Spring assessments as measured by NWEA.

- 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 assessments, local Math summative assessments, and formative assessments 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).

For the 2020-21 school year, Carney-Nadeau Public School will be providing face-to-face instruction in its classrooms, offering online learning to those students who prefer to learn from home, and will even be allowing a hybrid of the two wherein a portion of a student's classes are completed online and the remainder are completed here in-person.

Our school has purchased district-wide access to an online "Accelerate Education" K-12 curriculum as provided by the Genesee ISD. Additionally, we are utilizing our existing teaching staff to facilitate the curriculum delivery of this online option, and they are taking pains to periodically expose the students in their classrooms to the distance learning platform. In this manner, our entire student populace will be prepared, both in terms of online accounts and familiarity with the learning platform, to seamlessly transition to online learning in the event that a COVID outbreak requires the school to be closed.

For those students who have opted for face-to-face learning, we have rearranged our schedule to limit congestion in our hallways and to decrease the comingling of multiple grade-level cohorts.

- **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.**

As specified in the previous response, Carney-Nadeau Public School is utilizing Accelerate Education's K-12 curriculum for its online learners. This curriculum is aligned with Michigan's content standards in all core subjects, and its delivery is facilitated by the very same highly qualified teachers we employ in our classrooms. These teachers maintain consistent, two-way communication with their online students and provide supplemental support as needed. In this manner, the teacher is able to ensure that the educational experience and scope and sequence of his/her online students is comparable to that of the students learning in the classroom. And, again, should an online student opt to resume face-to-face learning (or, indeed, vice-versa) the transition between the two venues will be eased by dint of both being facilitated by the very same teacher. In this manner, student learning should be largely uninterrupted even in the event of a mandated school shutdown.

Progress toward grade-level content mastery shall be assessed by the facilitating teacher. Student grades will be entered into Powerschool, the very same student data system we utilize for all students grades and attendance. In this manner, parents/guardians of online students will have the same real-time access to grades/progress as those whose children attend in person.

- **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.**

Carney-Nadeau Public School regularly assesses students on their progress toward mastery of Michigan's content standards. Formative assessments occur at the end of each unit of study across all grade levels, and summative assessments are administered near each semester's end. Additionally, on three separate occasions throughout the school year, CNPS administers practice standardized tests (in the form of practice M-Steps for students in grades 3-7, PSAT for grades 8-10, and the practice SAT for juniors) both to gauge student progress and to determine areas of weakness within our curriculums. This, too, is in addition to the DiBels testing we conduct for reading, and, as of this year, NWEA testing.

In terms of reporting grades, we employ the web-based Powerschool system for housing and tracking student data. This information is accessible to parents and students at any time. We also send out hard-copy report cards four times per year (once per nine week marking period). Finally, being that we are such a small school, it is easy for our teaching staff to maintain regular communication with the parents of students within their classes.