



Manistee Area Public Schools
Continuity of Services Plan
as described in Section 2001(i) of the ARP Act

Address of School District/PSA: 550 Maple, Manistee, MI 49660

District/PSA Code Number: 51070

District/PSA Website Address: www.chipslead.org

District/PSA Contact and Title: Ronald Stoneman, Superintendent

District/PSA Contact Email Address: rstoneman@manistee.org

Name of Intermediate School District/PSA: Manistee ISD

Name of PSA Authorizing Body (if applicable): N/A

Date of Approval by ISD/Authorizing Body: N/A

Assurances

1. The District/PSA will make their ISD/Authorizing Body approved Continuity of Services Plan accessible through the transparency reporting link located on the District's/PSA's website no later than 30 days after receiving its ARP allocation.
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 Continuity of Services Plan no later than the first board meeting in February of 2023, 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 2022-2023 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 to measure proficiency in reading and mathematics within the first nine weeks of the 2022-2023 school year and again not later than the last day of the 2022-2023 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 2022-2023 school year that is 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 2022-2023 school year,
 - the District/PSA will regularly, no less frequently than every six months, review, as appropriate, revise its plan for the safe return to in-person instruction and continuity of services,
 - public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District/PSA.

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.

Learning Plan Narrative

Opening Statement

- Please provide a statement indicating why an Continuity of Services Plan is necessary to increase pupil engagement and achievement for the 2022-2023 school year.

The COVID-19 global pandemic continues to impact our school community in a number of ways: students and staff are still experiencing trauma related to the pandemic, many students may have significant gaps in their learning, and equity issues are more pronounced. In accordance with the Michigan Safe Schools Roadmap and Executive order 2020-142,

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 remote learning portion of the 19-20 school year, and during the 2020-2021 school year, we anticipate that students will come to school in the fall of 2022 with a wider than usual range of competencies. We expect this impact to be felt for years. Many students will continue to be behind and will need opportunities to catch up. 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.

As Manistee Area Public Schools plans to begin the school year in-person, we will need to ensure that there are structures in place to ensure student engagement and achievement for all while maintaining a high level of safety. 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 2022-2023 school year. The District/PSA must establish all of its goals no later than September 15, 2022. 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 at least once within the first 9 weeks of the 2022-2023 school year and not later than the last day of the 2022-2023 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 was administered to pupils in previous years.

Quality Evidence-Based Assessment Practices

The Manistee Area Public 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.

We will not, however, use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, Manistee Area Public School District 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.

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

The NWEA assessments in reading and mathematics will be administered to all students three times: once in the first nine weeks of the school year, once in the middle of the school year, and again prior to the last day of school. Formative assessments as well as a mid year NWEA assessment, 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 have dedicated time to collaborate with their colleagues about their assessment practices, engage in data reviews, and identify instructional strategies based on the data during their PLC collaborative team time and grade level/department time.

Additionally, we will continue to engage stakeholders in the district's balanced assessment system, including publicly sharing aggregate and student subgroup performance reports on NWEA results.

Goal 1 - All students will improve performance in Reading/ELA 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 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 - All students 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 2022-2023 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).

Mode of Instruction

All K-12 students will be enrolled as in-person learners for the 2022-2023 school year. If, after consultation with the local health department, it is determined unsafe to return to in-person learning or, staffing does not allow for in-person learning, the district has the discretion to move into virtual or distance learning. Individual virtual learning exceptions may be made for students with health related concerns and must be pre-approved by the Virtual Learning Committee.

In-Person Learning: When conditions allow, students will have the opportunity to participate in courses at our schools delivered in-person. These classes will follow our normal calendar and bell schedule. During these classes, while students are participating in our regular curriculum lessons and activities, teachers will show students how to access content through Canvas as well. These guided practice lessons in school will prepare and equip students to access the lessons and activities so they can continue to participate and progress in the curriculum in case they are required to stay home due to COVID-19.

Student and staff health and safety will be addressed through a grade level cohort model K-8 that keeps students together for the entire school day. In addition to this model, we will be social distancing where feasible, upgrading HVAC systems, and continuing to be diligent with cleaning and sanitizing throughout the district.

Remote Learning Options: For students that will be learning entirely from home or if our district needs to suspend in-person learning for any reason, our district may offer a Virtual or Distance Learning option.

Virtual Learners: Individual students who are participating in a fully virtual learning environment will be provided with a teacher and course work through Accelerate Education. Their courses will be self-paced and supported by a MI certified teacher. MAPS will also provide a district mentor to support students.

Distance Learners: When a grade level, building, or district is required to move into a remote learning environment students will participate in Google Meets to receive synchronous instruction from their classroom teacher(s). Teachers will monitor student progress, assess student work, provide feedback on the work, and provide additional guidance and support during the course based on the assessments. Teachers will also attend to the Social-Emotional and learning needs of the student and make appropriate referrals to school support personnel (counselors, social

workers, technology support specialists, principal, etc) as required. The district will ensure that students have access to the internet and an appropriate device for learning. If necessary, the district will work with the family to provide these resources.

- **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.

Curriculum and Instruction: Academic Standards

The Manistee Area Public School District curriculum for core academic areas is aligned to state standards. As teachers navigate the wider than usual range of competencies this year,, they will work collaboratively in their PLC teams to plan for differentiation of content, use results from pre-assessments to inform instruction, and identify the Essential Standards for the 2022-2023 School Year. Teachers will implement instructional approaches to meet the range of student needs as they return to school, 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 and remote learning environments, and incorporate well-being and SEL/trauma-informed practices into instruction. All courses, whether in-person or remote, will continue to follow the district’s established curriculum scope and sequence. The expectation is these students will continue to progress through the district’s established curriculum at more or less the standard pace and remain on track with their learning cohort.

As our teachers work to engage students remotely, they will consider the [Whole Child Model](#) and consider Equity/Culturally Responsive Sustaining Practices including:

- Keep Students at the Center
- Intentional outreach to continue building relationships and maintain connections.
- Encourage ongoing two-way communication among all stakeholders
- Provide opportunities for positive feedback/connection between students and teachers
- Acknowledge students’ current situation and context
- Provide students with appropriate supports to process events
- Utilize social emotional learning practices
- Utilize school and community resources to provide mental health supports and trauma informed practices
- Contact Families: Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority.
- Staff should maintain regular/consistent schedules and routines to provide normalcy to daily learning
- Options for students that tap into students’ interests, readiness levels, and learning styles while providing families flexibility
- Recognize that learning is dependent upon resources available in the students’ environment, and educators should honor contributions students can bring to the conversation.
- Create materials that are hands on for those who do not have technology access and have these available for students to pick up, or deliver where necessary
- Engage families as a critical partner through high levels of communication and a recognition

that parents and guardians are the student's first teachers.

- ❑ Check for learning through formative assessment practices and encourage students to monitor their own learning.
- ❑ Build on families' diverse backgrounds and recognize those backgrounds as assets while creating your lessons
- ❑ It is not only access to technology that must be considered. Since home will be the new classroom, it is critical that remote learning must work in a multitude of family and home contexts. In this time of rapidly changing public health and economic uncertainty, districts must ensure that their method of remote learning accounts for:
 - ❑ Students who are home alone while adults are working
 - ❑ Students who speak a language other than English and have language needs
 - ❑ Students whose parents speak a language other than English and cannot assist with homework
 - ❑ Students who have special education needs (e.g., children with an IEP, twice exceptional students)
 - ❑ Students who are coping with the illness or loss of a family member
 - ❑ Students who are struggling with anxiety or depression
 - ❑ Staff who are working remotely and simultaneously planning and delivering remote instruction while also providing care for their families and, in many cases, their own children

- **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

Manistee Area Public 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 use a variety of assessments to collect this data including formative, interim, and summative assessments. Formative assessment 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.

Our summative assessments at the district and classroom levels 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.

We make available to our parents and legal guardians web-based systems, including PowerSchool and Canvas, that allow them to see their children's grades at any time. Our teachers keep up-to-date information on student grades in this system. We also send progress reports to our parents and guardians. 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 parents report cards at the end of each semester.

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

Manistee Area Public School District ensures all students will be provided equitable access to technology and the internet as described in our Continuity of Learning Plan that was previously submitted to the state. We have processes in place for identifying student needs and working collaboratively with families to remove any barriers for access that they may have.

- **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

Students with IEPs, Care Plans, 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.

For students from birth to five, those with identified special needs, and those attending CTE programming, intervention and support services will be integrated into the student's program immediately upon the start of school.

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.