

**BOARD OF EDUCATION
NORTH BRANCH EDUCATIONAL SERVICES CENTER
6655 JEFFERSON, PO BOX 3620
NORTH BRANCH, MICHIGAN 48461-3620**

The regular meeting of the North Branch Board of Education was held at 7:00 p.m. on Monday, September 28, 2020 in the boardroom of the Educational Services Center located at 6655 Jefferson, North Branch, Michigan.

President Deshetsky called the meeting to order at 7:01 p.m.

Roll Call indicated the following Board members present:

Members Present: Daniel Deshetsky, President
Cheryl Howell, Treasurer
Joshua Leach, Trustee
Jason Cullin, Trustee
Brenden Miller, Trustee
Cory Mabery, Vice President - Absent
Lori Lane, Secretary - Absent

| | | |
|-----------------|--------------------|--------------------------------------|
| Others Present: | James D. Fish | Superintendent |
| | Melissa Montgomery | Business Director |
| | Amber White | Director of Curriculum & Instruction |
| | Rhoda Lucia | Recording Secretary |

Community Members – 23

Moved by Howell, supported by Leach the Board of Education approve the agenda as presented.

Roll Call Vote: Cullin aye, Miller aye, Deshetsky aye, Howell aye, Leach aye

5 aye, 0 nay, 2 absent

Student Report: None

Presentation – Corey Rosser and Jack Webster presented a plan for the North Branch Disc Golf Course improvements and the expansion by 6 holes. They will be seeking a \$5000 grant for the cost. Jake Webster presented a mentorship program sharing that with disc golf being free to play a growing sport, helps build confidence and it is a way to connect with students. There was a board consensus for Mr. Rosser and Mr. Webster to proceed in applying for the grant.

Comments from the Public: The Board entertained comments from the public

Consent Agenda

Moved by Miller, supported by Howell the Board of Education approve the consent agenda including the approval of September 14, 2020 regular meeting minutes, and acknowledged the revised retirement date for Paul VanHorn with regret & best wishes.

Roll Call Vote: Deshetsky aye, Howell aye, Leach aye, Cullin aye, Miller aye

5 aye, 0 nay, 2 absent

Items for Discussion/Action

Moved by Leach, supported by Cullin the Board of Education approve the employment of Samantha Kurarski as a 4.5 hour cook at Ruth Fox Middle School.
Roll Call Vote: Miller aye, Cullin aye, Howell aye, Deshetsky aye, Leach aye
5 aye, 0 nay, 2 absent

Moved by Miller supported by Leach the Board of Education approve the employment of Chelsey Crisman as an Elementary Teacher.
Roll Call Vote: Leach aye, Miller aye, Cullin aye, Deshetsky aye, Howell aye
5 aye, 0 nay, 2 absent

Moved by Howell supported by Leach the Board of Education approve the employment of Lauren Clinton as an Elementary Teacher.
Roll Call Vote: Howell aye, Leach aye, Miller aye, Cullin aye, Deshetsky aye
5 aye, 0 nay, 2 absent

Moved by Miller supported by Leach the Board of Education entertain the second reading and adoption of following NB Board Policies:
Policy 4362.01 – Threatening Behavior Toward Staff (Revised)
Policy 5610 Removal, Suspension, Expulsion, & Permanent Expulsion for Student
Policy 7440 – Facility Security (Revised)
Policy 8450.01 – Protective Facial Coverings During Pandemic/Epidemic (New)
Roll Call Vote: Howell aye, Cullin aye, Deshetsky aye, Leach aye, Miller aye
5 aye, 0 nay, 2 absent

Moved by Leach supported by Howell the Board of Education approve the monthly Extended Continuity of Learning Plan and attendance report.
Roll Call Vote: Cullin aye, Howell aye, Deshetsky Leach aye, Miller aye
5 aye, 0 nay, 2 absent

Communications - none

Items for Future Discussion/Action –

- a. Knights of Columbus
- b. 2019-2020 – Final Audit Review (November 9)
- c. Monthly approval of Extended Continuity of Learning Plan and attendance report

Comments from the Public – The board entertained comments from the public

Comments from Board Members – The board members made comments.

Break – 8:31 p.m.

Back in Open Session – 8:38 p.m.

Moved by Howell, supported by Leach the Board of Education enter into closed session at 8:38 p.m. for the reinstatement of a student.
Roll Call Vote– Deshetsky aye, Leach aye, Cullin aye, Howell aye, Miller aye
5 aye, 0 nay, 2 absent

RETURNED AT – 8:52 p.m.

Moved by Howell, supported by Cullin the Board of Education approve the minutes of the closed session.

Roll Call Vote– Leach aye, Cullin aye, Deshetsky aye, Howell aye, Miller aye
5 aye, 0 nay, 2 absent

Moved by Howell, supported by Cullin the Board of Education adopt the resolution to reinstate the student conditionally as presented and attached.

Roll Call Vote- Leach aye, Howell aye, Deshetsky aye, Cullin aye, Miller aye
5 aye, 0 nay, 2 absent

Superintendent Informal Update:

Mr. Fish gave an update on the following

- Operations
- New Track
- Enrollment Numbers
- Coronavirus Information

Moved by Leach, supported by Miller the Board of Education adjourn at 9:45 p.m.

Roll Call - Leach aye, Howell aye, Deshetsky aye, Cullin aye, Miller aye
5 aye, 0 nay, 2 absent



Lori Lane, Secretary



NORTH BRANCH AREA SCHOOLS

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

October 1, 2020



North Branch Area Schools Extended COVID-19 Learning Plan

Address of School District: [6655 Jefferson Road, PO Box 3620, North Branch, MI 48461](#)

District Code Number: [44090](#)

District Website Address: www.nbbrancos.net

District Contact and Title: [James Fish, Superintendent](#)

District Contact Email Address: jfish@nbbrancos.net

Name of Intermediate School District: [Lapeer Intermediate School District](#)

Name of PSA Authorizing Body (if applicable):

Date of Approval by ISD/Authorizing Body:

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
 - 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.
4. 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.
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:
 - 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
 - o COVID-19 cases for each day for each 1 million individuals
 - o The percentage of positive COVID-19 tests over a 4-week period
 - o Health capacity strength
 - o 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
 - o instruction will be delivered as described in this plan and approved by the District/PSA Board,
 - o the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - o 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
 - o 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

9-28-2020

Date

North Branch Area Schools 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, and equity issues are more pronounced.

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. As a result of the wide range of experiences students had during the remote learning portion of the 2019-20 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 many students will 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.

North Branch Area Schools plans to begin the school year with two modes of instruction available for students: in-person instruction or a 100% online option. The district will ensure that there are structures in place to ensure student intellectual engagement and achievement for all. 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

North Branch Area Schools 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, North Branch Area Schools 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 K-2 MDE Early Literacy and Mathematics Benchmark Assessment and the 3-8 DRC Beacon Online Assessment in reading and mathematics will be administered to all K-8 students twice: once in the first nine weeks of the school year, and again prior to the last day of school. Both assessments have been used within the North Branch Area Schools District prior to the 2020-21 school year. These 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 2021 and June 2021.

Additionally, we will continue to engage stakeholders in the district's balanced assessment system, including publicly sharing aggregate and student subgroup performance reports on the K-2 MDE Early Literacy and Mathematics Benchmark Assessment and the 3-8 DRC Beacon Online Assessment.

Goal 1 - All students (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by the K-2 MDE Early Literacy and Mathematics Benchmark Assessment and the 3-8 DRC Beacon Online Assessment. This includes the following subgroups within our district: economically disadvantaged and special education students.

- 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.
- By mid-year, all students will show academic growth in one or more of the subdomains in Reading/ELA from Fall.
- By the end of the year, all students will show an overall composite growth in Reading/ELA from Fall.

Goal 2 - All students (K-8) will improve performance in Mathematics from Fall to Spring as measured by the MDE K-2 Early Literacy and Mathematics Benchmark Assessment and the 3-8 DRC Beacon Online Assessment. This includes the following subgroups within our district: economically disadvantaged and special education students.

- 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.
- By mid-year, all students will show academic growth in one or more of the subdomains in Math from Fall.
- By the end of the year, all students will show an overall composite growth in Math from Fall.

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: more information about North Branch Area Schools instructional plans can be found in the district's [COVID-19 Preparedness and Response Plan](#).

Mode of Instruction

To start the school year, all K-12 students had two options for instruction: attend school in-person in the North Branch Area Schools District or select 100% online learning from home.

For in-person instruction, student and staff health and safety has been addressed through a K-5 cohort instructional model that keeps students together for the entire school day, including specials lunch, and recess. During instruction, all 6-12 students and staff are socially distancing within the classroom - to the extent feasible - and are wearing facial coverings throughout the day.

For virtual instruction, all K-5 students are meeting synchronously five days a week, via Google Meet, with a certified teacher for literacy and math. Throughout the week, K-5 virtual students are utilizing software to work asynchronously in the core content areas as well as on other assignments, projects, and special activities (e.g., gym, art). Small group supplemental instruction will take place as needed for K-5 virtual learners. 6-12 virtual students are meeting synchronously two days a week, via Google Meet, with a certified teacher. Throughout the week, 6-12 virtual students work asynchronously through their virtual courseware. Additional content support for all 6-12 virtual students is provided daily by certified core teachers outside the school day. Students may choose to drop into these daily virtual support sessions based on need.

- **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: more information about North Branch Area Schools instructional plans can be found in the district's [COVID-19 Preparedness and Response Plan](#).

Curriculum and Instruction: Academic Standards

For in-person instruction, North Branch Area Schools will continue to utilize K-12 district resources [aligned to Michigan State Standards](#) for the various academic courses and content areas. Teachers will continue to employ high-leverage instructional practices described in Building and District School Improvement Plans as well as Evidence-Based Strategies (e.g., [What Works Clearinghouse](#), [U of M TeachingWorks](#), [Evidence for ESSA](#)) in all core academic areas - Language Arts, Mathematics, Science and Social Studies.

As teachers navigate the wider than usual range of competencies with our virtual learners, they will use the [2020-21 Priority Instructional Content in English Language Arts/Literacy and Mathematics](#) the [MDE Learning at a Distance Guidance](#), and [Oakland Schools Best Practices for Remote Learning](#) to inform online instruction and assist in making software scope and sequence decisions that are in alignment with in-person instruction. Also, these documents will provide guidance to address high-leverage content, assessment, and social emotional considerations during online instruction.

All teachers - in-person and virtual - will leverage existing pre-assessments and fall benchmark assessments to inform instruction and prioritize K-12 instructional standards for the 2020-2021 School Year. In addition, all teachers - in-person and virtual - will meet weekly to plan and discuss standards-based lessons to keep a common sequence for all students as well as discuss strategies for incorporating social-emotional 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

North Branch Area Schools 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. All students will take part in the [required assessments](#), but we place a heavy emphasis on formative assessment in both in-person and online spaces. 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 provides the teacher important information to know how to adjust and tailor 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.

We make available to our parents and legal guardians a web-based system, Skyward, that allows them to see their children's grades and progress. Our teachers keep up-to-date information on student grades in this system. Our virtual learners have access to progress reports inside their learning courseware/software. Virtual teachers are required to make two contacts a week with students (K-12)/parents (K-5), specifically discussing course/content progress.

Progress reports are also sent to our parents and guardians during each marking period. 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, phone calls and meetings. Finally, report cards are sent out to parents at the end of each marking period/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

The North Branch Area Schools District ensures all students will be provided equitable access to technology and the internet as described on our [NBAS Virtual Program site](#) as well as in our Continuity of Learning Plan that was previously submitted to the state. The district has provided devices and access options for any families in need. The district's system for maintaining student access to technology devices and the internet is described in the Continuity of Learning Plan, and again in the [North Branch Area Schools COVID-19 Preparedness and Response Plan](#) as well as on the [NBAS Virtual Program site](#).

- **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 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.

Resources to consider: Alt+Shift consultation or web resources at -

<https://www.altshift.education/resources/remote-learning-resources>

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.

- **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.

Note: more information about North Branch Area Schools instructional plans can be found in the district's [COVID-19 Preparedness and Response Plan](#).

**NORTH BRANCH AREA SCHOOLS
BOARD RESOLUTION ON REINSTATEMENT OF EXPELLED STUDENT**

A regular meeting of the Board was held in the board room, on the 28th day of September, 2020, at 7 o'clock in the p.m..

The meeting was called to order by President Deshetsky

Present: Members Daniel Deshetsky, Cheryl Howell, Brenden Miller, Josh Leach,
Jason Cullin

Absent: Members Cory Mabery & Lori Lane

The following preamble and resolution were offered by Member Howell and supported by Member Leach:

WHEREAS:

1. On April 23, 2018, the Board permanently expelled a student whose identity is known to the Board (the "Student") for a violation of the Student Code of Conduct and as required by the Revised School Code.

2. On *September 8, 2020*, pursuant to the Revised School Code, the District received a petition for the Student's reinstatement.

3. Pursuant to the Revised School Code and Board policy, on September 17, 2020, a committee to review the reinstatement petition was appointed. The Committee was comprised of two board members, one school administrator, one teacher, and one parent.

4. The Committee considered the reinstatement petition and information provided to it by the Student's parents and by the Superintendent.

5. Following its review, the Committee made a recommendation to the Board. The Committee's recommendation was based on consideration of each of the seven factors identified in sections 1311(6)(e) and 1311a(5)(e) of the Revised School Code.

6. At the request of the Student's parents, and as authorized by Sections 8(b) and 8(h) of the Michigan Open Meetings Act, the Board convened in a closed session to consider this matter. The Board thoroughly reviewed and deliberated upon the Committee's recommendation and independently reviewed and deliberated upon all of the information provided to the Committee and to the Board.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. the Student's petition for reinstatement is conditionally granted effective September 29, 2020, subject to the following conditions:

- a. Throughout your school career you must pass the majority of your courses

- b. Throughout your school career you cannot receive major discipline
 - * Suspensions for bad behavior, insubordination, language, etc
 - c. Suspension for violent behaviors will cause for immediate expulsion
 - *Fighting
 - *Harassment
 - *Bullying
 - *Threatening
 - *Verbal or Physical Assault
 - d. Maintain good attendance & be in good standing with attendance throughout your school career
 - e. Maintain regular appointments with an outside counseling agency
 - f. Highly recommend to be engaged in the community
2. Consistent with Section 11a of the Revised School Code, the Board finds that the school's interests and mission are served by this decision.
3. The administration is directed and authorized to implement all terms of this resolution and is delegated all necessary authority to do so.
4. All resolutions or parts of resolutions that conflict with the provisions of this resolution are rescinded.

Ayes: Leach, Howell, Deshetsky, Cullin, Miller

Nays: None

Absent: Mabery, Lane

Motion Passed: 5-2

The undersigned, duly qualified and acting Board Secretary, certifies that the foregoing constitutes a true and complete copy of a resolution adopted by said Board at a regular meeting held on September 28, 2020, the original of which is part of the Board's minutes. The undersigned further certifies that notice of the meeting was given to the public pursuant to the provisions of the "Open Meetings Act" (Act 267, PA 1976, as amended).


Lori Lane, Board Secretary