



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

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.

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.



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.

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 the Holly Area Schools community in a number of ways: our community is a bedroom community with a low incidence compared with the rest of the county. However, some families may be experiencing a traumatic event, some families are struggling financially, and some students may have significant gaps in their learning.

As we return to school, our first priority is 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, we anticipate that students will come to school in the fall of 2020 with a wide range of competencies. Some students may be behind and may need opportunities to catch up. Teachers need ongoing opportunities to collaborate with each other as they design high quality blended learning opportunities in a new Learning Management system (Schoology).

The health and safety of the district's students and staff are the top priority. Holly Area Schools will continue to follow the safety protocols in the COVID-19 Preparedness and Response Plan passed by the School Board on August 10, 2020. In addition, a facial covering/mask requirement for students in Grades Y5/K - 5. As advised by our legal counsel, the district will comply with Emergency Orders imposed by the County and State Health Departments (OCHD & MDHHS).

Holly Area Schools started the school year in a remote learning environment. The In-Person Learning Option began October 5th for elementary students and on October 12th for Secondary students. HAS ensures that there are structures in place to ensure student engagement and achievement for all. The In-Person and 100% Virtual Plans focus on teaching and learning with an emphasis on equity for all learners and the well-being of students and staff.

Monitoring for reading in grades K-5 and Reading Plus Insight Assessment for reading in grades 6-8. Teachers will monitor progress toward the math goal using i-Ready Diagnostic Benchmark Assessment and i-Ready Standards Mastery Progress Monitoring for math in grades K-8.

The i-Ready Diagnostic Assessment in reading and math and Reading Plus Insight Assessment in reading will be administered three times a year: once within the first nine weeks of the school year, again in late December, and finally before the last day of school. Formative assessments will provide information to inform our progress toward our goals over the year.

i-Ready Diagnostic Assessment is on the approved list of benchmark assessments and aligned with the CCSS and the Michigan Academic Standards and student performance on the M-STEP. The Reading Plus Insight Assessment is aligned with CCSS and the Michigan Academic Standards ([Reading Plus State MI Standard Alignment](#)). These local diagnostic assessments (nationally norm referenced) are reliable and valid measures to assess student growth toward academic standards for all students; and they provide important data for teachers to make sound instructional decisions, take actionable steps for addressing learning gaps, and make instructional decisions to improve student achievement for all students. Holly Area Schools has administered these assessments annually for the past 5 years; the diagnostic assessments will be administered within the first 9 weeks of school and not later than the last day of the 2020-2021 school year, which is consistent with past practices.

- **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.

Holly Area Schools will offer instruction to all students, ages birth to age three, in grades Y5-12, and to ages 18-26 in adult transition in an electronic/virtual platform if schools are moved to Phase 1, 2, or 3 or in the event that the district moves to 100% virtual learning in Phase 4 as a result of growing health and safety concerns for our students and staff. This instruction will be aligned to our vision and standards based focus as laid out here.

Vision:

Our Instruction is centered around our School Improvement Focus - *to increase the quality of instruction, raise the expectations for learning, and ultimately increase overall student achievement*- as outlined in the District Strategic Plan.

Our focus is on data analysis and collaboration to improve the quality of classroom instruction and increase student achievement.

- Data Collection and Analysis
 - Master schedule to support on-going professional collaboration and data analysis connected to shifting classroom teaching practices
 - District supported professional learning
 - A balanced assessment system to support teaching and learning, which includes screening, diagnostic, and benchmark assessments
 - Ongoing diagnostic and progress monitoring to guide instructional decisions
 - Instructional coaches to support teaching best practices and data analysis
- Collaboration and Instructional Best Practices
 - i-Council Instructional Leadership Team - providing guidance on vision for learner profiles and best practice.
 - Implementation of consistent curriculum delivery to support all phases of instruction through Schoology Learning Management System
 - Establishment of common instructional expectations aligned to The Michigan Academic Standards
 - Instructional coaches to support teaching best practices and data analysis
 - FAME Project (Formative Assessment for Michigan Educators)
 - GELN Essential Practices and Disciplinary Literacy at all levels
 - Reading Recovery
 - Staff professional learning (graduate courses) focused on blended learning
 - Restructuring intervention programs to best meet the needs of students
 - Appropriate instructional supports for all students leading to differentiated, personalized, and accelerated learning

families. Parents will use the LMS as a primary point of contact with school for their child's learning. Schoology includes access to student learning, student tasks, a building calendar, building level communications, and a way to contact teachers and the building principal. Parents needing technology support will submit a tech request via the district website. The district will work to meet parent and family needs to allow for full participation.

The plan will be communicated to families through our messaging system (email and phone/voice message), the LMS, as well as our district website where the plan and additional resources for families will continue to be updated. The plan will be posted in a prominent location on our district website.

As we plan for multiple instructional environments (In-Person, and Virtual), we know that these guiding areas of focus must continue to provide direction in our planning and development of content, structures and strategies to ensure optimal learning for all students.

Our commitment to ALL students remains clear. For the 2020-21 school year:

- Every student will have access to a Highly Qualified Holly Area Schools Teacher.
- Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
- Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
- Every students' academic and social emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.
- Every student will have access to technology and internet access for high quality remote learning and hybrid instruction.
- Every student will have access to learning using Schoology, a Learning Management System

These expectations will be supported by a robust professional learning plan (described later in this document).

All students will be provided with an option to attend school for In-Person instruction or to choose to participate in a 100% Virtual Learning Program when the district official opens for In-Person Learning. Our High School students will also be provided opportunities to extend their learning through Dual-enrollment, CTE and Technical Programs and Work Experience Opportunities. In the event that the State of Michigan or the Holly Board of Education moves all learning to a fully virtual program, Holly teachers and students will have the ability to transition seamlessly through the use of Schoology our Learning Management System.

Standards-Aligned Curriculum and High Quality Instructional Materials

Our current curricular resources are accessible digitally for students and staff. Additional digital resources are being utilized to enhance student engagement and the formative assessment process. Our teachers have a strong command of curricular resources and have received professional development on the district-adopted curriculum as part of the normal process of doing business. Focus and professional learning has shifted to following standards-aligned resources, with a special emphasis on prioritized standards to accelerate learning based on

Resources that support shifting to a remote learning environment:

- [Best Practices for Remote Teaching](#)

Phase 1-3 or Phase 4 100% Virtual Schedule Samples

Elementary

Sample Virtual Schedule Table 1

	ELA (reading and writing)	Math	Science	Social Studies
Y5 - 2	140 min.	75 min.	35 min.	35 min.
3 - 5	125 min.	75 min.	45 min.	45 min.

Sample Virtual Schedule Table 2

	*Co-curriculars	Recess and movement	Social Emotional Learning	Scheduled handwashing and hygiene
Y5 - 5	45 min.	45 min.	20 min.	20 min.

Sample Virtual Schedule (Times of instruction will mirror those above/vary)

8:30-9:00	Classroom SEL connection	15-30 min. * Live and recorded
9:00-10:00	Reading/Literacy	Up to 15 min. Mini lesson * Live and recorded 30 min independent reading Up to 15 min share * Live and recorded
10-10:10	Brain Break	10 min independently
10:10-11:10	Writing/Word Study	Up to 15 min. Mini lesson * Live and recorded 30 min independent reading Up to 15 min share * Live and recorded
11:10-11:15	Brain Break	5 min independently
11:15-12:15	Math	Up to 15 min. Mini lesson * Live and recorded 30 min independent reading Up to 15 min share * Live and recorded
12:15-1:00	Lunch and Recess	

MATH ELA SCIENCE SOCIAL STUDIES Virtual	Students will work through Schoology with a designated HMS teacher. Students will have flexibility in pace however, expectations for assignments and assessment deadlines will be communicated by the teacher. Students will have scheduled, person-to-person interaction with a Holly Middle School core subject teacher. This course will follow the HAS Calendar and HMS trimester calendar.
ELECTIVE Virtual	Electives in 6-8 are designed to provide students exposure to additional classes.

HMS In-Person Schedule

When the In-Person learning option commences, teachers will continue to develop virtual lessons while at the same time resting lessons for their In-Person students. To support teachers in this development and to provide the highest quality of instruction, HMS will continue with Wednesday, virtual-only, schedule at least through the month of January. Students who choose the In-Person option will report to HMS Monday, Tuesday, Thursday, and Friday for a full day of learning. On Wednesdays, all HMS students will learn virtually while at home. On Wednesdays, teachers will hold reduced, virtual-only class sessions as needed to clarify and provide support on topics previously covered. Students will use Schoology. All students (those who chose the 100% Virtual option and those who chose In-Person Learning Option) will follow this schedule.

Monday	Tuesday	Wednesday	Thursday	Friday
All In-Person Students report to HMS	All In-Person Students report to HMS	All HMS students learn virtually at home	All In-Person Students report to HMS	All In-Person Students report to HMS
Normal building hours: 7:45am-2:41pm	Normal building hours: 7:45am-2:41pm		Normal building hours: 7:45am-2:41pm	Normal building hours: 7:45am-2:41pm

High School Virtual

Monday, Tuesday, Thursday, Friday 8-9:45 am-teacher content area planning; 10-3pm meet with students (schedule below).

Wednesday: SEL Check-Ins, Counselors, Admin, Social Workers, Special Education Caseload 10-3 p.m.

HS Sample Virtual Daily Schedule:

10:00 - 10:45: 1st Hour

10:50 - 11:35: 2nd Hour

- **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.

Schoology will also be used as the primary mode of communication for teachers, students and families. Parents will use the LMS as a primary point of contact with school for their child's learning. Schoology includes access to student learning, student tasks, a building calendar, building level communications, and a way to contact teachers and the building principal. Student progress toward mastery of the standards will be graded according to the Michigan Academic Standards and reported to parents through Skyward and Schoology gradebooks, parent teacher conferences (virtual or in person), progress reporting, and on-going communications with students and families. Parents needing technology support will submit a tech request via the district website. The district will work to meet parent and family needs to allow for full participation.

The plan will be communicated to families through our messaging system (email and phone/voice message), the LMS, as well as our district website where the plan and additional resources for families will continue to be updated. The plan will be posted in a prominent location on our district website.

As we plan for multiple instructional environments (In-Person, and Virtual), we know that these guiding areas of focus must continue to provide direction in our planning and development of content, structures and strategies to ensure optimal learning for all students.

- **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.

Remote Instruction (Phases 1-4):

- All special education teachers and service providers will be expected to deliver programs and services as outlined in student IEP service plans via Schoology and Google Meet/Classroom during the established building school day schedule.
- Students who require direct programming and services as outlined in their IEPs will receive direct instruction and services following IEPs.
- Students who require consult services, IEP consult service times will be followed.
- All students are expected to continue to make progress towards IEP goals and objectives.
- All special education teachers and service providers will be expected to document their contact, duration of contact, specific IEP goal targeted, and the outcome of the remote session.
- Any disability related needs outside of in-seat instruction should be addressed either through an IEP amendment or IEP annual review.

Special Education Resource Room & Program Teachers:

All IEPs will be followed as written with direct instruction and services as outlined in the IEP unless the IEP team determines the IEP needs to be amended based on the individual needs of the student. IEP amendments can occur any time the IEP team deems it necessary to provide FAPE to the student.

- Special education teachers will follow the schedules outlined in their building's master schedule.
- Special education teachers will provide additional support and direct instruction to students one on one or in small groups as determined by the IEP through the school week to work towards goal progress and to ensure IEP minutes of specialized programming are met.
- All special education teachers and service providers will be expected to provide programming and services virtually.
 - Remote Specially Designed Instructional (SDI) sessions will be utilized to target progress towards meeting IEP goals and objectives.
- Any of the special education teachers that are assigned to a general education class as a team teacher will continue to join these classes remotely to address accommodations and modifications outlined in IEPs.

Ancillary Service Providers

documentation indicating it is a health risk for the student. The district will provide a medical exemption form from the Student Services Office to be completed by the student's physician.

100% Virtual Option:

Students who select the 100% Virtual option to attend school will require the IEP team to convene to determine if this option provides FAPE to the student. IEP teams will adjust student programming through the IEP process based on the individual needs of the student due to the parent selection of registering for 100% Virtual learning.

Resource Room Virtual Special Education Programming & Services:

- Resource room teachers will remain with their caseload students whether students choose online or virtual learning. However, if enrollment trends show a need for 1 special education teacher in a building to be assigned to all virtual students in that given building, this option will be considered in consultation with the building principal.
- Special education students who participate in 100% virtual learning, will receive the same curriculum as traditional in-seat instruction, including core and elective coursework.
- Ancillary services will be provided directly following IEP required service minutes via Google Meet. No learning plans, packets, or other resources will be provided *in lieu of direct ancillary services.*
- Any needs outside of in-seat instruction should be addressed either through an amendment of annual IEP review.

Special Education Program Teachers:

- IEP teams will convene to determine the outline of the virtual programming for the student. The virtual program for the student may coincide with the programming of the in-seat students. Any new disability related needs determined by the IEP will be documented either through an IEP amendment or IEP annual review.
- Virtual students may have the option to join the classroom when students return to in seat learning via Google Meet throughout the day as determined by the IEP team.
- ULS/IXL curriculum learning plans will be shared with families weekly via the Schoology calendar, or another mode of communication as determined by the teacher, to all students on each special education teachers caseload.
- Ancillary services will be provided directly following IEP required service minutes via Google Meet.
- No learning plans, packets, or other resources will be provided *in lieu of direct programming and ancillary services.*

IEP REVIEWS:

- If the district is still shut down after 45 calendar days, the Office of Special Education will contact the parent to request an added extension.
- During the interim, the IEP team will ensure the student will receive intervention support by appropriate team members to continue progress in the general education curriculum.
- Evaluations that can be completed will be completed following IDEA timelines.

Phases 4-6 In Person Learning:

- Special Education Evaluation Teams will follow established district processes and procedures following IDEA timelines to complete evaluations.
- *During the phase 4 closure*, evaluations will be completed face to face following the district established safety guidelines and protocols given by the district.
 - Each case manager and service provider will be given the process and protocols prior to any face to face evaluation being scheduled or conducted.

Student Progress Data Collection:

The Michigan Department of Education, Office of Special Education released guidance on July 7, 2020 regarding forgone learning, or learning loss. HAS will address any services necessary to support students and to provide FAPE:

- During the IEP review during the first 2-4 weeks of school, student progress towards IEP goals and objectives will be a great part of the review process.
- Case managers and service providers will obtain a benchmark of student present levels on each goal within the first 2-4 weeks of school.
- Included in the data collection will be the last progress point from *March 2020 AND June 2020*.
- Progress checks will occur and be documented every 4 weeks through November 20, 2020.
- Case managers and service providers will track goal progress on the given district data collection form.
- By December 1, 2020 IEP teams will complete a mid-year review of a goal progress data and determine if a student will require any additional services included in their IEPs.
- By December 18, students who demonstrate the need for added services to address any forgone learning loss, those services will be documented on either an IEP amendment, or an annual IEP review if needed.
- Added services will be addressed through either an amendment or an annual IEP review and should begin by the week of January 8, 2020.

Parent Support:

If a parent expresses concerns regarding their child’s IEP and plan outside of the traditional learning environment as it relates to Phases 1-5: