



Holly Area Schools

Extended COVID-19 Learning Plan

as Described in [Public Act 149](#), Section 98a

September 14, 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.

Holly Area School District Extended COVID-19 Learning Plan

Address of School District/PSA: 920 Baird St. Holly, MI 48442

District/PSA Code Number: 63210

District/PSA Website Address: <https://www.hask12.org/>

District/PSA Contact and Title: Scott Roper

District/PSA Contact Email Address: Scott.Roper@hask12.org

Name of Intermediate School District/PSA: Oakland Schools

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



Date

Learning Plan Narrative

Opening Statement

- Please provide a statement indicating why an Extended COVID-19 Learning Plan is necessary to increase pupil engagement and achievement for the 2020-2021 school year.

The COVID-19 global pandemic is impacting 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).

As Holly Area Schools has started the school year in a remote learning environment, we will need to ensure that there are structures in place to ensure student 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.

The educational goals are outlined in the District School Improvement Plan, submitted in Assist, as required by MDE. Below are the district goals and strategies for reading and math.

- Goal 1: Increase student proficiency in Reading and Writing across the district as measured by state and local assessments.
 - Teachers will utilize research based, and highly effective instructional strategies as identified by iCouncil to improve teaching and student learning aligned to GELN's Essential Instructional Practices PreK, K-3, 4-5, and Disciplinary Literacy Practices 6-12.
- Goal 2: Increase student proficiency in math as measured by state and local assessments.
 - Teachers will use formative, interim, and summative data to collect feedback and make adjustments to daily instruction.

The reading and math goals are year long goals and are expected to be completed by the end of the school year. Teachers will monitor progress toward the reading goal using i-Ready Diagnostic Benchmark Assessment and i-Ready Standards Mastery Progress

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.

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).

Holly Area Schools began the 2020 - 2021 school year with virtual learning for all students. The date for providing the In-Person Learning option is dependent upon a review of key metrics using local county health department data that is reviewed by our School Board. The School Board will consider this information to make a decision going forward regarding the delivery of pupil instruction.

Once HAS reopens for In-person learning, we will be providing access to instruction for families through both In-Person and Virtual formats. Families were provided the opportunity to make a learning path selection prior to the start of the 2020-2021 school year. Additionally, HAS has continued to work with families to review and refine these selections as the year progresses. HAS teaching staff will use Schoology, a Learning Management System (LMS), to facilitate instruction in both modes of learning. The use of Schoology will provide a consistent approach for students and families and will allow for seamless transitions from In-Person to Virtual teaching should the State of Michigan require schools to again close their doors. While participating in virtual instruction, teachers and students will connect daily via synchronous lessons as well as through asynchronous activities to extend learning. While In-Person learning is occurring, students will report to their assigned school buildings. While the region is in phase 4, students will be cohorted into similar learning groups with limited transitions throughout the building.

- **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

- Student and Staff Wellness
 - A district focus on civility
 - Mental and Social Emotional Wellness Taskforce
 - TECIP
 - Leader in Me
 - RULER
 - Restorative Practices (Restorative Practices Facilitator)
 - Student Leadership Teams
 - Superintendent's Student Advisory Council
 - Staff Wellness Program (American Heart Association)

Students, teachers, and parents will access curriculum content through Schoology, our Learning Management System. Schoology will integrate with familiar curriculum tools and programs used by teachers as described below. Additional processes and procedures are laid out in the [HAS Continuity of Learning Plan Response Plan](#) developed in the spring of 2020.

Teachers will use [Schoology](#) to connect with students multiple times a week (see section 12), provide standards based lessons and guidance, monitor student progress, assess student learning, build relationships, and maintain connections with students and families. Teachers and schools will use Schoology as a main communication tool with families to keep them updated on school status as well as family and learning resources. Schoology will integrate with familiar curriculum tools and programs used by teachers (i.e. Clever, ST Math, Reading Plus, Quill, No Red Ink, Google Suite, Khan Academy, OdysseyWare, etc.). In order to provide consistency, teachers will collaborate to establish common expectations and structures for working in Schoology, connecting with students, progress monitoring, assessing, and communicating with families.

Students will access Schoology for learning. CARES Act funds and bond funds were used to purchase 1:1 devices for all Holly students. Families without Internet connection were located during the spring 2020 closure and are now connected with district provided wifi hotspots. Any additional students who demonstrate a need for connectivity will be provided wifi hotspots. Through the use of their district device and the guidance of their teacher, students will use Schoology to engage with content at the start of the school year. All students will have access to textbooks and resources needed to complete their schoolwork aligned to the Michigan Academic Standards. Instructional materials and school supplies (paper, pencil, journal, etc.) will be made available for families who do not have them. Students with IEPs and 504 plans, will continue to have support as outlined in their IEPs and plans. Our student services team will continue to monitor student progress through the use of Schoology, video meetings, phone calls, and virtual meetings as needed. Our students are encouraged to participate in dual enrollment and OSTC programs. Students will not be penalized for inability to fully participate, provided families stay engaged with school personnel in developing personalized and realistic education plans for their child. The district will work to meet student and family needs to allow for full participation.

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. 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 5 days a week 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

pre-assessment of student skills and knowledge. We are using Schoology as our Learning Management System (LMS) for all students in all grades.

- Math: Eureka, Big Ideas, CK 12
- Science: Battle Creek Cereal City Science, STEMScopes, MISTAR, Teacher-developed based on NGSS
- ELA: MAISA Units, Literacy Footprints guided reading, reading and writing workshop
- Social Studies: C3 Curriculum
- Health: Michigan Model for Health
- World Languages: French and Spanish
- PK: High Scope

Resources that support planning around prioritized curriculum:

- [Oakland Schools Curriculum, Instruction and Assessment Toolkits For COVID-19 Reopening](#) (ELA, Math, Science, Social Studies, World Language, Fine Arts, and Health)
 - [Oakland Schools Curriculum, Instruction and Assessment Toolkit-Math](#)
- [High-quality digital resources from MDE](#)
- [Achieve the Core ELA/Literacy and Math Priority Instructional Content Shared 7-14-2020 by MDE](#)
- [Michigan Assessment Consortium Reporting/Grading Guidance](#)
- [HighScope Key Developmental Indicators](#)
- [Early Childhood Standards of Quality](#)

Resources that support instruction and intervention planning:

- [Best Practices for Remote Teaching](#)
- [Student Intervention Toolkit](#)
- [Resources For Supporting Students With Disabilities](#)
- [Oakland County K-12 ESL Resources: Community, communication, health & education resources for Multilingual families](#)
- [PLC Data Protocol](#), [PLC Data Dialogue #1](#), [PLC Data Dialogue #2](#), [Using a simple clipboard to track student learning](#)
- [10 Effective DAP Teaching Strategies | NAEYC](#)

Resources to support integration of SEL:

- [MAISA Continuity of Learning Task Force Guidance](#), page 24

Resources that support ensuring learning:

- [Collaborative Inquiry Toolkit](#)
- [Oakland Schools Curriculum, Instruction and Assessment Toolkit For COVID-19 Reopening](#)
- [Oakland Schools Curriculum, Instruction and Assessment Toolkit-Math](#)
- [Student Intervention Toolkit](#)
- [Assessment Guidance Planning Document](#)
- [Sample Intervention Inventory](#)
- [Strategies that Support Learning Table](#)
- The New Teacher Project (TNTP) published [The Learning Acceleration Guide](#)

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	

1:00-1:45	Co-curriculars	Up to 15 min. Mini lesson *Live and recorded
1:45-2:15	Social Studies and Science	Up to 10 min. Mini lesson *Live and recorded 20 Min. Independent work
2:15-2:35	Small Group or one-on-one instruction/conference determined by teacher	Up to 10 min. Mini lesson *Live and recorded 20 Min. Independent work
2:35-3:15	Independent work on assignments, more independent reading etc.	40 min. Independent work

Middle School

HMS Sample Schedule

Monday, Tuesday, Thursday, Friday
10-3 p.m.

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

8:00 a.m. - 9:45 a.m.: Teacher Content Area and Cohort Planning

Same student schedule as in-person learning. Schedule times provide flexibility for a diversity of learning needs.

HMS Daily Schedule

1st Hour	10:00-10:45
2nd Hour	10:50-11:35
Lunch	11:35-12:05
3rd Hour	12:05-12:50
4th Hour	12:55 - 1:40
5th Hour (includes staggered dismissal)	1:45-2:30
Office Hours	2:30-3:00

Cohort System: Teacher Rotation	1st	2nd	3rd	4th	5th
Science Teacher	P	Cohort A	Cohort B	Cohort C	Cohort D
S.S. Teacher	Cohort D	P	Cohort A	Cohort B	Cohort C
Math Teacher	Cohort C	Cohort D	P	Cohort A	Cohort B
ELA Teacher	Cohort B	Cohort C	Cohort D	P	Cohort A
Elective	Cohort A	Cohort B	Cohort C	Cohort D	P

MATH ELA SCIENCE SOCIAL STUDIES	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	Electives in 6-8 are designed to provide students exposure to additional classes.

High School

MATH ELA SCIENCE SOCIAL STUDIES	Students will work through Schoology with a designated HHS teacher. Students may have flexibility in pace. Expectations for assignments and assessment deadlines will be communicated by the teacher. Students will have scheduled person-to-person access to a Holly High School Math, ELA, Science, or Social Studies teacher. This course will follow the HAS Calendar and HHS semester calendar.
ELECTIVES	Electives will be included in the course offerings for grades 9-12. Each student will take at least one elective course per semester.

HS Sample Daily Schedule:

10:00 - 10:45: 1st Hour
 10:50 - 11:35: 2nd Hour
 12:05 - 12:50: 3rd Hour
 12:55 - 1:40: 4th Hour
 1:45 - 2:30: 5th Hour

2:30 - 3:00: Office Hours

Monday, Tuesday, Thursday, Friday

8:00 - 9:45: Teacher Content Area and Cohort Planning

Wednesday:

8:00 - 9:45: SEL Check-Ins, Rotate Counselors, Admin, Social Workers, Special Education Caseload

Same student schedule as in-person learning. Schedule times provide flexibility for a diversity of learning needs.

- **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.

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.

Students, teachers, and parents will access curriculum content through Schoology, our Learning Management System. Schoology will integrate with familiar curriculum tools and programs used by teachers as described below. Additional processes and procedures are laid out in the [HAS Continuity of Learning Plan Response Plan](#) developed in the spring of 2020.

Teachers will use [Schoology](#) to connect with students multiple times a week (see section 12), provide standards based lessons and guidance, monitor student progress, assess student learning, build relationships, and maintain connections with students and families. Teachers and schools will use Schoology as a main communication tool with families to keep them updated on school status as well as family and learning resources. Schoology will integrate with familiar curriculum tools and programs used by teachers (i.e. Clever, ST Math, Reading Plus, Quill, No Red Ink, Google Suite, Khan Academy, OdysseyWare, etc.). In order to provide consistency, teachers will collaborate to establish common expectations and structures for working in Schoology, connecting with students, progress monitoring, assessing, and communicating with families.

Students will access Schoology for learning. CARES Act funds and bond funds were used to purchase 1:1 devices for all Holly students. Families without Internet connection were located during the spring 2020 closure and are now connected with district provided wifi hotspots. Any additional students who demonstrate a need for connectivity will be provided wifi hotspots. Through the use of their district device and the guidance of their teacher, students will use Schoology to engage with content at the start of the school year. All students will have access to textbooks and resources needed to complete their schoolwork aligned to the Michigan Academic Standards. Instructional materials and school supplies (paper, pencil, journal, etc.) will be made available for families who do not have them. Students with IEPs and 504 plans, will continue to have support as outlined in their IEPs and plans. Our student services team will continue to monitor student progress through the use of Schoology, video meetings, phone calls, and virtual meetings as needed. Our students are encouraged to participate in dual enrollment and OSTC programs. Students will not be penalized for inability to fully participate, provided families stay engaged with school personnel in developing personalized and realistic education plans for their child. The district will work to meet student and family needs to allow for full participation.

- **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

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.

- All ancillary services will be provided directly to the student as outlined in the IEP following minutes of required services.
- No learning plans, packets, or other resources will be provided *in lieu of direct services*.
- All ancillary staff will provide direct instruction one on one or in small groups. Small groups may be provided with students that are in small groups together in the face to face setting.
- If new groups need to be established to meet the needs of students in a remote setting, parent permission to participate should be documented from either a phone call followed up by an email from the service provider to document the conversation, or an email.
- Preschool ancillary services will be provided face to face following the district established safety protocol during Phase 4 remote learning.

In-Seat Instruction (Phases 4-6):

Following the district Phase 4-6 in-seat plans, all students will attend school Monday through Friday. State and local health department guidelines will be followed per district plan. All staff will follow the district schedule of instruction based upon their building/grade level/department to provide programs and services to students following all programs and services outlined in IEPs.

HAS special education staff working with students who require hands-on instruction and close proximity interaction, will wear all required PPE as outlined in district guidelines. All special education students and staff will follow PPE guidelines unless a medical professional submits 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:

- IEP teams will review all IEPs, including student Behavior Plans, within the first 2-4 weeks of school
- The review may result in IEP amendments, revisions to BIPs, or an annual review of an IEP, to address the individual needs of students as it relates to remote learning, learning loss, and/or the following PPE guidelines (for example)
 - Case managers will plan and lead the IEP review process with the IEP team
 - From the review, case managers will contact parents to share the team's recommendations and gain their input.
 - Case managers will complete any needed amendments and schedule meetings with parents to review and gain signed agreement.
 - If parents do not agree with an amendment, teams must hold an annual review of the IEP

Any new identified disability related needs determined by the IEPT to provide FAPE will be documented in either an amendment or an annual IEP review.

IEP Meetings:

IEP teams will:

- Hold all IEP meetings remotely through Trimester 1. Exceptions may be considered to meet the needs of the family. These exceptions are dependent on health and safety directives and will be approved by the special education director. These meetings will be held at the Karl Richter Campus, Administrative Offices.
 - The director of special education will reassess holding in-person meetings for trimesters 2 and 3 following State, the county health department, and district guidelines dependent upon what phase the State and district is in during the time.
 - Any in person IEP meetings in phases 4 and 5 will require all members to wear district required PPE and follow district safety guidelines.

Initial and ReEvaluations:

Phases 1-4 Remote Learning:

- Special Education Evaluation Teams will determine what evaluations can be held remotely based on the comprehensive nature of special education evaluations; and what work was completed prior to the district's closure.
 - If a team has determined that a special education evaluation can not be completed remotely due to the comprehensive nature of the evaluation, the team will submit a written rationale for this determination to the Special Education Director.
 - Once the rationale is approved, the case manager will request an evaluation extension from the parent not to exceed 45 calendar days.
 - 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 a student 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 min-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:

- The case manager will work with the parent(s) to address the concern and seek resolution.
- At any time, an IEP team member, including the parent, can request an IEP meeting to address the concern and seek resolution through the IEP process.
- If concerns can not be resolved via the collaborative efforts between parents and building staff through the IEP process, the parent will be referred to the director of special education to support a resolution.
- Families will be connected to the Michigan Alliance for Families for added support.
- At any time, a parent can exercise Procedural Safeguards outlined by IDEA.

- **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.

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