



District/PSA Template for the Extended COVID-19 Learning Plan as Described in Public Act 149, Section 98a

August 27, 2020

September 3, 2020 Clarifications

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 state 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.

Harrison Community Schools Extended COVID-19 Learning Plan

Address of School District/PSA: 224 W. Main Street

District/PSA Code Number: 18060

District/PSA Website Address: www.harrisonschools.com

District/PSA Contact and Title: Superintendent, Richard Foote

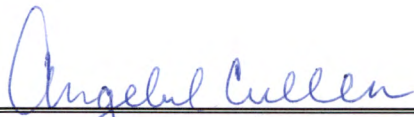
District/PSA Contact Email Address: rfoote@harrisonschools.com

Name of Intermediate School District/PSA: Clare-Gladwin RESD

Name of PSA Authorizing Body (if applicable):

Date of Approval by ISD/Authorizing Body:

- Testing, tracing, and containment infrastructure with regard to COVID-19
6. If the District/PSA determines that it is safe to provide in-person instruction to pupils, the District/PSA will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District/PSA.
 7. The District/PSA assures that
 - instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
 - the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - the District/PSA will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after ISD approval of the plan, and every 30 days thereafter at a meeting of the Board, and
 - 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.



District Superintendent or President of the Board of Education/Directors

9.15.20

Date

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
 - select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils 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
 - provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
 - expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.
5. The District/PSA, in consultation with a local health department will develop guidelines concerning appropriate methods for delivering pupil instruction for the 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:
 - COVID-19 Cases or Positive COVID-19 tests
 - Hospitalizations due to COVID-19
 - Number of deaths resulting from COVID-19 over a 14-day period
 - COVID-19 cases for each day for each 1 million individuals
 - The percentage of positive COVID-19 tests over a 4-week period
 - Health capacity strength

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.

Harrison Community Schools is committed to providing a rigorous and accessible education to all students during the COVID19 outbreak. This Extended COVID19 Learning Plan is necessary to outline expectations for achievement, and increase pupil engagement for students attending virtually, for any students who are required to quarantine, and in the event of a transition to remote instruction for the district as a whole during the 2020-2021 school year.

The virtual learning will, however, differ in several ways from the Spring. Work will be more rigorous, with state and board approved curriculum that will be monitored by district teaching staff. Teachers will be required to provide 2-way interaction weekly with all students who they are assigned. Attendance will be monitored and recorded for pupil accounting. Students who are not engaging in their school work will be referred to the administration for follow-up and possible referral to the School Liaison Officer for additional contact.

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.

Harrison Community 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, and making informed decisions regarding planning for student success.

However, we will not use benchmark assessment data to make high-stakes decisions about individual student learning. Rather, HCS teachers and administrators will continue the use of (and will engage in professional learning around the use of) the formative assessment process as a practice embedded in the teaching and learning process to continuously observe where our students are in order to modify instruction.

We believe the use of the formative assessment process, which is supported by an extensive body of research, provides in-time data for both our teachers and students to accelerate their learning and progress and gives us a more complete picture of what our students know and are able to do.

Educational Goals

The NWEA assessments in reading and mathematics will be administered to all students twice: once in the first nine weeks of the school year, and again prior to the last day of school. 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 and June.

As a means of continuous improvement in teaching and learning, all teachers will continue to engage in conversations around the use of formative assessment to guide instructional decisions. Additionally, we will continue to engage stakeholders in the district's balanced assessment system, including publicly sharing aggregate and student subgroup performance reports on NWEA results.

Goal 1- All students (K-8) will improve performance in Reading / ELA from Fall to Spring as measured by NWEA.

- All teachers will use the formative assessment process to support adjustment to teaching and learning, to support meaningful student progress towards mastery of Reading / ELA academic standards.
- Results from Reading / ELA benchmark assessments, local Reading / ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

Goal 2- All students (K-8) will improve performance in Mathematics from Fall to Spring as measured by NWEA.

- All teachers will use the formative assessment process to support adjustment to teaching and learning, to support meaningful student progress towards mastery of Mathematics academic standards.
- Results from Mathematics benchmark assessments, local math summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

Instructional Delivery & Exposure to Core Content

- **Please describe** how and where instruction will be delivered during the 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).

Mode of Instruction

To start the school year all students in Preschool through 12th grade were given the option between virtual learning and face-to-face instruction. Students will attend face-to-face instruction 5 days a week.

Student and staff health and safety will be addressed through a cohort model in grades K-5 that keeps students together for the entire school day. At the secondary level, students will follow a block schedule that starts with a common advisory each day and then students will have three additional courses that they attend every other day. This keeps transitions of passing times to a minimum.

All students enrolled in Harrison Community Schools were provided individual devices for online access. Both virtual and face-to-face learners will use their Chromebook to access grade level content. Virtual students are provided a certified teacher to support their learning through the Edmentum programs. Virtual teachers use 2-way communication to meet individual needs and pupil accounting guidelines.

- **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.

The Harrison Community Schools full instructional plan can be found in the [MI Safe Schools Roadmap District Plan](#), which is also on the district website: www.harrisonschools.com

Curriculum and Instruction: Academic Standards

Harrison Community Schools curriculum for core academic areas is aligned to state standards and housed on the district shared drives. Approximately two-thirds of HCS students have elected to attend face-to-face instruction. For those students who have elected the virtual learning option, Harrison Community Schools is partnering with Edmentum. Secondary students are enrolled in PLATO's online learning curriculum, for which the curriculum is approved and overseen by HCS teachers. The elementary students are enrolled in Edmentum's Calvert Learning Platform, which follows the same content standards and is also overseen by HCS teachers.

- **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:

Harrison Community Schools bases its assessment system on the Common Core State Standards. We regularly assess students at the district and classroom level to determine if they are making progress toward meeting those standards. We place a heavy emphasis on formative assessment and monitoring student progress. 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 gives the teacher important information to know how to adjust 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 that allows them to see their children's grades at any time (Skyward). Our teachers keep up-to-date information on student grades in this system. We also send progress reports to our students 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 and phone calls (or other two-way communication platforms). Finally, we send formal report cards to parents at the end of each marking period at the secondary level, and each semester at the elementary level.

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

Harrison Community School District ensures all students will be provided equitable access to technology and the internet as described in our [Continuity of Learning Plan](#) that was previously submitted to the state. Harrison Community School District system for maintaining student access to technology devices and the internet is also described in the Continuity of Learning Plan, and again in the MI Safe Schools Roadmap.

HCS has worked to find and provide access to the internet for families without it. Many community townships and churches have opened wifi for students to access from parking lots. The school district also has opened access in all 4 of the school parking lots. Finally, the district has purchased hotspots for families in need of other options should all learning go remote this school year.

- **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.

Harrison Community School students' IEPs, IFSPs, and 504 plans are reviewed in coordination with a general education teacher, special education teacher, and the district representative to address any areas that need additional services, accommodations and/or modifications represented by data-driven performance to improve student 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 either during or immediately upon the start of school.

The district will collaborate with parents using either phone conference calls or synchronous communication to share student progress regarding their performance. General and Special Education teachers, Service Providers and/or Itinerant Staff and Administrators will communicate and collaborate regarding student performance and student needs on IEP goals and objectives with special consideration regarding assistive technology and accessibility. Continuation of Learning Plans will be offered to all students that have chosen the virtual learning platform. Amendments to an IEP will be conducted.

The district will ensure availability to the continuation of services for students that receive speech and language, occupational therapy, physical therapy, social work, or Deaf & Hard of Hearing services within their IFSP or 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.

The Harrison Community Schools full instructional plan addresses ways all learners are supported and can be found in the district [MI Safe Schools Roadmap District Plan](#), which is on the district website: www.harrisonschools.com