Holt Public Schools
District/PSA Template for the
Extended COVID-19 Learning Plan
as Described in [Public Act 149](), Section 98a

August 27, 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.

District/PSA Extended COVID-19 Learning Plans should be submitted to the ISD or Authorizing Body as a PDF file.

Holt Public Schools Extended COVID-19 Learning Plan

Address of School District/PSA: 5880 W. Holt Road, Holt, MI 48842

District/PSA Code Number: 33070

District/PSA Website Address: www.hpsk12.net

District/PSA Contact and Title: Jessica Cotter and Steve Netzel (Curriculum Director)

District/PSA Contact Email Address: jcotter@hpsk12.net; snetzel@hpsk12.net

Name of Intermediate School District/PSA: Ingham Intermediate School District

Name of PSA Authorizing Body (if applicable):

Date of Approval by ISD/Authorizing Body:

Assurances

1. The District/PSA will make their ISD/Authorizing Body approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's/PSA's website no later than October 1, 2020.

2. By not later than January 15, 2021, the district shall create a report that includes information regarding both of the following and shall ensure that the report under this subdivision can be accessed through the transparency reporting link located on the district's website:
   a. The amount and type of training provided during the current school year as of the date of the report to teachers of the district through professional development that focuses on how to deliver virtual content.
   b. The amount and type of training provided during the current school year as of the date of the report to the parents and legal guardians of pupils and to pupils on how to access and use virtual content provided by the district.

3. 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.

4. 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.

5. 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.

6. 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
   ○ Testing, tracing, and containment infrastructure with regard to COVID-19

7. 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.

8. The District/PSA assures that
    a) instruction will be delivered as described in this plan and approved by the District/PSA Board,
    b) the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
    c) 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 each month thereafter at a meeting of the Board, and
    d) For each reconfirmation described in this subdivision, the district shall report to the center, in a form and manner prescribed by the center,
        i.   the instructional delivery method that was reconfirmed;
        ii. how that instruction will be delivered for each grade level offered by the district, including pre-kindergarten, as applicable; and
        iii. whether or not, as determined by the department in consultation with the center, the district is offering higher levels of in-person instruction for English language learners, special education students, or other special populations.

9. 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, or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress 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.

Clarification of Assurance 10: "2-way interaction" means a communication that occurs between a pupil and the pupil's teacher or at least 1 of the pupil's teachers **or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress,** where 1 party initiates communication and a response from the other party follows that communication, and that is relevant to course progress or course content for at least 1 of the courses in which the pupil is enrolled **or relevant to the pupil's overall academic progress or grade progression.** Responses, as described in this subdivision, must be to ~~the~~ communication initiated by the teacher, **by another district employee who has responsibility for the pupil's learning, grade progression, or academic progress, or by the pupil,** and not some other action taken.

_____
President of the Board of Education/Directors

____9/16/2020_____

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.

As research indicates, there is nothing more powerful for student learning than face to face instruction, and Holt Public Schools is committed to offering safe, robust, and effective face to face learning. However, we acknowledge and are planning for the possibility that learning may only be available through remote means due to the health and safety concerns of our students. We hope to continually enhance the online experience for staff and students. The Learning Plan is meant to offer guidance to both staff and families regarding what can be expected when we engage in online learning, whether it be for a small group of students or all students.

This plan was developed in collaboration with the Holt Education Association, the administrative team, the Community Task Force, as well as the feedback provided by all stakeholders from multiple surveys. Should we enter remote learning, we will survey all stakeholders for feedback to continually enhance our processes and learning experiences.

These guidelines are intended to provide clarity on expected curriculum, instruction, assessment and grading. Teachers will work a 7-hour workday. Teachers will have access to building and are expected to report on-site on a weekly basis. Building Principals can request a member to report to the building. Staff who are unable to find childcare can bring their children with them, understanding there will be strict health and safety guidelines and that small groups of students may still be working in the building.

Students are expected to attend school virtually as indicated by the weekly schedule communicated by the district. The student schedule has been set up with the intent of reaching 1098 hours and our students are expected to be fully engaged in all scheduled courses equivalent to the minimum 180 days/1098 hours. Teachers will also provide a learning plan for the week with details of what each day will look like.

(See attached Remote Learning Guidelines)

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. <u>Authorizing bodies expect PSA educational goals will be aligned to the educational goal within your charter contract.</u>
- **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.

Holt Public Schools has identified critical, priority targets (<mark>see Targets document</mark>). At the K-4 level, academic growth will be gauged using AimswebPlus. At the 5-6 level, academic growth will be gauged using NWEA assessments. At the 7-8 level, target proficiency will be gauged using common semester exams and academic growth will be measured with NWEA assessments. At the 9-12 level, target proficiency will be gauged using common semester exams. Students will be expected to make at least one year's worth of growth on the assessed standards and/or skills.

Our educational goals are as follows:

All K-8 students will demonstrate a year's growth on AimsWebPlus or NWEA for ELA and math.

- *All students will make adequate academic growth between fall and winter benchmark, and winter and spring benchmark, as defined by the benchmarking tool*
- Specific data will be shared with the Board in October
- Winter benchmarking data and growth towards goals will be reported in February
- Spring benchmarking and growth analysis will be reported in June

All 7-12 students will demonstrate target proficiency on course exams.

- January exam data will be shared in February

- Spring exam data will be shared in July

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).

The Holt Public Schools' School Board elected to begin the school year through remote delivery in July of 2020. The District has prepared and implemented a process to begin school remotely for the vast majority of students. The Special Education Department and other district administrators are identifying students who may need to come to the building for specialized, face to face instruction following state guidelines for health and safety protocols.

District administration will report to the Board monthly regarding academic progress as well as a recommendation to remain remote or resume face to face instruction with health and safety protocols in place. District administration will gauge health and safety data as well as feedback from the learning community regarding the shift back to face to face instruction.

> - **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.

Holt Public Schools has developed a robust set of Remote Learning Guidelines (see attached) outlining teaching and assessment practices during remote instruction. Below is an excerpt from our plan.

Online instruction is very different from in person instruction and requires our teachers to think differently about the delivery of instruction. It takes time and practice to feel fluent with new digital tools and learning environment. We are housing articles and resources in the District Google Classroom (code jlkdxbc), under the "Remote Learning" topic heading. If there is thinking you would like us to add to that space, please let the Curriculum Office know. We are also collecting resources regarding what effective online instruction looks like, which can be found here.

It is recommended staff create a common Google Site or Classroom (where all are teachers) to share resources throughout this school year. Staff are able to reuse posts from these shared spaces and/or adopt these collaborative materials into their own Google Classroom, tailoring them to the needs of their students.

In order to maintain as much clarity as possible, buildings will develop a building schedule to share with families. In addition, staff will want to post a <u>weekly learning plan</u> with hyperlinks for students to access materials. The Curriculum Office will develop several examples for teachers to access. For the 20-21 school year, teachers will build all daily lessons and instruction into Google Classroom whether students are face to face or remote in order to ensure 1) teachers aren't burdened with developing two separate learning sequences and 2) shifting in and out of remote learning is as smooth as possible.

Classroom Norms and Environment
It is recommended that all teachers begin the year with an introductory unit that introduces students in an age-appropriate way to Google Classroom, digital norms and expectations, Chromebook use, and digital citizenship (including that the Chromebooks have security software that monitors their searches). As a part of this process, teachers will need to create norms for remote learning and communicate expectations to students and families. In doing so, we can create healthy boundaries and expectations for what teaching and learning look like in a remote environment. A good resource for thinking about digital learning is <u>Common Sense Media</u>. Please also see the first row of the <u>District Resource document</u> for ways to think about and plan for remote instruction. We will also want to focus on methods to develop an online learning community.

Identify learning targets
At the beginning of the 20-21 school year, the Curriculum Office will work with teacher leaders to review targets that were omitted last year and discuss how to best integrate these into existing grade level targets this year. Remote learning should parallel face to face learning as far as pacing, substance, and proficiency as much as possible. Our learning community (students, staff, and families) should be able to move fluidly from the physical classroom environment to a remote environment and back as necessary. The Curriculum Office will offer <u>guidance on priority standards</u> (designed in collaboration with teacher leaders) to support potential remote learning pacing issues. Instructional coaches and administration are available to support conversations regarding how to best design instruction for each unit with both models in mind to ensure the smoothest transition from remote to live and back again if that is to happen.

Identifying resources
*Remember, less is more. Teacher teams will want to determine a **few** key resources to share with students, ideally using resources that have been used previously in the classroom (e.g. Think Central). A table of district encouraged resources can be found <u>here</u>.*

Developing instruction
As teacher teams design learning experiences, they will want to discuss what it looks like to provide flexible and equitable (such as modeled through <u>universal design</u>) experiences through remote means. Teachers are encouraged to work with each other to design experiences, as well as connect with instructional coaches. The Curriculum Office will also provide support articles and documents through the District Google Classroom. In designing experiences, teacher teams should consider the process of knowledge acquisition, as well as the application of that learning for students.

- *Required weekly instructional components*

- o *A learning schedule ([templates/examples available](#)) that follows [the weekly schedule](#) published by the district*
- o *Instructional videos designed by the HPS staff member*
- o *Digital discussions/collaboration via Google Meet (small group; whole group)*

- o *Suggestion: run office hours by topic/subject with a driving goal or topics for discussion*
- o *Formative assessment and descriptive, actionable feedback on the proficiency criteria*
- o *Summative Assessments (some flexibility as far as how often)*

- **_Asynchronous learning_**

We acknowledge that all students will experience remote learning in a different way, with different environments, circumstances, and responsibilities. Therefore, some of the learning that will be made available to students should be asynchronous or happen at the student's pace and availability. Learning opportunities should be kept simple. Within this, think about creating smaller, chunked assignments with very clear expected outcomes. Student feedback from our experience in the Spring indicated they worked well with assignments posted with clear deadlines and expected outcomes. While a component of learning may be consumption (reading, etc.), experiences should focus on the application of the learning and production of new thinking for students. Teachers should plan to schedule contact times each day to work with and respond to students and families. We recommend setting up different times on different days in order to meet the needs of different families.

- **_Synchronous learning_**

We know powerful learning occurs in social environments. Teachers will set up daily times based on their building schedule for required discussions with students that allow them to process new learning and review big ideas together with them as well as other students. This is also a good time for students to reflect on their learning and ask questions. Students will be expected to "attend" school per the communicated schedule. However, we recognize some students may not be able to make the scheduled sessions every day due to illness or life circumstance. Teachers will have the ability to record Google Meet sessions and link them to their weekly learning plan for later consumption. Staff will want to remember to:
- o *Review with all participants that they can mute video and microphone*
- o *Explore the features the host must control the Google meeting (Select a participant from the filmstrip to mute, pin, or remove the person, for example)*
- o *Be cognizant of [FERPA](#); if recording for later viewing, the video should be of the teacher only and have no identifiable student information*
- o *Review digital meeting norms with students*
- o *Prioritize social-emotional connections*
- o *Keep in mind they are mandated reporters, even in digital environments*
- o *Be cognizant of your background/what students can see during a video conference/meeting*
- o *Have a specific learning target, goal, or topic for each meeting; use the time to process learning with students (any direct instruction could be prerecorded or previewed and watched prior to the meeting)*

As we increase our flexibility around modes of instruction, so too must we increase our flexibility with assessment. We want assessments to be low pressure, and we want to provide many opportunities for students to show what they know. All feedback should emphasize learning, rather than only providing a score or grade, with the goal of showing progress towards the learning target. In other words, written feedback should always accompany a numerical score on collected assignments and assessments, or potentially accompany no numerical score at all for formative feedback. Teachers will want to ensure they are collecting formative data regarding student ability on the learning targets, with the intention of providing a summative assessment when students are prepared for it.

Formative Assessment
Throughout the course of remote learning, teachers should provide, as much as possible, feedback to students in the form of comments, questions, corrections, or discussion. Students should also be given opportunities to turn in, re-do, or add to existing assignments throughout the remote learning.

Summative Assessment
After an instructional sequence and formative feedback, we must determine how well our students have achieved proficiency on the learning targets, and which are still unmet. To summatively assess learning, consider more frequent, smaller assessments over a very focused learning target. Open note application assessments also would be appropriate, as well as recorded performance assessments. We should also think creatively about inviting students to show what they know in a variety of ways. There are many ways to express the same evidence of learning.

Exams will be given 7-12, and the content will reflect the targets taught in both remote and live experiences. More details will come that are dependent upon the specific course of the semester.

K-6 6 teachers will mark report cards based on assessment data and proficiency of targets.

Staff were also given guidance in developing a weekly learning plan for students. That guidance is outlined below.

1. *Base your learning plan on the district weekly schedule. We must have scheduled 180 days and 1098 hours of availability as teachers. Students and staff are both expected to participate in teaching and learning during the scheduled hours.*

2. *Standards/learning targets*
   Instructional coaches and teacher leaders collaborated (and will do so more on August 17th) to create a [standards guidance document](#) for remote learning. Use this standards guidance document to develop your weekly schedules. We hope to teach every unit at our typical pace, but reduce the standards to priority targets for each unit while teaching remotely (unless otherwise noted on this [document](#)).

3. *Week One*
Think about embedding a lot of norms, expectations, social-emotional connections and community building, tech tool practice, digital citizenship reminders, etc. into week one. While starting with content helps launch right into the academics and I know we are all concerned with getting kids into learning, consider pacing week one differently and focusing on the "how" of remote learning as well as helping students feel comfortable in their remote learning environment.

4. *Tech tools and planning*
The District Google Classroom has a few really good resources for what tools are out there and how to use them. I suggest identifying a few key things you want to use tech for and learning a few platforms/tools really well. For example, you may want to think about what tools allow you to give quick, substantive feedback? What tools allow students to submit performance assessments? What tools allow students to collaborate? Meet together? Etc. There is a notes sheet in the District Google Classroom that has different instructional needs you may want to use technology to fulfill.

5. *Tech tools and students*
Minimize the number of tools you want students to learn well and embed them into your weekly learning plans each week. Include the "how to" tutorial on the plan somewhere each week in case a student gets stuck (like at the top of each week, include a video link for how to use the tools (ie Flipgrid, etc) for the week).

6. *Routinize your remote learning*
Post the weekly learning plan Sunday night/Monday morning to create routine. Make sure any synchronous or live opportunities are visible on the learning plan, including times when possible to reduce anxiety about the unexpected.

7. *Synchronous Learning*
Embed synchronous learning opportunities as you would in a typical class. Ask yourself how often you would talk to the class as a whole group, small groups, or individually when face to face and consider what makes the most sense virtually. Whether whole group or small group, students hearing each other think aloud and processing together is really important. It is also important students feel connected and a part of a community. Be sure to be thoughtful about how you use your synchronous learning times for building community, including opening each class or closing each class for questions and connections. Whether it is the launch of the unit, mid unit discussion, and/or end of unit summarizing, synchronous learning should be posted in the weekly schedule so students know they are expected to show up/join the Google meet. It is not expected that all learning blocks be synchronous the whole time, and some learning blocks may not have a synchronous component (especially if you are doing small groups).

8. *Recording*
You are always allowed to record yourself teaching and post lessons. You can record your synchronous learning sessions and/or instruction (FERPA guidelines are in

the *[Remote Learning Plan](#)*), *upload them to the Classroom, and then embed the link for how to access them into the weekly learning plan. If you want to record a student discussion or interaction, just be careful to not include personal student information (ie full names, photos, etc.).*
(We bought the licenses for Google Meet recording and are waiting on that feature to be available.)

9. *Breaks*
   Build in brain breaks, time away from the computer, stretching, etc. into your learning plan, especially at our youngest levels. Breaks and time away from a screen are not indicated on the weekly schedules sent to families, they should be built into your learning plans as a part of the flow of the day.

10. *Instructional Choices*
    Try to think about best practice the way you understand it in face to face instruction and mirror that as best as you can remotely. It isn't easy and will never be the same thing. But we know how brains learn best; there is no "right" way to do this remotely. Focus on those practices you know yield a lot of thinking from kids: asking questions, processing together, making T charts or Venn diagrams, talking to text prior to verbal discussion, offering precise feedback loops, etc.

11. *Special populations*
    Continue to keep in mind needs of all students (IEPs, 504s, ESL, etc.). Check in with our ESL teachers, Special Education case managers, counselors, and other experts in the district to ensure your learning environment is as responsive as possible. Also consider the impact of the racism and other issues of inequity your students are experiencing.

> - **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.

For Kindergarten through 6th grade, students will continue to take the summative assessments built into their core programming. These summative scores will be documented and recorded in a standards-based report card, issued to parents in January and June.

For students in Kindergarten through 8th grade, they will take the AimsWeb or NWEA assessment in the fall and spring. Reports will be shared with families.

For students in 7th-12th grade, the PowerSchool gradebook will be updated with summative assessment scores, as well as other classwork per teacher discretion. Reporting will be done on an ongoing basis. Formal exam and semester grades will be shared in January and June.

Grading will follow the traditional models and processes identical to typical face to face instruction.

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.

Holt Public Schools included information regarding technology in the Remote Learning Guidelines. An edited excerpt is below.

Holt Public Schools will ensure as many students as possible will have access to a device and internet access during remote learning. Chromebooks will be issued to students at the building level, and hot spots or other connectivity ideas will be supported on a per-case basis by building administrators in collaboration with the Technology Department. Devices were issued the week of August 24th.

Staff members should work in their classrooms during remote learning to access their device, the internet, as well as other hardware and materials they need to develop and provide instruction, feedback, and assessment. If a staff member is to work from home and they do not have a device or internet, s/he should work with the district to get access to the necessary resources.

We will work to mitigate barriers as much as possible. All students must have access to the learning, starting with the materials themselves. Building technology leaders and principals will work with families to ensure all students can access remote instruction.

Platforms
Holt Public Schools has adopted Google Classroom as its common online platform for the 20-21 school year, which means this is the location where students will access communication, review their weekly assignments, and get feedback on those assignments when we are remote, as well as when we are face to face. Our intention is to allow students to access learning both remotely and face to face (if offered) dependent on their unique circumstances. We also ask that staff see the [District Resources document](#) for resources specific to digital instruction design and try to limit the number of platforms and resources they ask students and families to access during remote learning. Staff will want to work with their building instructional technology teacher leader and principal to become familiar with the platforms below.

Learning and Communication Platforms	*What will this platform be used for?*	*What resources can be accessed to learn this platform?*
[Google Suite](#)	*Google Suite has many instructional tools that are available to educators, such as streaming, meeting, and collaborating with students. Within the Google Suite is Google Classroom, which allows you to have easy access to post & share products from Google Docs and Google Drive. You will also have access to Google Meet, a secure, easy to use meeting*	*Classroom:* • [*Create a Class*](#) • [*Adding Students and Guardians*](#) • [*How to Add Materials*](#) • [*Interface, Organization, Grades*](#) *Meet:*

	platform that connects with Google Classroom (similar to Zoom). Meet has seen many upgrades since Spring and should be more usable than ever. Reminder: you will need to use Google Chrome to access all the features. All students and staff will need to use their hpsk12 sign on and password to access Google products. Teaching staff should add support or itinerant staff to their Google Classrooms as appropriate.	• *Step by Step setting up a meeting* • *How to get the "grid view" of meeting attendees and how the gridview works*
Zoom	*Zoom is a video conferencing tool. It allows users to connect through video, audio chat or dial in. This is only for use with staff (staff meetings, department/grade level meetings, etc.).*	*Learn how to use Zoom here*
School Messenger	*The message center in PowerSchool allows teachers to reach out to all of the families of their current students. School Messenger does have different functionality than Message Sender. More details on these features will be coming soon. Teachers should share and/or re-share Google Classroom codes with families as we move into this phase of continuous learning.*	*To find out more about using School Messenger, click here.*
Microsoft Outlook	*Outlook has a few features to consider during this time. For mass emails, use the BCC option in order to avoid FERPA issues.*	

Optional instructional design tools
While we hope to limit the number of tools students and families have to learn, we also do not want to limit teacher autonomy and innovation. Please feel free to use instructional technology as an embedded part of the learning experience (examples below). Remember to include the directions for using or access these tools very clearly in the assignment within Google Classroom should you assign them to students. We also recommend having a document under the "Classwork" section of Google Classroom that has the links, log in credentials, and any important notes for every tool or platform you ask students to access.

Instructional Design Tools	What is this tool used for?	What resources can be accessed to learn this tool?
screencast-o-matic.com or screencastify.com	*Screencast allows for the recording of videos for up to 15 minutes for free, as well as a quick and flexible upload to different*	*This video gives you an overview of how it works.*

| | locations. Keep videos short, 5 minutes or less for the most part.

This recorder is built right into Google Chrome, which makes it an incredibly convenient tool for creating on-the-spot screencasts. As of right now, the editing tools are still kind of rudimentary, which means you're not likely to end up with a very polished end product. Still, for many purposes, this tool gets the job done quickly and easily. | Watch *this video* to learn how to use it. |
|---|---|---|
| *Flip Grid* | Flipgrid is a free, education-focused platform to create and share short videos | *Here* is a guide to flipgrid. |

As of September 2nd, HPS is awaiting two shipments, for a total of 700 devices, of Chromebooks in order to issue them to new students as well as replace faulty devices. We are also waiting for a delivery of 125 hotspots to issue to students, as well as the installation of six external access points for Wi-Fi.

Students' IEPs and 504 plans will be reviewed in coordination with general and special education teachers and/or providers to address any data-driven accommodations and/or services that are needed due to known changes in students' needs.

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

The district has established structures for general and special education teachers and/or providers to collaborate and communicate regarding student performance and student needs on IEP goals and objectives with special consideration regarding assistive technology and accessibility. Resources to consider: Alt+Shift consultation or web resources at - https://www.altshift.education/resources/remote-learning-resources

The district ensures a continuation of services for students receiving speech and language, occupational therapy, physical therapy, or social work services within their IEP. The IEP will remain a current offer of FAPE to be implemented when the district is able to return to full in-person instruction. Following the guidance provided by MDE, Contingency Learning Plans will be in place for every student with an IEP to outline the programs, services and accommodations the student will require during remote and hybrid instruction. During times that our region is in phases 4-6 and the district is offering fully remote instruction, we have developed a rubric to guide IEP teams in considering potential in-person instructional needs for individual students.

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.

Concerning ELL instruction, we are planning to do in person small group or one-on-one instruction with ELs for whom remote learning is not adequate. We also plan on having our own Google Meets for grade bands and/or based on schools as well as joining teachers' Google Meets. We are also reaching out to parents, including in their native language when we can, for any questions they have. We will use a similar approach with our at-risk students.

Our CTE, Early-Middle College, Dual Enrollment, GSRP, AP courses and our Shared Time Programs will continue in the pandemic learning plan. Many of these options were scheduled in February of 2020 before school shifted in March. We ran our full master schedule and classes as planned, we just delivered via an online medium. This year's enrollment process will continue, with additional parent and student communication via email and we will also incorporate some video messaging about secondary programming options available to students. Google classrooms have been utilized to help students navigate the application, enrollment, and on-boarding process for dual enrollment at our local community college.