

Hartland Consolidated Schools 2020-2021

Extended Continuity Learning Plan

Address: 9525 Highland Road, Howell MI 48843

District Code Number: 47060

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Intermediate School District: Livingston Educational Service Agency (LESA)

Date of Board Adoption: September 14, 2020

Assurances

1. HCS will make their board 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. HCS will create and make available on its transparency reporting link located on HCS 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 HCS expected would be achieved by the end of the school year.
3. Benchmark Assessments: HCS will:
 - select a benchmark assessments (Smarter Balanced and Early Literacy/Math Benchmark) that are aligned to state standards and linked to the MSTEP assessment in the spring.
 - administer the approved benchmark assessments (Smarter Balanced and Early Literacy/Math Benchmark), and local benchmark assessment (DRA), 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, HCS 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 HCS had planned for that exposure to occur for in-person instruction.
5. HCS, 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's discretion.* Key metrics that the HCS 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

Assurances Continued

6. If HCS determines that it is safe to provide in-person instruction to pupils, the district will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the HCS.
7. HCS assures that:
 - instruction will be delivered as described in this plan and approved by the Board of Education.
 - the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year.
 - HCS 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 of Education, and
 - public comment will be solicited from the parents or legal guardians of the pupils enrolled in HCS during a public meeting described in PA-149.
8. HCS 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. HCS will ensure that two (2), 2-way interactions occur between a pupil enrolled in HCS 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 HCS. HCS will publicly announce its weekly interaction rates at each Board of Education meeting where it re-confirms how instruction is being delivered. HCS will make those rates available through the transparency reporting link located on the Hartland Schools website each month for the 2020-2021 school year.

President of the Board of Education/Directors

Date

Necessity of the Plan

The following HCS “Extended Continuity Plan” is created to ensure that all students in Hartland Consolidated Schools are exposed to the same curriculum and state standards whether they are learning in-person or remote, and will be assessed consistently, in order to increase student achievement throughout the 2020-2021 school year.

Educational Goals

- HCS will work toward increasing student achievement and growth for all student subgroups during the 2020-21 school year.
 - Mid-Year Goal: Monitor through progress monitoring and diagnostic assessment (Smarter Balanced and Early Literacy/Math Benchmark, DRA, Running Records, Common Assessments), all student and growth by December 18, 2020. HCS will provide interventions for students behind a half years growth and grade level.
 - End-of-Year Goal: All students will show mastery in all content level expectations by May 28, 2021, and show meaningful growth from the beginning of the 2020-21 school year using (Smarter Balanced and Early Literacy/Math Benchmark, DRA, Running Records, Common Assessments, MSTEP, PSAT, SAT).
- HCS will use various formative and summative assessment tools and strategies to measure student achievement and growth. Benchmark assessments will be used to determine whether students are making meaningful progress toward mastery of the state standards. (Smarter Balanced and Early Literacy/Math Benchmark, DRA, Running Records, Common Assessments, MSTEP, PSAT, SAT)
 - Mid-Year Goal: Benchmark assessments will be given the first 9 weeks of school. Formative and summative assessments will be completed for first semester content and standards as noted in the scope and sequence pacing guides by December 18, 2020.
 - End of Year Goal: Benchmark assessment will be given at the end of the school year. All formative and summative assessments will be completed for the entire year's content and standards as noted in the scope and sequence pacing guides by May 28, 2021.
- HCS will develop an instructional system of delivery that ensures students, whether they are in-person or remote, will be taught the same curriculum and standards through the 2020-21 school year. HCS will also ensure that all students will be exposed to all the state mandated standards.
 - Mid-Year Goal: Complete the half year content standards as noted in the scope and sequence pacing guides by December 18, 2020.
 - End of Year Goal: Complete all content standards as noted in the scope and sequence pacing guides by May 28, 2021.

Mode of Instruction

Overview:

This will ensure consistency in instruction, keep students in front of familiar Hartland teachers, and enable the district to smoothly transition from one plan to another (remote learning to in-person), depending on the COVID phase, without losing instructional and learning momentum.

The Extended Learning Plan offers full in-person instruction, with a remote learning option for students. Regardless of what phase or plan our district is in, students will be placed in classrooms and courses as in any typical school year. Students are assigned teachers and courses that they will stay in regardless of whether they are learning in-person or remotely. The expectations will allow us to move smoothly from one phase plan to another as the COVID requirements change, as well as minimize changes for students if we need to switch quickly from in-person to remote. The expectations will occur through the 20-21 school year so students will have access to the same teachers and content whether they are in-person or remote.

Instructional Learning Options:

- 1) In-Person instruction.
- 2) Remote learning option with assigned Hartland classroom teachers in each of the district buildings, with the option to move to in-person instruction with the same teacher(s). Hartland teachers provide the remote instruction as they would to in-person students.
- 3) The Hartland Virtual Academy program is also available as an online option for 7-12 students (Michigan Virtual courses).

Mode of Instruction Continued

Description of Instructional Delivery and Resources:

- Consistent digital platforms were chosen for our teachers to use to help in the remote learning experience, as well as in-person learning. Google Classroom will be utilized by all teachers in grades 3-12. SeeSaw will be utilized in grades JK-2. The platforms will allow a consistent location for teachers to communicate with students/parents, send assignments and assessments, and provide resources to support student learning. Since all teachers in those two grade spans will use the same platforms, it will give students a level of consistency and understanding, as well as give teachers the ability to collaborate and share strategies to make their students experience more rewarding.
- The district has purchased video document cameras for each classroom JK-12 to be utilized by classroom teachers and support staff to aid in the remote learning experience for students and parents. The document cameras have the capability to record teacher lessons in all content areas.
- Recorded lessons will be uploaded to the platform used by the teacher (Grades 3-12: Google Classroom / Grades JK-2: SeeSaw) on a daily basis for students to view from their remote learning location if needed.
- Teachers will utilize the platforms on a daily basis regardless of whether students are participating in in-person instruction or remote learning. Either way, students will have access to the platform resources at any time.
- Students learning remotely will be required to view the lessons, complete assignments, engage in assessments, return work, and communicate with their teacher through the platform on a daily basis as required. Students will receive daily schedules and timelines from their teachers to ensure that learning and work are accomplished consistently and timely.

Mode of Instruction Continued

Description of Instructional Delivery and Resources:

- Elementary essential teachers, support staff and related service providers will be considered “co-teachers” on each students platform and will have the ability to communicate, provide interventions/resources, and download video lessons.
- All students JK-12 will be assessed in the first 9 weeks of school using formative assessments, screeners or diagnostic assessments given remotely online or virtually. This includes benchmark assessments given at the beginning and end of the school year to measure student achievement and growth, as well as understand where students are and locate deficiencies for immediate interventions.
- The district will stay connected with policy and guidance changes from the Michigan Department of Education.
- Teachers will be using the following digital resources to help deliver the curriculum and content standards remotely:
 - Virtual Units of Study
 - Zearn Math, Delta Math
 - Big Ideas Math
 - Prodigy (Adaptive Math Practice)
 - Mystery Science
 - Clever (Organizational Platform)
 - Epic, Libby, Padlet Digital Libraries
 - Google Platform
 - SeeSaw Platform
 - With this delivery method, teachers will be able to deliver the standards-aligned curriculum, relevant materials/resources, and create opportunities to provide ongoing feedback to remote learners consistent with what in-person students are receiving.

Validation and Certification of ECOL Plan

During the 2020-2021 school year, the Board of Education will re-confirm the district method of instructional delivery at the Board meetings each month. The public will have the opportunity to comment on the method of instructional delivery.

Academic Standards

Description of Instruction on Core Academic Areas:

HCS ensures that in-person and remote students will be exposed to the same academic standards, within the same scope and sequence through the 2020-21 school year. As described in the “Mode of Instruction” section of this plan, students are assigned to the same teacher class lists as in-person students. Through technology resources provided by the district, teachers will be recording the delivery of the lessons to download to the digital platform for remote students to access. Teachers will also provide assessments through the platform to remote students. Therefore both in-person and remote students will be receiving the same instructional delivery and assessment opportunities, as well as the same scope and sequence of the learning of standards. Remote students will be able to submit assignments, communicate with teachers, and get feedback through the platform the same as in-person students.

In-person and Remote Learning 2020-21 Scope and Sequence:

Standards Link: [MDE Academic Content Standards](#)

Scope and Sequence Followed:

- ELA Pacing Guides
- Math Pacing Guides
- Science Pacing Guides
- Social Studies Pacing Guides

Grading and Reporting of Academic Standards:

Students will be graded on 1) formative assessments on a daily basis through assignments, check-in’s, and/or short assessments. 2) summative assessments on a unit-by-unit and/or standard grouping basis (common assessments). 3) benchmark assessments given through the school year. Teachers will notify students and parents of grades and academic progress through:

- 1) Communication and feedback through the virtual platform provided to all students, including email and phone conversations.
- 2) Parent access to “Parent Connect” where grades are posted.
- 3) K-4: Parent Progress Reports every 9 weeks and year end report card.
- 4) 5-12: Marking period report cards, including year end report card.

Equitable Access of Technology

All students in the district will be provided equitable access to technology and the internet if they have remote learning needs during the 2020-21 school year:

- Parents were able to choose if their children would be participating in remote or in-person learning.
- Parents whose children were participating in remote learning completed a technology needs survey indicating if a device and/or internet access is needed in the home.
- Parents needing devices and/or internet access were sent directions on where and how to pick up a device or access point.
- Once all-remote students have technology to learn remotely, all remaining students were sent a technology needs survey indicating if a device and/or internet access is needed in the home for the Friday remote day all students will be participating in.
- Again, parents needing devices and/or internet access were sent directions on where and how to pick up a device or access point.

Students with Disabilities Equitable Access

Students with disabilities will be provided with equitable access to instruction and accomodation in compliance with state and federal law:

- IEPs and 504 plans will be reviewed and revised, if necessary, in coordination with general education teachers, special education teachers, and related service providers to reflect the child's revolving needs based on assessment data and parent feedback. Teams will consider student needs based on time away from associated and related services while school buildings were closed. IEP and 504 teams will design accommodations and match services accordingly to the student's individualized needs and aligned with the educational opportunities of the general student population.
- The district will strive in good faith to commence remote learning interventions and support services to the extent practicable. Students with disabilities will be provided equal access to alternative modes of instruction provided to students without disabilities. Plans will include all programs and learning environments, birth to five services, and career and technical education.
- IEP and 504 teams, including general education teachers, special education teachers, and related service providers will use district structures to collaborate on delivery methods for assessments and instruction as outlined in IEPs and 504 plans. Student needs around accessibility will be considered and assistive technology will be provided, where appropriate.
- The district will identify and evaluate intervention programs and services available to students at the school and district levels then identify any gaps within the intervention tiers for instruction.
- Related service providers will develop a continuation of services or instructional plan to foster ongoing learning for students who receive Occupational Therapy, Physical Therapy, Speech & Language, Social Work, or Psychological Services. These services may be delivered using a virtual platform. Plans will allow students and families to meaningfully access the alternative modes of instruction.
- The district will consider obtaining any additional standards-aligned tools or materials that may be required to support differentiation, interventions, or remote learning in order to address students' needs.

Health and Safety Guidelines

It is a requirement that the district, in consultation with the local health department and school district employees, develop a district-wide guideline(s) on methods for delivering instruction that are based on local data based on key metrics. The district is given the ultimate authority to determine what method is to be used to deliver instruction under these “key metrics.”

The district has determined through discussions with the Livingston County Health Department (LCHD), that the key metrics to be used in determining when it is unsafe for face-to-face instruction will be:

The trend of Covid-19 (COVID) cases, positive tests, hospitalizations due to COVID; and the number of deaths resulting from COVID in the past 14-day period. However, at any time that the LCHD feels it is essential to change course the district will adhere to their guidance.

K-5 Prioritization

If the district determines it is safe to provide in-person instruction, the district will prioritize in-person instruction to students in grades K-5

Attendance Requirements

Hartland Consolidated Schools ensures that at least 2 two-way interactions occur between a student and their teachers during each week of the school year for at least 75% of students in the district. HCS also ensures at least 1 two-way interaction per week starting the week of count day and the next three consecutive weeks. These assurances will satisfy the attendance requirement under HB 5912.

- Teachers will document two-way interactions, in collaboration with the Livingston County Educational Service Agency, by entering the required data of the interactions on the MiStar system.
- Teachers will take daily attendance in MiStar to ensure we have accurate counts of in-person students in case of emergency and attendance transparency.
- Daily attendance of all in-person students, as well as two-way interaction documentation, will be housed in the same MiStar location that will be accessible to teachers, administration and county officials for auditing purposes.