



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

September 11, 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.



Holton Public Schools Extended COVID-19 Learning Plan

Address of School District/PSA: 6500 4th Street Holton, MI 49425

District/PSA Code Number: 61120

District/PSA Website Address: www.holtonschools.com

District/PSA Contact and Title: Dr. Adam Bayne, Superintendent

District/PSA Contact Email Address: abayne@holton.k12.mi.us

Name of Intermediate School District/PSA: Muskegon Area Intermediate School District

Name of PSA Authorizing Body (if applicable):

Date of Adoption by Board of Education/Directors: September 14, 2020

Assurances

1. The District/PSA 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. 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.

Amy Brookhouse

President of the Board of Education/Directors

9/14/2020

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.

Holton Public Schools is implementing this Extended COVID-19 Learning plan to support the diverse needs of our students and families amidst the COVID-19 global pandemic. This plan provides the structure and monitoring necessary to increase pupil engagement and achievement for the 2020-2021 school year. This can be achieved through the diligent efforts of our teachers ensuring high quality instruction whether students enroll virtually, in-person, or a blend of virtual and in-person instruction. Two-way communication, asynchronous and synchronous instruction, feedback and assessment, and periodic benchmark assessments will be components to support accountability and achievement for our students.

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.

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 & 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 & learning, to support meaningful student progress towards mastery of Math academic standards.
- Results from Math 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).

Students at Holton Public Schools will be provided the option to learn in-person, virtually, or both through a Flex/Hybrid option. In-person instruction will be provided by a certified teacher delivering lessons in the classroom. Certified teachers will be assigned to students who elected virtual and hybrid learning as mentor teachers supporting students in an online curriculum program, Edmentum. Hybrid students have the option to come to school to receive direct teacher support as they are working through the online platform. Virtual and hybrid students will be provided synchronous and asynchronous lessons to support success with the online curriculum platform.

- **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.

For in-person students, instruction for core academic areas will be very similar to the traditional scope and sequence of instruction. For virtual and hybrid students, certified content teachers will ensure that the scope and sequence of instruction on the online curriculum platform, Edmentum, aligns with the same scope and sequence as in-person instruction. All students will continue to be exposed to the academic standards required and as strongly aligned, regardless of how the student is enrolled, to ensure that when it is safe to return to school all students are at similar places in the instructional scope and sequence.

- **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.

Students progress toward mastery of standards will be assessed in the same manner as has traditionally always been done. Formative and summative assessments will be used to determine student mastery of standards. Teachers will report progress to students and parents through progress notes, report cards, and ongoing communication. Students will be expected to complete assignments, meet timelines, and demonstrate proficiency on assessments to show readiness for new content or the next grade 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.

Holton Public Schools recognizes the importance of connecting all of our students with the necessary resources to be successful at school. This includes access to technology and the internet. To support equitable access to technology, Holton Public Schools is working to provide every student K-12 with a Chromebook. An order was placed for these Chromebooks in early June and the order has been delayed due to supply issues. In the meantime, students in grades 6-12 have all been provided Chromebooks. Students in grades K-5 will be provided a Chromebook if they do not have any other technology available. To support equitable access to the internet, students who have enrolled virtually but do not have access to the internet will be provided a Verizon hotspot. Unfortunately, due to gaps in service areas throughout the district, students may still not be able to access the internet from home. Holton Public Schools is working with our community partners to identify multiple areas throughout the district boundaries where WiFi access is possible.

- **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.

Students with identified special needs

When school starts, students' IEPs, IFSPs, 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.

All students with disabilities will be provided with general education instructional options as other district students including in-person and remote learning as determined through parent input and through IEP team determinations. All supplementary aids and services, goals, programs, related services and other FAPE provisions will be in place either through the IEP or through the IEP and individualized contingency learning plan as appropriate.

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 immediately upon the start of school. This will be accomplished through our consortium partners.

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.

The district ensures a continuation of services for students receiving speech and language, occupational therapy, physical therapy, or social work 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.

1. Holton Public Schools continues to support vulnerable student populations during the COVID-19 pandemic. English Language Learners are provided with support if needed through partnership with the Muskegon Area Intermediate School District. We will provide a robust Tier 1 support for all students through our social emotional curriculum and Positive Behavior Intervention and Supports system. Those students who continue to struggle will continue to be supported through our Tier 2 and 3 teams at each building. This process will include our virtual and hybrid students as well. Truant students will be intervened on and supported to improve their attendance and/or virtual engagement. Mental health and wellbeing will be supported for all students and also include a tiered response for at risk students throughout the school year. This includes mental health screeners and responsive tiered support. Our community partners provide a robust infrastructure of support for our students and families which will lead to improved academic outcomes.
2. Holton Public Schools will continue to provide programs for students to develop their interests and passions. This includes CTE, Early-Middle College, and Dual Enrollment. We also have a strong consortium with area school districts to connect families with Early Childhood programs. Additionally, through the Muskegon Area Intermediate School District, we are able to continue to provide for students high quality career and college exposure to ensure students are prepared for the next step in their educational journey.