



**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](#)

September 30, 2020 Revisions Based on [PA-0165](#) (SB-927)

Introduction:

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. A district that is a public school academy that, by agreement, provides educational services for the residents of a district that is not a public school academy and that does not directly provide public educational services to its residents that intends to provide instruction under an extended COVID-19 learning plan shall submit its extended COVID-19 learning plan described in subsection (1) to the intermediate district in which it is located not later than October 1, 2020 for approval.

The ISD or Authorizing Body will approve Extended COVID-19 Learning Plans no later than October 9, 2020 and transmit the approved plans to the state superintendent of public instruction and the state treasurer. Approved plans must be made accessible through the transparency reporting link located on the district's website by not later than October 12, 2020.

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



Hanover-Horton School District Extended COVID-19 Learning Plan

Address of School District/PSA: 10000 Moscow Road, Horton, MI 49246

District/PSA Code Number: 38100

District/PSA Website Address: www.hanoverhorton.org

District/PSA Contact and Title: John Denney, Superintendent

District/PSA Contact Email Address: john.denney@hanoverhorton.org

Name of Intermediate School District/PSA: Jackson County 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 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 12, 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
 - a. select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - b. 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
 - a. provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
 - b. 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

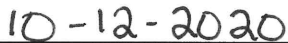
Board's discretion. Key metrics that the District/PSA will consider shall include at least all of the following:

- a. COVID-19 Cases or Positive COVID-19 tests
 - b. Hospitalizations due to COVID-19
 - c. Number of deaths resulting from COVID-19 over a 14-day period
 - d. COVID-19 cases for each day for each 1 million individuals
 - e. The percentage of positive COVID-19 tests over a 4-week period
 - f. Health capacity strength
 - g. 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 re-confirmed 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 ISD 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.
 - e. 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.
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.
10. 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.



District Superintendent or President of the Board of Education/Directors



Date

Learning Plan Narrative

Opening Statement

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

Every school district in the State of Michigan is required to complete an Extended COVID-19 Learning Plan under recently enacted laws. The contents of this plan will help to ensure that our plan is in compliance with the requirements set forth by the State of Michigan and the Michigan Department of Education.

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.

Hanover-Horton School District students in grades Young 5's through 8th, will be given the benchmark assessments in reading and math available through Renaissance Learning which are approved by the Michigan Department of Education. Our learning goal is for 80% of our students to show learning gains in reading and math equivalent to one year of growth by the spring assessment period. In order to make sure that our students are on target to meet our goal, we will look for 80% of our students in grades Young 5's through 8th to show a gain equivalent to 40% of one year's growth on the January benchmark assessment.

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).

Hanover-Horton School District is offering two learning plans for our students during the 2020-2021 school year while Michigan is operating in either Phase 4 or Phase 5. Our program will easily allow us to transition to a fully online program if we are moved to Phase 3 or fully in-person learning if chosen upon being moved to Phase 6. Students are able to choose a full-time online track, or they may participate in our program which offers four days per week at school with each Wednesday utilizing remote learning in order to accommodate cleaning our facilities and provide teachers with necessary time to take care of the added responsibilities of the dual learning modes.

Students working remotely will be completing the same assignments as our students participating in person. Our teachers will be utilizing Google Classroom or Seesaw to share lessons with our online students; both formats allow materials to be downloaded. Knowing that internet connectivity is a potential issue for many of our students, all of our essential work is able to be downloaded to devices in order for work to be completed offline. Students who need a device to complete online assignments will be provided with either a Chromebook or iPad depending on their grade level. Online students are encouraged to maintain a similar pace of work completion as our in-person learners in order to accommodate their ability to be able to return to class without any learning gaps.

- **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.

Due to the manner in which our program has been structured, all of our students will be receiving an education which will cover the same academic standards as they have in the past. Our curriculum content has been adjusted slightly in order to address any learning gaps. Students who are learning remotely will be able to observe their teachers delivering material through various media formats.

- **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.

All of our students have been assigned schedules in our student management system, PowerSchool. This allows for parents/guardians and students to see real time updates of the student grades. Students are able to submit their work electronically and the teachers are able to provide feedback to their students within their student learning systems. This allows for teachers to provide timely guidance to all of their students. Parents/guardians are able to view the correspondence between the students and the teachers through their own accounts. Several of our teachers have been using this arrangement for a few years.

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.

Our district has been able to provide either an iPad or Chromebook, depending on grade level, to every student who does not have their own device at home. The learning platforms we are utilizing allow for materials to be downloaded to the student devices from any internet connection, which includes all of our buildings. In order to make sure that the devices have the capability to store enough information for the students, the district has purchased USB storage drives for students if they have storage issues. We created a program which allows students to be able to work offline and keep pace with the rest of their classmates.

- **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.

In partnership with the Jackson County Intermediate School District, Hanover-Horton School District will strive in good faith, and to the extent practicable, to meet individual needs of all students with IEPs. Each student's IEP will be reviewed and amended as appropriate by December 18, 2020. Contingency Learning Plans (CLP) will be written if necessary and appropriate to ensure FAPE for special education students.

- **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. Our staff understand the various struggles all of our students will experience during these challenging times. Early English Learners will be identified, tested and identified for supports with/through RTI services/ISD services. Struggling students at our elementary school are provided with RTI supports for both reading and math. Our middle school offers math support through Comet Lab classes in grades 6-8, as well as an academic support class called FAST. These classes and support systems are available for our face-to-face students as well as our virtual students. Our high school students are able to take tiered classes in the core subjects which allow for them to be challenged at a level appropriate for their abilities. Additionally, each building has a Student Assistance Team which meets regularly in order to identify students who may be struggling academically and/or emotionally so that intervention plans are able to be designed specifically for them. All of our students have access to teachers via e-mail, phone and pre-arranged zoom meetings for additional support. Each virtual learner has a teacher assigned as a conduit between school and child.
2. Our district has partnered with Early Impressions Preschool and Childcare to provide our preschool programming and our latchkey program. Through our partnership, we are still able to offer both programs. The GSRP classrooms will open after October 1st. All programs, including CTE, Middle College, Dual Enrollment, Concurrent Enrollment and AP courses are still available; this includes offering transportation from the school to the Jackson Area Career Center and back on our remote learning days.