

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

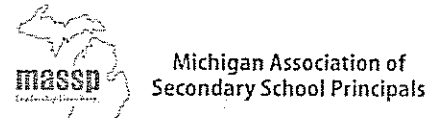
**August 27, 2020
September 3, 2020 Clarifications**

On August 20, 2020 Governor Whitmer signed House Bill 5913 into law as Public Act 149. Section 98a states that in order to receive state aid for 2020-2021, districts must provide for instruction under an extended COVID-19 Learning Plan ("Plan") that has been approved by an intermediate district or authorizing body. The Plan does not replace the District's/PSA's COVID-19 Preparedness and Response Plan, it is an additional plan that includes new assurances and sections on educational goals, instructional delivery, grading, and equitable access. PA 149 does not apply to districts that operate as a cyber school.

District/PSA educational goals written for all students and all subgroups must be established no later than September 15, 2020 and submitted in their Plan to the ISD or Authorizing Body, as applicable, no later than October 1, 2020 for approval. ISDs and PSAs will transmit the approved plan to the state superintendent of public instruction and the state treasurer.

This is a Review Only document. Please download it as a Microsoft Word document to add your own District/PSA logo and Extended Covid-19 Learning Plan.

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



Houghton-Portage Township School District Extended COVID-19 Learning Plan

Address of School District/PSA: 1603 Gundlach Road, Houghton MI, 49931

District/PSA Code Number: 31110

District/PSA Website Address: www.hpts.us

District/PSA Contact and Title: Ms. Doreen Kramer, Superintendent

District/PSA Contact Email Address: doreen@hpts.us

Name of Intermediate School District/PSA: Copper Country ISD

Name of PSA Authorizing Body (if applicable):

Date of Approval by ISD/Authorizing Body:

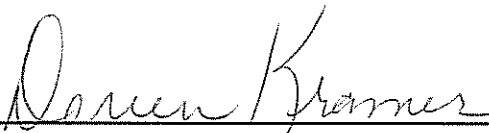
Assurances

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. 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 re-confirmed 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 ISD 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.



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.

As we return to school in the fall, our top priority is to ensure the well-being of all members of our community. HPTS plans to begin the school year with face-to-face instruction and remote instruction. Community feedback and a survey helped us to determine our instructional decisions. This plan will focus on teaching and learning for all learners and the well-being of students and staff. This plan is necessary for our students to continue learning and to maintain progress with Michigan Learning Objectives.

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.

Benchmark assessments will be used to monitor and evaluate district academic performance and effective instructional programs. Teachers will continue to assess students and observe outcomes to modify instruction. Assessments in reading and math will be administered to all students K-8 in the first nine weeks of school and not later than the last day of the 2020-2021 school year. Progress reports will be available on our website in February and June.

Goal Category	Goal Related to Achievement or Growth on K-5 Benchmarks
Middle of the Year Reading Goal	By January 22, 2021 70% of all students will score at or above Acadience benchmark testing on the mid-year benchmark.
End of the Year Reading Goal	By June 9, 2021 80% of all students will score at or above Acadience benchmark testing.
Middle of the Year Mathematics Goal	By January 22, 2021 70% will have passing scores on unit Everyday Math assessments.
End of the Year Mathematics Goal	By June 9, 2021 80% of all students will score above passing on the end of the year cumulative Everyday Math assessment given at each grade level.

Goal Category	Goal Related to Achievement or Growth on 6-8 Benchmarks
Middle of the Year Reading Goal	By January 22, 2021 65% of all students will score at or above benchmark for the FastBridge aReading assessment on the mid-year evaluation.
End of the Year Reading Goal	By June 9, 2021 75% of all students will score at or above benchmark on the FastBridge aReading assessment on the end of the year evaluation.
Middle of the Year Mathematics Goal	By January 22, 2021 65% of all students will score at or above benchmark for the FastBridge aMath assessment on the mid-year evaluation.
End of the Year Mathematics Goal	By June 9, 2021 75% of all students will score at or above benchmark on the FastBridge aMath assessment on the end of the year evaluation.

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).

All students K-12 will attend school every day for face-to-face instruction or they will attend a remote instruction model. Student and staff health and safety during face-to-face instruction will be addressed by wearing masks, maintaining a six foot distance and having a cohort model when possible that assists in keeping students and staff safe.

- **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.

Highly qualified teachers, for both face-to-face and remote learning, will provide instruction for core academics. The HPTS curriculum for core academics is aligned to state standards.

- **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.

HPTS maintains an assessment system to meet the Michigan Standards. Students are regularly assessed at the classroom and district level. Teachers use formative assessments (ongoing informal checks) to provide timely feedback and allow for adjustments to the teaching and learning process. Teachers also use summative assessments that are given at the end of a learning period to check for mastery. Parent and students have access to PowerSchool and are able to see their grades throughout the marking periods. Teachers are available by email and phone to communicate and discuss student progress.

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.

District administrators, teachers and counselors will work with parents, to make sure students have access to complete assignments and participate in instruction. Instruction is available face-to-face for all students K-12. When using remote learning, if a family has a challenge with technology or internet access, we will work directly with the family to resolve the issue.

- **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.

The HPTS district ensures a continuation of services for students' receiving services in accordance with IEP's and 504 plans. General education and special education teachers, along with service providers, will collaborate to determine how to address accommodations or services.

- **Optional Considerations for District/PSA Extended COVID-19 Learning Plans:**
- 1. In addition to the students with disabilities noted above, please describe how the District/PSA will ensure that the needs of other vulnerable student populations, such as but not limited to, early English Learners and Fledgling/struggling students, are met.
- 2. Please describe how the District/PSA will ensure that students will, during pandemic learning, have continued access to programs such as, but not limited to, Early Childhood, CTE, Early-Middle College, Dual Enrollment and Advanced Placement as applicable within the District/PSA.

The HPTS district ensures a continuation of services for all students. General education and special education teachers, along with service providers, will collaborate to determine how to address student needs and provided appropriate programs. The HPTS MI Safe Schools Roadmap Preparedness Plan located on the district website.