



HARBOR BEACH COMMUNITY SCHOOLS

Extended COVID-19 Learning Plan

as described in Public Act 149, Section 98a Final

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. HBCS submitted our plan to HISD for consideration at the beginning of September 2020. 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.

Harbor Beach Community Schools Extended COVID-19 Learning Plan

Address of School District/PSA: 402 S. Fifth Street, Harbor Beach, MI, 48441

District/PSA Code Number: 32060

District/PSA Website Address: www.hbpirates.org

District/PSA Contact and Title: Dr. Shawn Bishop, Superintendent

District/PSA Contact Email Address: sbishop@hbpirates.org

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

Name of PSA Authorizing Body (if applicable):

Date of Approval by ISD/Authorizing Body: 9/16/20

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 no 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
 - 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 2020-2021 school year.
4. 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.
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 is 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

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
 - instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
 - the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - the District/PSA will reconfirm 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
 - 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.

Dr. Shawn Bishop

District Superintendent or President of the Board of Education/Directors

9-15-2020

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.

There would seem to be little doubt that COVID-19 has had a significant impact on students across our state. The COVID-19 global pandemic is impacting our school community in a number of ways: we are experiencing hopefully a once in a lifetime traumatic event, many students may have significant gaps in their learning, and equity issues are more pronounced. We are keenly aware that some students could be returning to school with significant learning deficits. It is important to note that the work of John Hattie indicates that the deficits of students caused by significant time off may not be as deep as some would expect. This does call into question the need for additional “red tape” and documents like this being asked for by our state. See the following link

<https://opsoa.org/application/files/2215/8689/0389/Infuences-during-Corona-JH-article.pdf>

As we return to school in the fall, our first priority must be to ensure the well-being of all members of our school community. There is nothing more important than ensuring students' mental and physical wellbeing is taken care of first. Without a solid emotional foundation learning cannot take place. This makes it somewhat frustrating that we are required to complete forms such as this which focus us almost completely on students as academic only beings. However, we will move forward with a plan that includes the whole child, and we will meet the demands of this and other legislative red tape. No matter how narrow minded the rules might be, we will be sure to broadly address the needs of the whole child. Experienced students had during the remote learning we were running during the spring of 2019-20 school year, therefore we anticipate that students will come to school in the fall of 2020 with a wider than usual range of competencies. We expect that many students will be behind and will need opportunities to catch up. There seems to be little doubt that those without internet access and those from socioeconomically lower households could have deeper learning loss (often those without internet access and from poorer families are the same group). We believe our Professional Learning Communities (PLC) will provide vital time because teachers will need opportunities to collaborate with each other as they examine student work and determine what comes next in the learning for each student.

Harbor Beach Community Schools plans to begin the school year in a face-to-face learning environment with the option for families to choose online learning for their child(ren) if they like. HBCS will need to ensure that there are structures in place to ensure student engagement and achievement for all regardless of format. This plan will focus on teaching and learning with an emphasis on equity for all learners and the well-being of students and staff.

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 was administered to pupils in previous years.

Quality Evidence-Based Assessment Practices

The Harbor Beach Community Schools believes that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in school/district academic performance and to identify effective instructional programs. We believe it can provide some small guidance for standardizing or adjusting curriculum and instruction across grade levels, schools, and districts. We have already begun this work through our regular weekly PLC work.

However, we will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, HBCS will continue the use of (and professional learning around the use of) the formative assessment process as a powerful practice embedded in the teaching and learning process to continuously observe where our students are in order to modify instruction.

We believe the use of the formative assessment process, which is supported by an extensive body of research, provides in-time data for both our teachers and students to accelerate their learning and progress and gives us a more complete picture of what our students know and are able to do.

Educational Goals

The NWEA assessments in reading and mathematics will be administered to all students twice: once in the first nine weeks of the school year, and again prior to the last day of school. Though NWEA (and for that matter any assessment) given 1 time is very much summative in nature we will do our best to pair it with other assessments to paint a better portrait of what students know and what students lack. We will do our best to use NWEA along with other assessments as formatively as we can. We recognize that formative assessments provide information to inform our progress toward our goals over the course of the year. Our goal is to provide progress reports that will be available on our website in February and June.

*please note that we've listed NWEA in this plan, however we are also universally using DIBELS (Acadience) with elementary students. DIBELS will be given within the first 30 days of the beginning of the school year.

As a means of continuous improvement in teaching & learning, all teachers will receive professional development in, and commit to the use of, formative assessment processes.

Additionally, we will continue to engage stakeholders in the district's balanced assessment system, including publicly sharing aggregate and student subgroup performance reports on NWEA results. As referenced to previously it is important to note any single test should not be taken as a complete and accurate indication of all a student knows. Overuse or misuse of any single test as an indicator of a student's knowledge is misguided at best.

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 during PLC early release Fridays.

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 during PLC early release Fridays.

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).

Note: The Harbor Beach Community School District's full instructional plan can be found at www.hbpirates.org under COVID-19 Updates.

Mode of Instruction

To start the school year, all K-12 students will have the choice to attend school every day for face-to-face instruction or through online remote learning. Student and staff health and safety will be addressed through strict adherence with the "required" protocols listed in the "MI Safe Schools: Michigan's 2020- 21 Return to School Roadmap". We have also had direct conversation on multiple occasions with the Huron County Health Department and the Tuscola County Health Department to review our practices and procedures. We have met individually with MDE, Jessica Beagle, and our local pupil accounting auditor, Tracy Potter. We believe we meet or exceed all requirements for students online and in person.

- **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.

Note: Harbor Beach Community Schools' full instructional plan can be found at www.hbpirates.org

Curriculum and Instruction: Academic Standards

The Harbor Beach Community Schools' curriculum for core academic areas is aligned to state standards and housed on the district website. As teachers work to provide the best possible education to a wide range of learners they will focus on skill deficits and use "Pirate Standard" documents. HBCS has also spent time over the summer working even tighter prioritized K-12 instructional standards for the 2020-2021 School Year we call these "Super Hero/Super Standards". The Professional Learning Community model gives us a framework for our work. The 4 leading questions of a PLC have never been more important... 1) what do we want students to know 2) how will we know when they know it 3) what will we do if they don't "get it" 4) what will we do if they already know it. We will adapt these questions to include challenges now faced due to the amount of time off by students. We will not however dumb down the curriculum with low expectations. There is significant theory and research that shows if we don't push forward with rigorous curriculum and spend too much time on reflective curriculum we will doom students to being behind for a long time. Additionally, we will incorporate student well-being and SEL/trauma-informed practices into instruction.

- **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.

Assessment and Grading

Harbor Beach Community Schools bases its assessment system on the Michigan Standards through our "Pirate Standard" and Super Hero Standards. We regularly assess students at the district and classroom level to determine if they are making progress toward meeting those standards. We place a heavy emphasis on formative assessment. This is critical in the instructional process so that students receive timely feedback that helps them know what they need to do to improve. It also gives the teacher important information to know how to adjust the teaching and learning process to meet each student's needs.

The elementary school this year is moving to a 1-4 grading system based on the work of Marzano, Guskey, and DeFour. Middle school and high school grades remain traditional A-E grades, however we are making significant progress toward becoming standards based. Whether the final marking period grades show 1-4 or A-E parents and students can expect grades to be based primarily on a child's knowledge of the standards covered.

We make available to our parents and legal guardians a web-based system that allows them to see their children's grades at any time. Our teachers keep up-to-date information on student grades in this system. We also send progress reports to our parents and guardians during each marking period. This is in addition to the expectation we have for all teachers that they keep parents and guardians abreast of any concerns regarding a student's grade through emails and phone calls. Finally, we send out to parents report cards at the end of each marking period.

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.

Technology

Harbor Beach Community Schools ensures all students will be provided equitable access to technology and the internet as described in our Continuity of Learning Plan that was previously submitted to the state. Harbor Beach Community Schools provides student access to technology devices and the internet as described in the Continuity of Learning Plan. Some highlights include; purchase of dozens of mobile hotspots for student usage upon request, loan of laptop/iPads upon request, expanding school free wifi to include access from our parking lot, and the addition of a bus mobile hotspot for providing significant access to areas we possess the bus. It may be important to mention many areas of the thumb still suffer from complete lack of access to the internet, even cell phone signals. This makes it even more important to have free wifi in the parking lot areas of the school and also requires us to provide paper packets on rare occasions.

- **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.

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.

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 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.

Harbor Beach Community Schools' full instructional plan addresses ways all learners are supported and can be found at www.hbpirates.org