



HEMLOCK PUBLIC SCHOOL DISTRICT
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)

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 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.

The Saginaw ISD 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.

HEMLOCK PUBLIC SCHOOL DISTRICT
Extended COVID-19 Learning Plan

District Name	Hemlock Public School District		
Website Link	www.hemlockps.com		
District Code	73210	District Phone #	989-642-5282
District Address	200 Wilson St., Hemlock MI 48626		
Superintendent	Dr. Donald Killingbeck	Superintendent Email	killingbeck@hemlock.ps.com
BoE President	Dr. Katherine Ellison	BoE President Email	ellison.katherine@hemlockps.com

Board Meeting Requirements
Dates of Hemlock Board of Education meetings for the 2020-2021 School Year*
You will then hyperlink evidence monthly to this document

Month	Date	Public Comment	Meeting Minutes
September	9/9/2020	Board Agenda	<u>Minutes</u>
October	10/14/2020	Board Agenda	<u>Minutes</u>
November	11/11/2020	Board Agenda	<u>Minutes</u>
December	12/9/2020	Board Agenda	<u>Minutes</u>
January	1/13/2021	Board Agenda	<u>Minutes (Mid-Year Report)</u>
February	2/10/2021	Board Agenda	<u>Minutes</u>
March	3/10/2021	Board Agenda	<u>Minutes</u>
April	4/14/2021	Board Agenda	<u>Minutes</u>
May	5/12/2021	Board Agenda	<u>Minutes</u>
June	6/9/2021	Board Agenda	<u>Minutes (End of Year Report)</u>

Assurances

1. The District will make their board approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District'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 will create and make available on its transparency reporting link located on the District'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 expected would be achieved by the end of the school year.
4. Benchmark Assessments: The District 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.
5. If delivering pupil instruction virtually, the District 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.
6. The District, 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 Board's discretion. Key metrics that the District 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

- 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
7. If the District 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 District.
8. The District assures that
- instruction will be delivered as described in this plan and approved by the District 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 will reconfirm how instruction will be delivered during the 2020-2021 school year thirty days after the approval of the plan, and each month thereafter at a meeting of the Board, and
 - For each reconfirmation described in this subdivision, the district shall report to the center, in a form and manner prescribed by the center,
 - the instructional delivery method that was reconfirmed;
 - how that instruction will be delivered for each grade level offered by the district, including pre-kindergarten, as applicable; and
 - 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.
 - public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District during a public meeting described in PA-149.
9. The District 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 will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District 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. The District 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 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.

DocuSigned by:

Dr. Katherine Ellison

6E1BCE186CAD4FC

President of the Board of Education/Directors

10/8/2020

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.

The COVID-19 global pandemic is impacting our school community in a number of ways: we are experiencing a traumatic event, many students have significant gaps in their learning, and equity issues are more pronounced.

As we return to school in the fall, our first priority will be to ensure the well-being of all members of our school community. Because of the wide range of experiences students had during the remote learning portion of the 19-20 school year, 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. 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.

As Hemlock Public School District plans to begin the school year in a soft-start/hybrid learning environment, we will need to ensure that there are structures in place to ensure student engagement and achievement for all. This plan will focus on teaching and learning with an emphasis on equity for all learners and the well-being of students and staff.

In an effort to increase pupil engagement and achievement Hemlock Public School District:

- Provided families/students with two learning options for the 2020-2021 school year.
 - Remote or Virtual Learning
 - In-person Learning
- Deployed Google Classroom for all students whether Face-to-Face or remote and utilized a synchronized instruction model.
- All students K-8 will be administered the NWEA to monitor their learning and growth 3 times a year and students in high school will be administered the PSAT/SAT 2 times this year.
- Logs will be kept to ensure two way contacts with students.
- The district has enhanced mental health support for students and staff with counselors at both the high school and middle school and a school social worker at the elementary. The district developed a SEL curriculum that is being implemented this school year.

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.

Quality Evidence-Based Assessment Practices

The Hemlock Public School District School District 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 guidance for standardizing or adjusting curriculum and instruction across grade levels, schools, and districts.

However, we will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, Hemlock Public School District School District 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 at least twice: once in the first nine weeks of the school year, and again prior to the last day of school. Formative assessments will provide information to inform our progress toward our goals over the course of the year. Progress reports will be available on our website in February and June.

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

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.

Goal 1 - All students will improve performance in Reading/ELA from Fall to Spring as measured by NWEA/PSAT/SAT.

- 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 will improve performance in Mathematics from Fall to Spring as measured by NWEA/PSAT/SAT.

- 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)

Note: The Hemlock Public School District School District full instructional plan can be found in the [HPSD Safe Schools Roadmap](#).

Mode of Instruction

To start the school year, for the first two weeks, we will utilize a soft start hybrid model with approximately 50% of our students on campus at a time and utilizing Friday as a remote day. On Tuesday, September 8th all face-to-face students attended school every day moving forward with Friday for the month of September continuing to be utilized as a remote learning day. Student and staff health and safety will be addressed through a cohort model Y5/K-4 that keeps students together for the entire school day.

Middle and High school students will follow the same soft-start and hybrid model as Y5/K-4 and will work to limit interactions with modified passing times.

The district will continue to gather feedback from families, teachers, students, and school leaders about their experiences with in person instruction through online surveys and/or conversations. Also, share the district's remote in person learning plan with all involved stakeholders and implement use of Edgenuity in this setting in case there is a return to virtual learning.

Activate learning programs, both face to face and remote, at scale to deliver standards-aligned curricula and high-quality instructional materials. Integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation.

The district will utilize Google Classroom, Hemlock Learning Hub for both face-to-face and remote learners K-12. Students who are virtual through our alternative education program will utilize Kickstand and Edgenuity as the learning platform.

Make expectations clear to school leaders and teachers around face to face and remote instruction that include:

- Best practices for face to face and remote learning;
- Grade-level proficiencies;
- Modes of student assessment and feedback;
- Differentiated support for students;
- The inclusion of social-emotional learning; and
- and workload per different grade bands to ensure consistency for students

The Hemlock Team will set an instructional vision that ensures that:

- Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.

- Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics
- Every students' academic and social emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.

Hemlock Public School District will secure supports for students who are transitioning to postsecondary.

The district will support schools to implement a grade-level curriculum that is aligned to Michigan preK-12 standards. Support teachers to utilize standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction.

The district/buildings will revise students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers to reflect the child's evolving needs based on assessment data and parent feedback, and design accommodations and match services accordingly.

- Commence intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE.
- Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible.

The district will remain connected with MDE about policies and guidance.

The district will develop a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

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: The Hemlock Public School District School District full instructional plan can be found in the [HPSD Safe Schools Roadmap](#).

The Hemlock team has set an instructional vision that ensure that:

- Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
- Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics
- Every students' academic and social emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.

The district will support schools to implement a grade-level curriculum that is aligned to Michigan

preK-12 standards. Support teachers to utilize standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction.

Curriculum and Instruction: Academic Standards

The Hemlock Public School District School District curriculum for core academic areas is aligned to state standards and housed on the district website. As teachers navigate the wider than usual range of competencies expected this fall, they may use this [Curriculum, Instruction, and Assessment Toolkits](#) to provide guidance to help them design new (or best utilize existing) pre-assessments to plan for differentiation of content, use results from pre-assessments to inform instruction and prioritize K-12 instructional standards for the 2020-2021 School Year. The CIA Toolkits may guide teachers to implement instructional approaches to meet the range of student needs as they return to school in the fall, identify assessment ideas that allow students to demonstrate understanding in a variety of ways, assess and provide instruction in the content areas in face-to-face, virtual, and blended classroom environments, and incorporate well-being and SEL/trauma-informed practices into instruction.

As our high school elective teachers work to engage students both in both face-to-face and remote they may use [Best Practices for Remote Learning](#):

- Remember Maslow
- Nurture a positive home climate for learning and parental involvement
- Establish and maintain remote classroom norms and learning routines
- Implement culturally responsive teaching practices
- Encourage student collaboration and discourse
- Create opportunities for and attend carefully to feedback
- Engage students in meaningful learning opportunities

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

Hemlock Public School District School District bases its assessment system on the Michigan 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.

We also have a system for delivering summative assessments at the district and classroom levels. These are given at the end of a period of learning as an evaluation of what has been learned and are part of our district grading process. For example, our teachers deliver summative assessments at

the end of each unit of study in our curriculum. These assessments are based on a coherent set of standards in the subject area that focus on a related group of skills and disciplinary knowledge.

Hemlock Public School District has a web-based system (Skyward) which allows our parents and legal guardians 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 automated progress reports to our parents and guardians during each marking period based on their preferences. 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 provide our parents with report cards at the end of each semester.

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.

The District will ensure all students have the appropriate devices/learning material to be successful in a remote learning environment. Hot spots are available in District parking lot areas and the district will provide information that identifies locations in the community that enables connectivity. Additionally, the District will provide portable hot spots to any student who is in need upon request. The following procedures were implemented to ensure all students have access to devices:

1. The district communicated to all parents the date and time of device pickup.
2. If families were unable to pick up devices during the designated time, other arrangements were made for device delivery on an individual basis.

The District will develop systems to monitor and track students' online attendance on a daily basis.

Processes to provide feedback on student work in a timely manner will be developed.

Technology

The Hemlock Public School District School District 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. The Hemlock Public School District School District system for maintaining student access to technology devices and the internet is described in the Continuity of Learning Plan, and again in the [HPSD Safe Schools Roadmap](#).

Students with Disabilities

The Hemlock Public School District School District ensures all students with disabilities equitable access to the general education curriculum through the use of contingency learning plans developed in cooperation with each individual family. These plans represent the district's good faith effort to provide special education services to students whose families have elected a remote learning option. The plans are developed with meaningful parental involvement and are based on IEP plans designed for in-person instruction. Additionally, Hemlock is dedicated to reviewing monthly the progress of students with IEP's and communicating openly with parents to ensure

progress is being made in a remote environment. Parents maintain the right to request an evaluation of any student regardless of instructional modality. Hemlock schools will work with parents to schedule in person individualized special education evaluations with appropriate personnel at a time and place that is both safe and agreed upon by all parties.

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. Resources to consider: <https://www.altshift.education/resources/remote-learning-resources>

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.

Students with disabilities are particularly vulnerable during times of disruption and change. To ensure ongoing growth and progress, planning efforts on how to continue serving these students to the greatest extent practicable by tailoring remote learning that provides educational benefits to students with disabilities.

Four priorities to remember when delivering special education instruction:

1. Focus on the safety, health, and welfare of students and staff members in your community.
2. Provide FAPE - Deliver services to as many students as you reasonably can in the best way you know how.
3. Document your efforts; make sure documentation is focused, consistent, detailed and demonstrates a good faith effort to provide good services.
4. Compliance during the pandemic - IDEA wasn't built for this.

Training, Development, and Supporting Staff

It is essential that training, development, and support continue for staff who serve students with IEPs.

- Create and share service logs that will include what technology is available to students/families with special needs.
- Identify what technology platforms will best serve the various needs of the special education population.
- Provide ongoing supports and trainings as requested by staff

Content Delivery

Special Education Teachers will assist students in accessing the curriculum during remote learning through high tech, low tech, or no tech options. Modes of instruction may include: online learning, telephone communications, email, virtual instruction, videos, slideshows, project based learning, use of instructional packets, or a hybrid of multiple modes of learning. Teachers will reach out to families and students to determine the best way to meet the students educational and learning needs. Special Educators will work with General Educators to make sure that accommodations and modifications are implemented and that all learners have access.

New Content and Review/Practice

The focus of instruction should be individualized and based on the students' IEPs, their goals, the modifications, and accommodations within the IEP. To ensure this differentiation occurs, there should be communication between special and general education teachers, ancillary staff, IEP team members, and teacher assistants to support students in accessibility and in meeting their IEP benchmarks and goals. Educators will ensure the curriculum is accessible and individualized to support the student's learning and social emotional needs.

Communication Processes and Structures Needed to Support this Work

Students with special needs require additional effort that ensures messaging and communication are effective. The standard methods of communication may include district webpages, district social media, automatic calls, and Skyward notifications. Special Education teams will share a service log to assist in documenting and planning services with the student and their families. The following are considerations for family and student communication:

- Speaking to the family or student to determine the best mode of communication and finding out what time is best to schedule office hours
- Emails
- Phone calls on a regular schedule from case managers
- Communication from all professionals that interact with students, including, but not limited to, social workers, speech-language pathologists, paraprofessionals, school psychologist, and counselors

Roles of Related Service Professionals and Paras in Delivering Instructional Services

Related service professionals and paraprofessionals play a vital role in the daily instruction of students with IEPs. It is essential during remote learning that these professionals are a part of the

continued learning of our students. These individuals should be working in collaboration with other educators to meet the needs of students with disabilities.

- Assist in contacting families and helping with work.
- Chunk activities; provide students with work schedules and other more structured ways to approach their learning goals.
- Provide resources for families in need of assistance, such as mental health resources, crisis lines, suicide prevention
- Conduct check in calls, create videos

Options and Opportunities

During this time, students with special education should be given the opportunity to continue with learning that is consistent for all students. This learning will be based on the student's IEP.

Instruction

- Identify realistic, individualized time frames for task completion. Be mindful of extended time accommodations outlined in IEPs.
- Provide specific instruction and mini-deadlines/benchmarks for assignments, especially those with multiple-tasks.
- Create opportunities for students to demonstrate progress and receive feedback related to assignments and IEP goals.
- Use student interest profiles to inform lessons and activities.

"Hands-On" Options for Remote Learning

- Use non-digital resources of work. (Where possible, coordinate this effort with the case manager and/or assistance of paraprofessionals.)
- Incorporate life skills essential for students with IEPs. This includes, but is not limited to, cooking, ratios, chores, cleaning, hygiene, etc.
- Have students track activities with photos or videos and submit to teachers.
- Keep meditation logs and provide links to meditation apps and YouTube videos.
- Encourage journaling.
- Utilize ground activities (e.g., choose five objects that are around you and describe them in detail).
- Utilize virtual museum tours and video demonstrations.

Progress Monitoring/ Assessment Suggestions

Special Educators will monitor student work, provide feedback and direction and added learning experiences. Special Educators will document their efforts. This documentation will be focused, consistent, detailed and demonstrate good faith effort to provide services.

Assessments should be as inclusive as possible. Suggestions for assessments and grading practices that most benefit students with disabilities include:

- Rubrics
- Standards-Based Grading
- IEP Goals and Objectives-Based Grading

- Competency-Based Grading
- Evidenced-Based Grading
- Portfolio-Based Grading
- Narrative Feedback for Video Observations or Family Anecdotal Reports
- Narrative Feedback for Written Work or Projects
- Pass/Incomplete

When developing individualized grading/assessment practices for students with disabilities, the following factors should be considered:

- Student need and present levels of performance
- IEP Goals and Objectives
- Kinds of accommodations/modifications/services that are provided
- Capacity of support in the remote learning environment
- Social-emotional response to the COVID-19 crisis
- Access to needed resources to participate in learning
- Student's past performance
- Current grades

Contingency Learning Plan

Each student with an IEP will have a contingency learning plan to address their individual needs during this school closure. Special Education providers will work together with parents and other service providers to develop the plan. Special Education Teachers and service providers will document their contacts in this plan.

- **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 Hemlock Public School District School District full instructional plan addresses ways all learners are supported and can be found in the [HPSD Safe Schools Roadmap](#).