

# WHITEFORD AGRICULTURAL SCHOOL DISTRICT

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

August 27, 2020

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

November 14, 2022 Revisions

March 10, 2024 Revisions

## 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. **This revised plan was uploaded to the Transparency Page on November 15, 2022. This plan was approved by BOE and uploaded to the Transparency Page on March 10, 2024.**

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



**Whiteford Agricultural School District  
Extended COVID-19 Learning Plan**

Address of School District/PSA: Whiteford Agricultural

District/PSA Code Number: 58110

District/PSA Website Address: [www.whiteford.k12.mi.us](http://www.whiteford.k12.mi.us)

District/PSA Contact and Title: ~~Valerie Orr, Superintendent~~ **Scott L. Huard, Superintendent**

District/PSA Contact Email Address: 6655 Consear Rd. Ottawa Lake, MI 49267

Date of Approval by ISD/Authorizing Body: Monroe County Intermediate School District

**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. **This revised plan was uploaded to the Transparency Page on November 15, 2022. This plan was approved by BOE and uploaded to the Transparency Page on March 10, 2024.**
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. **The district will continue to share progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan not later than February 1, 2023, 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 2022-2023 school year for goals the District/PSA expected would be achieved by the end of the school year. Please refer to the 98b Goal Reporting 22-23 document on the district transparency badge for details of learning goals. [PA 103 of 2023](#) repealed section 98b (school goals reporting), which required local education agencies, both traditional public school districts and public school academies, to establish school-level academic goals by September 15 of the school year. The Michigan Department of Education (MDE) encourages the continued use of benchmark assessments in support of existing MICIP academic goals.**
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 2020-2021 school year. **The district continues to administer the NWEA Benchmarking assessment for K-11 students in the fall, K-8 students again in the winter, and K-11 students lastly in the spring.** The district is administering the following Benchmark assessments: K-2 MDE Early Literacy & Mathematics; 3-7 NWEA; 8-11th PSAT/SAT.

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 reconfirm how instruction will be delivered during the 2020-2021 school year thirty days after ISD approval of the plan, and ~~every 30 days~~ **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.

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District Superintendent or President of the Board of Education/Directors

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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 may 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 we move through the course of the school year, we know that modifications will need to be made to our Extended COL Plan. We will continue to hold task force meetings, listen to community feedback, and work with the local health department to modify our plan to keep our staff and students safe, but also engage them in their learning.

## 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 Whiteford Agricultural 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, Whiteford Agricultural School District will continue 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 three times: once in the first three weeks of the school year, once at the end of the first semester, 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.

**Goal 1** - All students (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by the NWEA. Goal achievement will be progress monitored mid-year (January 2021). Goal achievement will be measured by the median conditional growth percentile of at least 75% of students measuring at least 55%. Two sub-groups of student achievement scores will be measured: 1.) In-person learning 2.) virtual learners.

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading/ELA academic standards.
- Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

**Goal 2** - All students (K-8) will improve performance in Mathematics from Fall to Spring as measured by NWEA. Goal achievement will be progress monitored mid-year (January 2021). Goal achievement will be measured by the median conditional growth percentile of at least 75% of students measuring at least 55%. Two sub-groups of student achievement scores will be measured: 1.) In-person learning 2.) virtual learners.

- 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).

Parents will have two choices for their child/children during the 2020-2021 school year.

Option 1 is In-Person instruction with strict health and safety protocols in place. K-5 students will be with an assigned teacher in smaller cohorts. They will stay with this cohort all day and not mix with other cohorts including during lunch, recess, or specials. 6-12 students will be on a traditional block schedule, with electives, and limited extra-curricular activities. Grades 6-8 will spend the majority of their day with the same cohort of students. There will be staggered lunch and recess (K-5) schedules with as much social distancing as feasible. Each classroom will be set up with 5 feet between student seating. While we have the students in person we will have an emphasis not only on academics, but also on the social-emotional aspect of the students.

**~~As of November 9th, all students K-12 in the district will be receiving instruction virtually. This is due to a temporary closure and will result in 100% of students learning virtual at this time. Students who are currently receiving in-person instruction will be transitioned to remote learning. The classroom teacher of record for their courses will continue their academic programming through the use of~~**

~~several virtual platforms including Schoology, Edmentum, Calvert, and PLATO. This is a temporary pause in in-person programming. The district will re-evaluate re-opening for in-person instruction the week of November 23, 2020. The goal is to re-open for in-person learning on November 30, 2020.~~

~~Whiteford Elementary and Middle School will reopen for in-person learning on November 30, 2020. Whiteford High School will re-open for in-person learning on January 4, 2020.~~

All district buildings are open for in-person instruction at this time. Virtual learning remains an option for any parent who chooses that learning environment for their child.

The following new protocols will be in place to reduce the number of students and staff affected if there is a probable/positive case of COVID-19 within the school district community:

- 1.) Classroom desks will be arranged to maximize 6 ft. of social distancing, when able.
- 2.) Movement within the classroom will be reduced as much as possible.
- 3.) Teachers will limit small group instruction to the same group of students, and for less than 15 minute intervals per day. Students in small groups will maintain 6 ft. of social distancing when able.

As of 5/10/21, educational field trips will be allowed as long as strict mitigation measures are in place such as social distancing on the bus and at the designated location.

Option 2 for the families that choose so (or if the state were to go to a Phase 1, 2, or 3 which would require schools to close for in-person instruction) will be virtual learning. In this case, students will meet with their assigned teacher Monday through Friday using a virtual platform that is proven effective for virtual environments (Calvert K-5, Plato 6-12). This curriculum is aligned to state standards and can be adjusted to meet each student's needs and address grade level concepts. Electives and special classes will still be available through this platform. Any student K-12 in need of a device will be provided one by the district. With this option, emphasis will be on academics but also on maintaining connections, building relationships, and the social-emotional aspect of the students.

Our full instructional delivery plan can be found on the district website: [MI Safe Schools Roadmap-District Preparedness Plan](#).

- **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.

The Whiteford Agricultural School District curriculum is aligned to the MI State Standards. Each teacher has their essential standards and many lessons housed in our Learning Management System (LMS), Schoology. This allows students to easily access the information from school or home. As teachers navigate the wider than usual range of competencies expected this fall, they will use instructional tools, instructional coaches, and collaborate with peers 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.

Students enrolled in the virtual program will be exposed to the curriculum through the vendor’s remote learning platform. Whiteford has vetted the online platform curriculum to ensure alignment with the MI State standards. Whiteford administration will collaborate with the online vendor to ensure virtual students are receiving the appropriate course content and grade level standards are being taught.

- **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.

Whiteford Agricultural School District bases its assessment system on the Michigan State 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.

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 for any student that is receiving a grade below a C or if a teacher has a specific concern. 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.

Virtual learners will be assessed through the virtual learning platform and progress toward mastery of standards will be shared with parents throughout the course of the school year. Students who are struggling to master the core content standards will receive intervention support through the online vendor.

### **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**

The Whiteford Agricultural 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 Whiteford Agricultural 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 [MI Safe Schools Roadmap- District Preparedness Plan](#).



- **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.

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 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 to collaborate and communicate regarding student performance and student needs on IEP goals and objectives.

The district ensures a continuation of services for students receiving speech and language, occupational therapy, physical therapy, or social work services within their IFSP or IEP. The district also ensures a method for the continuation of evaluation for students suspected of having a disability as well as those requiring re-evaluation.

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

### **Vulnerable Student Supports**

The Whiteford Agricultural School District full instructional plan addresses ways all learners are supported and can be found on the district's website: [MI Safe Schools Roadmap- District Preparedness Plan](#). All staff will support students by continuing the MTSS and PBIS supports and processes for identification and intervention. Collaborative teams will meet weekly to identify student needs and supports necessary to address academic, behavioral, and social/emotional challenges.

### **Student Access to Established Programs**

All students will continue to have access to current programs operated or supported by WASD. Students in CTE courses on-site will follow necessary health and safety protocols and continue program sequencing to successfully complete necessary segments. Students enrolled in partnering district CTE programs are asked to follow the hosting district's instructional and health and safety plans. Dual enrolled and/or Direct College students will continue to have opportunities supported by partnering colleges or universities and Advanced Placement students will continue course work with the support of their assigned teacher.