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

August 27, 2020

Verona Mills School Extended COVID-19 Learning Plan

Address of School District: 3487 School Street, Bad Axe, MI 48413

District Code Number: 32650

District Website Address: <http://www.huroncountyruralschools.com/veronamills/>

District Contact and Title: Amy Schweitzer -Teacher

District Contact Email Address: veronamills@hcrschools.com

Name of Intermediate School District: Huron Intermediate School District

Date of Approval by Verona Mills Board of Education: September 14, 2020

Date of Approval by ISD: 9/18/2020

Updated Assurances based on Senate Bill 927

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 4 **12**, 2020.
2. **By not later than January 15, 2021, the district shall create a report that includes information regarding both of the following and shall ensure that the report under this subdivision can be accessed through the transparency reporting link located on the district's website:**
 - a. **The amount and type of training provided during the current school year as of the date of the report to teachers of the district through professional development that focuses on how to deliver virtual content.**
 - b. **The amount and type of training provided during the current school year as of the date of the report to the parents and legal guardians of pupils and to pupils on how to access and use virtual content provided by the district.**
3. The District/PSA will create and make available on its transparency reporting link located on the District/PSA's website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan not later than February 1, 2021, for goals its expected would be achieved by the middle of the school year and not later than the last day of school of the 2020-2021 school year for goals the District/PSA expected would be achieved by the end of the school year.
4. Benchmark Assessments: The District/PSA will
 - a. select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - b. administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year and again not later than the last day of the of the 2020-2021 school year.
5. If delivering pupil instruction virtually, the District/PSA will
 - a. provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
 - b. expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.
6. The District/PSA, in consultation with a local health department will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that are based on local data that are based on key metrics. Note: A determination concerning the method for delivering pupil instruction shall remain at the District/PSA Board's discretion. Key metrics that the District/PSA will consider shall include at least all of the following:
 - a. COVID-19 Cases or Positive COVID-19 tests
 - b. Hospitalizations due to COVID-19
 - c. Number of deaths resulting from COVID-19 over a 14-day period

- d. COVID-19 cases for each day for each 1 million individuals
- e. The percentage of positive COVID-19 tests over a 4-week period
- f. Health capacity strength
- g. Testing, tracing, and containment infrastructure with regard to COVID-19

7. If the District/PSA determines that it is safe to provide in-person instruction to pupils, the District/PSA will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District/PSA.

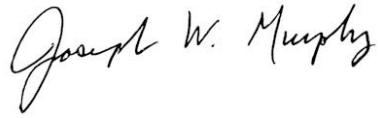
8. The District/PSA assures that
- a. instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
 - b. the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - c. the District/PSA will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after ISD approval of the plan, and ~~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.

Handwritten signature of Joseph W. Murphy in cursive script.

Superintendent

9/18/2020

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.

Due to the lack of face-to-face instruction in the spring of 2020, this extended learning plan is necessary to optimize student engagement, which will assist students in making the best achievement gains possible on the 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.

Goal 1: By the end of the year, all students (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by the assessment identified for their grade.

- 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: By the end of the year, all students (K-8) will improve performance in Mathematics from Fall to Spring as measured by the assessment identified for their grade.

- 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.

Goal 3: By the middle of the year, K-3 students will show growth over fall scores on the Reading Benchmark assessments.

Goal 4: Reduce the impact of high-risk factors, including poverty, and provide equitable resources to meet the needs of all students to ensure that they have access to quality educational opportunities.

Goal 5: Ensure that parents/guardians are engaged and supported partners in their child's education.

Goal 6: Create a strong alignment and partnership with local high schools and community members to help our students develop into informed and responsible citizens.

To ensure that these goals will be met we will use Universal Screening tools. These screening tools are aligned to state standards and will be administered to all pupils K-8 at least once within the first nine weeks of the 2020 school year and not later than the last day of the 2021 school year to determine if students are mastering the standards. The districts educational goals and measurable through universal benchmark assessments. These screenings are the same that we have used in previous school years.

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).

During the 2020-2021 school year instruction will be provided face-to-face in the school building. A small percentage of students have opted for virtual instruction. Note: The District's full instructional plan can be found in the [MI Safe Schools Roadmap District Preparedness Plan](#) which is on the District website under the Transparency Link.

Assessment and Grading

- **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.

All instruction for core academic areas will expose ALL pupils to the academic standards that apply at their specific grade level.

- **Please describe** how pupil progress toward mastery of the standards described within this section will be graded or otherwise reported to the pupil and the pupil's parent or legal guardian.

All students will be assessed by the work they are completing. Assignments, tests, classroom activities, etc will be scored and entered into our online grading system. Progress reports will be available at any time for students and their parents. We will contact the parents of any students who are not completing work and a plan will be developed to increase student participation.

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 has surveyed parents to see about their technological needs and has worked with them to provide anything that will be necessary to continue their learning.

- **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.

Any students with IEPs will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations. Their IEP instructional time will be met.

- **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.

We will work to meet the needs of All enrolled students in any way that we can. We will utilize ISD staff to help in areas of need if necessary. We have developed screening tools to address any possible mental health needs, we will progress monitor frequently to check for at-risk students, we will work on Individualized Reading Plans to continue with students in K-3, etc.

Due to our small enrollment we are able to identify struggling student early and we will acquire the resources that we need to help in specific situations.

The programs mentioned in #2 do not apply to our building as we are a K-8 building.