

Wolverine Community School District



**Wolverine Community Schools**

---

*Home of the Wildcats*

*wolverineschools.org*  
Phone: (231) 525-8201  
Fax: (231) 525-8251

**Extended COVID-19 Learning Plan**  
*as described in Public Act 149, Section 98a*  
**Final**  
[September 3, 2020 Clarifications](#)

# Wolverine Community School District

## Extended COVID-19 Learning Plan

**Address of School District/PSA:**

13131 Brooks st., Wolverine, MI 49749

**District/PSA Code Number:** 16100

**District/PSA Website Address:** [www.wolverineschools.org](http://www.wolverineschools.org)

**District/PSA Contact and Title:** Matthew Baughman, Superintendent

**District/PSA Contact Email Address:** mbaughman@wolverineschools.org

**Name of Intermediate School District/PSA:** Cheboygan Otsego Presque Isle

**Name of PSA Authorizing Body (if applicable):**

**Date of Approval by ISD/Authorizing Body:** 9-23-2020

## Assurances

1. Wolverine Community Schools 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. Wolverine Community Schools 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: Wolverine Community Schools 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 re-confirm 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.

*Matthew B. Baughman*

---

---

District Superintendent or President of the Board of Education/Directors

**9-14-2020**

---

---

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 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 Wolverine Community Schools plan to begin the school year in a 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.

## 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.
- **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 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 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 Wolverine Community 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, Wolverine Community 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 following 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.

K-8 Reading: DIBELS/ACADIENCE Assessment

K-8 Math: SBAC Interim Assessments

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.

We will continue to engage stakeholders in the district's balanced assessment system, including publicly sharing aggregate and student subgroup performance reports on these assessment results.

**Goal 1** - All students (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by DIBELS/Acadience\*.

- 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 the SBAC interim assessments.

- 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 Wolverine Community School District full instructional plan can be found in the [Wolverine Community Schools Preparedness Plan](#).

### Mode of Instruction

To start the school year, families will choose either online or face-to-face instruction. All students will receive an orientation for their mode of instruction that will attend to health and safety protocols and the technical components of learning. Student and staff health for face to face learning and safety will be addressed through a cohort model that keeps students together for the entire school day.

High school students will also have a choice between fully online, face to face, or a combination. They will use an ABAB pattern in order to allow for fewer transitions throughout the day and online students are expected to attend the first class of each week via Zoom for 30 minutes in order to engage them in their learning and continue to build community and connections with their teacher and other students. All staff have the last thirty minutes free in order to have virtual office hours.

- **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.

### **Curriculum and Instruction: Academic Standards**

The Wolverine Community School District curriculum for core academic areas is aligned to state standards. Due to the fact that we are a small school, responsible for instructing online and face to face learners; and keeping in mind the probability we will likely encounter extended closures due to COVID 19, we have elected to use the Accelerate Curriculum to instruct all students--whether face to face or online. Units and lessons in Accelerate follow state and national standards in Reading and Math (Common Core), and Science (NGSS) and Social Studies

- **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**

Wolverine Community 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.

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 or trimester..

## 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 Wolverine Community 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 Wolverine Community 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 [Wolverine Community Schools 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.

### **Students with identified special needs**

When school starts, students' IEPs and 504 plans will be reviewed 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, intervention and support services will be integrated into the student's program immediately upon the start of school.

We will continue to provide services and supports to students with disabilities remotely, and will involve parents in communicating about the needs of students engaging in online learning.

Students with disabilities who are learning virtually will be provided with both a computer device and a hotspot to access the internet necessary to participate in instruction.