

Farwell Area Schools

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

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. ISDs and PSAs will transmit the approved plan to the superintendent of public instruction and the state treasurer.

This is a Review Only document. Please download it as a Microsoft Word document to add your own District/PSA logo and Extended Covid-19 Learning Plan.

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

**Farwell Area Schools
Extended COVID-19 Learning Plan**

Address of School District/PSA:

Farwell Area Schools
399 E. Michigan St.
Farwell, MI 48622-8762

District/PSA Code Number: 18020

District/PSA Website Address: <https://www.farwellschools.net/>

District/PSA Contact and Title: Steven L. Scoville, FAS Superintendent

District/PSA Contact Email Address: sscoville@farwellschools.net

Name of Intermediate School District/PSA: Clare Gladwin RESD

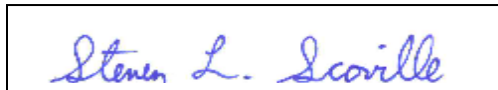
Name of PSA Authorizing Body (if applicable):

Date of Approval by ISD/Authorizing Body: 9/14/2020

Assurances

1. The Farwell Area Schools will request that the Clare Gladwin RESD make their approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the Farwell Area Schools website no later than October 1, 2020.
2. The Farwell Area Schools will create and make available on its transparency reporting link located on the Farwell Area Schools' 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 Farwell Area Schools expected would be achieved by the end of the school year.
3. Benchmark Assessments: The Farwell Area Schools will
 - use Renaissance Learning's STAR Math and ELA benchmark assessment to measure student academic achievement. The STAR benchmark assessments are aligned to state standards and are one of the State's recommended benchmark assessments.
 - administer the approved Renaissance Learning's STAR Math and ELA benchmark assessment 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. For students participating in Option #2 Remote with FAS Teacher, the Farwell Area Schools will
 - provide pupils with equitable access to technology and the internet necessary to participate in instruction (1:1 Chromebooks have been ordered for each student, the FAS Schools is broadcasting a WiFi signal into our parking lots and have partnered with our township halls to do the same), 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 Farwell Area Schools had planned for that exposure to occur for in-person instruction.
5. The Farwell Area Schools, 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 Farwell Area Schools Board's discretion. Key metrics that the Farwell Area Schools 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 Farwell Area Schools 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 Farwell Area Schools.
7. The Farwell Area Schools assures that
 - o instruction will be delivered as described in this plan and re-confirmed by the Farwell Area Schools Board of Education,
 - o the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - o the Farwell Area Schools will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after the approval of the plan, and at the monthly scheduled meeting of the Farwell Area Schools Board of Education thereafter.
 - o public comment will be solicited from the parents or legal guardians of the pupils enrolled in the Farwell Area Schools during a public meeting described in PA-149.
8. The Farwell Area Schools 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 Farwell Area Schools will ensure that two (2), 2-way interactions occur between a pupil enrolled in the Farwell Area Schools 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 Farwell Area Schools. The Farwell Area Schools will publicly announce its weekly interaction rates at each Farwell Area Schools Board of Education meeting where it re-confirms how instruction is being delivered. The Farwell Area Schools will make those rates available through the transparency reporting link located on the Farwell Area Schools website each month for the 2020-2021 school year.



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. We believe that the connectivity issues in our community have widened the gap of learning for many of our students.

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 Farwell Area 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. To meet these many needs. The Farwell Area Schools are offering In Person Instruction, Remote Learning with FAS Staff (Option #2), and 100% online through a third party vendor (Option #3).

Educational Goals

- **Please outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. The Farwell Area Schools 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 Farwell Area Schools 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 Farwell Area Schools 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 Farwell Area Schools believes that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in school/district academic performance and to identify effective instructional programs. We believe it can provide 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, Farwell Area Schools 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 STAR 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. 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 (K-8) at Farwell Area Schools will improve performance in Reading/English Language Arts from Fall to Spring as measured by STAR.

- 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) at Farwell Area Schools will improve performance in Mathematics from Fall to Spring as measured by STAR.

- 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).

The Farwell Area Schools (FAS) are delivering instruction at school/in person, remotely with content from a FAS teacher, and online through a virtual vendor.

Mode of Instruction

To start the school year, all in person K-7 students will attend school every day for face-to-face instruction. Student and staff health and safety will be addressed through a cohort model that keeps students together for the entire school day.

All in person high school students will begin the year with a hybrid model that allows for more personalized schedules and social distancing. With this model, students will be divided into two equal cohorts and will attend school on alternate dates. They will use a Purple/Gold Cohort AABB pattern for the first two weeks. This schedule attends to health and safety by minimizing the number of students during passing times. The decision to continue with Purple/Gold Cohorts or to return to full in person learning will be reevaluated every two weeks.

If the region is returned to Phases 1-3 and we are forced to return to remote instruction. The FAS staff will deliver content through Google Classroom and educational packets.

The FAS uses Google Classroom as our learning management system, Skyward as our student information system, and Educere as our Virtual Curriculum Provider.

- **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 Farwell Area Schools curriculum for core academic areas is aligned to state standards. As teachers navigate the wider than usual range of competencies expected this fall, they will use these [Curriculum, Instruction, and Assessments 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 will 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 teachers work to engage students remotely, they will use resources like [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

The Farwell Area Schools have invested heavily in standards/curriculum work and we fully expect to utilize our stand scope & sequence for core subjects, as well as elective. The district is in the process of implementing 1:1 technology and to enhance instruction in any format.

- **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

The Farwell Area Schools 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 and guardians report cards at the end of each marking period.

Student progress toward mastery will be graded and reported in our traditional format – via letter grades (pass/fail in some cases) in accordance with our schools handbooks. Grades will be accessible through Skyward (our student information system) and hard copy report cards and

progress reports. We also anticipate conducting parent/teacher conferences in a remote/virtual fashion.

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 Farwell Area Schools ensures all students will be provided equitable access to technology. The Farwell Area Schools have developed a system for maintaining student access to technology devices. The Farwell Area Schools are broadcasting our WiFi signal into our parking lots and are partnering with the townships within our community to attempt to offer even more connectivity options in the future. We know that in home internet connectivity remains an obstacle for many of our students.

Students failing to participate or demonstrate success via remote option #2 or option #3 will be required to return to in person instruction. Students required to return to in person instruction, due to failure of progress/success, will be marked as absent and reported for truancy if they fail to return.

- **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

The Farwell Area Schools partner with the Clare-Gladwin RESD to support all student. 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.

The district has established structures for general and special education teachers and/or providers to collaborate and communicate regarding student performance and student needs on IEP goals and objectives with special consideration regarding assistive technology and accessibility.

The district ensures a continuation of services for students receiving speech and language, occupational therapy, physical therapy, or social work services within their 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.

The Farwell Area Schools plan addresses ways all learners are supported. We continue to provide intervention, access to CTE, and enrollment in Early/Middle College/Dual Enrollment.

- **Optional Considerations for District/PSA Extended COVID-19 Learning Plans:**

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- 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 Farwell Area Schools full instructional plan addresses ways all learners are supported and can be found in the [MI Safe Schools Roadmap--Sample District Preparedness Plan](#).