



BYRON CENTER PUBLIC SCHOOLS

Helping Students Build Success Stories

Byron Center Public Schools Extended COVID-19 Learning Plan *as described in Public Act 149, Section 98a*

Byron Center Public School District Extended COVID-19 Learning Plan

Address of School District/PSA: **8542 Byron Center Avenue, Byron Center, MI 49315**

District/PSA Code Number: **41040**

District/PSA Website Address: **<https://www.bcpsk12.net>**

District/PSA Contact and Title: **Dr. Kevin Macina, Superintendent**

District/PSA Contact Email Address: **kmacina@bcpsk12.net**

Name of Intermediate School District/PSA: **Kent Intermediate School District**

Adopted by BCPS Board of Education: September 21, 2020

Reconfirmed by BCPS Board of Education on November 7, 2022

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.
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:
 - 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.
 - 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 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.
4. Benchmark Assessments: The District/PSA 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.
5. 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.
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 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 BCPS 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
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
- 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 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/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 included in 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.



District Superintendent

September 21, 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 2019-2020 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. Using our PLC framework, our guiding coalitions and PLC groups will continue their work from this summer to review student data and make curricular adjustments as needed according to assessment information continuously gathered throughout the year.

As Byron Center Public Schools plans to begin the school year, families were offered two options for the return to school: in-person learning or a fully virtual learning option. Approximately 90% of our students enrolled in-person learning, while 10% of our students enrolled in the fully online learning option. In both of these learning environments, 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. 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 was administered to pupils in previous years.

Quality Evidence-Based Assessment Practices

The Byron Center Public 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, the Byron Center Public 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 Kindergarten through 8th grade three times throughout the school year: once in the first nine weeks of the school year, again in December, and the third time 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) will improve performance in Reading/ELA from Fall to Spring as measured by NWEA.

- 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.

- 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 Byron Center Public School District full instructional plan can be found in the [BCPS Return to Learn Plan](#).

Mode of Instruction

As Byron Center Public Schools plans to begin the school year, families were offered two options for the return to school: in-person learning or a fully virtual learning option. All students not enrolled in BC Virtual will attend school in-person, but not at the same time. We will begin in a K-12 hybrid model and transition to all day every day in-person learning after four weeks. This will give students, parents, and staff the opportunity to acclimate to safety and procedure protocols. Students will be clustered into two groups to allow for social distancing. Groups will be divided into Group A (A-L) & Group B (M-Z) based on the student's last name. Arrangements can be made to ensure students in the same household are placed on the same schedule, even if those students have different last names. Group A (A-L): Students will attend school in-person on Monday, Wednesday, and alternate Fridays and complete virtual learning at home on Tuesday, Thursday, and alternate Fridays. Group B (M-Z): Students will attend school in-person on Tuesday, Thursday, and alternate Fridays and complete virtual learning at home on Monday, Wednesday, and alternate Fridays.

As of Monday, September 28, 2020, students who enrolled in the in-person option will attend school in-person for all five days. Students who enrolled in BC Virtual will learn remotely for the first semester with an option to remain virtual for the entire 2020-2021 school year. For students who have selected in-person instruction but are unable to attend in-person due to COVID related circumstances, content will be delivered asynchronously and/or synchronous as appropriate.

• **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 Byron Center School District full instructional plan can be found in the [BCPS Return to Learn Plan](#).

Curriculum and Instruction: Academic Standards

The Byron Center School District 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 be supported by their building Guiding Coalitions and their PLC groups. PLCs will meet several times monthly to continue reviewing data to inform instruction and prioritize K-12 instructional standards throughout the school year. Teachers will implement a variety of instructional approaches to meet the needs of students as they return to learn in the fall. We will continue to formatively assess and implement several ways for students to demonstrate understanding both in-person, virtually, and in blended classrooms. Teachers will also use training they received regarding Trauma Informed Schools to support the well-being of students and incorporate these strategies into instruction.

District staff participated in professional learning to prepare them to meet the diverse needs of students both in-person and in a remote setting. Professional learning included the following topics:

- Trauma Informed Schools and SEL supports
- Implementing culturally responsive teaching practices
- Revising essential standards and pacing guides
- Creating opportunities for assessment and feedback
- Engaging students in meaningful learning opportunities
- Creating ways to address online/blended learning

• **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

Byron Center 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 continue to grow. It also gives the teacher important information to know how to adjust the teaching and learning process to meet each student's needs.

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. Our expectation for all teachers is that they keep parents and guardians abreast of any concerns regarding a student's progress and/or grade through emails and phone calls.

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 Byron Center Public 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 Byron Center School District system for maintaining student access to technology devices and the internet is described in the [BCPS Return to Learn 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, 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.

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 Byron Center School District full instructional plan addresses ways all learners are supported and can be found in the [BCPS Return to Learn Plan](#).

Students will have access to continued programs that include Early Childhood, CTE, Early-Middle College, Dual Enrollment, and AP classes.