

Extended COVID-19 Learning Plan
as described in Public Act 149, Section 98a
Final
September 3, 2020

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.

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

Extended COVID-19 Learning Plan

Address of School District/PSA: 4228 Two Mile Rd., Bay City, MI 48706

District/PSA Code Number:

District/PSA Website Address: www.baisd.net

District/PSA Contact and Title: Deb Kadish, Superintendent

District/PSA Contact Email Address: kadishd@baisd.net

Name of Intermediate School District/PSA: Bay-Arenac Intermediate School District

Name of PSA Authorizing Body (if applicable):

Date of Approval by ISD/Authorizing Body: October 1, 2020

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 1, 2020.
2. 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.
3. 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.
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
 - o instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
 - 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 District/PSA will reconfirm 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
 - o 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.



District Superintendent or President of the Board of Education/Directors

9-28-20

Date

Learning Plan Narrative

Opening Statement

- ECOL ensures two way communication is occurring for all students during remote learning. Communication will be essential to student success, access to curriculum, and providing support to those that are struggling to achieve academic goals or have their social emotional needs met. ECOL ensures quality math and reading instruction are prioritized and that all students, regardless of their instructional platform will have continuous progress monitoring.

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 the Bay-Arenac Intermediate School District plans 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

- **Goal 1: Students will meet or exceed their reading growth target as defined in their student learning objective by the end of the 20-21 school year.**
- **Goal 2: Students will meet or exceed their math growth target as defined in their student learning objective or within the “functional math skills report card” by the end of the 20-21 school year.**
- **CTE Goal 1: Students will complete 12 segments of their course by the end of the 20-21 school year and past relevant assessment where appropriate.**

Quality Evidence-Based Assessment Practices

Bay-Arenac Intermediate 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, Bay-Arenac Intermediate 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.

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 local assessments in reading and mathematics will be administered to all students three times in the 2020-21 school year. Once in the first nine weeks of the school year, once in the winter, and again in the spring 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.

All teachers will 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 local assessment results.

CTE teachers will modify instruction to ensure that all 12 segments are completed regardless of the format the district is in.

Instructional Delivery & Exposure to Core Content

- **Instruction for special education students will occur in-person, or remotely due to parent choice and/or when school is closed due to COVID-19. Remote learning will be accessible through google classroom, virtual meeting rooms, and other virtual therapy platforms for ancillary services.**
- **CTE instruction will occur in-person and remotely. Remote instruction will occur if/when school is closed due to COVID-19.**
- **Remote learning will be accessible through Canvas and Google Classroom, meeting rooms using synchronous or asynchronous format.**

Note: The Bay-Arenac Intermediate School District full instructional plan can be found on the Bay-Arenac ISD website under “COVID-19 Resources”. [BAISD Special Education Complete Roadmap Plan](#), and [BAISD Career Center Complete Roadmap Plan](#).

Mode of Instruction

To start the school year, all K-12 students will attend school every day for face-to-face instruction, unless the family chose remote learning. Student and staff health and safety will be addressed through a cohort model that keeps students together for the entire school day. Lunch will be served within classrooms to align with the cohorting model even during these unstructured times. Ancillary services will be provided within the classrooms to again support the cohort model.

Remote students will access their curriculum predominantly through Google Classroom. This will be supplemented by virtual meeting rooms to provide live sessions between teachers and students. Ancillary services will also be provided through an approved virtual therapy platform. During phase 4 some students will be receiving their ancillary services in-person, as scheduled by provider and family in an approved location.

Career Center students will attend school every day for face-to-face instruction beginning in October. Remote instruction will be provided based on COVID-19 related issues. Remote students will access their curriculum through Canvas and Google Classroom.

- **Staff will utilize Michigan’s Essential Elements for students on an extended curriculum, Michigan’s Content Standards for students on a general curriculum, and the Creative Curriculum. All classroom instructional materials will align with this curriculum as they did during in-person instruction.**
- **Career Center instructional staff will provide instruction guided by CTE’s 12 segments required by US Dept. of Ed. and MDE OCTE standards.**

Note: The Bay-Arenac Intermediate School District full instructional plan can be found on the Bay-Arenac ISD website under “COVID-19 Resources”. [BAISD Special Education Complete Roadmap](#) and [BAISD Career Center Complete Roadmap Plan](#).

Curriculum and Instruction: Academic Standards

The Bay-Arenac Intermediate School District curriculum for core academic areas is aligned to state standards and housed in a digital format. As teachers navigate the wider than usual range of competencies expected this fall, they will use these [Curriculum, Instruction, and Assessment 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.

Career Center instructional staff will provide instruction guided by CTE’s 12 segments required by US Dept. of Ed. and MDE OCTE standards. Instructional methods will vary by program as is needed to cover each program’s unique curriculum. All teachers have been trained in providing remote instruction across a number of different platforms and students will continue to utilize a learning management system in their classrooms no matter the status of the class (in person or remote).

As our teachers work to engage students remotely, they will use [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

- **Staff will utilize their SLOs, along with approved math and reading rubrics for documenting progress toward mastery. The baseline information will be reported to the pupil and parent/legal guardian via phone with a follow-up letter. All other reporting periods will be mailed to families.**
- **CTE Staff will assess and grade students both in-person and remotely through Google Classroom and Canvas. Grades will be updated weekly and posted in Skyward for students and parents to access.**

Assessment and Grading

Bay-Arenac Intermediate 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 make available to our parents and legal guardians a progress report on IEP goals and objectives three times a year and during the annual IEP. Our teachers and ancillary service providers keep up-to-date information on student progress. 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 progress through emails and phone calls.

Equitable Access

- Families were given information on how to request devices and internet access concerns. Supervisors and staff continue to look at technology needs as they communicate with families, and the technology department will assist in planning for these needs and tech assistance throughout the year. All assistive tech devices that would have been assigned during in-person instruction have been sent home for families to utilize.
- Career Center staff have been working closely with sending school technology departments to coordinate services with the Career Center attempting to fill gaps in access when it is not provided by the sending school.

Technology

Bay-Arenac Intermediate 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 Bay-Arenac ISD system for maintaining student access to technology devices and the internet is described in the Continuity of Learning Plan, and again in the [BAISD SE Complete Roadmap Plan](#), and the [BAISD Career Center Complete Roadmap Plan](#).

- **All students with disabilities are provided with the planning described within their individualized educational plan (IEP). Assistive technology will still be provided to families, and approved online therapy formats will be utilized for ancillary services. Classroom teachers will utilize Google Classroom for the delivery of curriculum, and other virtual meeting spaces for live instruction. IEP teams will continue to update progress and look at appropriate needs and placements for all students, including those learning remotely.**
- **Career Center students with special needs will continue to receive the accommodations described in their IEP. The Career Center will work with sending schools to support students through remote learning.**

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. Resources to consider: Alt+Shift consultation or web resources at [www . altshift.education/resources/remote-learning-resources](http://www.altshift.education/resources/remote-learning-resources)

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.

- **All Child Find efforts including Build up MI continue to operate at full capacity offering screeners and assessments via a variety of face to face or virtual platforms. Early On is operating virtual playgroups and a hybrid model of rotating and face to face home visits to meet the individual needs of each family. Students and families with technology or internet needs are coordinating with their teacher and the technology department to receive access through the ISD.**
- **Career Center students will participate remotely through use of Google Classroom and Canvas. The students with technology or internet needs are coordinating with their teacher and the technology department to receive access through the ISD.**

The Bay-Arenac Intermediate School District full instructional plan includes these considerations and can be found in the [BAISD SE Complete Roadmap Plan](#) and [BAISD Career Center Complete Roadmap Plan](#).