

Beal City Public Schools

District/PSA Template for the Extended COVID-19 Learning Plan as Described in [Public Act 149](#), Section 98a

August 27, 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.

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.



Beal City Public Schools Extended COVID-19 Learning Plan

Address of School District/PSA: **3180 W. Beal City Rd., Mt. Pleasant, MI 48858**

District/PSA Code Number: **37040**

District/PSA Website Address: **www.bealcityschools.net**

District/PSA Contact and Title: **William C. Chilman IV, Superintendent**

District/PSA Contact Email Address: **wchilman@bealcityschools.net**

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

Name of PSA Authorizing Body (if applicable):

Date of Adoption by Board of Education/Directors: **September 21, 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 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.
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 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 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:
 - 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 approved 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 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.

Superintendent of Schools

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.

During phases 4-6 we are providing face 2 face instruction for about 85% of our students with our local teaching staff. The other 15% of our students are Online with a provider named Educere. The school is working with this provider to provide an educational experience with full schedules and supports for any student k-12 who has made this choice. The principals and counselors are our mentor teachers working with families on staying in 2-way communication with these students and families on a weekly basis. This allows our teachers to focus on the students in front of them and keeping their Google Classroom (LMS) Learning Management System up to date so they can be ready if we must move back to Phase 1-3 at a moment's notice.

In phases 1-3 our instruction will be delivered at home online with our teachers teaching the students they had in class during phases 4-6. Teachers and students will use Google Classroom as their Learning Management System and will be using a combination of synchronous and/or asynchronous learning. The students who chose the Educere online option will stay with that option until Semester break at the secondary level and until marking periods break at the elementary level

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.

Secondary Level

- We will increase student growth in Reading and Math in the aggregate and for all subgroups by June 1, 2021 as measured by NWEA testing.

Elementary Level

- We will increase student growth in Reading and Math in the aggregate and for all subgroups by June 1, 2021 as measured by NWEA testing.

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).

In phases 4-6 Our instruction will be delivered in the school building for the most part. We have removed all of our extraneous furniture and spaced desk/tables as far apart as possible in each classroom. We are wearing masks at all times and we are using Plexiglas if feasible.

We do have a few classes such as Band and PE that will be held outside weather permitting. When the weather does not permit us to use the outside we will move those classes to the largest room possible and we will wear masks while we do activities that can be done safely in that space.

About 15% of our students have chosen to go online with instruction being delivered at home by a program called Educere with help from the Michigan certified teachers from Educere, their parents, and our school mentor teachers.

In phases 1-3 our instruction will be delivered at home online with our teachers teaching the students they had in class during phases 4-6. Teachers and students will use Google Classroom as their Learning Management System and will be using a combination of synchronous and/or asynchronous learning.

- **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.

We have contracted with a third party provider, Educere. As a part of that relationship, Educere has inspected syllabi from our core courses to make sure that their scope and sequence aligns to what our face to face students will be doing at BCPS.

- **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.

Our face to face students will have their progress reported in the traditional methods which would include, but not be limited to, Powerschool Reports, teacher emails, and progress reports.

Our online Aggies will have two forms of communication. The first kind of communication will be from Educere. Educere will provide weekly emailed progress reports on both grades as well as progress. If a student falls behind, they will follow up the progress report with a phone call every other week. Our second layer of communication will come from the school. We have Google Classrooms available for Elementary, Middle, and High School students. We will use these for regular communication. We will also have two way communication twice a week with our online students. Finally, we will reach out directly by phone for students who fall behind.

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.

Online students and parents were called in advance to make sure that they had internet accessibility. Stakeholders were also asked if they had appropriate technology to access the curriculum. For those who needed them, chromebooks were distributed.

- **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.

The third party provider, Educere, is in receipt of our special education students' IEPs and has used them to accommodate the courses in the manner in which they would have been face to face. At least one family has declined some of their normal services, such as Speech. Our in house special education staff are prepared to step in for these students if they find the online content too difficult to access.

- **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.

BCPS is in a position where we were able to treat each of our students individually. Students who wanted CTE services, have them. Those that wanted dual enrollment, also have them. We will be actively working through our Google Classrooms, and list serves to maintain contact with all of our learners to make sure that we do the best we can to support their education. Ultimately, we know this option is not in the best interest of some of our students, but we respect a family's decision to do what they think is best in these unusual times.