



# **BENDLE PUBLICSCHOOLS Extended COVID-19 Learning Plan**

Address of School District/PSA: **3420 Columbine Ave.**

District/PSA Code Number: **25060**

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

District/PSA Contact and Title: **John Krolewski, Superintendent**

District/PSA Contact Email Address: **[jkrolewski@bendleschools.org](mailto:jkrolewski@bendleschools.org)**

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

Name of PSA Authorizing Body (if applicable):

Date of Approval by ISD/Authorizing Body:

## 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
  - o select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
  - o 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
  - o provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
  - o 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:
  - o COVID-19 Cases or Positive COVID-19 tests
  - o Hospitalizations due to COVID-19
  - o Number of deaths resulting from COVID-19 over a 14-day period
  - o COVID-19 cases for each day for each 1 million individuals
  - o The percentage of positive COVID-19 tests over a 4-week period
  - o Health capacity strength
  - o 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 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.

  
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President of the Board of Education/Directors

  
\_\_\_\_\_  
Superintendent

*9-17-2020*  
\_\_\_\_\_  
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.

Throughout this current COVID-19 global pandemic our Bendle learning community has been impacted in several ways. All students are affected by a loss of structure experienced during a normal school day. A significant number of students also suffer from the daily loss of interaction with staff and fellow students. Many students face significant gaps in learning often compounded by equity issues increasingly apparent as a result of the pandemic. Finally, many students face challenges associated with trauma created by uncertainty as to what the future holds for them.

For the 2020-21 school year, our first priority will be to ensure the well-being of our entire school community. Due to the manner in which remote learning took place last March, we anticipate students will enter fall of 2020 with a wider than usual range of competencies. However, we also expect many students will find themselves behind in their studies. As a result, the need for additional learning opportunities will be necessary. 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 Bendle Public Schools plan to begin this school year in a hybrid learning environment, we will need to ensure structures are 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 it administered to pupils in previous years.

### Quality Evidence-based Assessment Practices

Bendle Public Schools will use benchmark assessment data to monitor and evaluate academic performance, as well as the effectiveness of its instructional programs. Benchmark assessments will provide guidance used to ensure curriculum and instruction are standardized across grade levels and schools throughout the district. Benchmark assessments will also serve to guide staff and administration through the process of making effective changes within our curriculum.

The formative assessment process will continue to be used as a powerful practice embedded in the teaching and learning process to continuously observe how our students are progressing. Levels of student progress will determine how instruction should be modified. Supported through extensive research, the formative assessment process provides reliable in-time data for both teachers and students to accelerate learning and progress. It provides a more complete picture of what students know and are able to do.

### Educational Goals

**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 and learning, all teachers will receive professional development in, and commit to the use of, the formative assessments process.

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

**GOAL 1: All K-8 Students within Bendle Public Schools will become proficient in Mathematics as measured through STAR assessments.**

- *All staff will use the formative assessment process to support adjustment to teaching and learning, to support meaningful student progress towards mastery of Reading/ELA academic standards.*
- *Results from Reading/EKA benchmark assessments, local Reading /ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff.*

**GOAL 2: All K-8 Students within Bendle Public Schools will become proficient in Reading as measured through STAR assessments.**

- *All staff will use the formative assessment process to support adjustment to teaching and 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.*

**GOAL 3: All K-8 Students within Bendle Public Schools will become proficient in Writing.**

- *All staff will use the formative assessment process to support adjustment of teaching and learning, to support meaningful student progress towards the mastery of writing.*
- *Staff will maintain student portfolios of individual student writing to evaluate progress toward achievement of state benchmarks.*

**GOAL 4: All Students within Bendle Public Schools will become proficient in Science.**

- *All staff will use the formative assessment process to support adjustment of teaching and learning, to support meaningful student progress towards the mastery of Science.*
- *Results from Science benchmark assessments and local Science summative assessments will be continuously discussed and analyzed by staff.*

**GOAL 5: All Students within Bendle Public Schools will become proficient in Social Studies.**

- *All staff will use the formative assessment process to support adjustment of teaching and learning, to support meaningful student progress towards the mastery of Social Studies.*
- *Results from Social Studies benchmark assessments and local Social Studies summative assessments will be continuously discussed and analyzed by staff.*

**GOAL 6: The district will provide resources to help eliminate physical and mental barriers to learning, which prevent students from achieving academic success.**

- *The district will provide comprehensive school health services and referrals to students in need of physical and or emotional support to achieve academic success.*
- *The district will provide School Social Work Services to students determined to be in need through special education services, and or identification of other at-risk characteristics.*
- *The district will provide services of a school counselor to students in grades 6-12 determined to be in need of social-emotional support.*

**GOAL 7: All parents will be an integral part of their child's education**

- *School Social Workers and Counselors will provide parents with additional resources and referrals to address student related living and or mental health concerns.*
- *The district will incorporate the use of "Parent Liaisons" to assist in the overall communications between the school district and parents. Focus will be upon building positive relationships to support student success in the classrooms.*

**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 full instructional plan for Bendle Public Schools may be found in the MI Safe Schools Roadmap-Preparedness Plan.

**Mode of Instruction**

For the start of the 2020-2021 school year, parents have the option of choosing between online participation or face-to-face learning. Regardless of the chosen option, all students will be enrolled in the *Accelerate Online Learning Program*. It is the intent of Bendle Public Schools for all students to receive the same curricular opportunities during phases 1-4 of the Return to School Roadmap.

All enrolled students will be encouraged to attend at least one in-school orientation session in order to receive electronic devices and guidance for electronic program use and instructional schedules. An alternative means of meeting and device distribution will be arranged for students/parents uncomfortable with, or unable to attend an in-school session. Students attending through the online/virtual learning option will participate in a regular scheduled day in which all core content areas are available online. Staff contact with students will be made in accordance with state law and guidance from the Michigan Department of Education.

At the high school level, staff and students will be expected to meet five times per week. A minimum of four times will be required. The Michigan Department of Education requires a minimum of two times per week.

Students choosing school attendance through the face-to-face option will participate through a “Cohort” model to the greatest extent possible. This strategy will be intended to keep possible exposure situations to a minimum. In-school learners will participate in a regular scheduled day in which all core content areas are addressed on a daily basis.

At the high school level, lunch will be provided at the end of the scheduled day in order for staff to use the seventh hour for planning and online contact purposes.

Each of the elementary and middle school buildings will operate on staggered start and ending schedules in order to limit large gatherings and potential exposure situations.

- **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 full instructional plan for Bendle Public Schools may be found in the MI Safe Schools Roadmap-District Preparedness Plan.

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

Bendle Public Schools is implementing the Accelerate Online Learning Program for all students during the 2020-2021 school year. This is intended to provide a consistent instructional platform for all students, whether online or in-school. The strategy provides a seamless transition for online learners returning to in-person learning once the pandemic ends. Curricular content used through Accelerate is aligned to state standards. The curriculum is housed in the Canvas Management platform. Bendle continues to collaborate with the Genesee Intermediate School District to provide staff and administration with technical guidance regarding use and implementation of the program. Staff professional development opportunities are provided through the district in accordance with contractual obligations.

Staff members are also using Google Classrooms and Zoom meetings to supplement both online and in-school learning needs. Focus upon content differentiation, use of pre/post assessments,



and individual student needs will drive differentiated learning strategies. Bendle Public Schools will continue to incorporate well-being and SEL/trauma-informed practices into instruction.

As our teachers work to engage students remotely, they will use Best Practices for Remote Learning. These include:

- Attention to Maslow's Hierarchy of Needs.
- Working to nurture a positive home climate for learning and parental involvement.
- Establishment and maintenance of remote classroom norms and learning routines.
- Implementation of culturally responsive teaching practices.
- Encouragement of student collaboration and discourse.
- Creation of opportunities for and careful attention to feedback.
- Engagement of students in meaningful learning opportunities.

**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 assessment system for Bendle Public Schools is based upon 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 upon 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 (*ParentView*) allowing 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.

## 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

Bendle Public Schools 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. Bendle Public Schools system for maintaining student access to technology devices and the internet is described in the Continuity of Learning Plan, and again in the MISafe Schools Roadmap-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' IEP's, 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 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-  
<https://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.

- **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.

Bendle Public Schools full instructional plan addresses ways all learners are supported and can be found in the MI Safe Schools Roadmap-Preparedness Plan.