



BENTLEY COMMUNITY SCHOOLS
1170 North Belsay Road
Burton, MI 48509

DR. KRISTY SPANN, SUPERINTENDENT
kspann@bentleyschools.org
(810) 591-9120

Extended COVID-19 Learning Plan
as Described in [Public Act 149, Section 98a](#)

August 27, 2020

[September 3, 2020 Clarifications](#)

September 30, 2020 Revisions Based on [SB 927](#)

Introduction:

On August 2D, 2D2D Governor Whitmer signed House Bill 5913 into law as Public Act 149. Section 98a states that in order to receive state aid for 2D2D-2D21, 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, 2D2D and submitted in their Plan to the ISO or Authorizing Body, as applicable, no later than October 1, 2D2D for approval. A district that is a public school academy that, by agreement, provides educational services for the residents of a district that is not a public school academy and that does not directly provide public educational services to its residents that intends to provide instruction under an extended COVID-19 learning plan shall submit its extended COVID-19 learning plan described in subsection (1) to the intermediate district in which it is located not later than October 1, 2D2D for approval.

The ISO or Authorizing Body will approve Extended COVID-19 Learning Plans no later than October 9, 2D2D and transmit the approved plans to the state superintendent of public instruction and the state treasurer. Approved plans must be made accessible through the transparency reporting link located on the district's website by not later than October 12, 2D2D.

Bentley Community Schools Extended COVID-19 Learning Plan

Address of School District/PSA: 1170 N. Belsay Rd., Burton, MI 48509

District/PSA Code Number: 25230

District/PSA Website Address: <http://www.bentleyschools.org>

District/PSA Contact and Title: Dr. Kristy Spann, Superintendent

District/PSA Contact Email Address: kaspenn@bentleyschools.org

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

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 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:
 - a. 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.
 - b. 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 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.
4. Benchmark Assessments: The District/PSA will
 - a. select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - b. 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.
5. If delivering pupil instruction virtually, the District/PSA will
 - a. provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
 - b. 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 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:
 - a. COVID-19 Cases or Positive COVID-19 tests
 - b. Hospitalizations due to COVID-19
 - c. Number of deaths resulting from COVID-19 over a 14-day period

- d. COVID-19 cases for each day for each 1 million individuals
 - e. The percentage of positive COVID-19 tests over a 4-week period
 - f. Health capacity strength
 - g. 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
- a. instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
 - b. the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - c. the District/PSA will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after ISD approval of the plan, and each month thereafter at a meeting of the Board, and
 - d. For each reconfirmation described in this subdivision, the district shall report to the center, in a form and manner prescribed by the center,
 - i. the instructional delivery method that was reconfirmed;
 - ii. how that instruction will be delivered for each grade level offered by the district, including pre-kindergarten, as applicable; and
 - iii. 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.
 - e. 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 to

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.

Kristy Sue

District Superintendent or President of the Board of Education/Directors

6 October 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: because of this traumatic event, many families have had lapses in employment, negatively impacting the stability of the family, including childcare, access to food, access to daily social events critical to emotional health, and, in some cases, ability to access school for those students whose childcare is outside of the busing area. As a result of the pandemic, 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 2019-20 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 Bentley Community Schools plan to begin the school year in a remote 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

- **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

Bentley Community 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, Bentley Community 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

Goal 1 - All K-11 students will improve performance in Reading/ELA from Fall to Spring as measured by NWEA using the Observed Growth from the Student Growth Summary Report with the goal of having 75% of students showing one year's worth of growth.

- 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-11) will improve performance in Mathematics from Fall to Spring as measured by NWEA using the Observed Growth from the Student Growth Summary Report with the goal of having 75% of students showing one year's worth of growth.

- 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.

In order to assess needs and track progress toward our goals, the NWEA MAP assessments in reading and mathematics will be administered to K-8 students three times: once in the first nine weeks of the school year, once the end of January, and again prior to the last day of school. For 9-11 students, the NWEA will be administered twice: once in the first nine weeks and again prior to the last day of school. Our goal is to improve student performance. Results from those assessments will be provided to the public in the table provided and an explanation of those results will accompany it.

Reading – February 2021

| | Aggregate | Economically Disadvantaged | English Learner | Gender | Race | Special Education |
|-----|-----------|----------------------------|-----------------|--------|------|-------------------|
| K-5 | | | | | | |
| 6-8 | | | | | | |
| | | | | | | |

Reading – June 2021

| | Aggregate | Economically Disadvantaged | English Learner | Gender | Race | Special Education |
|------|-----------|----------------------------|-----------------|--------|------|-------------------|
| K-5 | | | | | | |
| 6-8 | | | | | | |
| 9-11 | | | | | | |

Math – February 2021

| | Aggregate | Economically Disadvantaged | English Learner | Gender | Race | Special Education |
|-----|-----------|----------------------------|-----------------|--------|------|-------------------|
| K-5 | | | | | | |
| 6-8 | | | | | | |
| | | | | | | |

Math – June 2021

| | Aggregate | Economically Disadvantaged | English Learner | Gender | Race | Special Education |
|------|-----------|----------------------------|-----------------|--------|------|-------------------|
| K-5 | | | | | | |
| 6-8 | | | | | | |
| 9-11 | | | | | | |

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. Data will be provided in the table below identifying the percent of students who are on track to show one year’s worth of growth, which is the goal described below.

For Read by Grade 3, the following assessments will be used to help identify students needing extra support and measure growth in the areas of support needed:

- Initial assessment: NWEA
- For students showing a deficit: NWEA K-2 Skills Assessment and DRA for 3rd Grade

As a means of continuous improvement in teaching & learning, all teachers will receive professional learning in planning for, executing, and assessing in an online environment in which lessons are delivered live and in recorded formats.

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.

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: Bentley Community Schools full instructional plan can be found in the MI Safe Schools Roadmap--Sample District Preparedness Plan.

Mode of Instruction

To start the school year, all K-12 students will attend school remotely Mondays-Thursdays with Fridays being set aside for independent student work and individual/small group meetings with teachers and other support staff as necessary.

When face-to-face instruction resumes, student and staff health and safety will be addressed through a cohort model that keeps K-5 students together for the entire school day in socially distanced classes in which the students spend half the day with a teacher and half the day with a learning partner Mondays-Thursdays. Secondary students in 6-12 will be masked and socially distanced. They will change classes each hour, spending 5 minutes or less in the hallways, which are unidirectional. The secondary students will be in class two days per week and learning remotely two days per week. K-12 students will engage in independent student work and individual/small group meetings with teachers and other support staff as necessary as previously described.

The schedule for allowing face-to-face learning as an option is as follows:

- Monday, September 29: K-1 grades
- Monday, October 5: 2-3 grades
- Monday, October 12: 4-5 grades
- Monday, November 11: 6-12 grades

All lunches will be eaten in the classroom to maximize the benefits of cohorting.

Families will have the option to allow their children to learn remotely when the hybrid, face-to-face option is offered.

- **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 can be found in the MI Safe Schools Roadmap--Sample District Preparedness Plan .

Curriculum and Instruction: Academic Standards

Bentley Community 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 essential standards to focus instructional content and assessment, as well as interventions and extension activities. The essential standards, resources, and support can be found at Oakland Schools, Curriculum, Instruction, and Assessment (CIA) Toolkits for COVID19 Reopening. 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.

All teachers work to engage students remotely, they will use Best Practices for Remote Learning, which includes but is not limited to:

- An appreciation of attending to students' basic needs as outlined by Abraham Maslow, such as safety and a sense of belonging.
- 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
- Thoughtfully attend to individualized and competency-based instruction

- **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

Bentley Community 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 called Parent Vue 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. Parent teacher conferences will continue also, though those will likely be held via Google Meet or phone calls. Finally, report cards are available in Parent Vue at the end of each marking period and are sent home by request.

Note that Bentley grading practices can be viewed in the [Continuity of Learning COVID19 Response Plan](#) and the Student Handbook, which can be found on the District tab of the [Bentley Community Schools website](#).

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

Bentley Community 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. Specifically, each kindergarten to 3rd grade student was offered an iPad, each 4th – 12th grade family was offered a Chromebook, and all families were offered a hotspot. Additionally, families are provided access to technology support by phone and email.

- **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 attending CTE programming, intervention and support services will be integrated into the student's program immediately upon the start of school as necessary.

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. One remote learning resource that provides access to Accessibility of digital materials, assistive technology, augmentative and alternative communication, mathematics for learners with disabilities, learner engagement, and guidance from the Michigan Department of

Education is called Alt+Shift. Alt+Shift can be accessed by going to:
<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 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.

Bentley Community Schools full instructional plan addresses ways all learners are supported and can be found in the MI Safe Schools Roadmap. Students will continue to have access to CTE, dual enrollment, and AP classes. Additionally, we continue to partner with Genesee ISD to provide GSRP in our community, which is housed on our elementary campus.