



BRECKENRIDGE COMMUNITY SCHOOLS

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District/PSA Template for the Extended COVID-19 Learning Plan as Described in Public Act 149, Section 98a Final September 3, 2020 Clarifications Updated 11/16/2020

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.

BRECKENRIDGE COMMUNITY SCHOOLS Extended COVID-19 Learning Plan

Address of School District/PSA: Breckenridge Community Schools

District/PSA Code Number: 29040

District/PSA Website Address: <https://www.breckhuskies.org/>

District/PSA Contact and Title: Wade Slavik, Superintendent

District/PSA Contact Email Address: wslavik@breckhuskies.org

Name of Intermediate School District/PSA: Gratiot Isabella RESD

Name of PSA Authorizing Body (if applicable):

Date of Adoption by Board of Education/Directors:
September 15, 2020

Assurances

1. The District/PSA will make their board 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.



District Superintendent or President of the Board of Education/Directors

Date 11/16/2020

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 pandemic is impacting our school community in several ways: our students and staff are experiencing traumatic events as well as taking away many of their local supports. Students have had limited consistency in their learning environment as well as taking away additional learning and social opportunities. Students have received limited classroom support and instruction over the course of the last six months, causing significant disruption and causing gaps in student learning.

As Breckenridge Community Schools returns to school this fall (offering face-to-face instruction and virtual instruction), our priority is making sure our students are safe, secure, and able to have equitable access to each students' curriculum and social-emotional needs. We are expecting that students will be behind academically and will need the time and opportunity to catch up. Teachers will need opportunities to collaborate and incorporate new instructional strategies and practices.

As Breckenridge Community Schools begins the school year in an environment where we are offering face-to-face and virtual learning, we will do our best to ensure that there is the structure and procedures in place to make sure that students demonstrate success in the areas of engagement, academic rigor, and social emotional well being. 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

Breckenridge Community Schools believes that benchmark assessments evidence can be used to monitor and evaluate student patterns and trends in school/district performance and to identify effective instructional programs. We believe it can provide guidance for adjusting curriculum and instruction across grade levels, schools, and districts.

We will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Breckenridge Community Schools will continue to use the formative assessment process as a powerful practice embedded in the teaching and learning process to continuously monitor where students are in order to modify and adapt 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 three times: once in the first nine weeks of the school year, once during the middle 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 & learning, all teachers will receive professional development in, and commit to the use of, the updates in the formative assessment process. Staff will also focus on increasing technology and adapting instruction to meet the needs of students in both virtual and face-to-face formats.

Additionally, we will continue to engage stakeholders in the district's balanced assessment system, including publicly sharing aggregate and student subgroup performance (when available) 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 Breckenridge Community Schools full instructional plan can be found in the [Breckenridge Community Schools COVID-19 Preparedness and Response Plan](#).

Mode of Instruction

To start the school year, K-12 students will have the ability to attend school every day for face-to-face instruction or Huskies On-line. Grades K -5 face-to-face student health and safety will be addressed through a cohort model that keeps students together for the entire school day. Grades 6-12 face-to-face student health and safety will be addressed through wearing of masks and socially distancing when possible. Parents have been provided a checklist to assist with monitoring student health and safety each day. All staff monitor health and safety each day. Currently, grades 6-12 online students are receiving the majority of their instruction via synchronous (Google Classroom and Google Meet). Grades K-5, are receiving their instruction through a combination of synchronous and asynchronous instruction (Google Classroom and Google Meet at 3-5, SeeSaw/Facebook at K-2).

Huskies On-line students have been provided learning expectations and resources to begin learning from a distance. In many cases, a schedule and learning expectations have been provided by instructors to ensure students have the rigor and curriculum that is equitable to face-to-face students.

Updated: If COVID-19 data, staffing, or guidelines from MDHHS indicate the need for all virtual or remote instruction, BCS will provide remote instruction for students.

- **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 Breckenridge Community Schools full instructional plan can be found in the [Breckenridge Community Schools COVID-19 Preparedness and Response Plan](#).

Curriculum and Instruction: Academic Standards

The Breckenridge Community Schools curriculum for core academic areas is aligned to state standards and housed in Atlas Rubicon.

As teachers navigate the wider than usual range of competencies expected this fall, they will use these [Non-Negotiable Mastery Documents](#) and [Curriculum, Instruction, and Assessment Toolkits](#) to provide guidance to help them with their K-12 math and ELA instruction. The [Non-Negotiable Non-Negotiable Mastery Documents](#) and [Curriculum, Instruction, and Assessment 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 and virtual.

Breckenridge Community Schools also focuses on Social Emotional Learning as we use the Second Steps curriculum.

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

- **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

Breckenridge 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 semester. 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, PowerSchool, that allows them to see their children's grades at any time. Our teachers keep up-to-date information on student grades and attendance in PowerSchool. 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

Breckenridge 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. Breckenridge Community Schools system for maintaining student access to technology devices and the internet is described in the Continuity of Learning Plan, and again in the [Breckenridge Community Schools COVID-19 Preparedness and Response 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.

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. The services of each student will be considered in consultation with parents, general education teachers, and special education providers.

- **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.

Breckenridge Community Schools full instructional plan addresses ways all learners are supported and can be found in the [Breckenridge Community Schools COVID-19 Preparedness and Response Plan.](#)

Updated: In addition to the approved Breckenridge Community Schools COVID-19 Preparedness and Response Plan above, BCS Board of Education approved in its November 16 board meeting to add the wearing of masks for K-5 students when indoors and social distancing cannot be maintained.