



# Belding Area Schools

The right size. The right choice.

Vision: All students who graduate from Belding Area Schools will be career and college ready.



Brent R. Noskey • Superintendent

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

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.

### **Belding Area Schools District Extended COVID-19 Learning Plan**

Address of School District/PSA: 850 Hall Street

District/PSA Code Number: 34080

District/PSA Website Address: <https://www.bas-k12.org/>

District/PSA Contact and Title: Brent R. Noskey, Superintendent

District/PSA Contact Email Address: [bnoskey@bas-k12.org](mailto:bnoskey@bas-k12.org)

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Name of Intermediate School District/PSA: Ionia County

Name of PSA Authorizing Body (if applicable): Belding Area Schools Board of Education

Date of Approval by ISD/Authorizing Body: 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 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
  - 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 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 is based on local data that are based on key metrics. Note: A determination concerning the

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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 re-confirmed 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.

# 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 has and continues to impact our students and community: trauma, depression, anxiety, significant learning gaps for some of our student population, and pronounced equity issues. Belding Area Schools has and will continue to address the plethora of issues that we face due to the global pandemic.

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. It is our expectation that many students will indeed have learning gaps with the very varied range of experiences with the remote learning platform that occurred so quickly last spring. Therefore, we have put a solid plan in place to address potential learning gaps, assess students' learning needs, and provide differentiation instruction.

Belding Area Schools has started the year with two different learning platforms. Approximately 75% of our families have chosen to start in our hybrid model of instruction and about 25% of our families have chosen to start in a fully remote learning environment. We will need to make certain 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

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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 was administered to pupils in previous years.

### Quality Evidence-Based Assessment Practices

Belding Area 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.

In addition to the use of benchmark assessment data, Belding Area Schools will utilize formative assessment. Research has proven that formative assessment provides ongoing, immediate, and critical information about student comprehension throughout the learning process. Formative assessment provides Belding Area Schools educators with the power to respond immediately to students' learning needs and adjust daily instruction. It is our strong belief that formative assessment will be significant in addressing those potential learning gaps as mentioned previously.

### Educational Goals

Belding Area Schools has a concise plan outlined for the administration and use of both benchmark assessments and formative assessment. DIBELS assessments in reading will be administered to all K-3 students three times: once within the first 30 days of school, once in January and a final time in May. 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. Progress monitoring will also take place with any student on a RIP.

The NWEA assessments in reading will be administered to all students in grades 4-8 three times: once in the first nine weeks of the school year, once in January 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.

The NWEA assessments in mathematics will be administered to all students in grades K-8 three times: once in the first nine weeks of the school year, once in January 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 both teaching and learning, professional development will be provided for all teaching staff and full implementation will be an expectation.

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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.

**Goal 1** - All students (grades 4-8) will improve performance in Reading/ELA from Fall 2020 to Spring 2021 as measured by NWEA.

- All teachers 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/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

**Goal 2**-All Students (grades K-3) will improve performance in Reading/ELA from Fall 2020 to Spring 2021 as measured by DIBELS.

- All teachers 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/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

**Goal 3** - All students (grades K-8) will improve performance in Mathematics from Fall 2020 to Spring 2021 as measured by NWEA.

- All teachers 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 4** - All students (grades 9-12) will increase their proficiency levels in Mathematics from Fall to Spring as measured by final course grades in math and reading-related courses.

- All teachers 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/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

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**Goal 5** -All students (grades 9-12) will increase their proficiency levels in Mathematics from Fall to Spring as measured by final course grades in math and reading-related courses.

- All teachers 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.

## 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).

## Mode of Instruction

Belding Area Schools has started the school year with two options of instructional delivery. Parents were given the choice of our hybrid model or our fully virtual model.

All K-12 hybrid students attend on alternate days to limit the number of students in each classroom. Students in the “A” group attend in person on Mondays and Thursdays. Students in the “B” group attend on Tuesdays and Fridays. Additionally, one day a week, on Wednesday, teachers have been giving the opportunity to evaluate and utilize formative assessment, collaborate with peers, and plan for remote instructional lessons.

High school students in the Hybrid Model attend three classes daily for two hours in each class. This limits the number of times students move through common spaces in the high school. High school and middle school students in our fully virtual model are using *Edgenuity* and are supported by our high school and middle school teachers who check in with them daily.

Our elementary students in our fully virtual model are using *Wonders, Magic Science, Zearn*, and other teacher created lessons. Each student is assigned to one elementary teacher who holds Zoom meetings with them daily and offers instruction and help online to all virtual students.

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- **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.

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

Belding Area School District's curriculum for core academic areas is aligned to the Michigan Common Core Standards. As teachers navigate the wider than usual range of competencies expected this fall, they will use many curriculum tools that our district has purchased.

At the elementary level we will use the following:

- ELA – Wonders
- Math - Engage NY
- Science - Mystery Science
- Social Studies - Scholastic News, MC3, Meet Michigan

At Belding Middle School, we will use the following:

- ELA- MAISA Units for Reading and Writing
- Math- CMP3
- Science – Piloting IQWST
- Social Studies – HMH Series
- 

At Belding High School, we will use the following:

#### **Social Studies**

1. Textbooks
  - a. APUSH – Perfection Learning
  - b. US History – McDougal Littell
  - c. Government - Pearson
  - d. World History – Holt
2. Canned Curriculum Tools
  - a. In Government we use components of icivics.com
3. Sources
  - a. Icivics.com
  - b. Cracking the AP U.S. History Exam, The Princeton Review
  - c. Teacher Pay Teachers Resources
  - d. <https://www.tomrichey.net/>
  - e. <http://www.apushexplained.com/>

#### **Math**

1. Textbooks
  - a. Holt
  - b. IXL

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## English

1. Textbooks:
  - a. Language of Composition, Bedford St. Martins
  - b. Language of Literature/British Literature, McDougal Littell
  - c. Language of Literature/American Literature, McDougal Littell
  - d. Language of Literature/English 10, McDougal Littell
  - e. Language of Literature/English 9, McDougal Littell
  - f. 2600 Grammar, Harcourt Brace
  - g. 3200 Grammar, Harcourt Brace
2. Sources
  - a. Teachers Pay Teachers
  - b. Common Lit
  - c. Facebook teacher groups, Instagram teacher accounts
  - 3200 Grammar Series (selected units)
  - Bedford Introduction to Literature (select portions – have classroom set)
  - AP English Lit & Comp – AP English (7<sup>th</sup> Edition) – MC & Q1, Q2, Q3 practice (have classroom set - outdated – would love new edition if revised for new CED)
  - AP Lit CED – standards
  - AP Classroom – Personal Progress Checks (formative)
  - Applied Practice (various selections) – MC & Q1, Q2, Q3 practice
  - Prestwick House (various selections) – MC & Q1, Q2, Q3 practice
  - AP Lit Help (SO many resources, choice boards, etc.)
  - Perrin’s S&S (only own one or two copies – resource)

## Science

1. Textbooks
  - a. HMH Series

Staff will use these resources 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. These resources 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.

As our high school elective 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

Belding Area 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 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 our Skyward student information platform 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 provide 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 provide parents with report cards at the end of each marking period.

We administer the NWEA assessment to all of our K-8 students three times a year (fall, winter, spring). The NWEA assessment is aligned to the Michigan Core Curriculum and provides data that informs teachers about the teaching and learning taking place in their classrooms. Our K-5 teachers assess their students three times a year with DIBELS. We also progress monitor any below average reader with DIBELS.

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## 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

The Belding Area 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 Belding Area School District system for maintaining student access to technology devices and the internet is described in the Continuity of Learning Plan.

We have given a Chromebook to all students who needed one. We have also provided hot spots for families that did not have or could not afford access to the internet in their home.

- **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.

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.

The Belding Area School District full instructional plan addresses ways all learners are supported and can be found on our website: <https://www.bas-k12.org/>

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