



**District/PSA Template for the
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 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. **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, 2020 for approval.**

The ISD or Authorizing Body will **approve Extended COVID-19 Learning Plans no later than October 9, 2020** 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 4 **12**, 2020.

District/PSA Extended COVID-19 Learning Plans should be submitted to the ISD or Authorizing Body as a PDF file.



Battle Creek Public Schools Extended COVID-19 Learning Plan

Address of School District/PSA: 3 West Van Buren St, Battle Creek, MI 49017

District/PSA Code Number: 13020

District/PSA Website Address: www.battlecreekpublicschools.org

District/PSA Contact and Title: Kimberly Carter, Superintendent of Battle Creek Public Schools

District/PSA Contact Email Address: kcarter@battlecreekpublicschools.org

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

Name of PSA Authorizing Body (if applicable):

Date of Approval by ISD/Authorizing Body: October 09, 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 4 **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 ~~every 30 days~~ **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 the 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.

Kim Carter

District Superintendent or President of the Board of Education/Directors

10.01.2020

Date

Learning Plan Narrative

Opening Statement

In March, we made the difficult decision to close our school buildings in order to keep our communities safe and slow the spread of COVID-19. In the ensuing months, our educators completely transformed how they provide instruction. Our shared sacrifices helped flatten the curve in our state and allowed us to evaluate reopening schools in the fall. Our Extended COVID-19 Learning Plan is aligned to the strongest guidance from public health officials.

Our framework is rooted in science and was developed in accordance with guidance released from the Centers for Disease Control and Prevention, Calhoun County Public Health Department, and the Michigan Department of Education. We recognize that every family has individual needs and circumstances, so we crafted our plan to ensure that each family has individual choice. And because our public health situation continues to evolve, our plan is designed to adapt to changing public health conditions and easily transition to full at-home learning should COVID-19 cases begin to rise.

School buildings will look different this fall

It is clear that school will feel different this year. Following MI Safe Schools Roadmap requirements and recommendations, families with students in grades K-5 will have the option to have their students return to our schools for in-person instruction, or to enroll in our new BCPS Virtual Academy for fully online instruction. Once they enter the buildings, elementary students will remain in their classroom with a cohort of students, minimizing risk of exposure. Lunch will be served in classrooms, and we'll be modifying our delivery of specials classes (music, art, physical education) to ensure the safest possible learning experience for our students.

Supporting these measures requires a considerable investment, which we are fully committed to making. To establish the safest possible learning environments, we are ensuring every classroom is supplied with soap and water or hand sanitizer, purchasing additional hand sanitizer stations to post throughout the school hallways and near entrances, obtaining thousands of masks to support every student and staff member, and additional PPE for specialty roles. We're also working closely with our custodial services to carry out stringent cleaning and disinfection protocols every day in every school.

Our students in grades 6-12 will engage in remote learning during MI Safe Start Phases 1-4, returning to in-person instruction in Phase 5 unless deemed safe to return prior to the transition to Phase 5. Families will also have the opportunity to enroll their students in the BCPS Virtual Academy if they choose to have their students learn from home for the school year. Data will be reviewed with the county health department weekly to determine whether a change in structure is possible.

Learning from home will also look different this fall

If the state of Michigan moves back into Phase 3, all schools will be closed for in-person instruction and students will engage in remote learning (we are currently in Phase 4). Based on feedback from our families and staff, students learning at home will have clear guidelines and expectations for learning, instruction or assigned work each day, and participation will be tracked. Teachers will design activities and assignments that could include pre-recorded lessons, independent work to build skills, and digital curriculum resources. Students will access assignments through Google Classroom (grades 3-12) or Seesaw (grades pre-K-2). Additional details on new learning expectations and improvements will be provided in the reopening plan.

We will prioritize the social-emotional wellbeing of our students

Our reopening plan goes far beyond academics. It prioritizes the social-emotional needs of our students, many of whom have experienced trauma from the impact of COVID-19 on their communities and the demonstrations

in our country following the murder of George Floyd. Easing our students' anxiety and building supportive learning environments will be critical to their success this coming school year. Beginning in August, we will collaborate with our community partners to offer additional mental health interventions and supports, utilize TrueSuccess and Character Strong social-emotional learning curriculum, expand small group trauma interventions, and implement trauma-informed instructional practices district-wide.

Our reopening plan honors our commitment to equity

To follow through on the promise set forth in our Equity Imperative, our reopening plan also takes into account the unique needs of our most vulnerable populations, including our English Learners, students with disabilities and students with diverse learning needs. We remain committed to providing all children with the support and resources they will need to be successful during this challenging time.

Despite this new reality, we are confident in the ability of our educators, families, and partners to work together to provide all BCPS students with a robust, high-quality education.

It will take all of us working together to make this school year a success and uphold necessary health and safety protocols in our schools. Everyone can help ensure schools are able to safely reopen in the fall by continuing to practice social distancing, wearing masks, and following the latest guidance from our public health officials. We hope you will unite with us in these efforts. We thank you for your input, patience, and flexibility. We value your partnership and look forward to a great year with our Bearcat scholars.

Educational Goals

Extended COVID-19 Learning Plan Goal Reporting Required by February 1, 2021 and by End of 20/21 School Year

Date: September 14, 2020

| Goal Category | Goal Related to Achievement or Growth on K - 8 Benchmarks |
|-------------------------------------|--|
| Middle of the Year Reading Goal | <p>We will increase student reading performance in the aggregate and for all reporting categories by February 1, 2021 as measured by the NWEA MAP Reading Assessment.</p> <ul style="list-style-type: none">• 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. |
| End of the Year Reading Goal | <p>We will increase student reading performance in the aggregate and for all reporting categories by June 1, 2021 as measured by the NWEA MAP Reading Assessment.</p> <ul style="list-style-type: none">• 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. |
| Middle of the Year Mathematics Goal | <p>We will increase student math performance in the aggregate and for all reporting categories by February 1, 2021 as measured by the NWEA MAP Math Assessment.</p> <ul style="list-style-type: none">• 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. |
| End of the Year Mathematics Goal | <p>We will increase student math performance in the aggregate and for all reporting categories by June 1, 2021 as measured by the NWEA MAP Math Assessment.</p> <ul style="list-style-type: none">• 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

| | MI Safe Start Phases 1-3 | MI Safe Start Phase 4 | MI Safe Start Phase 5 | MI Safe Start Phase 6 |
|--------------------|---|--|---|--|
| Instruction | <ul style="list-style-type: none"> Remote learning through fully online instruction for grades preK-12 BCPS Virtual Academy option available for all families | <ul style="list-style-type: none"> In-person instruction for preK-5 students with strict safety protocols Elementary specials taught in classrooms, outdoors, and/or by cohort Remote learning through fully online instruction for grades 6-12 BCPS Virtual Academy option available for all families | <ul style="list-style-type: none"> In-person instruction for all grades with moderate safety protocols BCPS Virtual Academy option available for all families | <ul style="list-style-type: none"> In-person instruction for all grades BCPS Virtual Academy option available for all families |

Following MI Safe Schools Roadmap requirements and recommendations, families with students in grades K-5 will have the option to have their students return to our schools for in-person instruction or to enroll in our new BCPS Virtual Academy for fully online instruction. Once they enter the buildings, elementary students will remain in their classroom with a cohort of students, minimizing risk of exposure. Lunch will be served in classrooms, and we'll be modifying our delivery of specials classes (music, art, physical education) to ensure the safest possible learning experience for our students.

Our students in grades 6-12 will engage in remote learning during MI Safe Start Phases 1-4, returning to in-person instruction in Phase 5 unless deemed safe to return prior to the transition to Phase 5. Families will also have the opportunity to enroll their students in the BCPS Virtual Academy if they choose to have their students learn from home for the school year. Data will be reviewed with the county health department weekly to determine whether a change in structure is possible.

In-Person Instruction Grades K-5

Ensure that every student has access to standards-aligned, grade level instruction, including strategies to accelerate student learning.

Access to a standards-aligned instruction is commonplace at Battle Creek Public Schools. BCPS ensures alignment occurs by intentionally designing curriculum by starting with standards first. Through collaboration with the International Center for Leadership in Education, BCPS staff has carefully crafted units of study directly tied to the Common Core State Standards. These units are articulated via a common unit planning organizer and are monitored via a district pacing guide. In addition, regular lesson plans are reviewed by building leadership in order to ensure educators are planning for standards-aligned instruction. Finally, Battle Creek Public Schools is committed to rapidly recovering learning losses as a result of COVID-19. As a result, BCPS will utilize the following strategies to accelerate student learning:

- Strategy 1: Teacher / Student Relationships
 - Rationale: When educators foster safe, loving, and close relationships with students, kids are more open to learning. Relationships are a key to motivating them.
 - Activity 1: Early Access to Student Information and FAQ
 - Ensure teaching staff have early access to rosters in Skyward
 - Encourage teaching staff to reach out to students in their Homeroom / Advisory prior to school beginning in order to develop excitement around back to school activities.
 - A FAQ for teachers and building staff members on major tenants of back to school plan will be included in the Reopening Plan

- Activity 2: Utilize initial instructional time to build relationships and make connections between students and staff in preparation for face-to-face and virtual teacher-student interactions
 - Because students learn best when they have strong relationships with their instructors, using initial instruction time to quickly form these relationships will allow for acceleration of academics.
 - Utilizing available technology tools, develop collaboration and communication strategies to create a sense of school and classroom community
 - How to utilize technology tools and collaborate will be a topic of the Fall 2020 back to school professional development sessions.
 - Utilizing TrueSuccess curriculum lessons
- Strategy 2: Strong Norms and Routines
 - Rationale: Predictable routines and signals in the classroom are among the easiest strategies to implement and yet are extremely important in reducing uncertainty and anxiety.
 - Activity 1: Use the CHAMPS approach to teach social distance and safety procedures and routines during early August.
 - Activity 2: Each school will create site-based welcome back videos for cross posting to various social media platforms that outline student movements and expectations to alleviate anxiety about returning to school.
 - Entry and exit procedures
 - Lunch procedures
 - Movement between school spaces
- Strategy 3: Building movement into our classrooms
 - Rationale: Children need to move in order to stay focused and engaged on their academics. With restrictions to common spaces, additional opportunities for movement should be created during class time. These short breaks don't just repower the brain, they are also beneficial to the physical and emotional health of your students.
 - Activity 1: Take breaks as needed for in place stretching, or have them stand while listening to instructions. For elementary school students, researchers suggest that with elementary students, for every 10-15 concentrated minutes in a task, a 2-4-minute break is warranted. In middle and high school, every 20—30 minutes of a concentrated task warrants a 5-minute break.
 - Have a cup of sticks with a variety of brain breaks/movements - pick a student to pull a stick every 30 min.
 - Cross the cortex: Cross Crawls (right elbow to left knee and switch), tracking a vertical or horizontal with eyes, balancing (lift one leg up while standing and see how long you can balance)
 - Chair Yoga: Allow students to pick the poses - takes turns leading.
 - Circuit: Jumping jacks, run in place, timed plank, etc...
 - Activity 2: Class on the grass. When lesson planning and weather allows it, holding class outside allows students to learn and move in an environment that reduces the risk of spreading COVID-19
 - Activity 3: Build in additional opportunities for movement during blocks of instruction
 - Kagan: Mix and Share (no pairing, share idea when you pass)
 - Just Dance shown from Safe Share or Youtube
 - Chair Aerobics
 - Mindful Moment - Lights off, music on, and read a visualization or meditation

Ensure that every student is assessed to determine student readiness to engage in grade-level content.

- Strategy 1: Assessment Review
 - Rationale: Student assessment is a critical aspect of the teaching and learning process. Assessments provide teachers the basis for acting quickly, monitoring students' progress, and for measuring growth.
 - Activity 1: Complete 19-20 Data Analysis (K-5 using IAP data, 6-12 using EWIMS)
 - Activity 2: Complete Back to School Assessment Data Analysis:
 - K: Kindergarten Entry Assessment (KEA)
 - K-2: Fall 2020 NWEA, Fall 2020 DIBELS, STAR Early Literacy
 - 3-5: Fall 2020 NWEA, Fall 2020 STAR Reading
- Strategy 2: Early Assessment
 - Rationale: Diagnostic assessments are prioritized as a tool to differentiate instruction for students. Pre-assessments support educators adjust content and activities to encourage more effective learning. They also can help focus students' attention on specific learning goals and communicate expectations for students' performance.
 - Activity 1: K-5 educators
 - Dibels (K-2)
 - STAR reading (3-5)
 - NWEA (All)
 - Kindergarten Readiness Assessment (KRA) 30% only

Ensure that every student is offered scaffolds and supports to meet their diverse academic and social emotional needs.

- Strategy 1: Tier 2 and 3 intervention support. Schools will follow the Student Success Team process as outlined in the BCPS Trauma Sensitive Guidebook.
 - Rationale: Our response to intervention support aims to identify struggling students early on and give them the support they need to be successful in school.
 - Activity 1: Elementary Literacy Specialists will use assessment data for early identification of students in need of literacy and math support. Literacy tutors, the literacy specialist and the classroom teacher will provide instruction in small groups to students in need of support.
- Strategy 2: Student Success Team
 - Rationale: Our Student Success Team system is designed to respond to individual student needs through early identification, early intervention and comprehensive support.
 - Activity 1: In order to conduct an ongoing review of student achievement, buildings will follow the Student Success Team process as outlined in the BCPS Trauma Informed Guidebook in order to identify students who are in need of additional support.
- Strategy 3: Tier 1 support; leveraging technology
 - Rationale: In the event of increased absenteeism, students will have access to the direct instruction lessons they have missed to support their learning.
 - Activity 1: Use of recorded lessons to support learning
 - In order to support students who are in need of remediation or were absent from instruction, teachers are encouraged, whenever possible, to record and post lessons to Google Classroom or Seesaw.

- Video recordings of classroom lessons must not disclose personal identifying information (PII) from student education records. [FERPA and Virtual Learning During Covid-19](#)
- Recorded videos being shared should not include images of students

Ensure that every student has access to standards-aligned, grade level instruction, including strategies to accelerate student learning

- Strategy 1: Instruction to support student engagement in independent and virtual learning for if we slip back into phase 1-3
 - Rationale: Students will become proficient in the technological competencies they will need to be successful utilizing virtual learning in phases 1-3
 - Activity 1: During phases 4-6 of instruction, teachers will utilize SeeSaw and Google Classroom
 - Activity 2: During phases 4-6 of instruction, teachers will utilize the hardware and software their students will be using during virtual learning
- Strategy 2: Prioritize Critical Prerequisite Skills and Knowledge
 - Rationale: By identifying critical prerequisite skills and knowledge, educators can focus on what to assess early on and monitor towards proficiency.
 - Activity 1: Ask department and PLC leads to identify the critical prerequisite skills during the first PLC of the 20-21 school year.
- Strategy 3: Making connections between content and current events
 - Rationale: Students learn best when what they are learning is relevant to their daily lives (COVID, race/social justice, Climate...) and every discipline has been impacted by current events
 - Activity 1: Talk with students about current events, and how they impact them.
 - Activity 2: Build lessons around current events, and build current events into lessons. This can be done in all disciplines.
- Strategy 4: Use of learning management systems
 - Rationale: The regular use of one common platform eliminates concerns about complexity from parents and students
 - Activity 1: Learning Management System (Google Classroom / Seesaw) should be updated daily including everything an absent student would need to be up to date upon return
 - Recorded lesson
 - Materials
 - Instructions
 - Submission procedures

Remote Learning for Grades 6–12

Remote instruction for students in middle and high school will utilize an online learning platform where learning will continue tied to current grade level pacing and standards. Teachers in 6-12 will utilize [Google Classroom](#) to post, monitor, and provide feedback on student work. Teachers will provide live learning sessions and teacher recorded learning sessions according to their daily schedule. W.K. Preparatory High School staff and students will continue to engage in the Tracker Learning Management System, a digital media platform, for learning.

Live Lessons: A scheduled time for all students to come together with the teacher in a shared virtual space that provides opportunities to facilitate learning, check for understanding and provide feedback is provided for every student. This will include the “I Do” and “We Do” portion of the lesson, where the teacher is prepared to differentiate the instruction based on individual student needs. Students continue their learning through independent practice of work assigned which is connected to the live lessons.

Recorded Lessons: Each live lesson will be recorded and posted to Google Classroom for students to reference to enhance their learning. Teachers may post additional recordings to scaffold learning for students who need additional support. Students should be notified and aware that lessons are being recorded.

Each Week Teachers Will:

- Plan for and deliver live and recorded instruction according to grade level pacing using the [Designing an Online Lesson Using the 5 Es Instructional Model](#) tool. Example [PPT Slide Deck](#)
- Take attendance for each live learning session in skyward. The purpose of this is to capture the live session participation.
- Keep mentor logs weekly for all students on their remote learning caseload. The purpose of this is for pupil accounting and funding.
- Open classrooms 10 minutes prior to start time on Monday, Tuesday, Thursday and Friday for student interaction and fellowship with the exception of Advisory.
- Continue Read/Math 180 and System 44 intervention for students, monitor progress, and schedule academic intervention check-ins weekly.
- Post weekly office hours for families and students.
- Small group instruction will be scheduled for some identified students with disabilities and EL students as follows:
 - 6th-8th grade daily between 12pm -2pm
 - 9th-12th grade daily between 9am-11am
 - Buses will pick students up daily at elementary sites and transport to each school:
 - 9am and 10am
 - 12pm and 1pm
 - Buses will drop students off daily at elementary sites:
 - 10am and 11am
 - 1pm and 2pm
- Develop remote learning caseloads of no more than 20 students across all classes (to include support staff in the building) to:
 - Make contact during the first week of remote learning with all families who are absent from the live learning sessions to assess, troubleshoot, and support them to engage in remote learning.
 - Monitor and check in weekly with caseload students (call, text, email, depending on families preference) to address attendance, engagement in remote learning, and social emotional needs.
 - Hold weekly 10-15 minute circles with students on caseload to build community and relationships.
 - 10-15 min check in with remote caseload group once a week
 - Resource teacher remote learning caseload will consist of up to 25 students and will be specific to students they serve.
 - EL teacher remote learning caseloads will consist of students they serve.

- Tier 1 SEL: True Success (taught during advisory or Social St.). Weekly post True Success (6-8) or Character Strong (BCCHS) lesson in Google Classroom once a week.
- An example of a Middle School live remote learning schedule is outlined below. Individual buildings will work to further detail their schedule to insure students receive the instruction they need to obtain grade level goals.
 - Please note, designated priority schools may have a modified learning schedule to meet the needs of their students.
- Live remote instruction for grades 6-8 should include:
 - Daily instruction in ELA and Math
 - Small group intervention
 - Read/Math 180 and System 44
 - Seeing at least 4 classes a day
 - At *least* 4 days of instruction
 - BC Stem will ensure elective classes are taught
- 6-8 teachers will utilize unscheduled time for building-level supports for students, caseload student support, planning time, collaboration with colleagues, and small group intervention. Meetings will be virtual if in-person safety measures are unable to be met due to size/nature of meeting.
- Live remote instruction will be held daily for grades 9-12 according to the schedule outlined below:
 - (A Day) Live lessons Monday/Thursday
 - (B Day) Live lessons Tuesday/Friday
 - (C Day) Wednesdays will be devoted to 15min small group intervention and remote learning caseload check in. Students will be assigned to sessions by their teachers.
 - Teachers will utilize unscheduled time for school-wide student support, caseload student support, planning time, collaboration with colleagues, professional learning, and staff meetings.
- W.K. Preparatory High School educators will continue to monitor and provide feedback on work being submitted via the Tracker Student Learning System. Educators will provide timely feedback to students on assignments

Student Work in K-5 In-Person Learning

Battle Creek Public Schools will use diagnostic and formative assessments to identify individual students' instructional needs in order to make sure all students are successful in obtaining catch up growth from the extended loss of instructional time created by Covid-19 shutdowns and summer break, while providing appropriate grade level instruction. In order to do this we have implemented the following strategies:

Ensure that every student is assessed to determine student readiness to engage in grade-level content.

- Strategy 1: Assessment Review
 - Rationale: Student assessment is a critical aspect of the teaching and learning process. Assessments provide teachers the basis for acting quickly, monitoring students' progress, and for measuring growth.
 - Activity 1: Complete 19-20 Data Analysis (K-5 using IAP data, 6-12 using EWIMS)
 - Activity 2: Complete Back to School Assessment Data Analysis:
 - K-2: Fall 2020 NWEA, Fall 2020 DIBELS, STAR Early Literacy
 - 3-5: Fall 2020 NWEA, Fall 2020 STAR Reading
- Strategy 2: Early Assessment

- Rationale: Diagnostic assessments are prioritized as a tool to differentiate instruction for students. Pre-assessments support educators adjust content and activities to encourage more effective learning. They also can help focus students' attention on specific learning goals and communicate expectations for students' performance.
- Activity 1: K-5 educators
 - Dibels (K-2)
 - STAR reading (3-5)
 - NWEA (All)

Conduct checkpoints with school leaders around curriculum pacing and ongoing monitoring of student progress, specifically honing in on the growth of students who need acceleration.

- Strategy 1: Common Assessments
 - Rationale: Team-developed common assessments are more equitable. The use of common assessments increases the likelihood that students will have access to the same curriculum, acquire the same essential knowledge and skills, take assessments of the same rigor, and have their work judged according to the same criteria.
 - Activity: During PLCs, educators will collaboratively develop and align content-based common assessments checkpoints
 - What do we expect our students to learn? (Content area teams develop curriculum and assessment checkpoints)
 - How will we know they are learning? (Common assessment)
 - How will we respond when they don't learn? (Intervention)
 - Reading: Tier II intensive intervention K-2 Amplify, 3rd-5th i-Ready
 - How will we respond if they already know it? (Extension)

Connectivity and Access

Battle Creek Public Schools has invested in nearly 4,000 student Chromebooks for the 20-21 school year. This decision was anchored in our belief that every student in the home should have access to a device in the event of remote learning. Furthermore, the District has purchased 300 cellular hotspots. These hotspots allow multiple devices to connect with unlimited data. The District is committed to deploying these hotspots to students with connectivity issues. Careful consideration will be given to order additional cellular hotspots should the need arise.

Attendance in 6-12 Remote Learning

The remote learning attendance goal is 100% participation. Attendance will be based on a combination of live learning sessions and mentor logs completed by teachers. Teachers should take attendance daily based on live lesson participation and complete mentor logs based on remote learning caseload on a weekly basis. Attendance should be taken in skyward for each live learning session. If a student does not attend a live session, but completes the coordinating assignment, they will also be marked present. The assignment that is posted should relate to the content covered in the live session to track student engagement and achievement of the learning goals.

Student Work in 6-12 Remote Learning

Battle Creek Public Schools is committed to equitable, accurate, specific, and timely information in all aspects of student learning. Grades are intended to be a reflection of a student's demonstrated abilities and require

students to submit evidence of their learning. 6-12 students will continue to make progress towards grade level goals, and receive letter grades for assignments completed that will be added to Skyward.

In order to monitor student progress, and assess whether students are learning:

- Teachers will use a variety of methods including phone calls, emails, text messages, etc. will communicate with families on a regular basis. This communication will be to update families about the instructional program and to confer with them about their child's progress and what they can do to support their child at home.
- Teachers will provide feedback weekly on all assigned work via Google Classroom that is specific in one of the following ways:
 - Offers specific comments aligned to the assignment's objectives.
 - Include suggestions for how the assignment can be improved.
 - Not only provides corrective feedback, but acknowledges students' effort.
 - Is personal and not just a standard response to aid in maintaining or creating relationships with students.
 - Indicates students grade on an assignment
- Additionally, schools will identify support staff, including parent liaisons and guidance counselors, to work with families when needed. These staff might help with translation assistance and referrals for academic or other support services in the community. These individuals can also help facilitate parents' ongoing use of resources such as online parent portals and assist parents with implementing action steps to advance their child's learning.
- 6-8 teachers will pause virtual instruction every 4 weeks to schedule small groups to administer the STAR assessment to monitor student progress towards standards mastery. Teachers will use this information to support planning for individual student check-ins and small group intervention.
- BCCHS High School teachers will administer pre and post assessment utilizing DNA Illuminate to monitor student progress towards standards mastery. High School teachers will also administer unit assessments as scheduled during remote learning via DNA Illuminate.
- Secondary teachers will use a weekly common formative assessment to monitor student progress and inform next steps for whole group and small group instruction. The purpose of this formative assessment is to briefly measure student progress towards identified standards.
- Secondary teachers, support staff and administrators will hold virtual conferences, provide progress updates through email, phone calls, and Skyward messenger, and ensure parents have access to Skyward so they may check their student's progress at their convenience.

Equitable Access

Based on feedback from teachers, a Lenovo Chromebook has been selected as the student device for on-site and remote learning. Beginning in the 20-21 school year, all students will have access to their own Chromebook in order to ensure every student has access to appropriate technology. In the event students need support in connecting to the Internet, Battle Creek Public Schools has invested in hotspots that can be distributed to families. This equipment, like other equipment, is tracked within our internal asset management system. Equipment (hotspots and Chromebooks) was distributed to families in a variety of ways during August and early September. In addition to on-site distribution days, BCPS partnered with Communities in Schools Site Coordinators in order to schedule appointments for equipment pickup and, if needed, deliver equipment to homes. Furthermore, recognizing the likelihood of accidental damage to Chromebooks, Battle Creek Public

Schools has invested in an extended warranty to cover a variety of scenarios that may arise. This warranty will ensure all students are able to access a device regardless of their ability to pay for damages that may occur.

In Phase 4, the support process for external stakeholders will be routed through the classroom teacher. If a device needs to be serviced, clients (staff) can submit a work order where a sanitized loaner device will be provided. Once the service or repair is completed, the client will be notified, appointment scheduled, and a device exchange will take place. The exchange will include a sanitized device.

In addition to hardware support, the Department of Technology, Student Data, and Innovation will work closely with building-level staff to understand potential areas of support. These areas may require help documentation, video tutorials, or live support sessions in order to assist students and guardians in fully utilizing tech-based tools.

BCPS is also taking proactive measures to ensure our infrastructure is ready for in-person or remote learning. We worked this summer to test and map wireless access points as well as reviewing our procedures around acceptable use and privacy.

Special Education

- General Education teachers will also provide supplemental activities and check in on students with IEPs, just as they would for any other student on their roster for grades k-12.
- Special Education teachers must hold and publish any IEPs on time.
- Once all IEPs are up to date, special education should work on contingency plans if schools return to remote learning [k-12](#).
- Special Education teachers should collaborate with their general education peers to help accommodate any supplemental activities for students with IEPs for grades k-12.
- During remote office hours, special education teachers should be holding IEPs with the IEP team and have a minimum of 3 contacts to engage the parents in the process for grades 6-12. These IEPs can be held as a Google Hangout, ZOOM meeting or a phone call by adding multiple participants.
- Special education teachers should make 2 contacts per student on their caseload in the virtual academy each week and need to document that in Illuminate on the 2 way Mentor log communication.
- Special Education teachers should also provide students on their caseload with separate supplemental activities that pertain directly to the child's IEP goals and at their accommodated level via live Google Classroom sessions for grades 6-12.
- CI and EI classroom teachers should be providing additional supplemental activities that pertain directly to student IEP goals and that are accommodated at their level in grades k-12.

Supporting Students with 504s

- 504 coordinators & their building administrator should collaborate to review current 504 plans to determine if the plans need to be updated to accommodate supplemental learning.
- If teachers or other staff members reach out to a family and questions regarding the 504 plan arise and/or the teacher or staff member would like to review the current plan or suggest updates, they should collaborate with their building administrator and/or 504 building coordinator for a plan review.
- Make sure to connect with the parent and necessary staff members if/when plan updates are made or suggested.
- 504 updates should be documented.
- [504 manual and forms](#)

English Language Learners

English Learner (EL) teachers will continue to provide support and develop language acquisition for students on their caseloads. To the extent possible, EL teachers should join the Professional Learning Community of the students on their caseload, 6-12 EL teachers focusing on ELA and Math PLC. Additionally:

- EL Teachers will post weekly office hours that do not interfere with grade level teaching schedules for families and students.
- K–5 EL teachers will collaborate weekly to determine how to best support students.
- K-5 EL teachers will engage students in 2 live sessions and post 2 recorded lessons weekly in Google classroom or Seesaw.
- 6–12 EL teachers will collaborate weekly to develop one basic, intermediate, and advanced level activity for students.
- 6-12 EL teachers will provide live lessons of instruction according to their schedule, and post recorded lessons
- EL teachers will communicate weekly with each EL tutor to monitor services and provide support.
- EL tutors will make contact with students on their caseload each week.
 - When contacting students, EL tutors will check in with students around their Google Classroom or Seesaw assignments and provide support to allow students to engage in the instruction.
 - If students have online access, tutors should ensure that individual students on the caseload know how to access resources online.
 - If students do not have online access, they should plan to ensure students understand what the packet information is asking them to practice.
 - EL tutors will encourage students to show what they know in content areas in multiple ways (projects, products, and performances) and invite students to use all of their bilingual language skills (listening, speaking, reading, and writing).
 - EL tutors will be expected to hold office hours aligned to building established office hours to be available to provide support to families.
- The Michigan Department of Education has created a webpage to support districts with instructional resources and EL resources are embedded in each of the academic core areas. For a list of additional ways to support, visit this [MDE EL webpage](#).

Advanced Placement

The College Board provides multiple resources to support students who are taking Advanced Placement (AP) courses at this time. The College Board is continuing their work to ensure equity in the way that students can take an Advanced Placement test regardless of the method of instruction at the time of AP course testing. AP students will be encouraged to access AP Classroom, an online resource utilized by the College Board to provide learning videos for students to watch for every topic and skill in every unit.

Counselor Role in Supporting AP Students:

- Ensure that all AP students are able to access testing resources and are scheduled to test.
- Connect students who are in financial need with potential resources for covering AP testing costs.

Teacher Role in Supporting AP Students:

- Battle Creek Central High School AP educators will teach live lessons according to their schedule and post assignments utilizing Google Classroom. Lessons will be focused on content area priority standards. Educators will provide timely feedback to students on assignments.
- Support AP students by connecting them to free, optional remote learning and AP testing resources, ensure students understand the testing information during any school closure, and motivate and affirm students to continue the advanced learning regardless of method of instruction.

Dual-Enrollment and Early / Middle College

Students engaged in Dual Enrollment (DE) or Early Middle College (E/MC) will be expected to continue engaging in their course if the college/university has transitioned their course online, or apply through the established college process to enter into Incomplete Status and resume their course when they can be in a face-to-face environment again. High school counselors will confirm each student's DE or E/MC online status, and work with the student to determine whether continuation of their course on-line or application for an Incomplete Status is best for an individual student.

Counselor Role in Supporting Dual-Enrollment and Early / Middle College Students

- Check in with the students on their caseload to determine their progress or difficulties in their Dual Enrollment or Early/Middle College courses. If the difficulty is directly related to content, Counselors will help students connect with their college instructor or connect the student with an educator from Battle Creek Public Schools who can support the student's continued learning.

Calhoun Area Career Center (CACC) / Battle Creek Area Math & Science Center (BCAMSC)

Students engaged in CACC and BCAMSC will continue with their programs. Battle Creek Public Schools works closely with the administrators at the CACC and BCAMSC to facilitate accessibility and success for students. This includes scheduling of remote classes and transportation for students who are able to continue their work-based learning.