



Baldwin Community Schools Safe Return to In-Person Instruction and Continuity of Learning Plan

Address of School District/PSA: 525 4th St.; Baldwin Michigan 49304

District/PSA Code Number: 43040

District/PSA Website Address: <https://www.baldwin.k12.mi.us>

District/PSA Contact and Title: David Forrester, Superintendent

District/PSA Contact Email Address: forresterd@bcsdmi.com

Name of Intermediate School District/PSA: West Shore Educational Service District

Name of PSA Authorizing Body (if applicable):

Date of Adoption by Board of Education/Directors: August 16, 2022

Assurances

1. The District/PSA will make its ESD/Authorizing body approved Continuity of Learning Plan accessible through the transparency reporting link located on the District's/PSA's website no later than 30 days after receiving its ARP allocation.
2. The District/PSA created a transparency reporting link located on the District/PSA's website, a report concerning the progress made in meeting the educational goals contained in its Continuity of Learning Plan not later than February of 2023, 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 2022-2023 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 to measure proficiency in reading and mathematics within the first nine weeks of the 2022-2023 school year and again not later than the last day of the 2022-2023 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 2022-2023 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 2022-2023 school year,
 - the District/PSA will periodically review and, as appropriate, revise its plan for the safe return to in-person instruction and continuity of services, and
 - public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District/PSA.
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.

LEARNING PLAN NARRATIVE

OPENING STATEMENT

The COVID-19 global pandemic is impacting our school community in a number of ways: we are experiencing a traumatic event, many students may have significant gaps in their learning, and equity issues are more pronounced. In accordance with the Michigan Safe Schools Roadmap and Executive order 2020-142, we are currently implementing the requirements and recommendations to ensure compliance.

As we return to school in the fall 2022, our first priority will be to ensure the well-being of all members of our school community. Because of the wide range of experiences students had during the remote learning portion of the 2019-2020 school year, and during the 2020-2021 school year, we anticipate that students will have lingering effects, and a wide range of competencies, despite participating in in-person instruction during the 2021-2022 school year. Many students are still behind and will need opportunities to catch up. Teachers will need opportunities to collaborate with each other as they examine student work and determine what comes next in the learning for each student.

As Baldwin Community Schools plans to begin the 2022-2023 school year in-person, we will need to ensure that there are structures in place to ensure student engagement and achievement for all while maintaining a high level of safety. This plan will focus on teaching and learning with an emphasis on equity for all learners and the well-being of students and staff.

Our Preparedness Plan can be found here: [Baldwin Preparedness Plan](#).

EDUCATIONAL GOALS

Baldwin Community Schools has established the following educational goals for school year 2022-2023:

1. Improved Student Attendance

- a. During remote learning, two-way communication, initiated by the teacher, will be documented daily. This may occur through electronic mail, texting, phone calls, or face-to-face conversation through Google Meet, etc. Teachers will ensure that this two-way communication occurs between a pupil and at least one of the pupil's teachers each week of the school year.
- b. Staff will note students who are not fully engaging in remote learning. Data will be collected and analyzed to see whether the student has not engaged at all, has engaged only in asynchronous learning, has engaged in synchronous learning in order to problem solve issues and improve student attendance.
- c. Inconsistent engagement and/or communication with a parent/guardian or student will be brought to the attention of the principal or counselor to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections.
- d. Social distancing will be utilized to mitigate the spread of COVID-19 and to reduce the number of students required to quarantine in the event of a positive case.
- e. Incentives will be provided to encourage students to engage in learning.

2. Increased Student Achievement

The district will administer the NWEA MAP benchmark assessment to all pupils K-8 within the first 30 days of school, mid-year, and again in the last nine weeks of school to measure proficiency in reading and math. Within 30 school days, K-3 students also will be assessed in reading to meet the requirements of the Read by Grade Three law. The NWEA MAP is aligned to state standards in reading and math and will allow teachers to determine the progress students are making toward mastery of the standards for each grade level. Baldwin Community Schools has administered the NWEA MAP to K-8 students in previous years. Consistent use of this benchmark assessment will allow the district to make informed decisions focused on improving learning for all students and performing reasonable comparisons over time. Formative assessments will inform our progress toward our goals over the course of the year. Progress reports will be available on our website in February and June. We will also 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 (K-8) will improve performance in Reading/ELA from Fall 2022 to Spring 2023 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 2022 to Spring 2023 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.

3. Strong Relationships, Health, and Well-Being of Students, Families, and Staff

- Baldwin staff will continue to build relationships and maintain connections with students and families to help pupils feel safe and valued.
- School staff will complete wellness checks with students weekly through a virtual meeting, email, or weekly phone call. HS/MS contacts will be made by the advisory teacher. Elementary staff, such as BIP, teachers, and the principal will make the wellness check contact.
- Students at risk will be referred to appropriate building-level support teams for follow up and support.
- The district will compile and regularly update wellness resources on their website to support students and families.

INSTRUCTIONAL DELIVERY & EXPOSURE TO CORE CONTENT

Baldwin Community Schools full instructional plan can be found in the [Continuity of Learning and Covid-19 Response Plan](#).

For the first nine weeks of schools, Baldwin Community Schools will provide remote learning. Each month after that time, the Board of Education will review guidance from the Governor’s MI Safe Schools Return to School Roadmap to determine whether to extend the remote learning plan for another 30 days or to move to face-to-face instruction. When instruction is provided face-to-face, student and staff health and safety will be addressed through a cohort model that keeps students together for the entire school day.

Days and Hours - Baldwin Community Schools has established a school calendar to provide 180 instructional days and is providing instructional content equating to 1098 hours of projected learning time for school year 2022-2023.

Modes of Instruction - Instructional content will be delivered asynchronously and

synchronously through digital tools and hard copies. Asynchronous instruction will occur through videos to support learning content and by providing some flexibility in when students complete assignments. Teachers will be accessible for synchronous interaction to facilitate classroom discussion and interactions multiple times per week, as established by individual school schedules.

Access to Learning - The district plans to use online learning tools for remote learning (Google Classroom, Google Meet, Google Suite Tools, Seesaw, etc.). Chromebook(s) are being provided to families who need a device. If families do not have internet, the district will provide wi-fi access from school parking lots while people remain in their vehicles. Students will be given a thumb drive to download lesson materials. All students will have access to grade level/course textbooks as needed to complete their work. Access to materials and school resources will be made available to families who need them. Teachers will publish virtual office hours to support learning, provide feedback, and encourage student participation.

Given the lack of technology for many of our students, our district will mail hard copy instructional materials to homes. Teachers, counselors, and administrators will work with students and families through phone calls and personal check-ins to ensure that they have the necessary resources to participate in remote learning.

Remote Learning Landing Page - The district will publish a Remote Learning Landing Page that is linked to the district website. The Remote Learning Landing Page will link to teacher's SeeSaw/Google Classroom sites and offer clear, consistent routines and structures by including weekly teaching schedules, class hours, advisory periods, office hours, and other expectations. Weekly lesson plans will be posted within either the Seesaw or Google Classroom Learning Management platform, as appropriate per grade level, by midnight on Wednesday of each week. Assignment deadlines will be given that provide families with ample time to complete the work.

ACADEMIC STANDARDS

Days and Hours - Baldwin Community Schools has established a school calendar to provide 180 instructional days and is providing instructional content equating to 1098 hours of projected learning time for school year 2022-2023.

Instructional Content - Baldwin Community Schools will emphasize essential learning standards in all course content. Traditional course content will be taught and student learning assessed. Teachers may use a variety of resources for instruction, practice, and assessment, such as district provided curriculum/textbooks, video, and/or supplemental resources. Professional learning for the new K-12 English Language Arts curriculum was provided to teachers who are responsible for this course content. Staff will have further opportunities for professional development and team planning throughout the year. Finally, all staff participated in technology training to ensure that they had the necessary skills to provide a quality learning

experience for students.

Instructional Pacing - The district provided teaching schedule will ensure enough time for teachers to cover similar content to content covered in previous years. MS/HS course schedules will follow similar pacing to the previous year. Content may be taught, reviewed, or assessed in synchronous learning, asynchronous learning, or through 2-way interactions between a student and a teacher through several possible modes (email, text, phone, Google Classroom, Google Meet, instructional packets).

Monitoring and Feedback of Progress - Teachers will monitor student access and assignment completion based on the essential learning goals addressed in the lessons for each week and provide feedback to students about their learning. Students with access to technology will often submit assignments through Google Classroom. Students completing instructional packets will scan their assignment or take a photo of it and then email or text it to their teacher. Formative assessment results will be used to guide educators' reflection of wellness, engagement, and learning. Teachers will communicate with families about assessment results in order to inform next steps for learning and work with students to assess the quality of their work and set goals that drive individual improvement in learning.

Students are expected to complete assignments and student work will be graded. Students who do not submit any evidence of learning will be contacted by the teacher and will be provided multiple opportunities to demonstrate their learning. Inconsistent engagement and/or communication with a parent/guardian or student will be brought to the attention of the principal or counselor to develop a plan to connect with the student and family.

Progress Reports/Report Cards

Parents may view their children's grades at any time by accessing our web-based system. Teachers keep up-to-date information on student grades in this system. Progress reports are sent to our parents and guardians each marking period. In addition, teachers are expected to 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

Access to Learning - The district plans to use online learning tools for remote learning (Google Classroom, Google Meet, Google Suite Tools, Seesaw, etc.). Chromebook(s) have been provided to families who need a device. If families do not have internet, the district will provide wi-fi access from school parking lots or other prearranged designated areas while people remain in their vehicles. Students will be given a thumb drive to download lesson materials. All students will have access to grade level/course textbooks as needed to complete their work. Access to materials and school resources will be made available to families who need them.

Given the lack of technology for many of our students, our district will provide flash drives with

materials and assignments, mail hard copy instructional materials to homes, as well as provide hot spots for local access. Teachers, counselors, and administrators will work with students and families through phone calls and personal check-ins to ensure that they have the necessary resources to participate in remote learning.

EQUITABLE ACCESS FOR ALL

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.

Special Education Service Delivery - Teachers may connect with students and/or parents weekly through virtual small group or individual sessions based on the needs of the students and the services documented in the IEP; provide support for students accessing remote learning opportunities; provide supplemental resources for students and families via various online platforms; collaborate and consult with general education teachers regarding students on their caseload; and consult with IEP teams and convene virtual IEPs.

OTHER CONSIDERATIONS FOR ALL STUDENTS

Students Needing Support - Teachers will support students in attaining the highest level of learning by promoting a growth mindset. All students will have equitable access to high-level learning using differentiated texts/assignments and whole group, small group, and independent learning. High-leverage instructional practices, such as using learning targets, checking for understanding, and employing total participation techniques will be used to empower students to own their learning. Achievement will be monitored through the work students complete, unit assessments, and benchmark assessments. At the elementary level, diagnostic assessments will help educators target specific learning needs to improve reading achievement.

Paraeducators will be assigned to a teacher to support students. Support will be directed by teachers and may include working with a small group of students, providing individual instruction, facilitating a discussion, or clarifying assignments. In addition, all teachers will

provide virtual “office hours” to provide reinforcement and reteaching for those students who need it.

The Baldwin College Access Center - Counseling and access to postsecondary institutions will be provided at an identified location or through Google Hangouts or phone conferencing. Students will have the opportunity to tour institutions virtually via software and websites from their institutions. Students will still be able to access online assistance in postsecondary education preparedness. Students will be able to have contact with postsecondary institutions and their representatives. A pre-college curriculum will be hosted on Google Classroom for students who are in 12th Grade. Baldwin Community Schools will follow the Michigan Guidelines regarding the administration of standardized testing.

Instructional Plan for the Great Start Readiness Program (GSRP)

The Great Start Readiness Program (GSRP) Instructional Plan will follow the instructional plan below depending upon the phase in which the District’s program is assigned. In-person instruction will be held according to the GSRP calendar developed in partnership with West Shore ESD for the 2020-21 school year. This includes in-person instruction up to four (4) days per week, following the hours in which the program has followed in previous years. Program Implementation will align with the GSRP Implementation Manual from the Michigan Department of Education, utilizing the Connect4Learning (C4L) curriculum and Teaching Strategies Gold (TS Gold) assessment tool.

Local GSRP staff (231-745-3261) and/or the Early Childhood Supervisor at West Shore ESD (231-898-1545) may be contacted to answer questions or facilitate support to any preschool family.

Instructional Plan during Phase 3:

The Great Start Readiness Program (GSRP) plans to use a hybrid model of instruction using printed instructional packets and online learning platforms. For families with access to the internet, WSESD developed a [Preschool Landing Page](#) containing information for families and students. This website will contain links to resources and information specific to preschool. Weekly content will be uploaded for families and replicated in the printed instructional packets.

Students without internet access will have access to instructional materials through an instructional packet. All students will receive supplies and materials such as paper, pencils, crayons, scissors, printed books, etc. as part of their instructional packet. These materials will be distributed to all GSRP students through delivery models specific to each local district and will be coordinated by GSRP staff. The packets will be compiled and contain all resources needed for the weekly instruction.

GSRP teaching staff will make contact with their students at least two times during the week. Forms of communication may include: Google Hangout/Zoom, Remind app, phone calls, and/or mailed letters. Two way communication will be recorded and maintained by the teaching team and used to inform planning. Teaching staff will be encouraged to schedule Google Hangout/Zoom meetings with their students to provide “live” instruction and peer-to-peer engagement. Staff will be available during their normally scheduled hours and provide asynchronous and synchronous learning for students. Asynchronous learning includes instructional packets, pre-recorded instructional videos, activities to do in the home setting, reading/listening to a book, and website resources. Synchronous learning includes Google

Hangout/Zoom Meetings, live time activities, books being read to students and office hours designated for students and families to access teachers and staff.

Instruction will follow the Connect4Learning (C4L) curriculum used in our program with a Welcome and Read Aloud, Connect, Small Group, and Fast Focus activity. Teachers will also provide activities for hands-on learning that can take place in the home and outside. Instructional packets will include printed materials that support the areas of Social Emotional, Mathematical, Literacy and Language, Science and Physical Development. The instructional packets will be supplemented through Google Hangout, Zoom, and/or phone conferencing with GSRP staff members to support the student and families. Note: worksheets will not be provided as they are not allowable per the GSRP Implementation Manual.

Staff members will assess student's growth of C4L learning objectives by using Teaching Strategies Gold. During sessions with families, teachers will review weekly learning packets and discuss children's experiences with materials, etc to determine how students are proceeding through the curriculum.

The plan will be communicated through a letter mailed to each GSRP family or included in the child's enrollment packet provided upon acceptance into the program. The letter to families will include the Preschool landing page link for additional resources as well as the site information. The letter will also include information on expectations of the student, family and teaching team. Information will also be shared to families through the local district announcement system. Additional resources beyond the WSESD-prepared instructional packets to families may be provided if they so choose.

For students with an IEP or 504, learning activities and resources will be provided and modified according to the child's IEP and/or 504 guidelines when necessary. Modified activities will be provided by the Teaching Consultants and IEP team and provided to families when necessary.

During weekly connections with students and families, teaching teams will monitor and assess the needs of their students and families. If a need is presented, the teacher will elevate that need to the Center Director/Principal and their Early Childhood Specialist for support. Families will be referred to the Preschool Landing page for additional resources.

Evaluation of the plan: Teachers will seek family feedback regarding the Learning from Home process informally through weekly connections. Formal feedback will be sought from families twice a year: mid-year and at the conclusion of the school year. This communication will be documented via a Google Form. For families wishing to complete the feedback form on their own, a link to a Google Form will be shared. Feedback from families will be reviewed and discussed with staff during professional learning opportunities throughout the school year. Adjustments to programming and instructional delivery will be made based on resulting recommendations from families, staff, and MDE.

Instructional Plan during Phase 4:

The Great Start Readiness Program (GSRP) plans to offer programming four days a week, Monday through Thursday. Programming will consist of in-person learning, expecting that all students return to school on the specified date within enrollment documents. Families will receive a copy of the Family Handbook along with a GSRP specific COVID-19 Preparedness and Response plan submitted to the Michigan Department of Licensing and Regulatory Affairs

(LARA).

Programs will utilize the Connect4Learning (C4L) curriculum and Teaching Strategies Gold (TS Gold) assessment tool. Every Friday afternoon weekly learning activities will be uploaded onto the Preschool Landing Page by WSESD, which will include a cover sheet explaining the next week's activities and any supporting materials. GSRP staff will also prepare an instructional packet weekly to support learning activities in the event programs are moved to Phase 3.

Remote Instruction during Phase 4:

Families officially enrolled in GSRP will have the ability to choose a remote learning option for their student. This option will follow similar remote learning programming as outlined in Phases 1- 3 above. Families choosing this option will be provided additional guidance and program expectations upon selection of a remote learning experience.