



Bloomington Public School District
Extended COVID-19 Learning Plan
as described in Public Act 149, Section 98a

**Bloomington Public School District Extended COVID-19 Learning
Plan**

Address of School District/PSA: 629 E Kalamazoo St., Bloomington, MI 49026

District/PSA Code Number: 80090

District/PSA Website Address: www.bdalecards.com

District/PSA Contact and Title: Deb Paquette, Superintendent

District/PSA Contact Email Address: depaque@bdalecards.org

Name of Intermediate School District/PSA: Van Buren Intermediate School District

Name of PSA Authorizing Body (if applicable): N/A

Date of Adoption by the Board of Education/Directors: September 28, 2020

Assurances

1. The District/PSA will make their board approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's/PSA's website no later than October 1, 2020.
2. The District/PSA will create and make available on its transparency reporting link located on the District/PSA's website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan 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
 - select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year and again not later than the last day of the 2020-2021 school year.
4. If delivering pupil instruction virtually, the District/PSA will
 - provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
 - expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.
5. The District/PSA, in consultation with a local health department will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that is based on local data that are based on key metrics. Note: A determination concerning the method for delivering pupil instruction shall remain at the District/PSA Board's discretion. Key metrics that the District/PSA will consider shall include at least all of the following:
 - COVID-19 Cases or Positive COVID-19 tests
 - Hospitalizations due to COVID-19
 - Number of deaths resulting from COVID-19 over a 14-day period
 - COVID-19 cases for each day for each 1 million individuals
 - The percentage of positive COVID-19 tests over a 4-week period
 - Health capacity strength
 - Testing, tracing, and containment infrastructure with regard to COVID-19
6. If the District/PSA determines that it is safe to provide in-person instruction to pupils, the District/PSA will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District/PSA.

7. The District/PSA assures that
 - instruction will be delivered as described in this plan and approved by the District/PSA Board,
 - the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - the District/PSA will reconfirm how instruction will be delivered during the 2020-2021 school year thirty days after the approval of the plan, and every 30 days thereafter at a meeting of the Board, and
 - public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District/PSA during a public meeting described in PA-149.
8. The District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules, and regulations.
9. The District/PSA will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District/PSA and the pupil's teacher or at least one (1) of the pupil's teachers during each week of the school year for at least 75% of the pupils enrolled in the District/PSA. The District/PSA will publicly announce its weekly interaction rates at each District/PSA Board meeting where it re-confirms how instruction is being delivered. The District/PSA will make those rates available through the transparency reporting link located on the District/PSA website each month for the 2020-2021 school year.

Deb Paquette

President of the Board of Education/Directors/Superintendent

9/23/2020

Date



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 have significant gaps in their learning, and equity issues are more pronounced.

As we return to school in the fall, our first priority will be to ensure the well-being of all members of our school community. Because of the wide range of experiences students had during the remote learning portion of the 19-20 school year, we anticipate that students will come to school in the fall of 2020 with a wider than usual range of competencies. We expect that many students will be behind and will need opportunities to catch up. Teachers will need opportunities to collaborate with each other as they examine student work and determine what comes next in the learning for each student.

As Bloomingdale Public Schools plans to begin the school year in a face-to-face and distance learning environment, we will need to ensure that there are structures in place to ensure student engagement and achievement for all. This plan will focus on teaching and learning with an emphasis on equity for all learners and the well-being of students and staff.

Educational Goals

Quality Evidence-Based Assessment Practices

The Bloomingdale Public School District believes that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in school/district academic performance and to identify effective instructional programs. We believe it can provide guidance for standardizing or adjusting curriculum and instruction across grade levels, schools, and districts.

However, we will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, Bloomingdale Public School District will continue the use of (and professional learning around the use of) the formative assessment process as a powerful practice embedded in the teaching and learning process to continuously observe where our students are in order to modify instruction.

We believe the use of the formative assessment process, which is supported by an extensive body of research, provides in-time data for both our teachers and students to accelerate their learning and progress and gives us a more complete picture of what our students know and are able to do.

Educational Goals

The NWEA assessments in reading and NWEA assessments in mathematics will be administered to all students three times per year: 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 teaching & learning, all teachers will receive professional development in, and commit to the use of, the formative assessment process.

Goal 1 - 80% of all students will improve performance in Reading/ELA from Fall to Winter and from Winter to Spring as measured by NWEA and/or Essential Standards identified by content-area teams.

- 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 - 80% of all students will improve performance in Mathematics from Fall to Winter and from Winter to Spring as measured by NWEA and/or Essential Standards identified by content-area teams.

- 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.

Bloomington Goal Sheet is linked [here](#).

Instructional Delivery & Exposure to Core Content

While in Phase 4 of the MI SAFE START Plan:

Stakeholder feedback was collected via surveys and meetings. This feedback was considered in the development and adjustment of all instructional programs. Parent surveys were conducted. These surveys indicated that a majority of our parents wanted an onsite learning (54%) option while a significant number preferred a virtual option (46%).

Instruction in all core content areas will focus on essential standards and assessment strategies developed by teachers at each grade level or content area. Parent information will be provided on the various learning options.

Curriculum and materials:

All teachers will be provided with laptops to support their work with onsite and virtual students.

Necessary textbooks, materials, and technology devices will be provided to students in all instructional programs. One hundred percent of students received Chromebooks.

Parking lot WiFi will be provided for student use at Bloomingdale High School, Bloomingdale Middle School, Pullman Elementary and the park in Bloomingdale. Hot spots were also distributed to families that had the ability to connect but didn't have internet.

Intervention programs will be implemented and provided to students based on benchmark assessments, progress monitoring, and level of success within assigned courses.

Schedules and Routines:

All students in grades K-12 will be provided with (2) options. In-person/hybrid instruction or virtual (at home) instruction.

In-Person/Hybrid:

Students will attend classes onsite 4 days/week (Monday-Thursday). Students will attend remotely on Friday. Students will receive a full schedule of courses consistent with course offerings in each building. All students will remain in their cohort group and classroom utilizing push-in support, programs, and enrichments to the extent possible. Students may elect to change to distance learning at any time throughout the school year.

Virtual:

Grades K-12 - All students will utilize the Schoology platform for instruction Monday-Friday. Students will have daily access to content presented by teachers, assignments, and weekly check-ins (2 per week) with a teacher mentor. Support will be available to students daily during designated teacher office hours. All virtual students are required to participate in content-based conversations with teachers or mentors at least once per week. Students in all grade levels selecting virtual instruction must remain in that instructional program through at least the marking period. Students will have the option of returning to face to face instruction at each marking period or if capacity allows before the marking period.

Curriculum and Instruction: Academic Standards

The Bloomington Public School District curriculum for core academic areas is aligned to state standards. As teachers navigate the wider than usual range of competencies expected this fall, they will 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 teachers work to engage students remotely, they will use [Best Practices for Remote Learning](#):

- Remember Maslow's Hierarchy of Needs
- 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

Assessment and Grading

Bloomington Public 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 a web-based, platform Schoology, that allows them to see their children's grades at any time. Our teachers keep up to date information on student grades and attendance in this system. We also send progress reports to our parents and guardians during each marking period. This is in addition to the expectation we have for all teachers that they keep parents and guardians abreast of any concerns regarding a student's grade through emails and phone calls. Finally, we send out report cards to parents at the end of each marking period.

Equitable Access

Technology:

Each of the surveys administered to our parents have included questions around technology needs including devices and internet access. This data has been used to develop lists of student needs. Within each school building, teachers have contacted these students to identify technology needs and arrange pickup of devices as needed. These items have been provided at no cost to students.

Students with identified special needs

When school starts, students' IEPs 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.

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 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.

Bloomington Public Schools will provide students with disabilities and other vulnerable populations with the accommodations necessary to have equitable access to instruction

and an equal opportunity to participate in programming. VBISD will be using the following guidance created by MDE/OSE as a basis for this service delivery.

[Guidance for Compliance with the Individuals with Disabilities Education Act and the Michigan Administrative Rules for Special Education During the COVID-19 Pandemic](#)

[Guidance to Address Return to Learn for Students with IEPs](#)

[Guidance to Address Foregone Learning for Students with IEPs as a Result of the COVID19 Pandemic](#)

In addition to the considerations noted above regarding students with disabilities, Teaming efforts characterized as 'child find' and 'child study' will continue to identify students in need of specialized instruction, accommodations, and intervention.

Grant funds have been set aside to target identified students and implement additional instructional time, beyond the school day to meet the needs of these students.