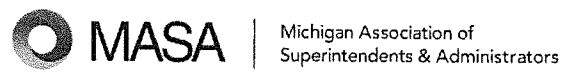


**District/PSA Template for the  
Extended COVID-19 Learning Plan  
*as Described in Public Act 149, Section 98a***

**August 27, 2020  
September 3, 2020 Clarifications**

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.

Byron Area School's 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 Shiawassee Regional Educational Service District no later than October 1, 2020 for approval. The SRESA will transmit the approved plan to the state superintendent of public instruction and the state treasurer.



## Byron Area Schools Extended COVID-19 Learning Plan

Address of School District/PSA: 312 West Maple Ave. Byron, MI 48418

District/PSA Code Number: 78020

District/PSA Website Address: [www.byron.k12.mi.us](http://www.byron.k12.mi.us)

District/PSA Contact and Title: Tricia Murphy-Alderman  
Superintendent

District/PSA Contact Email Address: [murphyalderman@byron.k12.mi.us](mailto:murphyalderman@byron.k12.mi.us)

Name of Intermediate School District/PSA: Shiawassee RESD

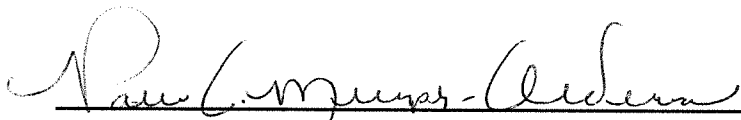
Name of PSA Authorizing Body (if applicable):

Date of Approval by ISD/Authorizing Body:

## Assurances

1. Byron Area Schools will make their SRESA approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the Byron Area School's website no later than October 1, 2020.
2. Byron Area Schools will create and make available on its transparency reporting link located on the Byron Area School's website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan not later than February 1, 2021, for goals its expected would be achieved by the middle of the school year and not later than the last day of school of the 2020-2021 school year for goals the District/PSA expected would be achieved by the end of the school year.
3. Benchmark Assessments: Byron Area Schools will
  - select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
  - administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year and again not later than the last day of the of the 2020-2021 school year.
4. If delivering pupil instruction virtually, the Byron Area Schools 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 Byron Area Schools had planned for that exposure to occur for in-person instruction.
5. Byron Area Schools, 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 Byron Area Schools Board of Education'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 Byron Area Schools determines that it is safe to provide in-person instruction to pupils, Byron Area Schools will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in Byron Area Schools.

7. Byron Area Schools assures that
  - instruction will be delivered as described in this plan and re-confirmed by the Byron Area Schools Board of Education,
  - the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
  - Byron Area Schools 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 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 Byron Area Schools during a public meeting described in PA-149.
8. Byron Area Schools 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. Byron Area Schools will ensure that two (2), 2-way interactions occur between a pupil enrolled in Byron 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 Byron Area Schools. Byron Area Schools will publicly announce its weekly interaction rates at each Byron Area School's Board meeting where it re-confirms how instruction is being delivered. Byron Area Schools will make those rates available through the transparency reporting link located on the Byron Area Schools website each month for the 2020-21 academic year.

  
District Superintendent

9.29.2020

Date

# Learning Plan Narrative

## Opening Statement

- Please provide a statement indicating why an Extended COVID-19 Learning Plan is necessary to increase pupil engagement and achievement for the 2020-2021 school year.

The COVID-19 global pandemic is impacting our Byron community in a number of ways: we are experiencing a traumatic event and students may have significant gaps in their learning.

As we returned to school in the fall, our first priority has been to ensure the well-being of all members of our school community. Because of the wide range of student experiences during the remote learning portion of the 2019-20 academic year, we anticipate that students will return to school in the fall of 2020 with a wider than usual range of competencies. Students may be behind in their learning goals and will need time as well as an engaging learning activities using a variety of instructional strategies to continue on their path of grade level and content area growth and achievement. Teachers will also need opportunities to collaborate with each other as they examine student work to determine the next step in the learning for each student.

We believe in educating the whole child at Byron and listed below are a few examples to demonstrate this expectation.

- Teaching in a whole new way
- Developing and implementing creative and engaging lesson plans
- Utilizing technical devices, such as I pads and Chromebooks
- Learning continuously
- Providing basic resources
- Checking in with students using a variety of communication tools
- Developing new methods to celebrate students

As our Byron leadership team planned to begin the new academic year, two learning preferences were offered to students/parents. We created structures with protocols to ensure student engagement and achievement for all. This plan also focuses on teaching and learning with an emphasis on equity for all learners and the well-being of each child.

Our planning incorporated the following core values:

- School operations using public health and safety protocols
- Teaching and learning strategies for student growth for each child
- Consistent schedule for students and families
- Utilization of full instructional days
- Inclusion of an on-line/remote learning option
- Using learning management system of Google Suite for all students

- Whole child and family support, including wellness and social & emotional learning
- Teachers participating in professional learning during the summer months to be prepared
- Custodial and maintenance staff cleaning and preparing areas following safety protocols
- Purchasing 350 new technology devices providing each child with an individual device

## Educational Goals

- **Please outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. The District/PSA must establish all of its goals no later than September 15, 2020. Authorizing bodies expect PSA educational goals will be aligned to the educational goal within your charter contract.
- **Specify** which goals are expected to be achieved by the middle of the school year and which goals are expected to be achieved by the end of the school year.
- **Ensure** that all of the following apply to the educational goals described in this section: (a) The goals include increased pupil achievement or, if growth can be validly and reliably measured using a benchmark assessment or benchmark assessments, growth on a benchmark assessment in the aggregate and for all subgroups of pupils; (b) The District/PSA benchmark assessment(s) are aligned to state standards and will be administered to all pupils K-8 at least once within the first 9 weeks of the 2020-2021 school year and not later than the last day of the 2020-2021 school year to determine whether pupils are making meaningful progress toward mastery of these standards; and (c) the District's/PSA's educational goals are measurable through a benchmark assessment or benchmark assessments.
- To the extent practicable, the District/PSA will administer the same benchmark assessment or benchmark assessments that it administered to pupils in previous years.

### Quality Evidence-Based Assessment Practices

The staff of Byron Area Schools believe that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in district and building academic performance in addition to identifying effective instructional strategies and programs. We believe it can provide guidance for standardizing or adjusting curriculum and instruction across grade levels, buildings, and the district.

However, we will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, Byron 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 provides us a more complete picture of what our students know and are able to do.

## **Educational Goals**

The NWEA assessments in reading and mathematics will be administered to all students in grade levels K – 6<sup>th</sup> three times throughout the academic year: once in the first nine weeks of the new year, the second mid-year, and the third time prior to the last day of instruction. Formative assessments will provide information to inform our progress toward our goals over the course of the year. Progress reports will be available on our website in February and June.

The IXL Diagnostic assessment will be administered to our 7<sup>th</sup> and 8<sup>th</sup> grade students twice during the academic year: once in the first nine weeks of the new year and once prior to the last day of instruction. 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.

Additionally, we will continue to engage stakeholders in the district's balanced assessment system, including publicly sharing aggregate and student subgroup (minimum of 30 students) performance reports on NWEA and IXL results.

### *Goal #1*

By the end of the 2020-21 academic year, the District will have an increased number of students meeting their reading growth goal as measured on their benchmark assessments.

- All teachers will use the formative assessment process to support adjustment to teaching & learning and to support meaningful student progress toward 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 faculty.

### *Goal #2*

By the end of the 2020-21 academic year, the District will have an increased number of students meeting their reading growth goal as measured on their benchmark assessments.

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress toward mastery of Math academic standards.
- Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by faculty.



## Instructional Delivery & Exposure to Core Content

- **Please describe** how and where instruction will be delivered during the 2020-2021 school year. (e.g. instruction may be delivered at school or a different location, in-person, online, digitally, by other remote means, in a synchronous or asynchronous format, or any combination thereof).

Note: Additional information about Byron Area Schools' instructional plan may be found in the Byron Area Schools COVID-19 Preparedness Response Plan located on our website.

### Mode of Instruction

To begin the new academic year, two learning options were developed and offered for each Byron parent/student to select. These two learning preferences are listed below:

#### Option #1

*PreK – 5<sup>th</sup> Grade Students*

In-person full instructional five days (8:00am – 3:03pm) each week

*6<sup>th</sup> – 12<sup>th</sup> Grade Students*

In-person full instructional five days (7:50am – 2:50pm) each week with every other Friday as “Virtual Learning” instructional day

#### Option #2

*PreK -12<sup>th</sup> Grade Students*

On-line learning using Google Classroom with Byron curriculum and Byron teachers

Students may begin the academic year in option #1 and transition to option #2 if they choose and likewise, students may begin the year in option #2 and transition to option #1 if they choose. Students enrolled in Option #1 and Option #2 are Byron Area Schools' students; therefore, they may participate in all of our extra-curricular activities, including athletics. Student and staff health and safety will be addressed following the guidance and requirements from the Return to Learn.

All in-person learning elementary students will participate in our special classes of Art, Computer, Library, Music, and Physical Education. Students will eat in their assigned classroom for lunch. Our outside space will be used for Recess with each grade level assigned a specific time.

In-person learning elementary students should expect the following:

- Students will wear a facial covering when in common areas.
- 6<sup>th</sup> Grade students will wear a facial covering in the classroom.
- Students will face the same direction in the classroom.
- The sharing of materials will be limited.

- Students should expect an in-person experience that integrates technology as instructors will be delivering content, instruction, and learning activities through Google Classroom.
- Surfaces in classrooms will be disinfected between each classroom change
- Students will be assigned and permitted to use a locker.

Listed below are the in-person and online learning expectations for middle and high school students:

In-person learning secondary students should expect the following:

- Students will wear a facial covering at all times (other than while eating)
  - Students will face the same direction in the classroom.
  - The sharing of materials will be limited.
- Students should expect an in-person experience that integrates technology as instructors will be delivering content, instruction, and learning activities through Google Classroom.
- Surfaces in classrooms will be disinfected between each classroom change
  - Students will be assigned and permitted to use a locker.

Online learning students should expect the following:

- Workload: To have at least 1 hour of work per class per day, totaling 6 hours/day or 30 hours/week. This workload may include joining the class live, as well as activities completed outside of the of the designated class period.
- Teacher Assignment: Students will follow the class periods, times, and teachers as included on their course schedule.
- Availability: Students should be available during their assigned class time every instructional day. Students will be expected to participate in synchronous and asynchronous activities. Teachers may not be live every hour or for the entirety of the hour, but a student should be available to be live at that time.
- Deadlines: Each classroom will develop assignment deadlines consistent with both students who are in-person and online.
- Connectivity: Families are responsible for connectivity. Paper alternatives will not be provided.
- Communication: Students should expect to be in daily contact and engagement with each of their instructors. Students are expected to use Google Classroom or District Email to contact teachers. Please allow 24 hours for a response during the week.

- **Please describe** how instruction for core academic areas will expose each pupil to the academic standards that apply for each pupil's grade level or course in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.

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

Byron Area School's 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 use these Curriculum, Instruction, and Assessment Toolkits to provide guidance to help them design new (or best utilize existing) pre-assessments to plan for differentiation of content, use results from pre-assessments to inform instruction and prioritize K-12 instructional standards for the 2020-2021 academic year. The CIA Toolkits will guide teachers to implement instructional approaches to meet the range of student needs as they return to school in the fall, identify assessment ideas that allow students to demonstrate understanding in a variety of ways, assess and provide instruction in the content areas in face-to-face, 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
- Nurture a positive home climate for learning and parental involvement
- Establish and maintain remote classroom norms and learning routines
- Implement culturally responsive teaching practices
- Encourage student collaboration and discourse
- Create opportunities for and attend carefully to feedback
- Engage students in meaningful learning opportunities

- **Please describe** how pupil progress toward mastery of the standards described within this section will be graded or otherwise reported to the pupil and the pupil's parent or legal guardian.

### **Assessment and Grading**

Byron Area Schools bases its assessment system on the Michigan Standards. We regularly assess students at the district and classroom level to determine if they are making progress toward meeting these standards. We place a heavy emphasis on formative assessment. This is critical in the instructional process so that students receive timely feedback to help them know what they need to do to improve. It also provides 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 PowerSchool, a web-based system, which allows them to view their children's grades at any time. This is used in grades 3<sup>rd</sup> -12<sup>th</sup>. For students in grades K -2<sup>nd</sup>, teachers provide regular feedback on student learning directly to parents through a standards-based grading process. Our teachers keep up-to-date information on student grades in both systems. 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 to inform parents and guardians of any concerns regarding a student's learning progress and grades through emails and phone calls. Finally, we send report cards to parents at the end of each marking period.

## Equitable Access

- If delivering pupil instruction virtually, please **describe** how the District/PSA will provide pupils with equitable access to technology and the internet necessary to participate in instruction.

### Technology

Byron Area Schools ensures all students will be provided equitable access to technology and the internet as described in our Continuity of Learning Plan that was previously submitted to the state. Byron Area School's system for maintaining student access to technology devices and the internet is described in the Continuity of Learning Plan, and again in the Byron Area Schools COVID-19 Preparedness and Response Plan. We have provided devices (waiting for all purchases to arrive) for all students, whether in-person or remote.

- **Please describe** how the District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.

#### **Students with identified special needs**

When school begins, students' IEPs, IFSPs, and 504 plans will be reviewed in coordination with general and special education teachers and/or providers to address any data-driven accommodations and/or services that are needed due to known changes in students' needs.

For students from birth to five, those with identified special needs, and those attending CTE programming, intervention and support services will be integrated into the student's program immediately upon the start of school.

The District has established structures for general and special education teachers and/or providers to collaborate and communicate regarding student performance and student needs on IEP goals and objectives with special consideration regarding assistive technology and accessibility. Resources to consider: Alt+Shift consultation or web resources at - <https://www.altshift.education/resources/remote-learning-resources>

The District ensures a continuation of services for students receiving speech and language, occupational therapy, physical therapy, or social work services within their IFSP or IEP. The district also ensures a method for the continuation of evaluation for students suspected of having a disability as well as those requiring re-evaluation.

- **Optional Considerations for District/PSA Extended COVID-19 Learning Plans:**
  - 1. In addition to the students with disabilities noted above, please describe how the District/PSA will ensure that the needs of other vulnerable student populations, such as but not limited to, early English Learners and Fledgling/struggling students, are met.
  - 2. Please describe how the District/PSA will ensure that students will, during pandemic learning, have continued access to programs such as, but not limited to, Early Childhood, CTE, Early-Middle College, Dual Enrollment and Advanced Placement as applicable within the District/PSA.

Byron Area Schools partners with the Shiawassee Regional Education Service District to support Early Childhood, CTE, and Early-Middle College opportunities for students. Our partnership with University of Michigan – Flint as well as Dual Enrollment and Advanced Placement courses continue to be offered throughout the pandemic. We will ensure that our students have the appropriate materials and support to complete these courses.