



Extended COVID-19 Learning Plan
as described in Public Act 149, Section 98a
Final
September 24, 2020

On August 20, 2020, Governor Whitmer signed House Bill 5913 into law as Public Act 149. Section 98a states that in order to receive state aid for 2020-2021, districts must provide for instruction under an extended COVID-19 Learning Plan ("Plan") that has been approved by an intermediate district or authorizing body. The Plan does not replace the District's/PSA's COVID-19 Preparedness and Response Plan, it is an additional plan that includes new assurances and sections on educational goals, instructional delivery, grading, and equitable access. PA 149 does not apply to districts that operate as a cyber school.

District/PSA educational goals written for all students and all subgroups must be established no later than September 15, 2020, and submitted in their Plan to the ISD or Authorizing Body, as applicable, no later than October 1, 2020, for approval. ISDs and PSAs will transmit the approved plan to the superintendent of public instruction and the state treasurer.

This is a Review Only document. Please download it as a Microsoft Word document to add your own District/PSA logo and Extended Covid-19 Learning Plan.

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

Bedford Public Schools Extended COVID-19 Learning Plan

Address of School District/PSA: Bedford Public Schools

District/PSA Code Number: 58030

District/PSA Website Address: 1623 W. Sterns Road

District/PSA Contact and Title: Dr. Carl Shultz, Superintendent

District/PSA Contact Email Address: carl.shultz@mybedford.us

Name of Intermediate School District/PSA: Monroe County ISD

Name of PSA Authorizing Body (if applicable):

Date of Approval by ISD/Authorizing Body:

Assurances

1. Bedford Public Schools will make their ISD/Authorizing Body approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's/PSA's website no later than October 1, 2020.
2. Bedford Public Schools 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: Bedford Public 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 2020-2021 school year.
4. If delivering pupil instruction virtually, Bedford Public 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 District/PSA had planned for that exposure to occur for in-person instruction.
5. Bedford Public 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 is based on local data that are based on key metrics. Note: A determination concerning the method for delivering pupil instruction shall remain at Bedford Public Schools Board's discretion. Key metrics that Bedford Public Schools 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 Bedford Public Schools determines that it is safe to provide in-person instruction to pupils, Bedford Public Schools will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the district.

7. Bedford Public Schools assures that
 - instruction will be delivered as described in this plan and re-confirmed by the Bedford Public Schools Board,
 - the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - Bedford Public Schools will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after the approval of the plan, and every 30 days thereafter at a meeting of the Board, and
 - public comment will be solicited from the parents or legal guardians of the pupils enrolled in Bedford Public Schools during a public meeting described in PA-149.
8. Bedford Public 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. Bedford Public Schools 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. Bedford Public Schools will publicly announce its weekly interaction rates at each Bedford Public Schools Board meeting where it re-confirms how instruction is being delivered. Bedford Public Schools will make those rates available through the transparency-reporting link located on the district website each month for the 2020-2021 school year.

Dr. Carl Shultz, District Superintendent

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 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.

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.

Bedford Public Schools began the school year in both face-to-face and virtual learning environments, we have ensured that there are structures in place to ensure student engagement and achievement for all. This plan focuses on teaching and learning with an emphasis on equity for all learners and the well-being of students and staff.

Educational Goals

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

Quality Evidence-Based Assessment Practices

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

However, we will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, Bedford Public Schools 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 Fastbridge assessments in reading and mathematics will be administered to all students grades K-8 three times: once in the first nine weeks of the school year, once in the winter, 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.

Additionally, we will continue to engage stakeholders in the district's balanced assessment system, including publicly sharing aggregate and student subgroup performance reports on Fastbridge results.

Goal 1 - All students (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by Fastbridge.

- 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 to Spring as measured by Fastbridge.

- 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

- **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: Bedford Public Schools full instructional plan can be found in the [BPS Return to Learning Guide](#).

Mode of Instruction

To start the school year, all district students were given the option of selecting either full at-home virtual learning or in-school learning Monday through Friday with a sixty-minute early release daily. Student and staff health and safety will be addressed through a cohort model that keeps students together for the entire school day in addition to other defined mitigation strategies.

Students in grades K-12 selecting full at-home virtual learning have been issued district provided Google Chromebooks for completing virtual learning expectations. K-5 students selecting in-school learning attend class Monday through Friday from 8:30 am- 2:30 pm and remain with the same teacher in a cohort model to help reduce the amount of potential exposure for students and staff members. 6-12 students selecting in-school learning complete their learning expectations through a

cohort model whereby all students learn virtually from their scheduled course teachers while remaining inside of their assigned homeroom. This model was designed for increased flexibility and allows students in grades 6-12 to easily transition between learning at home and in school. The cohort design significantly reduces student and staff exposure and allows an increased ability to contact trace if the need should arise. District leadership is working on an alternate schedule that would allow for students scheduled into hands-on elective classes to be able to attend these courses on a limited and rotating basis. This schedule will only be utilized if the district is confident that the initial wellness data collected can be maintained with the expansion of programs.

- **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.

Note: Bedford Public Schools full instructional plan can be found in the [BPS Return to Learning Guide](#).

Curriculum and Instruction: Academic Standards

Bedford Public Schools curriculum for core academic areas is aligned to state standards and housed in our student learning management system Schoology. As teachers navigate the wider than usual range of competencies expected this fall, resources such as the [Curriculum, Instruction, and Assessment Toolkits](#) will be made available. These resources provide guidance to help them design new (or best utilize existing) pre-assessments to plan for differentiation of content, use results from pre-assessments to inform instruction and prioritize K-12 instructional standards for the 2020-2021 School Year. The CIA Toolkits can help guide teachers to implement instructional approaches to meet the range of student needs as they return to school in the fall, identify assessment ideas that allow students to demonstrate understanding in a variety of ways, assess and provide instruction in the content areas in face-to-face, virtual, and blended classroom environments, and incorporate well-being and SEL/trauma-informed practices into instruction.

As our high school elective teachers work to engage students remotely, they will use resources such as [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

Bedford Public 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 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 system that allows them to see their children's grades at any time. Our teachers keep up-to-date information on student grades in this system. We 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, report cards are made available to parents at the end of each marking period through our Home Access Center.

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

Bedford Public 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. Bedford Public School's system for maintaining student access to technology devices and the internet is described in the [BPS Return to Learning Guide](#).

- **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

Bedford Public Schools Instruction & Student Service Department is dedicated to providing free appropriate public education (FAPE) opportunities for students with disabilities and will align with Monroe County Health Department recommendations. Our special education staff will continue working with families to collaboratively identify the most essential services for each student that can be provided, both directly and indirectly, in virtual or in-person learning environments. Student plans will be adjusted, as needed, in coordination with families. We recognize that each student will have an individual plan based on the learning model selected by the district.

BPS will continue to support our students with IFSPs and IEPs in the following programs:

- Early Childhood/Pre-K Special Education Programs & Services
- Great Start Readiness Program (GSRP)
- K-12
- Bedford Adult Transition Center (NATC)
- Bedford students who attend Center-Based Programs in Monroe County

In-Person and Virtual Learning

The Instruction & Student Services Department will follow MARSE and IDEA policies and procedures for students with disabilities. This includes following child find requirements, evaluations, eligibility, and providing accommodations, aids and related services to students who are eligible under MARSE criteria for disabilities. The District will adhere to health guidelines during evaluations and when providing accommodations, aids, and related services.

Child Find and Evaluation

BPS will continue to identify, locate, and evaluate students suspected of having a disability and needing special education and related services. At the same time, BPS will be mindful that students have had changes to their typical learning environment when initiating the referral process. Some evaluation procedures can be completed in virtual learning situations and other evaluations require in-person contact with students or observations of students in school settings. BPS will conduct evaluations remotely and in-person (as needed), while adhering to public health guidelines for the safety of students and staff.

Individualized Education Program (IEP) Meetings

BPS is committed to providing families an opportunity to have meaningful participation in the special education process. We will continue to conduct virtual IEP meetings.

- **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.

Note: Bedford Public Schools full instructional/intervention support plan can be found in the [BPS Return to Learning Guide](#).

English Language Learners currently receiving ELL Services through the district program will continue to have access to equitable, high-quality content and best practices in English Language acquisition. The English Language Learning program will continue to support English Learners, whether in-person or virtually, focusing on the four components of language development: Speaking, Listening, Reading, and Writing. The ELL instructor will follow the district plans for in-person or virtual learning. The ELL program will continue to follow best practices and guidance provided by the Michigan Department of Education.

Key Points

- During In-Person instruction,
 - The ESL Teacher will continue teaching language development along with teaching core content
 - English Learners will continue to be identified for appropriate levels of English Development support based on multiple data points, such as the latest WIDA ACCESS 2.0 For ELLs proficiency scores
 - English Language Development interventions will continue to provide intensive language-based instruction to English Learners who are struggling with language development
 - The ESL teacher will begin the year by collecting further proficiency data to ensure they are able to meet students' needs using the WIDA Model assessment, and other local assessments such as Fastbridge.
- During virtual instruction,
 - The ESL teacher will also continue to teach language and content, with further emphasis on developing oral language skills
 - The ESL Teacher will continue to provide English Language Development intervention to select students who are identified as in need of additional support to further develop their language skills

- The ESL teacher will continue to collaborate with core teachers and the special education team to support English Learners in their classes, whether online or in person