

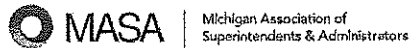
**Britton Deerfield Schools**  
**Extended COVID-19 Learning Plan**  
*as Described in Public Act 149, Section 98a*

**September 21, 2020**  
**Updated: October 9, 2020**  
**Updated: November 16, 2020**  
**Updated: December 21, 2020**  
**Updated: January 7, 2021**  
**Updated: February 6, 2021**  
**Updates: March 15, 2021**

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.

Britton Deerfield'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 ISD or Authorizing Body, as applicable, no later than October 1, 2020 for approval. A district that is a public school academy that, by agreement, provides educational services for the residents of a district that is not a public school academy and that does not directly provide public educational services to its residents that intends to provide instruction under an extended COVID-19 learning plan shall submit its extended COVID-19 learning plan described in subsection (1) to the intermediate district in which it is located not later than October 1, 2020 for approval.

The ISD or Authorizing Body will approve Extended COVID-19 Learning Plans no later than October 9, 2020 and transmit the approved plans to the state superintendent of public instruction and the state treasurer. Approved plans must be made accessible through the transparency reporting link located on the district's website by not later than October 12, 2020. District/PSA Extended COVID-19 Learning Plans should be submitted to the ISD or Authorizing Body as a PDF file.



### **Britton Deerfield Schools Extended COVID-19 Learning Plan**

Address of School District/PSA: **201 College Ave., Britton, MI, 49229**

District/PSA Code Number: **46050**

District/PSA Website Address: **[www.bdschools.us](http://www.bdschools.us)**

District/PSA Contact and Title: **Mrs. Stacy Johnson, Superintendent**

District/PSA Contact Email Address: **[stacy.johnson@bdschools.us](mailto:stacy.johnson@bdschools.us)**

Name of Intermediate School District/PSA: **Lenawee County ISD**

Name of PSA Authorizing Body (if applicable):

Britton Deerfield Schools Extended COVID-19 Learning Plan

Date of Approval by ISD/Authorizing Body: October 9, 2020

### Assurances

1. Britton Deerfield 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 12, 2020.
2. Britton Deerfield 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 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 expected would be achieved by the end of the school year. Additionally, by not later than January 15, 2021, the district shall create a report that includes information regarding both of the following and shall ensure that the report under this subdivision can be accessed through the transparency reporting link located on the district's website:
  - The amount and type of training provided during the current school year as of the date of the report to teachers of the district through professional development that focuses on how to deliver virtual content.
  - The amount and type of training provided during the current school year as of the date of the report to the parents and legal guardians of pupils and to pupils on how to access and use virtual content provided by the district.
3. Benchmark Assessments--Britton Deerfield Schools will:
  - o select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
  - o 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, Britton Deerfield Schools will
  - o provide pupils with equitable access to technology and the internet, to the extent feasible, necessary to participate in instruction, and
  - o 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 had planned for that exposure to occur for in-person instruction.
5. Britton Deerfield Schools, in consultation with the 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

Board's discretion. Key metrics the district will consider shall include at least all of the following:

- o COVID-19 Cases or Positive COVID-19 tests
- o Hospitalizations due to COVID-19
- o Number of deaths resulting from COVID-19 over a 14-day period
- o COVID-19 cases for each day for each 1 million individuals
- o The percentage of positive COVID-19 tests over a 4-week period
- o Health capacity strength
- o Testing, tracing, and containment infrastructure with regard to COVID-19

6. If the district determines that it is safe to provide in-person instruction to pupils, the district will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the district.
7. Britton Deerfield Schools assures that:
  - o Instruction will be delivered as described in this plan and approved by the Britton Deerfield Board of Education.
  - o The description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year.
  - o The district will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after the approval of the plan, and each month thereafter at a meeting of the Board.
  - o For each reconfirmation described in this subdivision, the district shall report to the center, in a form and manner prescribed by the center,
    - a) the instructional delivery method that was reconfirmed;
    - b) how that instruction will be delivered for each grade level offered by the district, including pre-kindergarten, as applicable; and
    - c) whether or not, as determined by the department in consultation with the center, the district is offering higher levels of in-person instruction for English language learners, special education students, or other special populations.
  - o 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. Britton Deerfield 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. The district will ensure that two (2), 2-way interactions occur between a pupil enrolled in Britton Deerfield Schools and the pupil's teacher or at least one (1) of the pupil's teachers, or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress during each week of the school year for at least 75% of the pupils enrolled in the district. Britton Deerfield Schools will publicly announce its weekly interaction rates at each Board meeting where it re-confirms how instruction is being delivered. The district will make those rates available through the transparency reporting link located on the District/PSA website each month for the 2020-2021 school year.

## 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:

1. We are experiencing a traumatic event in our school, community, county, State, Nation and world.
2. Many students may have significant gaps in their learning.
3. Equity issues are more pronounced, specifically in the area of technology and connectivity.

As we return to school this fall, our first priority will be to ensure the well-being of all members of our school community. This includes all staff and students. Because of the wide range of experiences students had during the remote learning portion of the 2019-20 school year, we anticipate students will come to school this fall with a wider than usual range of competencies. We expect that many students will be behind and will need opportunities to receive remediation and intervention. Teachers will need opportunities to collaborate with each other as they examine student work and determine next-steps in establishing learning and best-practice teaching methods for all learners.

Britton Deerfield plans to begin the school year offering both face-to-face and virtual learning opportunities for students. Our focus continues to be assuring structures are in place to ensure student engagement, achievement and social-emotional (SEL) competencies 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

- **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

Britton Deerfield Schools believes that benchmark assessment evidence can be used to effectively monitor and evaluate patterns and trends in a school district's academic performance and to identify the effectiveness of instructional programs and instructional delivery methods. We further believe disseminating assessment data 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 regarding individual student learning. Rather, Britton Deerfield 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.

Britton Deerfield Schools will utilize formative assessment processes showcasing that data disseminated from these assessments, for both teachers and students, accelerates their learning and progress and gives us a more complete picture of what our students know and are able to do.

## **Educational Goals**

Britton Deerfield will utilize the Michigan Department of Education approved assessment tool, STAR Math and STAR Literacy, to assess all K-8 students. These assessments will be administered twice: once in the first 9 weeks of the school year, and again, prior to the last day of school. These formative assessments will provide information to inform of progress toward our goals over the course of the school year and also to allow for data-driven adaptations to curriculum and instruction.

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 utilize the district's balanced assessment system and publicly share aggregate and student subgroup performance reports on all results.

Finally, the district will continually monitor progress on the school improvement goals set forth by the school improvement process. The goals for the district are as follows:

**1. Some high school students in BDHS will show an increase in course success and completion.**

- The bottom 30% of 9-12 grade students will show an increase in successful completion of mathematics courses, and credit earned toward graduation in mathematics, as measured by MME and MDE requirements on State mandated testing.
- Forty (40%) percent of students in grades 9-12 will show growth on assessments in mathematics from the beginning to the end of the year on the publisher's tests.

**2. Third grade students in Britton Deerfield Schools will show an increase in ELA achievement as shown in district benchmark assessment data.**

- 10% of third grade students will demonstrate proficiency on reading assessments showcased on district and State mandated testing.

**3. Students in grades K-8 will improve performance in mathematics from fall to spring as measured by STAR, local assessments and State mandated assessments.**

- Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff.
- All teachers will use the formative assessment process to drive instruction and adjust lessons to support meaningful student progress towards mastery of math academic standards.

## 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: The Britton Deerfield Schools full instructional plan can be found in the MI Safe Schools Roadmap—Britton Deerfield Schools COVID-19 Preparedness and Response Plan located at [www.bdschools.us](http://www.bdschools.us).

### Mode of Instruction

To start the school year, all K-5 students will attend school each day for face-to-face instruction. Student and staff health and safety will be addressed through a cohort model that keeps students together for the entirety of the school day.

Middle School and High school students will begin the year with a face-to-face model that allows for more personalized schedules, smaller class sizes (when feasible), and all mandates set forth in the return to learn plan. With this model, all students will attend classes with 90 minute block scheduling. They will use an ABAB pattern for class attendance. This schedule allows for greater health and safety by minimizing the number of passing times needed co-mingled in the hallways and common areas.

The district has partnered with Lincoln Learning Solutions for virtual instruction for all families wishing to engage in virtual learning for pandemic learning. The district will purchase licensures for student enrollment. All direct instruction will come from teachers at Lincoln Learning and Britton Deerfield district teachers will be established as mentor teachers of record for every child. Students receiving special education instruction will have their needs met by a combination of Britton Deerfield staff and Lincoln Learning staff. Contingency Plans will be established in collaboration with the special education teams and student's IEPs. All goals, accommodations and modifications will be made for students receiving special education instruction.



- **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**

Britton Deerfield Schools provides curriculum for core academic areas aligned with all State standards and benchmarks. Our course catalogs can be viewed on our webpage at [www.bdschools.us](http://www.bdschools.us).

As teachers navigate the wider than usual range of competencies expected this fall, they will use benchmarks and standards to help them design instruction. They will also use new or existing pre-assessments to plan for differentiation of content and prioritize K-12 instructional standards for the 2020-2021 School Year.

The standards guide teachers as they implement instructional approaches to meet the wide range of student needs and varying levels of understanding. As students return to school, teachers assess students and provide instruction in the content areas in a face-to-face learning environment and virtual learning environments. In addition to academic rigor, Britton Deerfield staff will work to incorporate plans for well-being and SEL/trauma-informed practices into their daily instruction.

As our teachers mentor virtual students, they will use Best Practices for student engagement that may include, but not be limited to:

- Nurture a positive home climate for learning and parental involvement
- Encourage remote classroom norms and learning routines at home
- Implement culturally responsive teaching practices collaboratively with Lincoln Learning
- Encourage student collaboration with other virtual students
- Create opportunities for—and attend carefully to—feedback for all learners
- Engage students in meaningful learning opportunities
- Stress the importance of task completion and meeting deadlines
- Responsible, self-paced course completion

- 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**

Britton Deerfield Schools bases its assessment system on the Michigan Standards and the Common Core State Standards (CCSS). We regularly assess students at the district and State level to determine if they are making progress toward meeting mastery level skills within those standards. This is done with benchmark tests, local assessments, tests that are designed by curriculum companies and State mandated tests, such as M Step, PSAT, SAT, etc.

In Britton Deerfield Schools, heavy emphasis is placed on formative assessment. This format for assessments is critical in the instructional process so students receive timely feedback and student growth can be seen in various areas and through multiple measures. Additionally, formative assessments allow for teachers to be able to adjust the teaching and learning process to meet each student's needs.

Britton Deerfield Schools also has a system for delivering summative assessments at the individual grade levels. These assessments 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 or set of skills and disciplinary knowledge.

We make available to our parents and legal guardians a web-based system that allows them to monitor their children's grades at any time. Our teachers keep up-to-date information on student grades in this system. Progress reports are also available upon request to our parents and guardians during each marking period. This would be in addition to the expectation we have for all teachers that parents and guardians are kept abreast of any concerns regarding a student's academic achievement, socialization and discipline incidents through emails and phone calls. Finally, we send parents report cards at the end of the first marking period and semester. The end of the year grades are available in HAC.

## 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

Britton Deerfield Schools believes in providing equitable opportunities in the form of robust and reliable access to current and emerging technologies and digital resources, with connectivity for all students, including those with special needs, teachers, staff and school leaders.

For those students who have access to an internet-capable device and internet service, student learning and engagement will occur, *in phase 3*, through the use of instructional videos, video conferencing, online lesson delivery, and online assignments and assessments. Connected students will be provided with educational activities through the online learning management tool—GOOGLE Classroom. This learning management system (LMS) will provide students with targeted, differentiated learning. Students will also be encouraged to participate in project-based learning activities that allow for independence, while still making progress toward program and individual learning objectives. *In phases 4-6*, virtual learning will be done through Lincoln Learning Solutions. Lincoln Learning provides a rigorous online curriculum, a robust learning management system, and a training and support system in a very streamlined manner. In addition, students will be paired with a Britton Deerfield teacher mentor who will have a minimum of two (2), two-way interactions with all students at least twice a week. This mentor/mentee relationship is created to help support students with their engagement, task-management and academic achievement. It is also vital to foster relationships between staff and students in the event that students return to face-to-face learning anytime during the school year.

The district conducted surveys to determine what electronic devices and internet service student's had access to. Based on that feedback, all reasonable effort to provide an internet-capable device and/or internet service hotspot to those students who did not have such was made. The device and/or internet hotspot was made available on a temporary basis, and was available to families at little or no cost to the student/family for their use during periods of remote instruction/learning.

For those students who do not have access to a device or internet service, and for whom the district was unable to provide a device or internet service due to such not being feasible under the circumstances, student learning and engagement will occur through the provision of written instructional materials, written assignments, and follow-up telephone calls between the student and instructor (or in some cases a learning or teaching assistant). Written instructional materials will be distributed to parents/guardians either via mail or another delivery service, dropped off on the student's porch, or made available for pick-up utilizing proper social distancing measures.

- 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 receiving Special Education Services**

At the onset of each school year, students' IEPs and 504 plans are reviewed in coordination with general and special education teachers and members of the student's assistance teams. Data-driven accommodations and modifications are discussed, along with changes in 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.

All virtual learners will have access to their special education team members through electronic communications such as email, texts and virtual meetings. Additionally, any students who wish to receive services face-to-face will be allowed access to the school at a time to be established between the student and the service provider. The virtual learning provider, Lincoln Learning, will adhere to all IEPs and 504 plans for all children. Britton Deerfield schools will host IEP meetings, create contingency learning plans, and submit these documents to Lincoln Learning so all services, accommodations and modifications can be carried out.

The district will also ensure a continuation of services for students receiving speech and language, occupational therapy, physical therapy, social work services, or school psychology services within their IEPs. The LISD will collaborate with the staff at Britton Deerfield Schools to meet the needs of all learners. 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.

Procedural Safeguard Information is available to all parents of children with disabilities. This documentation can be obtained from the Britton Deerfield Superintendent's Office located at 201 College Ave., Britton, MI 49229 or by contacting the Superintendent directly at [stacy.johnson@bdschools.us](mailto:stacy.johnson@bdschools.us).

- **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.

1. In addition to services provided to students with disabilities, Britton Deerfield prides itself on our ability to work with students who are categorized within recognized subgroup populations. Our economically disadvantaged students, homeless population and students of ethnicity are serviced with equality and their individual needs at the forefront.

Britton Deerfield Schools will continue to provide students with access to services and supports such as a school counselor, social work services, occupational therapy, speech and language pathology and programming necessary to meet the needs of all students. Accommodations will be provided to students to the extent feasible based on their individual needs through online learning management systems and one-on-one virtual or telephone interactions with school support service personnel.

Clarification of Assurance 9: "2-way interaction" means a communication that occurs between a pupil and the pupil's teacher or at least 1 of the pupil's teachers or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress, where 1 party initiates communication and a response from the other party follows that communication, and that is relevant to course progress or course content for at least 1 of the courses in which the pupil is enrolled or relevant to the pupil's overall academic progress or grade progression. Responses, as described in this subdivision, must be communication initiated by the teacher, by another district employee who has responsibility for the pupil's learning, grade progression, or academic progress, or by the pupil, and not some other action taken.

*Jennifer M Spaulding*  
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President of the Board of Education  
3/16/2021  
\_\_\_\_\_  
Date

*[Signature]*  
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Superintendent of Schools  
3.16.21  
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Date