



**BELLAIRE**  
PUBLIC SCHOOLS

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**Bellaire Public Schools Extended COVID-19 Learning Plan**  
*as described in Public Act 149, Section 98a*

Due to the COVID-19 pandemic in 2020-2021, school districts were required to develop Extended (COVID-19) Continuity of Learning (ECOL) Plans. During the 2020-2021 school year, the ECOL Plan was to be approved by the board of education and then reconfirmed each month thereafter. Since then, school boards are no longer required to approve or reconfirm the ECOL Plans. School districts are now required to review (and update, as necessary) the Continuity of Learning Plan every six months.

# Bellaire Public Schools' Extended COVID-19 Learning Plan

## Assurances

1. Bellaire Public Schools will make their ISD approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's website no later than October 1, 2020.
2. Bellaire Public Schools will create and make available on its transparency reporting link located on the District 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 expected would be achieved by the end of the school year.
3. Benchmark Assessments: Bellaire 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, the Bellaire 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. Bellaire 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 the Districts discretion. Key metrics that Bellaire 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 Bellaire Public Schools 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. Bellaire Public Schools assures that
  - instruction will be delivered as described in this plan and re-confirmed by the District 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,
  - the District 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 during a public meeting described in PA-149.
  
8. The District 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 the District 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. The District will publicly announce its weekly interaction rates at each District 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 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 2022-2023 school year.

Bellaire's first priority will be to ensure the well-being of all members of our school community. Because of the wide range of educational experiences students have had since the end of the 2019-2020 school year, we continue to see students coming to school with a wide range of competencies.

As Bellaire continues to recover from the COVID-19 pandemic, we will ensure that there are structures in place to maximize 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

- **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

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

In addition to the use of standardized benchmark assessment data, Bellaire Public Schools will also 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, along with standardized benchmark assessments, both of which are supported by an extensive body of research, provide in-time data for both our teachers and students to accelerate their learning and progress and gives Bellaire a robust and 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 students three times during the school year: once in the first nine weeks of the school year; once at the mid-way mark of the school year; and once again prior to the last day of school. Formative assessments will also provide information to inform our progress toward our goals over the course of the year.

As a means of continuous improvement in teaching & learning, all teachers will receive professional development in, and commit to the use of, the benchmark and formative assessment process.

**Goal 1** - All students (K-8) will demonstrate one year's worth of academic growth in Reading/ELA from Fall to Spring as measured by formative assessments and Renaissance Star.

- 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 demonstrate one year's worth of academic growth in Mathematics from Fall to Spring as measured by formative assessments and Renaissance Star.

- 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 2022-2023 school year.

### Mode of Instruction

To begin the school year, all K-12 students will attend classes in person, being taught by a highly qualified staff member. In addition to Tier I instruction, students will also receive, as indicated by achievement data, access to intervention programs, and before/after school tutoring/intervention 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: Bellaire Public Schools' full instructional plan can be found in the Bellaire Public Schools COVID-19 Preparedness and Response Plan.

### Curriculum and Instruction: Academic Standards

Bellaire Public Schools' curriculum for core academic areas is aligned to state standards and has gone through a rigorous vetting process by Bellaire teachers. These standards serve as the core foundation for teacher collaboration around Tier 1 instruction as well as necessary intervention and enrichment for all students.

- **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

Bellaire Public Schools bases its assessment system on the established priority 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, as well as standardized benchmark assessments. 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 deliver summative assessments at the district and classroom levels. Summative 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 of skills and disciplinary knowledge.

We make available to our parents and legal guardians a web-based system (PowerSchools) 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. All teachers are expected to keep parents and guardians abreast of any concerns regarding a student's grade through emails and phone calls.

### **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**

Bellaire Public Schools ensures all students will be provided equitable access to technology and the internet as described in our COVID-19 Preparedness and Response Plan that was previously submitted to the state. Bellaire Public Schools' system for maintaining student access to technology devices and the internet is described in the Bellaire Public Schools COVID-19 Preparedness and Response Plan.

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

For students from birth to five, those with identified special needs, and those attending CTE programming, intervention and support services will be integrated into the student's program upon the start of school. Students will be placed in intervention programs outside of their core classes and, if necessary, before and after school. ;'

The district has established structures for general and special education teachers and/or providers to collaborate and communicate regarding student performance and student needs on IEP goals and objectives with special consideration regarding assistive technology and accessibility.

The district ensures a continuation of services for students receiving speech and language, occupational therapy, physical therapy, or social work services within their 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.



The district will provide updated guidance from MDE as it is made available. Contingency Learning Plans will be developed in collaboration with families, in the event the student/classroom/building or district moves into a school closure, the district/parent chooses virtual/distance learning, or the district's hybrid option impacts the ability to implement the delivery of the IEP.

- **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.

Bellaire Public Schools' assures that all vulnerable students, including those with IEPs, those who qualify as English Learners, transient or homeless students, or other struggling students will be met in compliance with the Bellaire Public Schools COVID-19 Preparedness and Response Plan. Summer school programming and intervention courses will be provided to create a year-long learning opportunity for students.