



Brighton Area Schools Extended COVID-19 Learning Plan

Address of School District/PSA: 125 S. Church Street, Brighton, MI 48116

District/PSA Code Number: 47010

District/PSA Website Address: www.brightonk12.com

District/PSA Contact and Title: Dr. Laura Surrey, Interim Superintendent

District/PSA Contact Email Address: surreyl@brightonk12.com

Name of Intermediate School District/PSA: Livingston Educational Service Agency

Name of PSA Authorizing Body (if applicable):

Date of Approval by ISD/Authorizing Body:

Assurances

1. Brighton Area Schools will make their ISD/Authorizing Body approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on Brighton Area Schools website no later than October 1, 2020.
2. Brighton Area Schools will create and make available on its transparency reporting link located on Brighton Area Schools 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 Brighton Area Schools expected would be achieved by the end of the school year.
3. Benchmark Assessments: Brighton 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 Brighton 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 Brighton Area Schools had planned for that exposure to occur for in-person instruction.
5. Brighton 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 District/PSA Board's discretion. Key metrics that Brighton Area 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 Brighton Area Schools determine that it is safe to provide in-person instruction to pupils, Brighton Area Schools will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in Brighton Area Schools.

7. Brighton Area Schools assures that
 - instruction will be delivered as described in this plan and re-confirmed by the 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,
 - Brighton Area Schools will reconfirm 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 of Education, and
 - public comment will be solicited from the parents or legal guardians of the pupils enrolled in Brighton Area Schools during a public meeting described in PA-149.

8. Brighton 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. Brighton Area Schools will ensure that two (2), 2-way interactions occur between a pupil enrolled in Brighton Area Schools 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 Brighton Area Schools. Brighton Area Schools will publicly announce its weekly interaction rates at each Board of Education meeting where it reconfirms how instruction is being delivered. Brighton Area Schools will make those rates available through the transparency reporting link located on Brighton Area Schools website each month for the 2020-2021 school year.

District Superintendent or President of the Board of Education/Directors

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.

Brighton Area Schools (BAS) is committed to providing consistent high quality learning experiences to all students in an equitable manner despite the recent pandemic challenges. In addition to supporting a student's academic goals, BAS is dedicated to ensuring the social-emotional well-being of our students by focusing on developing strong relationships and connections with our students and families. To this end, Brighton Area School is offering multiple instructional models for our families including In Person Instruction (2-1-2), Brighton Virtual Academy (JK-8), and Michigan Virtual (9-12) models.

Our goal is to ensure student engagement and achievement for all. This plan will focus on teaching and learning with an emphasis on equity for all learners and the well-being of students and staff. All students in Brighton Area Schools will progress towards proficiency of the state standards whether they are participating as an in-person or virtual learner and will be assessed appropriately in order to measure student achievement and growth. Intentional teacher collaboration will be focused on "just in time" adjustments to curriculum and instruction, prioritizing content, determining supports for learners, and enhancing instructional practices through professional development opportunities.

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

Brighton Area Schools (BAS) believes that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in student, building, and district academic performance. We believe it can provide guidance for ensuring consistency or adjusting curriculum across both grade levels and schools.

BAS will continue to use benchmark assessment data along with formative assessment data as an embedded practice in the teaching and learning process to continuously monitor and observe where our students are in order to modify instruction. In addition, we will continue to provide professional development to our teachers about and the use of formative assessment.

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 2020-2021:

Brighton Area Schools will continue the commitment to increase both student proficiency and growth for all students and student subgroups in both mathematics and reading (English Language Arts).

Goal 1:

All students (K-8) will improve performance and demonstrate growth in Reading/ELA from Fall to Spring as measured by Dibels 8 (K-2) or NWEA (3-8).

- All teachers will use the formative assessment process to support adjustment to teaching and learning, to support meaningful student progress toward proficiency of Reading/ELA Michigan academic standards.
- Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by building and district staff as part of the Michigan Continuous Improvement Process.
- Interventions will be provided to students who are identified as needing additional support to achieve proficiency.

Mid-Year:

Use benchmark assessments and progressing monitoring to identify and provide intervention to students who are not progressing adequately toward proficiency of the Michigan academic standards in ELA.

End-of-Year:

All students will improve performance and demonstrate growth in ELA/Reading.

Goal 2:

All students (K-8) will improve performance and demonstrate growth in mathematics from Fall to Spring as measured by Dibels Easy CBM (K-2) or NWEA (3-8).

- All teachers will use the formative assessment process to support adjustment to teaching and learning, to support meaningful student progress toward proficiency of Michigan academic standards for Mathematics.
- Results from mathematics benchmark assessments, local math summative assessments, and formative assessment will be continuously discussed and analyzed by building and district staff as part of the Michigan Continuous Improvement Process.
- Interventions will be provided to students who are identified as needing additional support to achieve proficiency.

Mid-Year:

Use benchmark assessments and progressing monitoring to identify and provide intervention to students who are not progressing adequately toward proficiency of the Michigan academic standards in mathematics.

End-of-Year:

All students will improve performance and demonstrate growth in mathematics.

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: Brighton Area Schools full instructional plan can be found in the [Brighton Area Schools Return to Learn Plan 20-21](#)

Mode of Instruction

Brighton Area Schools will be offering two options for our students in grades JK-12 in Fall 2020, for the school year. Families will choose the option that best aligns to their academic, health and safety, and social-emotional needs.

Modified In Person Instruction (2-1-2):

Students who are attending in person instruction will attend school Monday, Tuesday, Thursday, and Friday for face-to-face instruction. Student and staff health and safety will be addressed through cohorting students (JK-6) and block scheduling students (7-12). These models support health and safety guidelines by reducing the number of student contacts each day, and minimizing the amount of common time in shared schools spaces.

Each Wednesday, students will be participating in remote learning from home. Teachers will deliver content asynchronously, abiding by the research on student screen time. Additional support and live instruction will be provided for students, such as EL students. Specials teachers (JK-6) will provide asynchronous options through the delivery of choice boards, displaying activities and learning options.

Each teacher will create and maintain an online classroom platform based on quality standards. Students are being taught to use this blended instructional model to supplement the modified in person instruction. In addition, online classroom platforms support students if they need to transition to a virtual models or if the student, class, school, or district needs to move to a full remote model.

Michigan Virtual:

Student grades 9-12 can take advantage of the existing program through Brighton High School, and enroll in 6 courses through Michigan Virtual. This provides high school students a full remote option, with highly qualified teachers. Additional Brighton teachers

support our remote high school learners with both an assigned mentor teacher and assigned content teachers for tutoring.

Brighton Virtual Academy:

Students grades JK-8 can enroll in the Brighton Virtual Academy (BVA). A foundational curriculum will be provided by Florida Virtual and will be supplemented by additional district resources. Each student will be assigned grade level teacher(s) for content areas and will be using a consistent platform. BVA teachers will provide both synchronous mini-sessions and asynchronous assignments and activities.

- **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: Brighton Area Schools full instructional plan can be found in the [Brighton Area Schools Return to Learn Plan 20-21](#)

Curriculum and Instruction: Academic Standards

Brighton Area School curriculum for core academic areas, specials, and electives are aligned to state standards or respective national standards. As teachers navigate the transition back to school (either in person or virtual), they will design new or utilize existing formative assessments (pre-assessments) to plan for differentiation of content. Teachers will use results from formative assessments to inform instruction, provide “just in time” learning opportunities, and prioritize K-12 instructional standards for 2020-2021. Teachers will implement instructional strategies to meet the range of student needs as they return to learn, identify a variety of assessment options that allow students to demonstrate understanding, assess and provide instruction in the content areas in face-to-face, virtual, and blended classroom environments, and incorporate well-being and social-emotional practices into instruction.

Intentional collaboration structures will be put in place to ensure consistent sequencing and pacing of academic content, instructional strategies, and alignment of resources.

- **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

Brighton Area Schools regularly assesses student progress toward proficiency of Michigan academic 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 have mastered and 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.

Brighton Area Schools utilizes summative assessments to show student mastery of learning. 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. These are often given at the end of a unit or set of standards, and are delivered as common assessment or quarterly assessments.

Teachers will connect with students and families about academic progress through:

- Communication and feedback through traditional grading practices, email and phone conversations and the virtual platform provided to students.
- Grades are reported in MISTAR, and families have access to view progress through Parent Connect (5-12)
- IRIPS for identified student(K-3)
- Trimester report cards (JK-6)
- Marking Period report cards (7-12)

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

Brighton Area Schools ensures all students will be provided equitable access to technology and the internet for remote learning needs. A district technology needs survey was conducted for all families to determine device and internet access needs. Students that have internet access, but no device, devices will be made available on an individual basis based on need. If students have a device, but do not have internet, alternative internet connections will be advertised using maps of district Wi-Fi arrays from schools into parking lots, as well as commercially- and freely-available Wi-Fi from content providers.

- **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

Students with disabilities will be provided with equitable access to instruction and accommodations in compliance with state and federal law.

- IEPs and 504 plans will be reviewed and revised, if necessary, in coordination with general education teachers, special education teachers, and related service providers to reflect the child's revolving needs based on assessment data and parent feedback. Teams will consider student needs based on time away from associated and related services while school buildings were closed. IEP and 504 teams will design accommodations and match services according to the student's individualized needs and align with the educational opportunities of the general student population.
- The district will strive in good faith to commence remote learning interventions and support services to the extent practicable. Students with disabilities will be provided equal access to alternative modes of instruction provided to students without disabilities. Plans will include all programs and learning environments, birth to five services, and career and technical education.
- IEP and 504 teams, including general education teachers, special education teachers, and related service providers will use district structures to collaborate on delivery methods for assessments and instruction as outlined in IEPs and 504 plans. Student needs around accessibility will be considered and assistive technology will be provided, where appropriate.
- The district will identify and evaluate intervention programs and services available to students at the school and district levels then identify any gaps within the intervention tiers for instruction.
- Related service providers will develop a continuation of services or instructional plan to foster ongoing learning for students who receive Occupational Therapy, Physical Therapy, Speech & Language, Social Work, or Psychological Services. These services may be delivered using a virtual platform. Plans will allow students and families to meaningfully access the alternative modes of instruction.
- The district will consider obtaining any additional standards-aligned tools or materials that may be required to support differentiation, interventions, or remote learning in order to address students' needs.

- **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.

The district ensures a continuation of services/ programs for English Learners, struggling students, Early Childhood, CTE, Dual Enrollment, and Advanced Placement through instructional deliveries and models.