



**Burton Glen Charter Academy  
Extended COVID-19 Learning Plan**

Address of School District: 4171 E Atherton Rd, Burton, MI 48519

District Code Number: 25909

Building Code Number(s): 08766

District Contact Person: Aaron P. Williams, Jr.

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Local Public Health Department: Genesee County Health Department

Local Public Health Department Contact Person Email Address: [jmckellar@gchd.us](mailto:jmckellar@gchd.us)

Name of Intermediate School District: Genesee

Name of Authorizing Body: Northern Michigan University

Date of Adoption by Board of Directors: 10/1/2020

## Assurances

- The Academy will administer an 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.
- Within thirty days after the approval of its Extended COVID-19 Learning Plan, and every 30 days thereafter, the Academy, at a meeting of its board of directors, will re-confirm how instruction is delivered during the 2020-2021 school year and will solicit public comment, at a public meeting, from the parents or legal guardians enrolled in the Academy.
- If delivering pupil instruction virtually, the Academy will 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 Academy had planned for that exposure to occur for in-person instruction.
- If delivering pupil instruction virtually, the Academy will provide pupils with equitable access to technology and the internet necessary to participate in instruction.
- The Academy 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.
- The Academy, in consultation with a local health department, and district employees, 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. A determination concerning the method for delivering pupil instruction shall remain at the Academy Board's discretion. Key metrics that the Academy 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
- If the Academy determines that it is safe to provide in-person pupil instruction to pupils, the Academy will prioritize providing in-person pupil instruction to pupils in grades K to 5 who are enrolled in the Academy.
- The Academy will ensure that two (2), 2-way interactions occur between a pupil enrolled in the Academy 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 Academy. The Academy will publicly announce its weekly interaction rates at each Academy Board meeting where it re-confirm how instruction is being delivered, beginning 30 days after approval of its Extended COVID-19 Learning Plan, and every 30 days thereafter. The Academy will make those rates available through the transparency reporting link located on the Academy website each month for the 2020-2021 school year.

- The Academy will create and make available on its transparency reporting link located on the Academy’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 Academy expected would be achieved by the end of the school year.



President of the Board of Directors

10/1/2020

Date

## Introduction and Overview

Due to COVID-19, the 2020-2021 school year will look much different than previous school years, but our commitment to students and families remains the same. To best ensure a continuity of learning and to comply with PA 149 of 2020, our school has created a COVID-19 Preparedness & Response Plan and this Extended COVID-19 Learning Plan. Throughout the school year we may update our plans to best meet the needs of our school community and in accordance with applicable law.

## Educational Goals

Grade Band	Subject	Proposed Benchmark	Proposed Goal
K-8	Math & Reading	NWEA (Fall, Winter, Spring)	Goal 1 – Burton Glen’s School Conditional Growth Percentile by aggregate, grade-level, and applicable subgroup(s) will achieve typical growth in Reading as defined by NWEA’s “About Average” effectiveness as described on the Student Growth Summary Report at both the middle and end of the year testing windows.  Goal 2 – Burton Glen’s School Conditional Growth Percentile by aggregate, grade-level, and applicable subgroup(s) will achieve typical growth in Math as defined by NWEA’s “About Average” effectiveness as described on the Student Growth Summary Report at both the middle and end of the year testing windows.

Burton Glen's NWEA MAP assessment (MDE approved benchmark assessment) will be administered to all pupils in grades K-8 between September 9, 2020 through October 16, 2020.

As of October 1st, 2020, the plan for the Mid-year and End-of-year testing windows are as follows: Mid-year assessment between December 7, 2020 through January 15, 2021 and the end-of-the-year assessment between April 5, 2021 through June 11, 2021.

## Instructional Delivery & Exposure to Core Content

### *Instructional Delivery*

Burton Glen Charter Academy is operating in a remote learning environment. This decision was made by a partnership of the school leadership, National Heritage Academies, and the school Board, and will be reevaluated as we continue to monitor the COVID-19 situation closely. Families were sent a survey at the end of the 2019-2020 school year that asked about their remote learning experience, how they felt about returning to school in the fall, and if they had regular internet access at home.

When possible, the school is prepared to transition to a hybrid or full in-person instructional model. If this happens, students and families will still have a choice to remain in our virtual select program if they do not feel comfortable returning to in-person learning. Leaders selected staff for the virtual learning program by first understanding staff interests in the various learning models. During planning or professional development, staff have the opportunity to share feedback to help inform, and potentially adjust, processes and procedures throughout the school.

After much research and new learning, the school in partnership with NHA has prioritized five key components for remote learning:

1. Ensuring Regular Teacher/Student Connections
  - The school recognizes, that even in a remote setting, teachers play the most important role in growing our students.
2. Provide Opportunities for Student Discourse
  - We know that students learn more when they are the ones doing the thinking and speaking.
3. Allow for Flexibility in Scheduling
  - Our school may need to adjust plans as needs change in our community.
4. Encourage Engagement and Participation
  - Students learn best when actively engaged.
  - The types of learning opportunities we provide and the technology tools that we choose help ensure active engagement and participation.
5. Utilizing Rigorous Instructional Materials
  - NHA has spent three years rolling out high quality and thoroughly vetted resources. These resources will continue to be utilized even in a remote learning setting.


As we work to transition our instructional vision to a remote model and develop a plan for remote learning, we prioritize three learning types for our students.

1. **Synchronous Small Groups:** Live, pre-scheduled lessons provided by a teacher directly to a student or group of students.
  - By prioritizing small group instruction, we can ensure that teachers and students are able to connect regularly. We are allowing opportunities for student discourse, engagement, and participation. Our same high-quality resources are being utilized within our synchronous small groups.
  - Scheduling
    1. Math Small Groups will meet two times per week (e.g., on Mondays and Wednesdays).
    2. ELA Small Groups will meet two times per week (e.g., on Tuesdays and Thursdays).

3. Science & Social Studies Groups will vary by week.
2. **Asynchronous Learning:** Activities such as content specific instructional videos, independent practices, and digital tools, that students can complete on their own to learn or practice a skill.
  - o Pre-recorded Lessons
  - o Independent Practices
3. **Office Hours**
  - o Office hours are another opportunity for teacher-student connections. Teachers can provide feedback, offer assistance or support with an assignment, and/or address remediation/extension opportunities.
  - o Office hours also provide an opportunity for a parent touchpoint.


Below are examples of what a weekly schedule would look like in this environment.

Sample Student Week at a Glance



	Monday	Tuesday	Wednesday	Thursday	Friday
Synchronous	8:15: Moral Focus Core Activity #1 2:15 Math Small Group	10:00 Shared Reading Small Group	8:15: Moral Focus Core Activity #2 1:00 SS Summary Table Discussion Small Group 2:15 Math Small Group	10:00 Shared Reading Small Group	10:00 Math Small Group 1:00 Science Summary Table Discussion Small Group
Moral Focus					Core Activity #3 Complete: Start Small Like a Seed Activity and Share Out in Online Classroom
ELA	Watch: Read Aloud Day 1- Thunder Cake Complete: Read "MVP" and answer questions	Watch: Read Aloud Day 2: An A from Miss Keller Complete: Constructed Response for "MVP"	Watch: Read Aloud Day 3 - An A from Miss Keller Complete: Read "A Sudden Slice of Summer" and answer questions	Complete: Constructed Response for "A Sudden Slice of Summer"	Complete: Weekly Quiz Week 1 Complete: Persuasive Essay: "Persuade your parents to let you travel to another country."
Math	Complete: Daily Practice: Addition & Subtraction Mixed Review	Watch: Math Story 2.1 Complete: Home Connection: The Pet Store	Complete: Daily Practice: Fruits & Stamps	Watch: Math Story 2.2 Watch Bridges Mini Lesson & Complete: More Groups of Stamps	Watch: Workplace Loops and Groups Introduction Complete: Play 1 round of Loops and Groups

Sample Student Week at a Glance



Science	Watch: STEMscopes: Investigative Phenomenon Complete: Online Entry for Hook	Complete: Explore Activity #1 and Summary Table	Watch: Explore Activity #2 Complete: Student Questions and Summary Table	Watch: Identify and Interpret Introduction Video Complete: Identify and Interpret Activity	Complete: Pre-Reading Linking Literacy Activity
Social Studies	Complete: Types of Government Reading and Summary Table	Watch: Video on US Government and Summary Table Complete: US Government Article Reading and Summary Table	Complete: Democratic Process, Justice and Equality Readings and Summary Table	Watch: The Common Good and Summary Table Fundamental Value Scenarios Complete: The Rule of Law Reading and Respond to	Complete: Online Discussion Post and CER Writing Assignment
Ongoing Assignments	1. Read for 15 minutes daily and complete Reading Log 2. Complete 2 ELA lessons in iReady 3. Spend 30 minutes on math digital learning tool				
Office Hours		2:30 – 3:30 pm	9:00 am – 10:00am	2:30 – 3:30 pm	9:00 am- 10:00 am

The table below shows suggested time-on-task for various academic subjects by day. Please note that these times are flexible and may be adjusted, as needed. Teachers will continue to reinforce this flexibility during their weekly communication with families.

Content Area	Time-On-Task
ELA	75 minutes
Math	60 minutes
Science/SS	30-90 minutes
Moral Focus	15 minutes
Specials	30 minutes

### Exposure & Mastery of Core Content

When schools were closed in March of 2020 due to the onset of the COVID-19 pandemic, NHA’s Curriculum and Instruction Team immediately began to digitize all the necessary curricular components usually delivered via in-person instruction. This included all subject and grade-level specific scope and sequence documents and the litany of resources available to help our teachers and staff scaffold learning via a virtual instructional model. The resources are now available to our staff, and all staff at NHA-partner schools via NHA’s “Staff Virtual Learning Hub.” We will use these resources and our online platforms to ensure that students are receiving the same exposure to content and academic standards as he/she would during in-person instruction.

Sample Teacher Week at a Glance					
3 <sup>rd</sup> Grade ELA: Unit 1 Week 1					
	Day 1	Day 2	Day 3	Day 4	Day 5
Synchronous Small Group		Shared Reading: Unit 1 Day 2 "MVP" by Clare Mischica		Shared Reading: Unit 1 Day 3 "A Sudden Slice of Summer"	ELA Small Group Intervention
Read Aloud (Video)	Unit 1 Day 1 Thunder Cake by Patricia Polacco	Unit 1 Day 2 An A from Miss Keller by Patricia Polacco	Unit 1 Day 4 An A from Miss Keller by Patricia Polacco		
Shared Reading	Unit 1 Day 1 "MVP" by Clare Mischica		Unit 1 Day 3 "A Sudden Slice of Summer"		Weekly Quiz: Unit 1 Week 1
Independent Reading	Recommendation: Read for 15 minutes daily and complete Reading Log				
Writing	Persuasive Essay: Persuade your parents to let you travel to another country.				
Digital Tool	Recommendation: 30-60 minutes a week				
Office Hours	Recommendation: 2 hours per week				

For all content areas, including Moral Focus, the school has examples to instruct teachers on how to translate in-person learning to the remote format. For Math and ELA, a weekly schedule like the above will be provided for every week of the year.

Teachers will actively provide feedback throughout the day via Google Classroom. The work is submitted in Google Classroom via Google Forms or Classkick assignments. Teachers will provide feedback to students weekly.

During times of remote instruction, all instructional staff will provide daily activities/assignments. Teachers will develop Google Meetings to support student understanding and mastery of the daily lessons and will maintain “office hours” multiple times throughout the week in addition to the Google Meeting times. The Google Meetings can be one-on-one with students, with a small group, or the whole class as needed. It is the expectation that the teacher provides materials for each student daily but may not have daily direct interaction.

Classroom teachers will monitor mastery of curricular content, as measured through classroom assessments that are administered as part of the school’s formative assessment program. The formative assessment process is designed to provide a mechanism for monitoring all students’ academic needs and will allow teachers to adapt instructional methods and materials as necessary to optimize learning opportunities. We will use regular formative assessments, weekly quizzes, unit assessments every 3-4 weeks, interim assessments every 9 weeks, and benchmarking to demonstrate student mastery of subject matter. Instructional groups will be fluid, based on data. Our instructional model is to assess, analyze data as a team, plan, and teach. This is a continuous cycle as depicted below.



Students will complete standards aligned curriculum assessments (weekly quizzes, unit assessments, interim assessments) through EdCite, an online platform compatible with our Gradebook and student information system. EdCite allows our students to complete assessments virtually, or by paper/pencil method. Assessment results will integrate directly into our school’s Gradebook, and NHA’s Information and Analytics teams are currently undertaking an effort to eliminate the need for classroom teachers to manually enter scores upon completion of student assessments.

We know students will have extensive needs due to learning loss from school closures in the 2019-20 school year. These assessments will inform our formative assessment process by helping teachers identify learning gaps, highlight for teachers and school leaders of what standards may need to be re-taught in each grade level, and aid in designing paths of individualized instructional needs.

Our school actively engages parents/guardians in their children’s learning. Prior to each school year, we make parents and each student aware of grade-level performance expectations. Student progress against those goals are communicated to parents regularly through direct teacher communication, progress reports, report cards, and parent-teacher conferences. This information is also available via our online parent portal, which is automatically updated as teachers add grades into our online Gradebook. Our use of online tools like Gradebook and Parent Portal allow us to seamlessly communicate with families on student progress regardless of our mode of instruction.



## Equitable Access

### *Technology and Internet Access*

At the end of the 2019-20 school year, NHA conducted a survey to our families regarding at-home access to reliable and effective Internet as well as internet connected devices. While most of our families indicated they have these necessities, it is imperative that *all* our students have reliable access to learning opportunities when receiving instruction virtually.

To best facilitate remote and virtual learning, during the 2020-21 school year, NHA will be providing each student with a Chromebook or laptop device. In addition, if any of our families do not have a home internet connection, we will use a few strategies to get those families connected. If a family is exploring high-speed internet options, we have recommended they use cabletv.com, smartmove.us, or EveryoneOn to find the best affordable internet or cable provider for their area. EveryoneOn also identifies internet access locations, such as public libraries, that offer free internet access. To use this tool, families simply enter their zip code into the search bar and click enter. We also shared with families that many providers offer discounted home internet service, if applicable, through Lifeline, a federally subsidized program. Eligible customers can get a discounted rate towards their bill. If families are unable to get internet connection through one of the means above, or other community resources, NHA has a limited supply of internet cellular hotspots for those who qualify.

Our Library Technology Specialist (LTS) will be the school's technology support lead. Families will have the contact telephone number and email for the LTS. Additionally, NHA will support each individual school with a 1-800 hotline number for additional technology support. To safely manage device repairs/replacements during period of remote instructions, our LTS has received training on the safe handling of returned materials, has cleaning/disinfection supplies provided by NHA/Aramark, and has procedures to follow for the packaging of devices for replacement.

### *Students with Disabilities*

Students who are identified with a disability under IDEA or Section 504 will be provided with a free and appropriate public education (FAPE). Students with disabilities that require the support of an IEP or Section 504 Plan will access the same learning opportunities that are offered to general education students. In collaboration with the parents/guardians and as school re-opens, for students with IEPs, contingency Learning Plans (CLPs) will be completed and as necessary, revisions to the IEP, as directed by state guidance, to ensure provision of a FAPE. If the IEP cannot be implemented as written, a CLP will be developed and/or revised to describe how the team will provide the necessary support and services, given the child's unique needs, in the environment they are accessing their education. Individualized accommodations, as identified in the student's IEP/CLP or Section 504 plan will be shared with classroom teachers to ensure provision of accommodations and modifications (when appropriate) that allow students to access learning opportunities. School to home communication is as vital as ever, and special education providers will work diligently to establish ongoing two-way communication with families/guardians.

Child Find responsibilities remain in effect in all learning environments. If a student is suspected of having a disability under IDEA or Section 504, school staff will follow typical procedures to determine eligibility. Safety precautions will be in place while conducting necessary evaluations of students.