



Berrien Regional Education Service Agency
Extended COVID-19 Learning Plan

Address of School District/PSA:

- 711 St. Joseph Ave.
PO Box 364
Berrien Springs, MI 49103-1583

District/PSA Code Number:

- 11000

District/PSA Website Address:

- <https://berrienresa.org/>

District/PSA Contact and Title:

- Eric Hoppstock, Superintendent

District/PSA Contact Email Address:

- eric.hoppstock@berrienresa.org

Name of Intermediate School District/PSA:

- Berrien Regional Education Service Agency (Berrien RESA)

Name of PSA Authorizing Body (if applicable):

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Date of Adoption by Board of Education/Directors:

- 9/14/20

Assurances

1. The District/PSA will make their ISD/Authorizing 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. The District/PSA 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/PSA expected would be achieved by the end of the school year.
3. Benchmark Assessments: The District/PSA 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 District/PSA 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. The District/PSA, 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 the District/PSA 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 the District/PSA determines that it is safe to provide in-person instruction to pupils, the District/PSA will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District/PSA.
7. The District/PSA assures that

- instruction will be delivered as described in this plan and approved by the District/PSA Board,
 - the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - the District/PSA 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 the District/PSA during a public meeting described in PA-149.
8. 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.
9. The District/PSA 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/PSA. The District/PSA will publicly announce its weekly interaction rates at each District/PSA Board meeting where it re-confirms how instruction is being delivered. The District/PSA will make those rates available through the transparency reporting link located on the District/PSA website each month for the 2020-2021 school year.



Berrien Regional Education Service Agency Superintendent

09/29/2020

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 pandemic has greatly impacted the educational landscape throughout the state, any planning that takes place regarding return to learning must take into account the impact on both our community members and students, as well as our staff. Our initial goal at the start of the year will be to ensure the well-being of all of our student and staff - creating a safe environment where we can then begin assessing the impact from the spring shutdown and implement the necessary remediation's and curricula for the year.

Many students may have significant gaps in their learning resulting from the loss/change of instructional time this past spring. Any educational planning for this school year requires us to consider engagement, growth/achievement, social emotional learning needs, equity in accessibility, as well as the well-being of all members of our school community.

The Berrien Regional Education Service Agency (Berrien RESA) serves as a special education countywide district that offers three types of center-based programming; Blossomland Learning Center specializes in servicing students with cognitive impairments, Lighthouse Education Center is designed to service students with severe emotional and autistic impairments, and the ASD program which focuses on students with an educational eligibility of ASD across the county. For the 2020-2021 school year Berrien RESA has decided to move forward with in-person instruction or remote learning for all of the students we service. Students enrolled in Berrien RESA programming have had a wide range of experiences this past spring due to the degree of their disability, the academic parental support available, and their parent's ability to assist them with remote education. Due to these equitability issues as well as other variables, we anticipate that students returning this fall will suffer from a wide range of both educational and emotional regression.

Our staff will utilize the beginning of the year to assess each student and determine the student-specific area(s) of need/focus. Once those benchmarks are determined, an individualized student learning plan will be created in collaboration with parents/guardians based on the students' Individual Education Program (IEP) goals/objectives, modifications and accommodations within the IEP, and any new identified needs. Our instructional practices will incorporate strategies to encourage student engagement, improve parental/guardian communication, broaden our overall educational accessibility (technology, remote learning platforms, etc.), and focus on the improvement of the social emotional learning of our students.

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.

The Berrien RESA will use growth goals related to reading/ELA and math within all of our programs to monitor the academic performance of our student population for the 2020-2021 school year. Lighthouse Education Center (LEC) will use the NWEA to assess students at the beginning, mid-point and end of the year while the ASD program and Blossomland Learning Center (BLC) will use student specific IEP goal growth measured at the beginning, mid-point and end of the school year.

The use of the various benchmark assessments will address the range of abilities within our programming. The assessments will provide information on progress toward the goals over the course of the school year. Progress reports will be available on our website and at the conclusion of our semesters; February 2021 and June 2021.

LEC Goal 1 – All students (K-8) will improve performance in Reading/ELA from fall to spring as measured by NWEA.

- All teachers will use the formative assessment process to support adjustments to teaching and learning and to support meaningful student progress toward the mastery of Reading/ELA academic standards.
- Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments and formative assessments will be continuously discussed and analyzed by staff.

LEC Goal 2 – All students (K-8) will improve performance in Mathematics from fall to spring as measured by NWEA.

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

ASD & BLC Goal 1 – All students (K-8) will improve performance in Reading/ELA from fall to spring as measured by IEP goals.

- All teachers will use the formative assessment process to support adjustments to teaching and learning and to support meaningful student progress toward the mastery of Reading/ELA academic standards.
- Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments and formative assessments will be continuously discussed and analyzed by staff.

ASD & BLC Goal 2 – All students (K-8) will improve performance in Mathematics from fall to spring as measured by IEP goals.

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

Instructional Delivery & Exposure to Core Content

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| <ul style="list-style-type: none">• 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). |
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At Berrien RESA, all students will either attend school every day for in-person instruction or participate in remote learning, which will include both synchronous and asynchronous instruction. To ensure student and staff safety, we have been developing our in-person return to learn plan around the safety measures put in place by the Berrien County Health Department (BCHD). Those measures maintain a focus on three specific areas; cohorting staff and students, using facial coverings, and social distancing.

With this model, all students will remain cohorted with their caseload teacher throughout the school day, including during breakfast and lunch. Each class will have up to three other classes in a cohort due to the minimal number of students in a classroom, for

recess and to assist with behavioral needs. Ancillary services will be scheduled to adhere to cohorts, limiting interactions throughout the building, with some services provided through remote learning.

Families who choose the remote learning option will be provided the technology to access selected online platforms (Google Meet, Classroom, and Hangouts, along with Zoom and Class Dojo, etc...) as well as instructional packets in support of the online learning platforms. In addition, videos, YouTube, slideshows, Boom Cards, websites, etc. will be used to supplement learning.

Each student will be assigned to a caseload teacher who will be providing direct instruction throughout their remote learning time. This time will be monitored utilizing regular 2-way communications through the online platforms, emails, phone calls or other back-and-forth communication between the instructor and the student.

Note: The Berrien Regional Education Service Agency's full instructional [Continuity of Learning and COVID-19 Response Plan](#) ("Plan") can be found linked under the COVID-19 Preparedness & Response Plan section on our [district website](#).

- **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.

The Berrien RESA curriculum is aligned to state standards and demonstrated through the writing of each student's Individualized Education Program (IEP), their goals and the modifications and accommodations within their IEP. All of our programs are designed to assist students with disabilities in succeeding within their educational careers.

As teachers address the needs of each student, they will utilize Michigan Essential Elements and the Michigan Merit Curriculum to develop lessons that support differentiation of content using results from both this past spring and our current fall benchmark assessments to inform, individualize and prioritize instruction. These assessments will guide teachers to implement instructional approaches to meet the range of student needs as they return to school. Whether in-person or remote learning, our instructional staff/therapists will address both well-being and SEL/trauma-informed practices in their instruction.

Development of a Contingency Learning Plan (CLP) will be completed in collaboration with parents, teachers, service providers, and paraprofessionals. The CLP is not considered the student's offer of FAPE (Michigan Department of Education-Office of Special Education), but offers a connection with the student's current IEP or offer of FAPE.

As our teachers work to engage students both in-person and remotely, they will utilize both Positive Behavior Intervention Supports and social-emotional learning strategies developed in each program to reinforce student participation.

Social-emotional learning strategies are integral to students' learning and well-being. Many of our students have clinician services and intense social-emotional needs documented in their IEPs. This pandemic can exacerbate those needs. Special educators should collaborate with the students' clinicians to work on activities that support students with stress/anxiety reduction and other SEL activities.

The district also utilized professional development time over the course of the past school year to incorporate the following training: SEL through Mindful Practices, Trauma Informed Schools in a COVID World and Everyday Speech.

- **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.

Berrien RESA teachers regularly assess students at the district and classroom level utilizing progress monitoring with their individual IEP goals/objectives. Formative assessments are emphasized within the instructional process to ensure that all students receive timely feedback with an explanation of what they need to do to improve. This also allows for instructors to adjust lessons and lesson planning based on the comprehension of their students.

Progress reporting throughout the semester is based on each individual students IEP goals and objectives, and may be reported to parents/guardians weekly, biweekly or monthly. In addition to individualized progress reporting, building and district reporting methods including the use of online feedback platforms (Class Dojo, Google Classroom, etc...), teacher conferences, and the normal email/phone conversations as needed, serve as communication with our families.

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.

Berrien RESA ensures that 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. Berrien RESA will also maintain access to technology devices and the internet as described in our [Continuity of Learning and COVID-19 Response Plan \("Plan"\)](#) and again in the [MI Safe Schools Roadmap – COVID-19 Preparedness & Response Plan](#) which can be found linked on our [district website](#).

- **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.

The Berrien Regional Education Service Agency (Berrien RESA) serves as a special education countywide district that offers three types of center-based programming; Blossomland Learning Center specializes in servicing students with cognitive impairments, Lighthouse Education Center is designed to service students with severe emotional and autistic impairments, and the ASD program which focuses on students with an educational eligibility of ASD across the county.

When schools start, all students' IEPs, Individual Family Service Plans and 504 plans will be reviewed in coordination with 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' ages birth to five, those with identified special needs, intervention and support services will be integrated into the student's program immediately upon the start of school.

Structures have been established for 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. Assistive technology and/or equipment to support student participation in remote learning will be provided to ensure student ability to participate in instructional activities. [Resources related to safety precautions, remote instruction, among others](#) provided to all Berrien RESA staff members to assist during this time.

Continuation of services for students receiving speech/language, occupational therapy, physical therapy, or social work services along with in-person support for remote learning students as detailed within their IFSP or IEP have been established. Safety protocols will be followed for all home visits as determined to meet the students' needs. 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.

- **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.

Berrien RESA's full instructional plan addresses ways all learners are supported and can be found in the [MI Safe Schools Roadmap – COVID-19 Preparedness & Response Plan](#) which can be found linked on our [district website](#).

Berrien RESA outlines all areas relevant to the operation of our programs in the [SMART Re-Start Plan Berrien RESA](#).