

Final
Extended COVID-19 Learning Plan
as described in Public Act 149, Section 98a
Final
September 3, 2020 Clarifications

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.

District/PSA 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. ISDs and PSAs will transmit the approved plan to the superintendent of public instruction and the state treasurer.

This is a Review Only document. Please download it as a Microsoft Word document to add your own District/PSA logo and Extended Covid-19 Learning Plan.

District/PSA Extended COVID-19 Learning Plans should be submitted to the ISD or Authorizing Body as a PDF file.

Final

Oak Park Schools District Extended COVID-19 Learning Plan

Address of School District/PSA: 13900 Granzon Street Oak Park, MI

District/PSA Code Number: 63250

District/PSA Website Address: www.oakparkschools.org

District/PSA Contact and Title: Dr. Jamii Hitchcock, Superintendent

District/PSA Contact Email Address: jhitchcock@oakparkschools.org

Name of Intermediate School District/PSA: Oakland Schools ISD

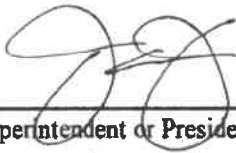
Name of PSA Authorizing Body (if applicable): N/A

Date of Approval by ISD/Authorizing Body: N/A

Assurances

1. The District/PSA 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 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 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/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 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 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 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.

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.



District Superintendent or President of the Board of Education/Directors

9/24/20

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 Oak Park School District consists of nearly 4000 students, 350 staff members, including 250 teachers and 11 building administrators with a 27:1 student to teacher ratio. Although the Oak Park School District has many strengths, our student population faces a significant number of challenges.

Considering our unique challenges as a district, our first priority is to ensure the well-being of all members of our school community. Because of the wide range of experiences students had during the remote learning portion of the 2019-2020 school year, we anticipate that students will come to school in the Fall of 2020 with an unusual and highly variable range of competencies. We expect that many students will be behind and will need opportunities to catch up. Our pedagogical and ancillary staff will need opportunities to collaborate with each other as they examine student work, make considerations factoring social emotional well-being, and determine what comes next in the learning for each of our students.

This health crisis has intensified significant, pre-existing challenges in our district. Over 82% of our students receive federally funded free or reduced lunch. Over 60% of our students are enrolled in our Schools of Choice program, which requires them to travel a substantial distance to and from school from a city outside of Oak Park's boundaries, including as far as Inkster and the East and West sides of Detroit. In total, our student population consists of our (74) different zips codes in Southeast Michigan. Over 30% of our student population is considered chronically absent due to a litany of inequities that exist in our surrounding area and 25% of our students are transient. Additionally, 60% of our students enrolled in our Schools of Choice program live in Wayne County, the epicenter of COVID-19. The city of Oak Park at the onset of the pandemic had the highest number of COVID-19 cases per capita in Oakland County.

Due to the nexus of the aforementioned demographics, our district places a significant emphasis on basic and social-emotional needs, while maintaining high expectations and academic rigor for remote learning.

On August 3rd, 2020 our Board of Education voted to begin the school year in a 100% remote learning environment until at least the conclusion of the first card marking period, or October 31st. This plan will focus on teaching and learning with an emphasis on ensuring structures are in place to support student engagement and achievement for all.

The COVID-19 global pandemic currently impacts our school community in a myriad of ways: our district and surrounding community has experienced a series of distressing events related to the pandemic. Many students may have significant gaps in their learning, and equity issues are exacerbated. For these reasons an Extended Covid-19 Learning Plan is necessary to increase pupil engagement and achievement for the 2020-2021 school year.

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

As a district, Oak Park Schools utilizes benchmark assessments as tools that can be used to monitor and evaluate patterns and trends in school/district academic performance. We believe it can provide guidance for standardizing or adjusting curriculum and instruction across grade levels, schools, and districts.

Oak Park Schools will continue using benchmark assessment data to support inquiry and professional learning around the use of formative assessments and differentiated instruction. Our professional learning communities will leverage the teaching and learning process to continuously assess, and monitor where our students are in order to implement, and modify instruction.

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.

Whole child data will be used to offer actionable insights and will provide opportunities to:

- Monitor Learning
- Identify Academic & Social Emotional Needs
- Align Targeted Supports for Every Student

Benchmark Assessments

Best instructional practices for literacy are embedded throughout all of our major content areas from Kindergarten-Grade 12. We utilize the DIBELS Assessment from Kindergarten to Grade 3, to determine students in need of an Individualized Reading Improvement Plan (IRIP).

In the first 30 days of instruction all DIBELS testing will be virtually administered in grades K-5:

- Families and legal guardians will be notified of when their child's class is scheduled for testing
- Homeroom teachers will support in designating students into small groups for assessment purposes
- All data will be entered onto a district and state approved platform for literacy assessments no later than September 25th, 2020.
- IRIPs will be completed between October 5th-7th, 2020 and be distributed to families during our fall parent-teacher conferences on October 9, 2020

Since Fall 2017, Oak Park Schools has utilized NWEA assessments in both English Language Arts (ELA) and mathematics. To maintain consistency for both students and teachers, NWEA assessments in reading and mathematics will be administered to all students twice: once in the first nine weeks of the school year, and again prior to the last day of school. Formative assessments will provide information to inform our progress toward our goals over the course of the year. Progress reports will be available on our website in February and June.

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. Formative assessments will be used to:

- Identify gaps in student learning
- Make data informed decisions about student progress at the classroom level
- Assess student understanding and mastery of skills
- Modify instruction

Additionally, we will continue to engage stakeholders in the district's balanced assessment system, including publicly sharing aggregate and student subgroup performance reports on NWEA results.

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 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 improve performance in Mathematics from Fall to Spring as measured by NWEA.

- 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 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).

The Oak Park Schools District full instructional plan is described in full detail in the our [COVID-19 Preparedness and Response Plan](#) that was created in response to the Governor’s Executive Order 2020-142.

Mode of Instruction

All students will begin the 2020-2021 academic year in remote instruction, and continue online through the first card marking period (October 30, 2020).

The district will continue to use Google Classrooms as a Learning Management System which has the capacity to support teachers in the delivery of:

- Live instruction
- Post Assignments
- Assign Grades and support student progress monitoring
- Two-way Communication between students, teachers, and families

In addition to Google Classrooms, families will be provided with the grade level appropriate material lists they may need to help implement learning at home. Consideration will be made to also provide packets of information for students to complete without their electronic devices. Expectations for participation, assignments and attendance are to be shared with all students and parents prior to the beginning of the school year, and on a needed basis.

Elementary Online Schedule (Pre-K-Grade 5)

- Teachers will deliver live or “Synchronous” instruction with Asynchronous supports
- Students can expect to participate in online instruction for 390 minutes per day with embedded breaks, by grade level
- Daily Lessons include Mathematics: Whole & Small Group (including “learning recovery time”) and ELA: Whole & Small Group (including “learning recovery time”)
- Science and Social Studies lessons and assignments will be posted using Google Classrooms, and live lessons will be provided
- Time is added in the day for students who need accommodations, small conferences, and/or resource room support
- Specials will be offered to all students
- Structured time for Teacher Office Hours (for parents and students)

- Morning & Afternoon Sharing/Restorative Circles
- Daily structured time for Professional Learning Communities

Secondary Online Schedule (6-12)

- Teachers will deliver live or “Synchronous” instruction with Asynchronous supports
- Grades 6-8 instructional blocks will be a hybrid of daily synchronous instruction with required asynchronous learning opportunities for a total of 373 minutes of learning a day.
- Grades 9-12 instructional blocks will be hybrid of daily synchronous instruction with required asynchronous learning opportunities for a total of 373 minutes of learning a day
- Teachers will host Office Hours to provide extended contact opportunities and remediation support
- Daily social-emotional support times allowing for regular student support and coordination with ancillary school staff
- Family connection time allowing for parent/family support opportunities and collaboration
- High School students enrolled at Michigan CASA will have the opportunity to continue their learning and participate in Michigan CASA’s remote learning program.
- High School students enrolled at Oakland Schools Technical Campuses (OSTC) will have the opportunity to continue their learning and participate by guidelines set forth by the program.

Once Oak Park Schools decides it is safe to return to the classroom, the District will survey all families to understand the desire for continuity of online learning in addition to an in-person option. Oak Park Schools will consider a phased approach to returning to the classroom, bringing back grade levels at a time, with a priority on grades K-5.

• **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: The Oak Park Schools District full instructional plan can be found in the [COVID-19 Preparedness and Response Plan](#)

Curriculum and Instruction: Academic Standards

At Oak Park Schools, we believe that student interaction and engagement are the cornerstones to academic and social-emotional success. The following culturally relevant and Universal Design approaches will help support meeting the diverse needs of our student community. Daily lessons are designed, and strategies are implemented to support effective learning and student engagement. These strategies include:

- Assessing Essential Standards to address learning recovery
- Recognizing that students bring their unique learning, experiences, and knowledge to the learning environment each day
- Meaningful student discourse and peer interactions
- Multiple Points of Entry into the lesson and curriculum
- Clear learning targets and objectives
- Quality, relevant, and applicable feedback

The Oak Park Schools curriculum for core academic areas is aligned to state standards and housed in Atlas Rubicon. As teachers navigate the range of competencies expected this Fall, they will use the Oakland Schools Intermediate School District's Curriculum, Instruction, and Assessment Toolkits to provide guidance to help them design new (or best utilize existing) pre-assessments to plan for differentiation of content, use results from pre-assessments to inform instruction and prioritize K-12 instructional standards for the 2020-2021 School Year. The CIA Toolkits will guide teachers to implement instructional approaches to meet the range of student needs as they return to school in the fall, identify assessment ideas that allow students to demonstrate understanding in a variety of ways, assess and provide instruction in the content areas in face-to-face, virtual, and blended classroom environments, and incorporate well-being and SEL/trauma-informed practices into instruction.

As a districtwide community we will refer to Best Practices for Remote Learning:

- Remember Maslow
- Nurture a positive home climate for learning and parental involvement
- Establish and maintain remote classroom norms and learning routines
- Implement culturally responsive teaching practices
- Encourage student collaboration and discourse
- Create opportunities for and attend carefully to feedback
- Engage students in meaningful learning opportunities

- **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

The Oak Park Schools District bases its assessment system on the Michigan Academic Standards. Students are assessed at both the district and classroom level to determine if they are making progress toward meeting those standards.

Our grading policy was amended to provide accommodations for utilizing the Formative Assessment Feedback Cycle. The changes were made to reflect a grade that comprises 50% formative assessments and 50% summative assessments. This is critical in the instructional process so that students can receive timely feedback that helps them know what they need to do to improve. It also gives teachers important information so they know how to adjust the teaching and learning process to best meet each student's needs.

At the end of each marking period, our teachers deliver summative assessments covering 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. They are given at the end of each period of learning as an evaluation of what has been learned and is a part of our district wide grading process. Our district wide expectation is that all teachers keep parents and guardians up to date on any concerns regarding a student's grade through emails and phone calls.

The district also makes available a web-based system (MiSTAR) that allows Parents and legal guardians to see their children's grades at any time. Teachers keep up-to-date information on student grades in this

system. The district also sends progress reports to our parents and guardians in the interim of each marking period. At the end of each marking period, report cards are sent out to parents and legal guardians.

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

In order to ensure that every student in the Oak Park School District has access to remote learning, the district will distribute a laptop/Chromebook to all students in PreK-12 as well as provide hotspots to families in need. A technological distribution plan was developed following a series of surveys, parent/home communication, and teacher phone calls and canvassing in the Spring of 2020. Laptop mailing and distribution began the week of April 13, 2020 and will continue as needed throughout the 2020-2021 school year. In Spring of 2020, Oak Park Schools distributed an estimated 3,000 technology devices, and 1,000 hotspot internet connections. To date, technology devices are being distributed on a continual basis. The district will continue to ensure students are provided with equitable access to technology and the internet as described in our previously submitted [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

The Special Education Department will follow MARSE and IDEA policies and procedures for students with disabilities. This includes following child find requirements, evaluations, eligibility, and providing accommodations, aids and related services to students who are eligible under MARSE criteria for disabilities. The district will continue to identify, locate, and evaluate students suspected of having a disability and needing special education and related services.

Oak Park Schools will continue to ensure that our diverse learners make progress on their IEP goals and Objectives and the General Education curriculum. IEP teams will determine how to meet the individual needs of students with disabilities from home in a safe, and supportive manner. Educators (teachers, paraprofessionals, Ancillary Service Providers) will provide live, real-time instruction as well as one to one check-ins and independent learning activities. The district is committed to providing families an opportunity to have meaningful participation in the special education process. We will continue to conduct virtual IEP meetings.

Supports For Students With Identified Special Needs

- All individualized educational plans (IEPs) will be followed.
- Applicable services, meetings, and daily instruction for the following programs will be conducted virtually:
 - Early-On (Birth-to-Age 3)
 - ECSE (Early Childhood Special Education)
 - Resource (One-on-One, Small Group Instruction)
- Students will receive direct instruction aligned to their goals
- 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.
- Individual needs will be reviewed to determine how to best support and provide accommodations, aids, and services so students identified under Section 504 can access curriculum.
- 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 immediately upon the start of school.
- Special Education and General Education teachers will continue to collaborate
 - All instruction, assignments, and assessments will be accommodated/modified as outlined in the IEP by both general education and special education teachers.

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

- **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 Oak Park Schools District full instructional plan addresses ways all learners are supported and can be found in the [COVID-19 Preparedness and Response Plan](#).

Supporting English Language Learners

Bilingual education teachers will continue collaborating with classroom teachers to deliver instruction that meets the needs of our English Language Learners (ELLs). In order to support students' language

development, ELLs will receive live, real-time instruction (synchronous instruction), and independent learning activities.

The English Language Learner (ELL) program will continue living into the vision of providing every English Learner access to equitable high-quality content and language instruction, delivering an impactful and inclusive educational experience. The English Language Development program will continue to support English Learners, whether in-person or virtually, focusing on the four components of language development: Speaking, Listening, Reading, and Writing. The ELD team will follow the district plans for in-person or virtual learning.

The ELD program will continue to follow best practices and guidance provided by the Michigan Department of Education:

- English Language Learner Teachers will continue teaching language development along with teaching core content, further emphasis on developing oral language skills
- English Learners will continue to be identified for appropriate levels of English Development support based on multiple data points, such as the last WIDA ACCESS 2.0 For ELLs proficiency scores. Currently, WIDA cannot be assessed in person. For this reason, Oak Park Schools will incorporate the MDE approved “Temporary Guidance For Identifying Potential English Learners During Remote Learning.” Interventions will continue to provide intensive language-based instruction to English Learners who are struggling with language development.
- English Language Development teachers will continue to collaborate with core teachers and the special education team to support English Learners in their classes

Supporting Academic and Social-Emotional Needs

Building supportive relationships, creating welcoming and predictable learning environments, and fostering social and emotional skill development are key strategies in supporting students who may feel distress, anxiety, fear, or other challenging emotions during times of change and uncertainty. To provide the social and emotional support that our school communities need right now, schools and educators will strive to build a sense of community, teach SEL skills, and share SEL information and resources with families. Parents can contact their school social worker or counselor to request more information about these services or resources.

Easing our students’ anxiety and building supportive learning environments will be critical to their success this coming school year. We have also begun offering additional mental health interventions and supports, expanding small group trauma interventions, and introducing virtual classroom-based activities for managing stress and anxiety.