Extended COVID-19 Learning Plan

<mark>Version: Strict Adherence to Legislation</mark>

Reconfirmation Meeting

Required Every 30 Days After Initial Plan Approval

Agenda:
- Reconfirm how instruction is going to be delivered during the 20/21 school year
- Public comments from parents and/or guardians on the Extended Learning Plan
- Review weekly 2-way interaction rates

Reconfirmation Meeting for SEPTEMBER 2020

Reconfirm how instruction (Return to Learn Plan) is going to be delivered during the 20/21 school year: (Recommendation: Explain in narrative form any modifications to the original Extended Learning Plan)
See attached Extended COVID-19 Learning Reconfirmation Document
Document Public Comments:
See attached Agenda for September 29, 2020 Special Board of Education Meeting

Review Weekly 2-Way Interaction Rates

SEPTEMBER	All Students	
Week 1	*Elementary – 99.81%*	*Secondary – 99.83%*
Week 2	*Elementary – 99.73%*	*Secondary – 99.84%*
Week 3	*Elementary – 99.77%*	*Secondary – 99.86%*
Week 4	*Elementary – 99.86%*	*Secondary – 99.93%*

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.

Troy School District Extended COVID-19 Learning Plan

Address of School District/PSA: 4400 Livernois Road, Troy, MI 48098

District/PSA Code Number: 63150

District/PSA Website Address: www.troy.k12.mi.us

District/PSA Contact and Title: Dr. Richard Machesky, Superintendent

District/PSA Contact Email Address: rmachesky@troy.k12.mi.us

Name of Intermediate School District/PSA: Oakland Schools

Name of PSA Authorizing Body (if applicable):

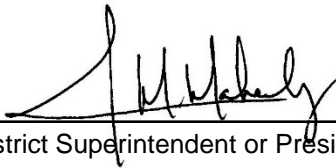Date of Approval by ISD/Authorizing Body: October 1, 2020

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.

7. The District/PSA assures that
    ○ instruction will be delivered as described in this plan and re-confirmed 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.

District Superintendent or President of the Board of Education/Directors

___October 1, 2020_____

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 global pandemic is impacting our school community in a number of ways: we are experiencing a traumatic event, many students may have significant gaps in their learning, and equity issues are more pronounced.

As we return to school in the fall, our first priority will be 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 19-20 school year, we anticipate that students will come to school in the fall of 2020 with a wider than usual range of competencies. We expect that many students will be behind and will need opportunities to catch up. Teachers will need opportunities to collaborate with each other as they examine student work and determine what comes next in the learning for each student.

As Troy plans to begin the school year in a virtual learning environment, we will need to ensure that there are structures in place 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.

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

The Troy School District believes that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in school/district academic performance and to identify effective instructional programs. We believe it can provide guidance for standardizing or adjusting curriculum and instruction across grade levels, schools, and districts.

However, we will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, we will continue the use of (and professional learning around the use of) the formative assessment process as a powerful practice embedded in the teaching and learning process to continuously observe where our students are in order to modify instruction.

We believe the use of the formative assessment process, 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

In reading in grades K-5, we will use the Fountas and Pinnell Benchmark Assessment System (BAS) three times per year with students. Once in the first 30 days of school, once in January, and once again prior to the last day of school.

In reading in grades 6-8, we will utilize a local ELA, formative benchmark assessment based on the Lucy Calkins Reading Pathways Assessment. This assessment will be norm-scored by teachers and administered twice per year (once in the first nine weeks of school and once prior to the end of the school year.). The use of grade-level rubrics based on the Common Core standards will help guide classroom instruction

In mathematics in grades K-8, we will utilize a local assessment that is aligned to the Common Core Standards in each grade-level. These assessments will provide both benchmark and formative data that will provide information to inform our progress toward our goals over the course of the year.

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

Goal 1 - All students (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by BAS and our local assessment based on Reading Pathways
- 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 our local standards-based assessment.
- 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).

Mode of Instruction

To start the school year, all K-12 students will be remote as the District administration assesses the viability of in-seat learning. When deemed appropriate, students in grades K-5 will attend school every day for face-to-face instruction. Student and staff health and safety will be addressed through a cohort model that keeps students together for the entire school day.

When deemed appropriate, Middle and High school students will transition to a hybrid model that allows for more personalized schedules. This model will include a 3 x 3 instructional block that will follow an AB rotating pattern by attending three classes on one day and the other three on the following day (Monday/Tuesday cohort and Thursday/Friday cohort). Wednesdays will be a virtual learning day utilizing synchronous learning (unless otherwise specified). This schedule attends to health and safety by minimizing the number of passing times needed and eliminating the lunch period at the high school while middle schools will utilize large spaces throughout the building to separate students during the lunch hour.

Students in our Early -On Program (Birth –3) will receive their services in the community, in the home or in the community as collaboratively decided upon with the family when in Phase 4 & 5. Students in our Early Childhood Special Education Program (3-5) will attend face-to-face instruction when deemed appropriate and have the option for virtual instruction. Students in our Post High (18-26) program will have opportunities to attend their programming both in seat and virtually.

> - **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.

Curriculum and Instruction: Academic Standards

The Troy School District curriculum for core academic areas is aligned to state standards and housed in Schoology. As teachers navigate the wider than usual range of competencies expected this fall, they will use these Curriculum, Instruction, and Assessment Toolkits when needed 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 our elective teachers work to engage students remotely, they will use 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

Troy School District bases its assessment system on the Michigan Standards. We regularly assess students at the district and classroom level to determine if they are making progress toward meeting those standards. We place a heavy emphasis on formative assessment. This is critical in the instructional process so that students receive timely feedback that helps them know what they need to do to improve. It also gives the teacher important information to know how to adjust the teaching and learning process to meet each student's needs.

We also have a system for delivering summative assessments at the district and classroom levels. These are given at the end of a period of learning as an evaluation of what has been learned and are part of our district grading process. For example, our teachers deliver summative assessments at the end of each unit of study in our curriculum. These assessments are based on a coherent set of standards in the subject area that focus on a related group of skills and disciplinary knowledge.

We make available to our parents and legal guardians a web-based system (Schoology) that allows them to see their children's progress at any time. This is in addition to the expectation we have for all teachers that they keep parents and guardians abreast of any concerns regarding a student's progress through emails and phone calls. Finally, we send out to parents report cards at the end of each marking period.

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

The Troy School District ensures 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. The Troy School District system for maintaining student access to technology devices and the internet is described in the Continuity of Learning Plan.

> • **Please describe** how the District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules, and regulations.

Students with identified special needs

When school starts, students' IEPs, IFSPs, and 504 plans will be reviewed in coordination with general and special education teachers and/or providers to address any data-driven accommodations and/or services that are needed due to known changes in students' needs. The district has established a structure for staff to work collaboratively with parents on the development of Contingency Learning Plans when in phases 1-5.

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.

The district has established structures for general and special education teachers and/or providers to collaborate and communicate regarding student performance and student needs on IEP goals and objectives with special consideration regarding assistive technology and accessibility. Resources to consider: Alt+Shift consultation or web resources at - https://www.altshift.education/resources/remote-learning-resources

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 Troy School District full instructional plan addresses ways all learners are supported and can be found in the TSD COVID-19 Preparedness and Response Plan at the following link: https://www.troy.k12.mi.us/home-covid-19.

BOARD AGENDA

Tuesday, September 29, 2020   **ZOOM MEETING**
4:00 P.M.   **ID: 478 405 4838 Passcode: 804566**
https://troyk12mi.zoom.us/j/4784054838?pwd=Z1FvSE1RM3ErekR4M0xDaXZrOUY1UT09

SPECIAL BOARD OF EDUCATION MEETING

PUBLIC NOTICE:

This meeting of the Board is open to the public and will be held via Zoom Videoconferencing. If members of the community would like to participate, the meeting can be accessed via computer or mobile browser at: https://troyk12mi.zoom.us/j/4784054838?pwd=Z1FvSE1RM3ErekR4M0xDaXZrOUY1UT09 Passcode: 804566. Meeting ID: 478 405 4838 Passcode: 804566 Or Telephone: Dial (for higher quality, dial a number based on your current location): US: +1 929 205 6099 or +1 301 715 8592 or +1 312 626 6799 or +1 669 900 6833 or +1 253 215 8782 or +1 346 248 7799. Please note that all meeting participants will be initially placed in a "silent/virtual waiting room" until the meeting begins, at which point audio and video will be activated. It is recommended that you connect via computer audio, if possible. We appreciate your patience as we navigate this meeting remotely.

To submit a request to address the Troy School District Board of Education during the Public comment portion of this Virtual Board Meeting, please click on the following link to complete a request form: **https://tinyurl.com/ul9hprt**. Guidelines for Public Participation at Board Meetings can be viewed at the this link: **https://tinyurl.com/vpl6fn5.**

1. **PLEDGE OF ALLEGIANCE**

2. **PUBLIC COMMUNICATION***

3. **OTHER**
   A. REPORT: Return to Learn Plan Extension
   B. CONSIDERATION: Approval of Reconfirmation of the COVID-19 Preparedness & Response Plan

4. **ADJOURNMENT**