



# WEST BLOOMFIELD SCHOOL DISTRICT PORTRAIT of a GRADUATE

## **District/PSA Template for the Extended COVID-19 Learning Plan as Described in Public Act 149, Section 98a**

**August 27, 2020**

**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 state 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.

---

## **West Bloomfield School District Extended COVID-19 Learning Plan**

Address of School District/PSA: 5810 Commerce Road, West Bloomfield, MI 48324

District/PSA Code Number: 63160

District/PSA Website Address: [www.wbsd.org](http://www.wbsd.org)

District/PSA Contact and Title: Dr Gerald Hill, Superintendent

District/PSA Contact Email Address: [Gerald.Hill@wbsd.org](mailto:Gerald.Hill@wbsd.org)

Name of Intermediate School District/PSA: Oakland Schools

Name of PSA Authorizing Body (if applicable):

Date of Approval by ISD/Authorizing Body: September 21, 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 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
  - o instruction will be delivered as described in this plan and reconfirmed by the District/PSA Board,
  - o the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
  - o the District/PSA will reconfirm how instruction will be delivered during the 2020-2021 school year thirty days after ISD approval of the plan, and every 30 days thereafter at a meeting of the Board, and
  - o 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



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 had a significant impact on our students, our staff and our community. Since March 2020, instructional practices and student learning experiences have radically changed. We recognize students have gaps in their learning and issues of equity and accessibility have existed within our district.

While the West Bloomfield School District adapted quickly in the spring and quality learning experiences continued for the remainder of the school year, we know students returning in Fall 2020 will have a wide range of skills and competencies which we will need to identify and then design learning opportunities to meet their needs. Our teachers and staff will need time for collaboration and planning to support student engagement and academic growth this fall.

The West Bloomfield School District has established multiple return to learn options for our students and families. Students in grades K-8 have a blended learning option, in which they attend school in either a morning cohort or an afternoon cohort, four days a week. Our students at West Bloomfield High School are fully remote until the region moves to Phase 5 in the Governor's MI Safe Start plan. Additionally, several students and families in grades K-12 chose our remote learning only option, Lakers Online, for the 2020-2021 school year. In each of these environments, it is imperative our teachers build relationships with their students in order to increase student engagement and achievement. Our focus in this plan is on teaching and learning with an emphasis on equity for all learners.

## 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 West Bloomfield School District has used the data garnered from NWEA for the last four years to guide our instructional practices and identify patterns and trends in both school and district academic performance and growth. NWEA, as an approved benchmark assessment, is just one of a number of data points we review to make decisions about curriculum, instruction and assessment. The West Bloomfield School District will continue to use formative assessments to measure student growth and to guide our instructional planning.

Additionally, the goals we have established for our K-8 students in reading and math on the NWEA MAP assessments are based upon student growth over the course of a school year. We understand students often need to have accelerated growth in order to reach grade level achievement; student growth goals enable us to use the data to design meaningful, appropriate instruction and assessments for students. The information ascertained from each NWEA MAP assessment is integral to our MTSS work as a district and serves as an important source of data as we identify trends district-wide.

## **Educational Goals**

The NWEA MAP assessments for reading and math will be administered to all students three times; first in the first nine weeks of school, again in late January and finally in early June. Formative assessments, including Fountas and Pinnell, Bridges Number Corner and others, will provide information to inform our progress towards our goals over the course of the year. Progress reports will be available on our website in February and June.

Our teachers will participate in a number of professional learning experiences around formative assessments, MTSS and using data to inform instruction in the classroom. We will continue to share with our stakeholders aggregate and student subgroup performance reports from the NWEA MAP assessments.

### **February 2021**

**Goal 1:** Sixty percent of students(K-8) will meet or exceed their growth target as measured by the NWEA MAP assessment for reading by February 2021.

- All teachers will use formative assessments, including Fountas and Pinnell, Digital Footprints and others to inform instruction to support meaningful student growth and mastery of the ELA standards.
- Professional Learning Communities will review the results from state and local assessments to inform instruction and identify Tier II and Tier III reading interventions for students.

**Goal 2:** Sixty percent of students(K-8) will meet or exceed their growth target as measured by the NWEA MAP assessment for math by February 2021.

- All teachers will use formative assessments, including Bridges Number Corner, Workplaces and others to inform instruction to support meaningful student growth and mastery of the Math standards.
- Professional Learning Communities will review the results from state and local assessments to inform instruction and identify Tier II and Tier III math interventions for students.

### **June 2021**

**Goal 1:** Sixty percent of students(K-8) will meet or exceed their growth target as measured by the NWEA MAP assessment for reading by June 2021.

- All teachers will use formative assessments, including Fountas and Pinnell, Digital Footprints and others to inform instruction to support meaningful student growth and master of the ELA standards.
- Professional Learning Communities will continue to review formative and assessment data to inform instructional practices.

**Goal 2:** Sixty percent of students(K-8) will meet or exceed their growth target as measured by the NWEA MAP assessment for math by June 2021.

- All teachers will use formative assessments, including Bridges Number Corner, Workplaces and others to inform instruction to support meaningful student growth and mastery of the Math standards.
- Professional Learning Communities will continue to review formative and assessment data to inform instructional practices.

### **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 West Bloomfield School District full instructional plan can be found in the [West Bloomfield School District Return to Learn Plan](#).

#### **Mode of Instruction**

We have made available multiple modes of instruction to meet the needs of our students and families. As detailed in our Return to Learn Plan, West Bloomfield School District is following the Governor’s MiSafe Start Plan and will return to full face to face instruction when the region moves to Phase 5. Starting in August 2020, our students can participate in the modes of instruction detailed below:

**K-8: Blended Instructional Model.** Students attend four half days of instruction weekly (M, T, R, F) in either a morning or afternoon session. When not in face to face instruction, students are participating in asynchronous learning activities in the core content and in synchronous lessons in their “specials” at the elementary level and electives at the middle school. K-8 students currently participating in the blended instructional model will return to face to face instruction when the region moves to Phase 5.

**Lakers Online Remote Learning Model:** Students participate in a fully remote learning experience daily. Instruction is delivered both synchronously and asynchronously by West Bloomfield teachers. Daily student schedules closely mirror face to face instruction. Lakers Online will continue as an instructional option annually.

**West Bloomfield High School Remote Learning Model:** All WBHS students participate in a fully remote learning experience daily. Instruction is delivered both synchronously and



asynchronously by West Bloomfield High School teachers. Daily student schedules closely mirror face to face instruction. WBHS students will return to face to face instruction when the region moves to Phase 5.

Oakland Early College Blended Instruction Model: Students at OEC attend face to face instruction two days per week (M-T or R-F) and participate in remote learning the other three days. Instruction is delivered both synchronously and asynchronously by Oakland Early College teachers. OEC students will return to full face to face instruction when the region moves to Phase 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.

The West Bloomfield School District full instructional plan can be found in the [West Bloomfield School District Return to Learn Plan](#).

### **Curriculum and Instruction: Academic Standards**

The West Bloomfield School District curriculum for core academic areas is aligned to state standards. The district's curriculum and instruction model, while adapted, has not changed for the 2020-2021 school year. Teachers are using district adopted resources to support mastery of the state standards. NWEA MAP will serve as our benchmark assessment for students in Grades K-8 and will help inform instruction. Full implementation of the Teachers College Reading and Writing Units of Study, Fountas and Pinnell Guided Reading, Bridges Math, Foss Science and the MAISA Writing Units will continue for our students in Grades K-5. Our middle school teachers will utilize MAISA Reading and Writing Units, MISTAR Science, College Prep Math, and primary source documents for social studies. West Bloomfield High School will use the same resources as in previous school years. The district professional development and assessment plan will guide teachers to implement instructional approaches to meet the range of student needs as they return to school, identify assessment methods that enable students to demonstrate their learning in a variety of ways and provide instruction in the content areas in a blended learning environment and remotely. Additionally, teachers will incorporate strategies to support student well-being, social emotional learning and trauma informed practices.

Our teachers will engage students remotely with a focus on the following strategies:

- Establish and maintain remote classroom norms and learning routines
- Create a social contract for each class
- Implement culturally responsive teaching practices
- Encourage student collaboration
- Create opportunities for feedback
- Engage students in meaningful learning experiences

- **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**

West Bloomfield School District's assessment plan is based on the Michigan standards. We assess students at the district and classroom levels to identify trends in student growth and achievement. While we have a comprehensive assessment system, we see great value in formative assessments. They are critical to the instructional process as students receive timely feedback and teachers are able to make in-the moment adjustments to instruction to meet student needs.

Additionally, summative assessments are given at the district and classroom levels. These assessments measure students' mastery of standards in the core academic areas. The data gathered from the summative assessments is also used to identify individual student needs for intervention and extension. Teachers employ a variety of summative assessments, including unit tests, projects, writing assignments and more. Quarterly progress on mastery of standards is published for both students and parents, with a final summative mark given at the end of the school year. We believe the end of year student report card is a comprehensive measure of a student's growth and achievement from both summative and formative assessments.

### **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.

The West Bloomfield School District purchased Chromebooks for each student in Summer 2020. Chromebooks were distributed to students prior to the start of the school year. In addition, the district purchased Wifi access points for families who indicated they had unreliable internet in their homes. The access points have been distributed as well.

- **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 West Bloomfield School Student Support Services Department is dedicated to providing free and appropriate educational opportunities for students with disabilities. Upon returning to instruction, whether in a face to face, blended or remote model, staff will review students' IEPs, IFSPs and 504 plans in coordination with general education staff, ancillary service providers and parents to address any data driven accommodations and/or services that are needed due to known changes in students' needs.

West Bloomfield will continue to support our students with IFSPs and IEPs in the following programs:

- Birth to 3/Early On
- Early Childhood/Pre-K Special Education Programs
- K-12
- West Bloomfield Transition Center
- Project Search
- West Bloomfield Students who attend Center-Based Programs in Oakland County

The Special Education Department will follow MARSE and IDEA policies/procedures for students with disabilities. This includes following child find requirements, evaluations,

eligibility, and providing programs, accommodations, aids and related services to students who are eligible under MARSE criteria for disabilities. The District will adhere to health guidelines during evaluations and when providing programs, accommodations, aids and related services.

The District will continue to identify, locate and evaluate students suspected of having a disability and needing special education and related services. The District ensures an evaluation method for students suspected of having a disability or in need of re-evaluation regardless of the learning environment.

Additionally, the District is committed to providing families the opportunity to have meaningful participation in the special education process. West Bloomfield Special Education staff will conduct virtual IEP meetings to provide for parent participation.

- **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 West Bloomfield School District will follow all District and Federal Section 504 policies and procedures for compliance under Section 504.

The District will continue to identify, locate and evaluate students suspected of having a qualifying disability under Section 504. Evaluations will be conducted remotely and in-person while adhering to public health guidelines for the safety of students and staff.

West Bloomfield staff will review the 504 plans of students for any necessary updates due to changes in instructional environment or new data. The District will ensure parent participation and all Section 504 plan meetings will be held virtually.

Oakland Early College is continuing their partnership with Oakland Community College. OEC students still have complete access to coursework at OCC. The community college is offering virtual courses only this semester. Some are remote (meet synchronous at arranged times) or online (asynchronous only).

Dual Enrollment options are available to both West Bloomfield High School students and Lakers Online High School students. Students must complete the necessary paperwork by the prescribed deadlines and meet eligibility requirements for this experience. These protocols are the same as those that were in place during pre-pandemic times.

West Bloomfield School District continues to offer in person preschool programs. There are a variety of program options to meet the needs of the child and family. We offer tuition based half day and full day three and four year old classrooms. We also offer the Great Start to Readiness Program (GSRP) which is a state funded program for four year olds whose families meet a low income requirement.