



REDFORD UNION SCHOOLS

Extended COVID-19 Learning Plan as Described in Public Act 149, Section 98a

August 27, 2020

September 3, 2020 Clarifications

September 30, 2020 Revisions Based on PA-0165 (SB-927)

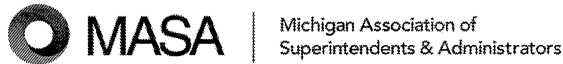
Introduction:

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. A district that is a public school academy that, by agreement, provides educational services for the residents of a district that is not a public school academy and that does not directly provide public educational services to its residents that intends to provide instruction under an extended COVID-19 learning plan shall submit its extended COVID-19 learning plan described in subsection (1) to the intermediate district in which it is located not later than October 1, 2020, for approval.

The ISD or Authorizing Body will approve Extended COVID-19 Learning Plans no later than October 9, 2020, and transmit the approved plans to the state superintendent of public instruction and the state treasurer. Approved plans must be made accessible through the transparency reporting link located on the district's website by not later than October 12, 2020.

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



Redford Union Schools – Extended COVID-19 Learning Plan

Address of School District/PSA: 17715 Brady Street, Redford, MI 48240

District/PSA Code Number: 82110

District/PSA Website Address: redfordu.k12.mi.us

District/PSA Contact and Title: Jasen M. Witt, Interim Superintendent

District/PSA Contact Email Address: wittj@redfordu.k12.mi.us

Name of Intermediate School District/PSA: Wayne RESA

Name of PSA Authorizing Body (if applicable): Not Applicable

Date of Approval by ISD/Authorizing Body: On or before October 9, 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 12, 2020.
2. By not later than January 15, 2021, the district shall create a report that includes information regarding both of the following and shall ensure that the report under this subdivision can be accessed through the transparency reporting link located on the district's website:
 - a. The amount and type of training provided during the current school year as of the date of the report to teachers of the district through professional development that focuses on how to deliver virtual content.
 - b. The amount and type of training provided during the current school year as of the date of the report to the parents and legal guardians of pupils and to pupils on how to access and use virtual content provided by the district.
3. 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.
4. Benchmark Assessments: The District/PSA will
 - a. select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - b. 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.
5. If delivering pupil instruction virtually, the District/PSA will
 - a. provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
 - b. 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.
6. 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:
 - a. COVID-19 Cases or Positive COVID-19 tests
 - b. Hospitalizations due to COVID-19

- c. Number of deaths resulting from COVID-19 over a 14-day period
 - d. COVID-19 cases for each day for each 1 million individuals
 - e. The percentage of positive COVID-19 tests over a 4-week period
 - f. Health capacity strength
 - g. Testing, tracing, and containment infrastructure with regard to COVID-19
7. 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 assures that
 - a. instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
 - b. the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - c. the District/PSA will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after ISD approval of the plan, and each month thereafter at a meeting of the Board, and
 - d. For each reconfirmation described in this subdivision, the district shall report to the center, in a form and manner prescribed by the center,
 - i. the instructional delivery method that was reconfirmed;
 - ii. how that instruction will be delivered for each grade level offered by the district, including pre-kindergarten, as applicable; and
 - iii. whether or not, as determined by the department in consultation with the center, the district is offering higher levels of in-person instruction for English language learners, special education students, or other special populations.
 - e. 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.
 9. 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.
 10. 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, or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress 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.

Clarification of Assurance 10: "2-way interaction" means a communication that occurs between a pupil and the pupil's teacher or at least 1 of the pupil's teachers or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress, where 1 party initiates communication and a response from the other party follows that communication, and that is relevant to course progress or course content for at least 1 of the courses in which the pupil is enrolled or relevant to the pupil's overall academic progress or grade progression. Responses, as described in this subdivision, must be to communication initiated by

the teacher, by another district employee who has responsibility for the pupil's learning, grade progression, or academic progress, or by the pupil, and not some other action taken.

Jason M. Witt

District Superintendent or President of the Board of Education/Directors

10/1/2020

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.

To begin, the development of an Extended COVID-19 Learning Plan is a mandate (an unfunded one) resulting from the action of the Michigan legislature in conjunction with the Michigan Governor – Ms. Gretchen Whitmer. Presumably, this was enacted as a well-intended accountability measure for Michigan public schools to help ensure student learning amid the COVID-19 pandemic.

The COVID-19 Pandemic has no doubt had a significant negative impact on pupil engagement and achievement for students within not only Redford Union Schools but also schools throughout Michigan, the United States of America, and globally. Beyond the legislative mandate, an Extended COVID-19 Learning Plan is needed in order to establish a clear plan with at least some accountability measures to help ensure students' academic and social-emotional needs are being met, to the best extent possible, despite the circumstances and challenges resulting from the ongoing COVID-19 pandemic. The "learning gap" is a genuine issue for students when they are not actively engaged in learning activities for extended periods of time, and this issue is heightened in districts such as Redford Union where many students and families unfortunately already face socio-economic barriers to engagement and achievement. Again, in light of this fact, an Extended COVID-19 Learning Plan is necessary to help identify the steps and interventions that will be taken to ultimately put our students in a position to be actively and safely engaged in learning no matter the format (or forum) for delivery of instructions and/or provision of other educational and social-emotional supports.

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.

At the high school level, students are following their planned academic/curricular schedules for the 2020/2021 school year. The educational goal(s) for these students continues to be successful progress towards satisfaction of the requirements for graduation and attainment of a diploma. As indicated elsewhere in this plan document, in these courses, student progress and learning is assessed regularly during each course through a variety of formative and summative assessments.

NWEA's Measures of Academic Progress (MAP) for Reading and Math has been and/or will be administered for District students in grades Kindergarten – 8th. This is an assessment which the District has administered in prior school years. Based upon the outcome of these assessments in Fall 2020, specific interventions will be developed both for specific students and, more generally, for students at each grade level. The educational goal(s) for students within these grade levels is for at least two-thirds of the students at each grade level to notably improve their individual performance (one year's progress or more) in Reading and Math on the MAP assessment when this assessment is administered in Spring 2021.

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).

Based on action by the Board of Education, instruction for at least the first semester (into late January 2021) for District students will primarily be delivered online, digitally, or by other remote means. The formats utilized for such instruction will be both synchronous and asynchronous. At times, the District has already and will continue to look for more opportunities for some in-person assessment and/or learning opportunities for District students. In particular, these in-person assessment and/or learning opportunities are being provided for our youngest students and/or students with identified special learning needs. Additionally, some District students with identified special learning needs are being serviced/educated, at least in-part, in-person within center programs operated by other public school districts within Wayne RESA. Likewise, the District is providing educational services (in-person and otherwise) for students with identified special learning needs within our own center programs. Finally, at some point in November 2020, the Board is expected to consider whether or not to provide an in-person learning alternative for families/students to opt into for the second semester of the 2020/2021 school year.

- **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.

Redford Union Schools' students at the middle school and high school levels are currently following their regular academic schedules while engaged in remote (online, digitally, or by other remote means) learning for the first semester of the 2020/2021 school year. Accordingly, these secondary level students are currently receiving instruction and being assessed for learning in each of the core academic areas based on their appropriate grade and/or course level. Instruction in these core academic areas (and other courses/subjects) is being delivered remotely by Redford Union Schools' teachers with some secondary resources also being made available as additional learning supports. This approach at the secondary level was adopted/implemented in an effort to keep students "on-track" academically for their respective grade level, and, potentially, to allow for a smoother transition back to in-person instruction at some point within the 2020/2021 school year.

Similarly, Redford Union Schools' students at the elementary level are also primarily engaged in remote (online, digitally, or by other remote means) learning for at least the first semester of the 2020/2021 school year. While elementary students are being provided with limited instruction each week in non-core academic areas via the adopted schedule for remote instruction, there is a clear emphasis within the weekly schedule on instruction within the core academic areas (reading, writing, math, science, and social studies) for students. Likewise, the weekly

instructional schedule includes designated time periods for teachers and support staff to engage students either individually or in smaller groups utilizing specific interventions designed to meet students where they are academically with the ultimate goal of increasing student performance to meet or exceed established grade level standards.

- **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.

All Redford Union students are attending “live” (synchronous) Zoom or Google Meet sessions with their teacher of record for each course on their schedule. Asynchronous learning resources are also provided for District students. Teachers are providing daily lessons that include direct instruction, small group instruction, collaborative activities, and independent activities. Formative assessments are built into daily lessons and summative assessments are administered through Google Classroom. Classwork is reviewed, checked, and submitted daily during the Zoom or Google Meet sessions to provide immediate feedback to students. Classwork is submitted through Google Classroom. Summative assessments are administered and submitted through Google Classroom. Students not achieving mastery on the standards assessed on the summative assessment can retake the assessment. Each teacher is provided with a block of time each day to communicate with families and provide one-on-one or small group instruction with students via Zoom or Meet. Progress reports are updated every 5 weeks and available to all parents via MiStar, Parent Connect. Parent-Teacher conferences will be held for two days in the fall and spring via Zoom or Meet (unless the District has been able to return to in-person instruction). Report cards at the secondary level (middle school and high school) will be completed and sent out to students/families at the end of each semester in January and June. Report cards at the elementary level will be completed and sent out to students/families quarterly (approximately every 10 weeks).

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.

All mobile devices the District currently owns have been distributed to families. This includes the distribution of new devices (Chromebooks, iPads, etc.) which the District was able to purchase since the commencement of the COVID-19 Pandemic. We currently have 1,400 devices on order, but continue to await the delivery of these devices – some of which were ordered in Spring 2020 – due to the national demand for these devices. As soon as those devices are delivered, they will be distributed to students/families as well. The District has also distributed its' initial allotment of mobile hot spots, and placed an order with ATT through the state plan for additional hot spots. We are waiting for this order to be finalized and shipped. Finally, as we await the arrival of this

additional technology, each building has created some form of learning packet(s) which are readily available to students/families for pick-up so students with limited technology access are still able to engage in learning.

- **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.

Redford Union Schools has been working and will continue to ensure that all students with disabilities are provided with equitable access to instruction and appropriate accommodations as listed in each student's Individual Education Program (IEP). The District complies with all State, Michigan Administrative Rules for Special Education (MARSE), and Federal, Individuals with Disabilities Education Act, (IDEA) regulations in providing general education instructional access with appropriate individual accommodations to meet the needs of our students with disabilities. Meetings to develop Contingency Learning Plans have been and will continue to be conducted with students with IEPs while the District is providing remote instruction for students due to the COVID-19 Pandemic. Finally, the District is also in the process of developing plans to safely provide some limited in-person learning opportunities for students with disabilities due to their unique learning needs – including opportunities that may begin prior to the conclusion of the first semester of the 2020/2021 school year.

- **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.

In a similar manner as the monitoring and development of more individualized learning plans for students with disabilities, the District is also taking steps to attend to the learning and educational needs of students in other vulnerable student populations as well as students participating in specialized programs and/or advanced courses. Where possible/feasible (and with student and staff safety in mind), the District is working to provide in-person learning options for these students to enhance the remote learning opportunities for these students. Additionally, the District has created a new administrative assignment – Coordinator of Online & Social-Emotional Learning – with responsibility, in part, to work with students and/or families whose current life circumstances may require additional attention and support. Finally, for students within specialized program

offerings and/or advanced courses, the District is working with existing staff and our program partners to ensure that continued access to these specific programs and courses is maintained.