



Southfield Public School District

## **Southfield Public School District Extended COVID-19 Learning Plan**

Address of School District/PSA: 24661 Lahser Road, Southfield, Michigan 48033

District/PSA Code Number: 63060

District/PSA Website Address: [www.southfieldk12.org](http://www.southfieldk12.org)

District/PSA Contact and Title: Dr. Jennifer Martin-Green, Superintendent

District/PSA Contact Email Address: [jennifer.martin-green@southfieldk12.org](mailto:jennifer.martin-green@southfieldk12.org)

Name of Intermediate School District/PSA: Oakland Schools

Name of PSA Authorizing Body (if applicable):

Date of Approval by ISD/Authorizing Body:

## 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 reconfirm 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

09/22/2020  
Date

## **Learning Plan Narrative**

### **Opening Statement**

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 Southfield Public 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.

## **Southfield Public Schools Educational Goals**

### **Quality Evidence-Based Assessment Practices**

The Southfield Public 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, Southfield Public School District 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.

### **SPS Educational Goals**

The iReady assessments in reading and mathematics will be administered to all students three times: once in the first nine weeks of the school year, again in the winter; 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. Parents will have ongoing access to grades and assignments via parent Schoology accounts to keep track of their child's progress in real time.

As a means of continuous improvement in teaching and learning, all teachers will receive professional development in, and commit to the use of, the formative assessment process focusing especially on Illuminate DNA.

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

**Goal 1** - All students (K-8) will improve in Reading/ELA from Fall to Spring 2020-21 as measured by iReady.

- All teachers will use the formative assessment process to support adjustment to teaching and 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 in Mathematics from Fall to Spring 2020-21 as measured by iReady.

- 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**

### **Mode of Instruction**

The Southfield Public Schools (SPS or District) Preparedness and Response Plan is intended to communicate the District's approach to providing ongoing high-quality academic, social-emotional, and wellness support for students and families throughout the 2020-2021 school year. Decisions about when school campuses will reopen are made by the Southfield Public Schools' Superintendent and School Board under direction of the Governor and in consultation with the county health authority. Questions and feedback from families, students, and the community are continuously reviewed by the division's senior leadership and School Board to address developing community needs.

Southfield Public Schools remains committed to creating learning environments that foster creative thinking, a culture of caring, and personal connections. Our Preparedness and Response Plan will provide students with diverse learning experiences that prepare them for academic success as teachers creatively challenge and inspire their students with engaging and meaningful learning activities.

We acknowledge that remote learning cannot substitute for daily in-person instructional programs. Remote learning will require adjustments to the scope and sequence of our curriculum. However, these modifications will not compromise our standards and accountability for academic achievement and student performance will ensure sustained growth and high expectations for all students. Our students will continuously develop and apply skills as communicators, collaborators, ethical and global citizens, creative and critical thinkers, and goal-oriented and resilient individuals.

To prepare for remote learning, teachers and school-based staff are receiving specialized training in techniques and strategies to remotely connect with their students to both maintain and strengthen relationships and to address the academic needs of individual learners, just as they would in face-to-face classroom environments. Remote learning requires different skills and approaches for students and teachers. Our school-based educators who are not in the classroom as well as our SPS central staff are committed to supporting both our teachers and our students with the transition to remote learning and to providing a safe environment for them to experience learning in new ways. Additionally, we recognize that schedules for planning and instruction need to be flexible enough to provide choice within structured and independent time for students, families, and staff. We are particularly mindful of health and wellness issues, including the amount of screen-time that is developmentally appropriate for students in different grade levels.

## **Family Options For The 2020-21 School Year**

**A: Remote Learning:** Students will begin the 2020 - 2021 academic year engaged in all-remote learning, similar to the final few months of the previous school year. Students will receive rigorous online instruction and support, and the same academic excellence that our in-person curriculum and teaching provides. Accountability measures for attendance, grades, and assessments will apply. If the Remote Learning option is selected, students will automatically return to the hybrid model of instruction once all-remote learning has ended. The hybrid model includes a combination of in-person and online instruction.

- OR -

**B: Virtual Learning:** The District will offer a virtual-only learning option for families who do not feel comfortable having their children return to school when the District reopens for in-person learning. Students will receive rigorous online instruction and support, and the same academic excellence that our in-person curriculum and teaching provides. Accountability measures for attendance, grades, and assessments will apply. If the Virtual Learning option is selected, students will remain in the virtual learning environment for the entire 2020-2021 school year.

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

The Southfield Public School District curriculum for core academic areas is aligned to state standards and housed in Atlas Rubicon. The SPS Curriculum team adhered to the following principles to guide the development of our plan:

### **1- Keep Students at the Center**

Intentional outreach to continue building relationships and maintain connections. Help students feel safe and valued. At a minimum, the district encourages educators to do the following:

- **Wellness Checks:** Make documented efforts to check in with students and families weekly. Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority.
- **Plan for Student Learning:** Build on each student's strengths, interests, and needs and use this knowledge to positively affect learning.
- **Develop a Weekly Plan and Schedule:** Offer families suggested routines and structures for consistency, work time, and time for health and well-being.

### **2- Design Learning for Equity and Access**

- **Plan and deliver content in multiple ways** so all students can access learning.
- **Teach Content:** Set goals using knowledge of each student, content area standards, and of Michigan Merit Curriculum.
- **Deliver Flexible Instruction:** Consider how to deliver content depending on tools and resources accessible to each student. Alternative modes of instruction to meet diverse student needs.
- **Engage Families:** Communicate with families about engagement strategies to support students as they access the learning. Families are critical partners.

### 3- Assess Student Learning

- Manage and monitor student learning, provide timely feedback to encourage and engage students.
- Check Student Learning: Use a variety of strategies to monitor, assess, and provide feedback to students about their learning.
- Make Instructional Adjustments: Use formative assessment results to guide educators' reflection on effectiveness of instruction and to determine next steps for student learning.
- Engage Families: Communicate with families about academic progress and provide extension or accommodation opportunities to families.
- Accountability: Attendance and Grading Expectations are aligned throughout the District that support high expectations of student engagement and academic achievement.

### Assessment and Grading

Southfield Public 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, via Schoology, that allows them to see their children's assignments at any time. Our teachers keep up-to-date information on student grades in the Student Information System. In lieu of progress reports, parents are provided with real time access to grades and assignments via the Parent Portal. In addition to the expectation we have for all teachers that they keep parents and guardians abreast of any concerns regarding a student's grade through emails and phone calls. Finally, we send out to parents report cards at the end of each marking period.



## **Equitable Access**

### **Technology**

The Southfield Public 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 Southfield Public School District system for maintaining student access to technology devices and the internet is described in the [SPS Continuity of Learning Plan](#), and again in the [MI Safe Schools Roadmap--SPS District Preparedness Plan](#).

Seeking to leverage technology to further learning opportunities and options, an important component of our Remote Learning plan is to mitigate inequities in technology and internet access. The District will provide a chromebook for every SPS student for learning in the 2020-2021 school year. Teachers are expected to provide synchronous and asynchronous learning opportunities for students in a remote learning environment, which includes a component of remote learning for all high school courses and digital resources and enhancements wherever feasible in elementary and middle school grades. Digital safety is imperative to the success of this plan and Technology Safety Guidelines have been developed and shared with our District and families.

Southfield Public Schools is committed to providing technology for all students who need support on a one-to-one basis. SPS communicated to our families information as it relates to internet providers who provide internet access at reduced rates. Further, when necessary hot spots have been and will be provided free of charge to those families who are unable to procure their own. \

### **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.

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. Students with disabilities will continue to receive special education and related services.

The virtual learning for students receiving special education services may include:

- All students receive core instruction that addresses the standards at the grade level in which they are enrolled.

- During core instruction (ELA and mathematics,) special educators and/or paraprofessionals may work with students from multiple classrooms in the same grade in a breakout group during small group instructional periods. This process will allow special educators and paraprofessionals to support students' IEP goals in these areas, while ensuring all students receive core instruction with their general education peers.
- Receiving interventions in a small group or individual setting.
- Providing related services (e.g., speech, occupational and physical therapy) through individual or small group televisits, or as plug-in services in classes.
- For students working on alternate curriculum, special education teams will provide instructional opportunities in functional academics.

Remote Learning will include a balanced approach and will include online and hands-on activities. When developing activities, teachers are encouraged to keep in mind some of the following principles of universal design for learning that will allow for greater access by all students.

While students receive their instruction in a Remote learning format, students will continue to have their services documented in a Distance Learning Plan (DLP). The DLP will align with each student's IEP and describe the delivery of special education services in the distance format.

Special education teachers/case managers will update the DLP in collaboration with parents/guardians.

Adaptable – Activities accommodate a wide range of individual preferences and abilities.

Simple and intuitive – Activities are easy to understand.

Flexible – Activities provide multiple ways for students to demonstrate knowledge.

Information on strategies to make learning activities accessible, including available technology tools, will be available in individualized supplementary aids learning kits that will be provided to families of students with disabilities and posted to SPS 24-7 Learning. Questions regarding provisions of available accommodations during Remote Learning should be directed to the student's case manager or 504 School-Based Coordinator.

As described above, SPS is providing weekly instructional packets that will be distributed by mail and posted electronically for all students, PreK through grade 8, as one part of the Distance Learning Plan. This includes students accessing adapted curriculum and early childhood curriculum. The Office of Special Education Instruction will also be providing supplemental learning packets for all students with disabilities accessing the general curriculum. Packets for students with disabilities are as follows.

Students with Disabilities Accessing the Early Childhood Curriculum (Weekly, PreK)

Instructional activities for children ages 2-5 that will increase in skill levels and move children towards a stronger understanding and greater independence in the learning process.

Early Intervention Services

Children with disabilities and their families enrolled in SPS participate in family coaching services based on the Individualized Family Services Plan (IFSP) outcomes as modified and agreed upon by each family and the team members. In addition to individual family coaching, services may include:

- Virtual group parent training
- Assessment of children referred for eligibility for the program and services
- Virtual small group sessions, facilitated by an Infants and Toddlers Program provider, with children and families to facilitate direct interaction with peers
- Support to families through the preschool transition process
- Activities for students to practice and apply skills while supporting their need for engagement, critical thinking, and movement.

#### Students with Disabilities Accessing an Adapted Curriculum (Weekly K-12)

Instructional activities for students in kindergarten through grade twelve will include math, reading, movement, and science/social studies activities, along with other important work and home skills.

All activities have communication skills embedded within the activity to assist students with learning how to communicate in a variety of settings.

SPS is committed to equipping parents/guardians with the resources, tools and information they need to help their child(ren) succeed during this period of virtual-only learning. Parents will have access to a wide variety of training, workshops and recorded video sessions on a number of topics, including social-emotional wellness, distance learning strategies and supports, maintaining positive parent-child relationships, and navigating the technology.

ISSN Assistive Technology-SPS is committed to equipping parents/guardians with the resources, tools and information they need to help their child(ren) succeed during this period of virtual-only learning. Parents will have access to a wide variety of trainings, workshops and recorded video sessions on a number of topics, including social-emotional wellness, distance learning strategies and supports, maintaining positive parent-child relationships, and navigating the technology.

#### **Learning Supports for English Learners (ELs)**

The ELL Department recognizes the unique needs of English Language Learners (ELL) and their families during this shutdown. As always our mission is excellent service for all English Learners and families' social, emotional and academic needs. English Learners will receive access to the same high-quality grade-level instruction as all SPS students. ELs will participate in grade-level instruction and activities as well as engage in daily English Language Development (ELD) activities to simultaneously develop English language proficiency, content understandings, and access to graduation requirements.

It is important for students to read, write, speak, and listen to English every day. It is equally important that families encourage reading, speaking, writing, and interacting in their preferred home language while they are learning the English Language. These interactions are a powerful opening to culture, social-emotional learning, connection, and literacy. The ELL Department is committed to making best efforts to assure English Learners have the support they need to access general education instruction during this school closure. Families of ELs have the right to the same information that their native speaking English family counterparts can access in a format that is

accessible for them. ELL teachers will work to advance the English development of each ELL student in the four language domains (listening, speaking, reading, and writing) by providing appropriate support and instruction commensurate with individual student language level and needs.

In addition to their homeroom instruction, to the extent possible, English Language (EL) Learners will continue to receive support and instruction focusing on the WIDA English Language Development Standards. Lessons are designed for individual and small group learning. EL teachers' lessons use a hybrid model of instruction that incorporates the use of technology and encourages students to maintain journals with their families. EL classroom teachers will continue instructing using Google Classroom, Google Hangout lessons for whole classes, small groups, or individuals on their EL goals as well as assist with accessing the general educational curriculum.

The team of EL teachers and EL paraprofessionals will continue to support classroom teachers with translations, resources, strategies, clarifications on assignments, support acceleration in their learning, and communication for students and families. EL staff will check in with students and families on a weekly basis either via Gmail, Google Classroom, or by phone. The check-ins will focus on the whole child to ensure social, emotional, physical and academic wellness.

The ELL Department is continually collaborating with the subject-area teams to create accessible curriculum materials. Teachers intentionally scaffold content and amplify language and literacy that link to resources for planning distance learning for ELs. Teachers will ensure access and culturally responsive learning that recognizes students' background knowledge, language, and experiences as assets. ELL department will work with teachers, staff, students, and families to support this learning in both the synchronous and asynchronous format.