



EXTENDED LEARNING PLAN

Pontiac School District Extended COVID-19 Learning Plan

Address of School District/PSA: 47200 Woodward Avenue, Pontiac, MI, 48342

District/PSA Code Number: 63030

District/PSA Website Address: <https://www.pontiac.k12.mi.us/>

District/PSA Contact and Title: Superintendent Kelley Williams

District/PSA Contact Email Address: kelley.williams@pontiacschools.org

Name of Intermediate School District/PSA: Oakland Schools

Name of PSA Authorizing Body (if applicable): n/a

Date of Approval by ISD/Authorizing Body: n/a

ASSURANCES

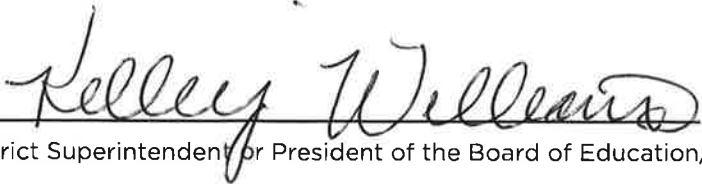
1. The Pontiac School District (PSD) will make their Oakland Schools approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the PSD's website no later than October 1, 2020.
2. The PSD will create and make available on its transparency reporting link, located on the PSD'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 it's 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 PSD expected would be achieved by the end of the school year.
3. Benchmark Assessments: The PSD 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 PSD 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 PSD had planned for that exposure to occur for in-person instruction.
5. The PSD, 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 PSD Board's discretion. Key metrics that the PSD will consider shall include 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 PSD determines that it is safe to provide in-person instruction to pupils, the PSD will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the PSD.

7. The PSD assures that
 - instruction will be delivered as described in this plan and re-confirmed by the PSD Board,
 - the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - the PSD will reconfirm how instruction will be delivered during the 2020-2021 school year thirty days after Oakland Schools' 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 PSD during a public meeting described in PA-149.

8. The PSD 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 PSD will ensure that two (2), 2-way interactions occur between a pupil enrolled in the PSD 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 PSD. The PSD will publicly announce its weekly interaction rates at each PSD Board meeting, where it re-confirms how instruction is being delivered. The PSD will make those rates available through the transparency reporting link located on the PSD website each month for the 2020-2021 school year.



District Superintendent or President of the Board of Education/Directors

9-29-20

Date

LEARNING PLAN NARRATIVE

Opening Statement



Please provide a statement indicating why an Extended COVID-19 Learning Plan is necessary to increase pupil engagement and achievement for the 2020-2021 school year.

It is critical for Pontiac School District (PSD) to implement an Extended COVID-19 Learning Plan due to the continued uncertainty of the ever-evolving pandemic that has heavily affected our community. To date, we have not seen a true subsiding of cases in our area and a vaccine, as of yet, has not been approved.

Therefore, we must continue to be able to provide a comprehensive education and support to the entire student population of our district through learning virtually at this time. We must also establish criteria, protocols, and procedures that will allow our students and staff to transition back to hybrid or traditional face-to-face instruction seamlessly when it becomes safe to do so.

We are an urban district and a large population of our families lives at or below the poverty level. In many of our students' homes, there is a lack of access to transportation and technology, which can directly impede the success of students' learning and commitment to school.

From the onset of the pandemic, our team has worked to take measures to ensure preparedness for our families, from securing Chromebooks for all grade levels during a national shortage to establishing home delivery of food to families. This has put us in a good position for success as we embark on the school year. We will continue to assess and look for additional ways to provide the tools needed for our students to thrive.

Our staff has been primarily teaching from their classrooms to their students at home to provide a sense of normalcy and a somewhat traditional educational setting for ease of engagement and focus. We have worked closely with our families to ensure they are comfortable with logging their students on for each class and we are pleased to report that our beginning of the year attendance has been good.

In the plan outlined below, you will find extensive steps that have been put in place in order to ensure our students and staff are able to be successful, and for the district to reach its key goals for the school year regardless of whether we are virtual, hybrid, or face-to-face. The metrics, protocols, and plans described will provide us with a framework for achievement and benchmarks for modifications, when necessary.

We will continue to look to the State of Michigan, Oakland County Department of Health and Human Services, and Oakland Schools for guidance, recommendations, and the status of our community's health during this continually evolving time.

Education Goals

- **Please outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. The Pontiac School District 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 Pontiac School District 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 Pontiac School District's educational goals are measurable through a benchmark assessment or benchmark assessments.
- To the extent practicable, the Pontiac School District will administer the same benchmark assessment or benchmark assessments that it administered to pupils in previous years.

The Curriculum Associates i-Ready assessment will be administered to K-8 students three times yearly as the Benchmark Assessment for grades K-8.

Beginning of Year to Middle of Year Goals:

- Goal #1: 70% of all students (K-8) will improve performance in Reading/ELA from Fall to Winter, as measured by Curriculum Associates i-Ready Assessment.
- Goal #2: 70% of all students (K-8) will improve performance in Mathematics from Fall to Winter, as measured by Curriculum Associates i-Ready Assessment.

Beginning of Year to End of Year Goals:

- Goal #1: 70% of all students (K-8) will improve performance in Reading/ELA from Fall to Spring, as measured by Curriculum Associates i-Ready Assessment.
- Goal #2: 70% of all students (K-8) will improve performance in Mathematics from Fall to Spring, as measured by Curriculum Associates i-Ready Assessment.



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).

PSD's alternative mode of instruction will be a mixed media platform. The present mode of content delivery for students in grades Pre-K through 1 will be through printed instructional packets, which will be distributed bi-weekly at our school sites. Additionally, some technology content will be provided via Q Communications and Google Meet through October, 2020. Devices will be distributed to students in grades Pre-K through 1 by November, 2020. At that time, students will have access to full virtual classroom learning. Students in grades 2-12 will experience online virtual learning staffed by PSD educators, with a daily instructional schedule that closely replicates the traditional classroom experience, including intervention time. Students will be provided instructional content via Google Classroom, email, Google Meet, and Q Communications. Teachers may use Raz-Kids (K-5, 6-12 for English Learners), i-Ready (K-8), Khan Academy (9-12), Newsela (3-12), and Gradpoint (11-12) as additional online instructional tools. A combination of online and offline activities will be planned daily for students.

PSD's Virtual Learning total daily instructional minutes include:

- Grades K-3: 235 total instructional minutes (3.9 hours) = 100 total on-line minutes/135 total off-line minutes
- Grades 4-5: 240 total instructional minutes (4 hours) = 135 total on-line minutes/ 105 total off-line minutes
- Grades 6-12: 270 total instructional minutes (4.5 hours) = 150 total on-line minutes/120 total off-line minutes
- Monday/Wednesday (odd hours) 1, 3, 7 (1, 3, 5 for ITA)
- Tuesday/Thursday (even hours) 2, 4, 8 (2, 4, 6 for ITA)
- Monday - Thursday (all hours) 1, 2, 3, 4, 5, 6 for PMS
- Friday (intervention, enrichment, and off-line instruction day)

At the end of the first quarter, PSD will collaborate with district partners and stakeholders including the Oakland County Health Department to assess the COVID-19 trends in our surrounding area and provide guidance and recommendations to have staff and students return to the classroom for face-to-face instruction, whether in a hybrid model or full time face-to face model. Parents will have the option to continue the 100% virtual learning option.

During the hybrid model, all schools will operate at a 50% capacity onsite. A two-cohort schedule will be utilized where half of our students will attend school on Mondays and Tuesdays for face-to-face learning, and the other half will attend school on Wednesdays and Thursdays for face-to-face learning. Fridays will be a virtual learning day for all students. All students will work independently during virtual learning days to complete online lessons/assignments and/or printed instructional packets. Student Services will work to ensure that all students in the same family are included in the same cohort across all schools.

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 Pontiac School District had planned for that exposure to occur for in-person instruction.

PSD curriculum guides are aligned to Common Core State Standards and have been revised to include focus standards for mathematics and English language arts. PSD instructional staff amended instructional pacing for mathematics and English language arts to support both virtual learning and printed instructional packets. Oakland Schools consultants provided additional support via toolkits for each content area. These toolkits have suggestions for pacing, instructional strategies, and formative and summative assessments. Teachers are expected to administer formative assessments one to two times weekly. Instruction will be modified based upon formative assessment data.

Virtual and remote learning environments will be synchronous experiences enhanced by technology that allow educators and learners to have discussions with each other and/or asynchronous communications. Teachers will be provided with support to understand and apply multiple pedagogical approaches (direct instruction, cognitive and social models of learning) to ensure that students are provided learning activities that best support an online platform.

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.

Students will begin the year by completing a universal screener utilizing the letter recognition (KDG) and high frequency word recognition measures (grades 1-3) of Fountas and Pinnell, as well as the i-Ready assessment (K-8) to assess prior learning

and determine possible learning gaps to be addressed during the school year. As the year progresses, teachers will assess students' learning and growth using formative and summative assessments.

Student profile reports will be updated after each benchmark assessment period. Students can expect to be responsible for graded assessments and assignments. PSD teachers will provide grades via progress reports and report cards quarterly for all students enrolled in virtual and remote learning. Progress reports will be mailed through the US Postal Service at the mid-marking period and reports cards will be mailed at the end of each marking period. Parents will also have access to the MISTAR Parent Portal, where grades are updated weekly. PSD will follow all policies and guidance from the Michigan Department of Education (MDE) in regard to attendance, grades, and report cards for virtual and remote learning.

Equitable Access

If delivering pupil instruction virtually, please **describe** how the Pontiac School District will provide pupils with equitable access to technology and the internet necessary to participate in instruction.

PSD will ensure all students are provided equitable access to technology and the internet. During phase 1 of our technology deployment, all 2nd - 12th grade students were distributed Chromebooks. During phase 2 of our technology deployment, all Preschool - 1st grade students will receive a tablet device by November, 2020. Hotspots have been deployed to families in need.

In April of 2020, wireless access points were added to the exterior of PSD school buildings to support families having access to wireless internet service.

Please describe how the Pontiac School District 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.

Office of Special Services and Student Equity

Upon school reopening for the 2020-2021 school year, students' Individualized Education Plans (IEPs), Individualized Family Service Plans (IFSPs), and 504 plans will be reviewed to address any needed changes or accommodations students may need in the virtual or remote learning environment. Utilizing each student's remote learning guide,

instructional hours will be aligned and consistent to ensure equitable instruction for all students. Students will receive services and accommodations per IEP, IFSP, or 504 plans as follows:

VIRTUAL LEARNING

Early On/Resource/504 Students – General Education Curriculum



Students with IEPs and their families will be provided the same options as their nondisabled general education peers. PSD will ensure that students have meaningful and effective access to the general education environment and instruction. Least restrictive environment (LRE) will be central to the team's decision making. Upon school reopening for the 2020-2021 school year, special education services will be delivered virtually and will have a continuum of services including instruction in both general education and special education settings, such as co-teaching, small group instruction, and/or instruction in special education settings as indicated on IEPs and/or IFSPs. Accommodations will be provided as outlined in IEPs, IFSPs, and/or 504 plans. Resource Teachers will provide services daily (Monday through Friday) per each student's IEP. Ancillary staff-related services will be provided according to each student's IEP and/or IFSP.

Self-Contained and/or Categorical Students & Kennedy Students

Students in all grade levels will engage in both virtual synchronous and asynchronous learning per PSD's curriculum guidelines. Small group interventions will be conducted synchronously, as necessary. Instructional content and teachers' weekly schedules will be provided to students and parents/guardians. Instructional content will be delivered using pacing guides along with lesson plans and resources provided by the Special Services and Student Equity Department. Students will follow the same virtual instructional days/hours as their nondisabled peers.

- 4 days of virtual learning (Monday through Thursday)
- 1 day of independent study/student application (Friday)
- This option will also include our medically fragile special needs and/or severe multiple impaired students who are not homebound.



HYBRID LEARNING

Early On/Resource/504 Students — General Education Curriculum

Students will be provided the same options as their nondisabled general education peers.

Resource Teachers will provide services daily per each student's IEP and/or IFSP via instructional options selected by parents. Ancillary staff-related services will be provided according to each student's IEP and/or IFSP.

Self-Contained and/or Categorical Students & Kennedy Students

Self-contained and/or categorical students & Kennedy Center students will engage in a remote learning model with social distancing, health, and safety measures in place to protect students and staff. Students will attend school and engage in synchronous and asynchronous virtual learning with special education teacher support. Small group interventions will be conducted synchronously, as necessary. Examples of synchronous services on virtual learning days may include virtual instruction sessions to address IEP goals, pre-teaching/re-teaching content, and/or providing support for daily functioning and work completion needs. Instructional content and teacher weekly schedules will be provided. Instructional content will be delivered using pacing guides along with lesson plans and resources provided by the Special Service and Student Equity Department. Students will follow the same or very similar schedules and lessons as their in-school peers.

- 3 days of face-to-face learning (Monday through Wednesday)
- 1 day of virtual learning (Thursday)
- 1 day of independent study/student application (Friday)

The students' needs will be continuously monitored throughout the learning process for services and support. Adjustments will be made as needed.

Teachers will have office hours every Friday (in a two hour block, i.e. 1:00 - 3:00 p.m.) to provide support, and address questions and concerns. There will be designated collaboration time for face-to-face and virtual teachers.

Teachers will be available to parents and students via email and will respond within 24 hours.

Ancillary staff-related services (school social workers, speech and language pathologists, occupational therapists and physical therapists) will be provided according to each student's IEP, IFSP, and/or 504 per instructional option selected by parents. Face-to-face ancillary-related services will be provided using safety precautions per District, State, County, and CDC guidelines.



Optional Considerations for the Pontiac School District Extended COVID-19 Learning Plans:

1. In addition to the students with disabilities noted above, please describe how Pontiac School District 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 Pontiac School District 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 Pontiac School District.

Early Childhood, Career and Technical Education (CTE), Early-Middle College, Dual Enrollment, and Advanced Placement

PSD students continue to be enrolled and are participating in Career and Technical Education (CTE), Dual Enrollment, and the Center for Advanced Studies and the Arts (CASA).

Peace Academy, a Great Start Readiness Program (GSRP) site, will follow the PSD's Extended Covid-19 Learning Plan.

In addition, the GSRP staff will:

Provide mixed media delivery for GSRP students including, but not limited to, digital technology such as visual platforms, teleconferencing, and interactive software services. Google tablets will be distributed by November, 2020. While technology is not accessible, alternative delivery methods will be utilized to include printed enrichment packets providing activities that both teachers and families can engage with students through. Enrichment packets will be distributed from the school, delivered, and/or mailed to homes. Plans will include both small group and individualized instruction that will also meet the needs of students with special needs and provide translated documents for English Learner (EL) families.

Staff will utilize the COR (Child Observation Record) Advantage assessment to monitor student progress. Teaching teams will enter child observations into COR Advantage that are collected from either live contacts or from family submissions. Teaching teams will introduce the use of COR@Home to families and encourage the sharing of moments related to learning activities. Written lesson plans will document opportunities for children's individualized learning.