

April 2020

CONTINUITY OF LEARNING AND COVID-19 RESPONSE PLAN

Detroit Public Schools Community District



Students Rise. We All Rise.

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DISTRICT INFORMATION

Submission Date	April 10, 2020
District	Detroit Public Schools Community District
District Address	3011 W Grand Blvd, Detroit, MI 48202
District Code Number	82015
Superintendent Name	Dr. Nikolai Vitti
Superintendent Email Address	nikolai.vitti@detroitk12.org
Intermediate School District	Wayne RESA
Authorizing Body (If Applicable)	

QUESTION 1: ALTERNATIVE MODES OF INSTRUCTION

Please describe the methods the district will use to provide alternative modes of instruction other than in-person instruction and a summary of materials each pupil and the pupil's parents or guardians will need to access meaningfully the alternative modes of instruction included in the Plan. If the Plan relies on electronic instruction, the Plan must ensure to the extent feasible that pupils have access to a connected device capable of accessing the electronic instruction and must not penalize a pupil for the pupil's inability to fully participate.

DISTRICT RESPONSE

Beginning on April 14, 2020, the District will launch a Distance Learning Plan designed for the remainder of the school year, in alignment with Executive Order 2020-35 signed by Governor Whitmer on April 2, 2020.

The District has designed 10 weeks of academic instruction for students using alternative modes in order to best meet the needs of our students during the time when in-person instruction is not an option. Lessons have been developed for special education students on essential elements, including early childhood programs, ASD, MiCi, MoCi, Sci and Sxi, with additional activities to address OT and PT IEP goals.

Content has been curated and/or adopted for the following subject areas and grade bands:

Grade Levels/Content Area	Resources
Pre-Kindergarten	Weekly packaged daily lessons. Each week includes videos with direct instruction & student work.
K-8 Reading and Mathematics	Weekly packaged daily lessons. Each week includes videos with direct instruction & student work. Content is designed to address the remaining priority grade level content for the school year. <ul style="list-style-type: none">- K-2 ELA: EL Education Reading Foundational Skills- 3-8 ELA: EL Education & News ELA- K-8 Math: Eureka Mathematics
K-5 Social Studies	Weekly packaged lessons for 1 day a week. Each week includes a video(s) & student work.

	<ul style="list-style-type: none"> - K-5 Social Studies: Studies Weekly
Grade Levels/Content Area	Resources (cont.)
K-5 Science	<p>Weekly packaged lessons for 2 days a week. Each week includes a video(s) & student work.</p> <ul style="list-style-type: none"> - K-5 Science: Studies Weekly & Mystery Science
6-8 Social Studies	<p>Weekly packaged lessons for 2 days a week. Each week includes a video(s) & student work.</p> <ul style="list-style-type: none"> - 6-8 Social Studies: Document Based Question (DBQ) Project
6-8 Science	<p>Weekly packaged lessons for 2 days a week. Each week includes a video(s) & student work.</p> <ul style="list-style-type: none"> - 6-8 Science: Studies Weekly & IQWST
HS ELA and Mathematics	<p>Weekly packaged daily lessons. Each week includes video(s) with direct instruction & student work.</p> <ul style="list-style-type: none"> - HS ELA: Pearson myPerspectives - HS Math: Khan Academy
HS Social Studies and Science	<p>Weekly packaged lessons for 4-5 days a week. This is a single project for students in 9-12 that is aligned to the C3 Framework for SS & Crosscutting concepts for Science</p> <ul style="list-style-type: none"> - HS Social Studies: World History Digital Education/NCSS - HS Science: Next Gen Inquiry Project developed aligned to crosscutting concepts & phenomenon
Dual Language Spanish Programs (AOA and Maybury)	<p>Aligned strategy, using their existing Spanish resources. There will be Spanish materials provided for these schools. This is being coordinated by the Bilingual Education Office in collaboration with School Principals.</p> <ul style="list-style-type: none"> - K-8 ELA: American Reading Company (ARC) and Imagine Learning Español - K-8 Math: Eureka Math - K-8 SS & Sci: Studies Weekly

Grade Levels/Content Area	Resources (cont.)
Advanced Placement	<p>Online learning will be offered by College Board via YouTube.</p> <p>Courses are developed by AP teachers. Designed to review and cover the remaining 25% of a course.</p> <p>Teachers are encouraged to use AP Classroom to support students.</p> <p>Courses went live March 25th for students.</p> <p>Exams will still take place.</p>
Art, Music, PE, and Health	Weekly packaged activities for 1 day a week. Each lesson will include a website resource.
<p>Exceptional Student Education (ESE) - Students on Essential Elements by program</p> <p>Early Childhood, EIDC, ASD, MiCi, MoCi, Sci, Sxi, OT, PT</p>	Weekly packaged lessons for 1 day a week.
Exceptional Student Education (ESE) – Students with IEPs or 504s on High School Diploma track	Students with IEPs or 504s on High School Diploma track will receive supports as a result of a review of their most recent IEP/504 and in collaboration with GE Teachers and the ESE Case Manager develop an ESE Distance Learning Plan.

Our teachers will be encouraged to utilize the modes of learning that will work best for their students with considerations given to the age of the students, overall familiarity with the tools, and accessibility resources needed to actively engage in the learning.

The following steps have been taken to ensure that all students have access to the forms of alternative instruction described above.

- The District has developed a hybrid model of instructional resources including both academic packets and online resources. Regardless of a student’s level of access, the plan is designed to ensure they have access to meaningful academic work and a teacher.
- District Educators will use TEAMS for Education to interact with class and individual students, provide support for assignments, and give students formative feedback on their

work. Teachers will conduct check-ins (via chat and video) with students and families, provide one-on-one or small assistance for those who need more support, conduct whole-class discussions or lessons, and assign and provide feedback on submitted assignments. Teams has free local (313) telephone numbers and telephone conferencing for students with more limited access. There are also smartphone and tablet apps for Apple and Android with great functionality.

- Academic packets which include text, video links, assignments, and additional resources will be posted to www.detroitk12.org for families and to the District's HUB for educators. Packets will be PDF form and can be easily downloaded. Teacher's support in their TEAMS classrooms and by phone will be aligned to the District developed academic packets.
- Grade level student kits of academic packets and resources will be available in printed form for families at school sites throughout the District. The District will provide all materials for the full length of the remainder of the school year to reduce the number of times a family would need to access resources, thereby prioritizing their health. Families who do not have internet access will be able to use the printed academic packets, and a telephone to interact with teachers and receive support.
- Instructional videos will be posted to the District YouTube channel, directly linked in the packets, and linked for students by teachers in their TEAMS classrooms. These videos are supplemental and not required to complete the work in the academic packets. The videos however are designed to provide high quality daily instruction to students at the caliber of the classroom.
- The District is currently working with the business community to ensure that all students have access to a device and internet. We anticipate this may be in place in May 2020. The District is also working on a partnership with DPTV to air academic videos to expand viewership of lesson videos.
- The District has developed program specific materials for Exceptional Student Education (ESE) Students on Essential Elements including, Early Childhood, EIDC, ASD, MiCi, MoCi, Sci, Sxi, OT, & PT. These materials will be supported by ESE certified teachers with their students.
- The District's supervisors for Deaf & Hard of Hearing and Visual Impairment Needs will be working with families to support options for those students directly.

QUESTION 2: KEEPING PUPILS AT THE CENTER OF EDUCATIONAL ACTIVITIES

Please describe the methods the district will use to keep pupils at the center of educational activities, including outreach to continue building relationships and maintain connections, and to help pupils feel safe and valued.

DISTRICT RESPONSE

Detroit Public Schools Community District remains committed to keeping our students at the center of educational activities. Now more than ever, we are including outreach to continue to build relationships and maintain connections so that our students and families feel safe and valued.

The following steps have been taken to ensure this:

- The District has developed recommended daily schedules, with the input of teachers and parents to support families providing structure to their students throughout the day. These schedules are aligned to the academic work that has been designed for students.
- The District has developed lesson videos and print resources in a format that is intended to be easily understood by families and free of educational jargon. These resources support teachers in ensuring students are learning and also address the digital divide that exists in our city.
- The District has developed a Homework Hotline staffed with certified teachers to provide direct support, beyond classroom teachers to students Districtwide. Families can access the hotline by phone. This is a structure that has been in place in the District for two years, and during this closure will expand to include social workers to provide families supports beyond academics.
- The District has developed a virtual professional development plan for all educators and roles. Educators will be required to participate in these training plans prior to engaging in Distance Learning. Each training plan is aligned to the educator's role and includes modules on:
 - Overview of Distance Learning Plan
 - Microsoft TEAMS for Education
 - Navigating Cultural Responsiveness with Distance Learning
 - Content Area Modules (ELA/Reading, Mathematics, Science, Social Studies, ESE, Art, Music, PE/Health, etc.)
- Beyond the initial training plan, the District will offer ongoing asynchronous virtual professional learning and live professional learning both on previously planned topics and as needs arise in the field to be responsive to our educators and students.
- District support staff will provide live office hours of support for teachers via Microsoft TEAMS to engage in Q&A and have immediate access to guidance and support on District developed plans.

- Every staff member will engage in daily intentional outreach with students to provide academic supports and/or to maintain meaningful relationships to help students feel safe and valued. Student's teachers will be their first contact and other support staff will utilize their student contact lists to partner with peer teachers and other school staff to ensure ongoing communication and collaboration with families. Through the aligned support of all staff members all students will have daily interaction with the District in some capacity. This will be done by telephone or Teams.
- The District' Instructional Technology team will develop step-by-step guidance for families on how to access TEAMS by computer, smartphone and tablet apps, or by phone. This will be translated for non-English speaking families to the major languages of the District.
- The District's Office of Family and Community Engagement (FACE) is shifting Parent Academy Sessions to the Microsoft Teams platform to align with how the online learning will be administered. The following Parent Academy sessions have been scheduled:
 - "" How To"" sessions for parents on facilitating the instruction by grade band with District's C&I Office
 - Behavior Management / PBIS Tips and Tools for parents
 - Virtual Parent Support Groups
 - Exceptional Student Education sessions with District' ESE Office.
- As outlined in question #10, The District is ensuring that students in the city have continued access to meals. As recommended by the CDC and Detroit Health Department, steps have been taken within each site to ensure social distancing and protect district staff and families including, signage recommending 6-feet spacing, PPE for employees, and longer distribution hours to reduce opportunities for congregation. These measures are to ensure families feel safe and valued.

QUESTION 3: CONTENT DELIVERY

Please describe the district's plans to deliver content in multiple ways so that all pupils can access learning.

DISTRICT RESPONSE

Detroit Public Schools Community District is committed to ensuring that students and families have access to meaningful instruction regardless of their level of access to technology and internet.

For those students without technology, the main mode of delivery will be through hard copy academic packets. This will be supplemented with phone conferencing to support instruction. The instructional packets will be made available to families at school sites throughout the District. The District will provide all materials for the full length of the remainder of the school year to reduce the number of times a family would need to access resources, thereby prioritizing their health.

For students with technology, teacher support and instruction will be delivered through Microsoft TEAMS. Teachers will be accessible for synchronous instruction multiple times per week and asynchronous instruction through pre-made videos will also be provided. Academic packets that align with the videos will be available for download.

QUESTION 4: MONITORING LEARNING

Please describe the district's plans to manage and monitor learning by pupils.

DISTRICT RESPONSE

Detroit Public Schools Community District is committed to ensuring that students will not be penalized if they are not fully able to participate in distance learning due to limited online access, family health concerns, or other factors. The District does, however, believe that monitoring student learning and providing feedback to students about their progress is essential to support student growth.

Despite the challenges of remote learning, teachers will monitor student learning, check for understanding and provide feedback either digitally or orally through phone calls. This feedback will be provided in a timely manner as outlined in the District's expectation for teachers' daily schedules. An increase of teacher preparation time has been allocated daily to ensure that educators can view instructional videos, prepare for virtual instruction, review student work, and contact families.

For students with technology, teachers will monitor student access and assignment completion daily within the instructional platform, Microsoft TEAMS assignments tab. Teachers will differentiate instruction within the platform to meet student's needs based on their progress with presented grade level content.

Teachers will be providing feedback to all work that students turn in, but students will not be given grades. Teachers may evaluate the work, such as saying "Outstanding" or giving a percentage of correct answers, but that grade will not be included in any report cards or permanent records. Any feedback given by a teacher will only be used to communicate how well the student completed the work. Students will receive a grade for the 3rd quarter based on their academic performance through March 12, 2020, the last day students attended school. This grade will also be given for 4th quarter. Students who would like to improve their 4th quarter grades may use enrichment provided by their teacher. Otherwise the grade from quarter 3 will also count for quarter 4.

Student assignments will be enrichment based. Although students may be given an opportunity for extra credit to improve their 4th quarter grades, distance learning assignments will not change students' 3rd quarter grades.

QUESTION 5: BUDGET OUTLINE

Please attach a budget outline estimating additional expenditures associated with the Plan and sources of revenue to pay for those expenditures.

DISTRICT RESPONSE

STUDENT MATERIALS

In order to ensure that our students have access to adequate resources, regardless of their access to technology devices or the internet, The Superintendent under the Emergency Procurement section of Board Policy 6320, initiated work with three vendors to print, assemble and distribute the grade level materials. To date, the State's Financial Review Commission has already approved (4/8) the use of funds in this way and the School Board has been notified of these required purchases.

- **ECA:** The printing company will provide printed materials for grades K-12 in core subjects ELA, Science, Social Studies, Science and electives Art, Music and PE. Additionally, ECA will provide printed materials for K-8 Math. ECA will receive printed materials from Studies Weekly and XanEdu and combine the printed materials into individual student packets. ECA will then deliver the materials to district locations and setup a distribution center at the locations so materials are available for student/family pickup. The initial estimated cost is \$1.6M.
- **Studies Weekly:** The company will provide supplemental printed workbooks for K-8 Science and K-5 Social Studies. The estimated cost is \$400k.
- **XanEdu:** The education company will provide printed materials for Pre-K, Exceptional Student Education, and High School Math. The estimated cost is \$200K.

Printed student packets will be available to families for distribution beginning April 16th. Based on demand, the District may produce reprint materials in order to ensure materials are available at all sites. Costs and estimated contingency are listed below.

Vendor	Initial Purchase	Contingency	Total
ECA	\$1,600,000	\$775,000	\$2,375,000
Studies Weekly	\$400,000	-	\$400,000
XanEdu	\$200,000	\$225,000*	\$325,000
Total	\$2,200,000	\$1,000,000	\$3,200,000

*The District spent approximately \$118,000 with XanEdu for the initial three-week printing.

In order to comply with School Board regulation and the State Finance Review Commission requirements, this was presented and approved by both the DPSCD School Board and the FRC.

Funding Sources include: Section 31a, Federal Title I and Title IV funding

OPERATIONAL COSTS

As described in Sections 10 and 14 respectively, the District will provide twice weekly meal service for families and emergency relief childcare for first responders. The estimated operational costs are below:

Vendor	Cost	Reason for Expense	Funding Source
U.S. Foods	\$2,992,000	Food Service	National School Lunch Program
GDI/RNA	\$39,101	Custodial Services/ Emergency Relief Centers	General Fund

INDIRECT COSTS

The indirect costs on District staff who have spent significant hours well beyond the standard workday and working the District's Spring Break are too high to estimate. During a time with which team members themselves, and many family members were or are ill, including some loss of life, employees worked to ensure that students have meals, meaningful academic work is prepared, teachers have professional learning aligned to a completely new way of work, internal and external websites were updated, and plans were developed and conducted.

FUTURE COSTS

The District anticipates additional costs that are not outlined here. We anticipate that there may be additional printing required. Additionally, if the district receives a commitment from the business community, as anticipated, to fund tablets for families then we would contribute \$3 million dollars for internet access.

QUESTION 6: DEVELOPMENT OF PLAN

Please describe the manner in which district administrators, board members, teachers, and any representatives of teachers collaborated in development of the Plan.

DISTRICT RESPONSE

Our District values the opinions and ideas of all stakeholders. For this reason, we included each of the following groups in multiple ways to develop a comprehensive plan for providing continuity of learning:

Local School Board Members	Through consultation with the Superintendent, Board members guided and provided input regarding critical aspects of this plan.
District Administrators	Cabinet level staff collaborated on the development of the strategy and next steps for implementation in this plan. District team members provided input and guidance to shape the final products and to support the implementation of this plan.
Office of Schools & Building Administrators	Assistant Superintendents of Schools and all Principals were engaged in the aspects of this plan that apply to their role including multiple surveys to gain input by all Principals. A subset of Principals, who are already deeply engaged in specific District projects, were consulted to review academic plans.
Training and Support Coordinators	The District employs 20 Training and Support Coordinators for ELL, ELA, Math, Science, and Social Studies who are classified as DFT. These employees provided guidance, worked along side of teacher for the development of, and advocated for the needs of their peers during the development of these plans.
Teachers and Master Teachers	District Teachers and Master Teachers have been engaged in the development of and review of materials as academic plans are being developed. District teachers are featured on instructional videos for all teachers and students in the

	District and are also contributing to the professional learning of others.
External National Experts	Core academic plans for ELA/Reading and Mathematics have been developed in consultation with national experts from Great Minds, EL Education, and Leading Educators. These partners are supporting the development of documents and videos for students to ensure we are providing students high-quality and highly aligned curricula even during this difficult time.
Instructional Technology Staff	The District's Instructional Solutions Team has worked alongside of Curriculum and Instruction to ensure that training and support for teachers and staff as it relates to technology specific training and instructional design have been considered and attended to. This team is an integral part of the Distance Learning Plan in their support of a new instructional framework and virtual classrooms.
Families	The District's Office of Family and Community Engagement engaged parents in review of sample schedules, draft instructional weekly plans and videos and provided feedback on both the design and need for simplicity and also strategies to help parents feel at ease.
Students and Broader Community	Through a virtual town hall with our Superintendent in collaboration with 482 Forward the District sought to provide updates and take questions on topics such as public health, education, basic needs, financial resources. Parents, families, and students in Metro Detroit participated leading to the continued iteration of District plans based on input received.

QUESTION 7: PARENT NOTIFICATION

Please describe the methods the district will use to notify pupils and parents or guardians of the Plan.

DISTRICT RESPONSE

The District will communicate and notify students and families of the Continuity of Learning plan through multiple methods, including, but not limited to the following:

- Posting of information on the District's website
- Printed information for families at the District's grab and go food sites
- Direct to family's phone calls conducted by school level staff including teachers
- Robo Calls
- Emails
- Peachjar
- Social Media Postings
- Parent Meetings & Parent Academy Sessions
- Local news media outlets
- Faith Based Community Partners
- Teleconference Calls with Parents and Students

QUESTION 8: IMPLEMENTATION

Please provide an estimate of the date on which the district will begin implementation of the Plan, which must be no later than April 28, 2020.

DISTRICT RESPONSE

The District will begin implementation of this plan, immediately following Spring Break on Tuesday, April 14, 2020 with required virtual professional learning for all staff members engaged in our academic plan. Following professional learning, educators will be contacting families, establishing schedules, studying new academic materials, and planning to launch learning the following week. Printed Student Academic Packets will be distributed on April 22nd, 23rd, and 24th. Student schedules and academic packets will be available for download immediately following Spring Break. Teachers will begin engaging with their students in meaningful academic work beginning the week of April 20th.

The District and The Detroit Federation of Teachers are in ongoing negotiations of a Letter of Agreement ("The Agreement") in order to outline the terms and conditions of employment for instructional personnel who facilitate instruction for students during the mandatory school closure

period. The Agreement aims to establish eighteen (18) guidelines and principles which complement provisions in the District's Continuity of Learning and COVID-19 Response Plan. Grounded in the understanding that online learning requires instructional practices to shift from teacher to a student-centered technology enhanced instructional methodologies, The Agreement, when established, will codify the establishment of a pedagogical foundation for successful teaching, learning and administration of virtual learning environments.

The Agreement will also establish a foundation for Districtwide accountability and enforcement of established workhours, virtual network login/out requirements, distribution of learning materials/assignments, parent contact requirements, as well as grading, feedback and recordkeeping practices while operating in virtual learning environments throughout the mandatory school closure period. The Agreement will establish the Microsoft Teams platform as the primary means for instructional personnel to establish a daily online presence for student learning and engagement. Microsoft Teams communication tools shall also be used to facilitate teacher professional development, as well as virtual meetings with parents, administrators and colleagues.

Collectively, the established guidelines and principles in The Agreement will provide a solid foundation for systemwide online learning practices that ensure Districtwide continuity of student learning and accountability. Ongoing negotiations of the guidelines for expectations for teachers in online learning are taking place and a signed agreement is soon expected.

QUESTION 9: DUAL ENROLLMENT & CTE

Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act 160 of 1996, as amended, MCL 388.511 to 388.524, and Career and Technical Preparation Act, 258 PA 2000, as amended, MCL 388.1901 to MCL 388.1913, in completing the courses during the 2019-2020 school year.

DISTRICT RESPONSE

DUAL ENROLLMENT

Dually Enrolled students are receiving a range of supports. The District's current University and College partners, Wayne County Community College (WCCC), Wayne State University (WSU), Lawrence Technological University (LTU), and University of Detroit Mercy (U of D), are providing multiple modes of learning to dually enrolled students, with the primary platform being online learning.

Our largest partner in dual enrollment, Wayne County Community College (WCCC) is working with students to work online, via email, phone, and providing a paper and pencil option. They've extended the semester and pushed back when courses resume to ensure students are aware of their options.

Wayne State University (WSU) is working with their partner school, Marygrove High School, to ensure students have the supplies necessary to complete their studio art course.

At the District level, we are working with school-based leadership to ensure all options are communicated with students and their families.

University and college partners are working with the district to ensure students who cannot complete course work are not penalized, and to ensure there are tiered layers of support for students. This includes virtual office hours and call in lines.

Grades will be determined by the completion of work, as outlined in modified syllabi.

Planning with Lawrence Technological University (LTU) will continue to launch the District's approved Henry Ford Early Middle College. If allowable, students and parents are expected to participate in an orientation session scheduled in June. The program is scheduled to start fall 2020.

CTE

The Office of College and Career Readiness/CTE will provide distance learning for students on CTE academic and enrichment related instruction using the District's online learning platform.

In addition to the resources published by OCTE for online instruction, students will engage independently, or through guided practice by teachers, with a variety of content related to the student's program of study (I will provide a link here).

Where there are online options and a supervised environment is not required, CTE students will take their certification examinations (i.e., Serve Safe, MOS, etc.) online. In July-August, Cosmetology (21 students) and Automotive Service (30 students) students will be offered the opportunity to earn hours toward their mandated practicum experiences if the District is open for staff and students.

Fifty-seven (57) students will continue their virtual WBL experiences with their employers. While WBL has been put on hold, students have been provided with work permits. Work-based learning coordinators will continue to support students during this training through June 18.

Within a section, use Heading 2 to break up your content into subsections.

QUESTION 10: FOOD DISTRIBUTION

Please describe how the district will continue to provide or arrange for continuation of food distribution to eligible pupils.

DISTRICT RESPONSE

Detroit Public Schools Community District participates in the Community Eligibility Provision program (CEP), where every student qualifies for free breakfast and lunch. During the COVID-19 public health crisis, all students have remained eligible for food distribution. To date, DPSCD has served over 275,000 meals.

Our current distribution plan includes 19 sites distributing food on Mondays and Thursdays. Students are provided with six total meals, three breakfast servings and three lunch servings each Monday and eight total meals, four breakfast servings and four lunch servings, each Thursday.

As recommended by the CDC and Detroit Health Department, steps have been taken within each site to ensure social distancing and protect district staff and families including, signage recommending 6-foot spacing, PPE for employees, and longer distribution hours to reduce opportunities for congregation.

We will continue our food distribution on Mondays and Thursdays at the following sites: Pershing HS, Brenda Scott Academy, Marion Law Academy, Cody HS, Frederick Douglass HS, Central HS, Cass Tech HS, Charles Wright Academy, Denby HS, Cody HS, East English Village HS, Fisher Magnet Upper Academy, Martin Luther King HS, Mumford HS, Renaissance HS, Southeastern HS, Western HS, Gompers Elementary-Middle School and Roberto Clemente Elementary-Middle School.

QUESTION 11: PAY

Please confirm that the district will continue to pay school employees while redeploying staff to provide meaningful work in the context of the Plan, subject to any applicable requirements of a collective bargaining agreement.

DISTRICT RESPONSE

On March 16th, in conjunction with the Governor's order, the District closed schools. The District has continued to pay employees at school locations during the closure.

As required, school staff have been recalled back to work. At the point of recall employees could report to work (remotely or on-site), use bank time or can go unpaid

- Central Office staff and Principals have continued to work.
- Food Service staff have continued to work at the food distribution centers

The District anticipates recalling most if not all staff after spring break to support the District's distance learning plan. The District has and will continue to pay employees who work as they are recalled.

- Teachers, ParaEducators, Academic Interventionists will support student instruction
- Climate and Culture teams will be available to support students and families
- Office staff will conduct administrative responsibilities

The District will need to continue to receive full state funding to ensure all staff are paid through the end of the 19-20 school year.

QUESTION 12: PARTICIPATION

Please describe how the district will evaluate the participation of pupils in the Plan.

DISTRICT RESPONSE

Detroit Public Schools Community District is committed to ensuring that students will not be penalized if they are not fully able to participate in distance learning due to limited online access, family health concerns, or other factors. The District does, however, believe that monitoring student learning and providing feedback to students about their progress is essential to support student growth.

Despite the challenges of remote learning, teachers will monitor student learning, check for understanding and provide feedback either digitally or orally through phone calls. This feedback will be provided in a timely manner as outlined in the District's expectation for teachers' daily schedules. An increase of teacher preparation time has been allocated daily to ensure that educators can view instructional videos, prepare for virtual instruction, review student work, and contact families.

For students with technology, teachers will monitor student access and assignment completion daily within the instructional platform, Microsoft TEAMS assignments tab. Teachers will differentiate instruction within the platform to meet student's needs based on their progress with presented grade level content.

Teachers will be providing feedback to all work that students turn in, but students will not be given grades. Teachers may evaluate the work, such as saying "Outstanding" or giving a percentage of correct answers, but that grade will not be included in any report cards or permanent records. Any feedback given by a teacher will only be used to communicate how well the student completed the work. Students will receive a grade for the 3rd quarter based on their academic performance through March 12, 2020, the last day students attended school. This grade will also be given for 4th quarter. Students who would like to improve their 4th quarter grades may use enrichment provided by their teacher. Otherwise the grade from quarter 3 will also count for quarter 4.

Student assignments will be enrichment based. Although students may be given an opportunity for extra credit to improve their 4th quarter grades, distance learning assignments will not change students' 3rd quarter grades.

Teachers will be expected to engage students based on the district protocols provided. As some teachers are ill, the caretaker of someone who is ill, or they are unable to work for any other reason, they will be required to take the appropriate leave. Teachers will not be penalized or in jeopardy of reprisal for leave taken during this time

Student participation will need to be monitored at least twice a week. Participation will be confirmed in one of three ways:

- The student logged in to a learning site., Teams/Khan Academy, through Clever
- Parent/student notification that the student is engaging in the in the learning activities via learning packets or other non-online learning engagement (review of website and completing activities). Notification can be through email, phone call, and/or text messaging
- Participation is confirmed if the parent notifies the teacher that they are attempting to participate but have circumstances that are hindering their participation such as: family emergencies, illness, lack of resources (electricity, water, internet, transportation, child care, homelessness, or other situations that would also impact student learning in face-to-face education). These situations require principals and other campus staff to contact parents and provide support.

QUESTION 13: MENTAL HEALTH SUPPORT

Please describe how the district will provide mental health supports to pupils affected by a state of emergency or state of disaster prompted by COVID-19.

DISTRICT RESPONSE

Detroit Public Schools Community District is committed to providing mental health supports to pupils affected by our state of emergency or state disaster prompted by COVID-19.

This support will include outreach by all support staff, including but not limited to:

- Teachers
- Academic Interventionists
- Attendance Agents
- Audiologists-ESE
- Behavior Specialists (ESE)
- Clerical Staff
- College Transition Advisors
- Deans
- Guidance Counselors
- IEP Compliance Specialists (ESE)
- Nurses
- Paraeducators
- Psychologists
- School Culture Facilitators
- School Social Workers
- Teacher Consultants (ESE)
- Trainable Aides (ESE)
- Transition Specialists (ESE)

Every support staff member will engage in daily intentional outreach with students to provide academic supports and/or to maintain meaningful relationships to help students feel safe and valued. Support staff will utilize their student contact lists to partner with peer teachers and other school staff to ensure ongoing communication and collaboration with families. This will not look the same for every student and family as safety remains the priority. Through the aligned support of all staff members all students will have daily interaction with the District in some capacity.

Each support position will utilize their existing caseload of students or be provided a caseload of students for daily support/contact. In collaboration with the peer teacher, administration or District personnel, support staff will contact the student/family and capture the actions taken or information

provided. This should be done by telephone or Teams. Support will be necessary in ensuring that parents/guardians know the District views them as critical partners.

All Support Staff will be provided “Wellness Call Protocols” and a “Family Resource Guide” that provides contact information for websites, hotlines, parent tips, food resources, medical and mental health resources, and other emergency resources available to families.

The District has established, using United Way’s 211 platform a wellness hotline. Families can call 1-833-466-3978 during operating hours and have access to a District Social Worker who is equipped to support families in order to connect them to agencies, provide mental health supports, or engage an outside resources if the situation is urgent or emergent.

The District also continues to engage local philanthropic and community partners to best meet the needs of our families.

QUESTION 14: DISASTER RELIEF

Please describe how the district will support the efforts of the intermediate district in which the district is located to mobilize disaster relief childcare centers as described in Executive Order 2020-16 or any executive order that follows it.

DISTRICT RESPONSE

In alignment with our Whole Child Commitment Priority, Detroit Public Schools Community District stands ready to mobilize disaster relief childcare centers by opening classrooms, when called upon to support the needs of Essential Workers. In collaboration with partner childcare providers including those in the ECSN and Great Start Collaborative, the district will provide safe havens for quality childcare in currently licensed classrooms. Should the needs of essential workers extend beyond the current 3-year-old and older licenses, the District will request an emergency waiver of select regulatory requirements. At minimum, one west, east, and southwest Detroit building will be designated as emergency relief childcare centers as guided by Readiness and Emergency Management for Schools (REMS) standards.

DPSCD also recognized adults must be in close proximity to young children to provide proper care. Universal precautions will be made to safeguard childcare workers and children. The precautionary measures include those complying with the Detroit Health Department's regulations and the CDC's recommended cleaning and disinfection protocols.

QUESTION 15 (OPTIONAL): BALANCED CALENDAR

Does the District plan to adopt a balanced calendar instructional program for the remainder of the 2019-2020 school year? Does the District plan to adopt a balanced calendar instructional program for the 2020-2021 school year?

DISTRICT RESPONSE

At this time, the District does not expect to modify the calendar for next year. We are hopeful that if the stay in place mandate is lifted and it is medically safe to do so that we would offer face to face enrichment summer school in July for grades K-8 and course recovery for grades 9-12. If we are able to secure tablets for families and internet access from the business community then we may also expand enrichment and course recovery opportunities for students over the summer as well.

Required summer learning is difficult for our district due to school facilities lacking air conditioning. Summer heat in the months of June through September across the City of Detroit can be oppressive in the District's aging facilities, most of which are not climate controlled with

temperatures during our warmest months, which pose a risk to the health and well-being of children and staff. Although some buildings can be used, all of them cannot.

Lastly, it would be difficult to collectively bargain an early start to the school year based on previous negotiations. Employees prefer to start after Labor Day while maintaining a Winter Break, mid-winter break, and Spring Break with a later finish to the school. The District would also need additional resources to pay employees to run an extended school year for 50,000 students.