

September 2020

EXTENDED CONTINUITY OF LEARNING PLAN

Detroit Public Schools Community District



Notice of Non-Discrimination

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DISTRICT INFORMATION

Submission Date	September 28, 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)	N/A

ASSURANCES

1. The District will make their ISD approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's website no later than October 1, 2020.
2. The District will create and make available on its transparency reporting link located on the District's website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan not later than February 1, 2021, for goals its expected would be achieved by the middle of the school year and not later than the last day of school of the 2020-2021 school year for goals the District expected would be achieved by the end of the school year.
3. Benchmark Assessments: The District will
 - select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year and again not later than the last day of the of the 2020-2021 school year.
4. If delivering pupil instruction virtually, the District 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 had planned for that exposure to occur for in-person instruction.
5. The District, in consultation with a local health department will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that are based on local data that are based on key metrics. *Note: A determination concerning the method for delivering pupil instruction shall remain at the District Board's discretion.* Key metrics that the District 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 determines that it is safe to provide in-person instruction to pupils, the District will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District.
7. The District assures that
 - instruction will be delivered as described in this plan and re-confirmed by the District 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 will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after ISD approval of the plan, and every 30 days thereafter at a meeting of the Board, and
 - public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District during a public meeting described in PA-149.
8. The 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.
9. The District will ensure that regular daily attendance is taken for all students whether learning face-to-face or online as all students are learning synchronously. If regular daily attendance is not possible for any reason, the District will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District 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. The District will publicly announce its attendance rates at each District Board meeting where it re-confirms how instruction is being delivered. The District will make those rates available through the transparency reporting link located on the District website each month for the 2020-2021 school year.

Dr. Nikolai Vitti, District Superintendent

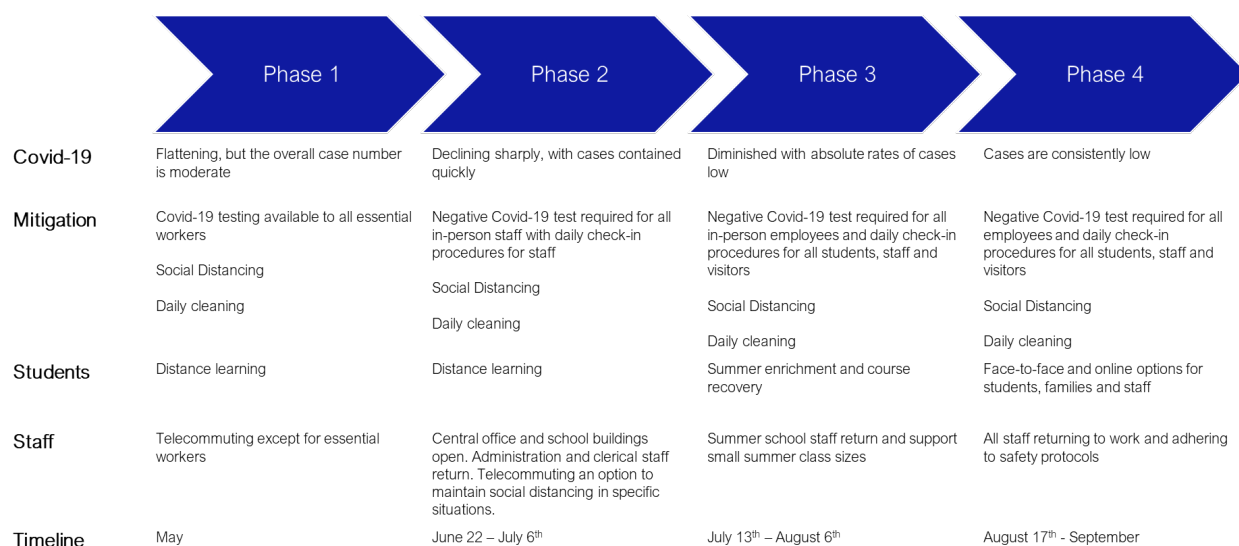
Date

OVERVIEW

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.

DISTRICT RESPONSE

DPSCD (Detroit Public Schools Community District), like other school districts, organizations, and businesses has gradually reopened for more face-to-face work, services, and instruction, all while working to ensure the safety of students, staff, and family members. Our chief goal is for offices and school buildings to be environments that are as COVID-free as possible by establishing and adhering to consistent on-site safety precautions that are regularly monitored. Our reopening has occurred in phases, beginning with central office and 12-month employees returning to work over the summer. A summary of our four phases can be found below.



Our approach to learning for the 2020-2021 school year will rely on two primary modes of instruction: fully online or face-to-face instruction. A dual approach ensures that we can build upon student engagement and achievement from the spring and summer learning that occurred during COVID-19 closures and provide options to both families and employees. By meeting families where they are and providing comparable instructional options that each rely on the same strong curricular foundation and a comprehensive District-wide technology strategy, we believe DPSCD students will continue to engage in rigorous content during the 2020-2021 school year.

EDUCATIONAL GOALS

Please outline and describe the educational goals expected to be achieved for the 2020-2021 school year. The District must establish all of its goals no later than September 15, 2020

Specify which goals are expected to be achieved by the middle of the school year and which goals are expected to be achieved by the end of the school year.

Ensure that all of the following apply to the educational goals described in this section: (a) The goals include increased pupil achievement or, if growth can be validly and reliably measured using a benchmark assessment or benchmark assessments, growth on a benchmark assessment in the aggregate and for all subgroups of pupils; (b) The District benchmark assessment(s) are aligned to state standards and will be administered to all pupils K-8 at least once within the first 9 weeks of the 2020-2021 school year and not later than the last day of the 2020-2021 school year to determine whether pupils are making meaningful progress toward mastery of these standards; and (c) the District's educational goals are measurable through a benchmark assessment or benchmark assessments.

To the extent practicable, the District will administer the same benchmark assessment or benchmark assessments that it administered to pupils in previous years

DISTRICT RESPONSE

DPSCD's [Blueprint 2020](#) Strategic Plan, established in 2017, outlines five key priorities for improvement in the District: Outstanding Achievement, Transformative Culture, Whole Child Commitment, Exceptional Talent, and Responsible Stewardship. The District established key measures and metrics for each priority area and reviews these metrics regularly with the Board.

The Strategic Plan is being refreshed for 2020 and the District has again established focused metrics aligned to each strategic priority. For K-8 students, the District will rely on iReady for its benchmark assessment of student progress in English Language Arts (ELA) and mathematics (the same assessment it has used in previous years to monitor progress). It is also using Academic Approach P/SAT assessments to monitor high school student progress. All goals will be assessed at end-of-year but monitored throughout the year as formative data is available.

Goal 1: Positive growth in ELA for K-8 students from beginning-of-year (first 9 weeks) to end-of-year

- ELA Growth for K-8 on iReady
- ELA Growth for Continuously Enrolled Students
- ELA Growth for Bottom 30% Students

Goal 2: Positive growth in Mathematics for K-8 students from beginning-of-year (first 9 weeks) to end-of-year

- Math Growth for K-8 on iReady
- Math Growth for Continuously Enrolled Students

Math Growth for Bottom 30% Students

INSTRUCTIONAL DELIVERY: HOW AND WHERE

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).

DISTRICT RESPONSE

The District will rely on two primary modes of learning: online or face-to-face. Families also have the option to bring students to a “Learning Center” at their regular school site to engage in online instruction from a physical school location during the day. Each scenario prioritizes live/synchronous student learning and ensures that schedules mirror those of a typical school day. Face-to-face classes are limited to 20 students (or fewer depending on room space) physically in one room at a time whereas online classes are typical sizes. Classes are facilitated through Microsoft Teams and assignments are posted and graded using Schoology, the District’s new Learning Management System (LMS).

The option for face-to-face or online learning was also codified in a Letter of Agreement (LOA) with the Detroit Federation of Teachers. The LOA also includes provisions that require any teachers in a face-to-face setting who are sent home as a result of quarantine or closure to remain teaching online provided they are asymptomatic.

	Option 1: Face-to-Face	Option 2: Online
Summary	<i>Live, daily, face-to-face instruction in smaller classes to allow for maximum physical distancing</i>	<i>Live, daily, online instruction provided through enrollment with the students’ brick-and-mortar school</i>
Learning Environment	<ul style="list-style-type: none"> • Class size reduced to # of desk that can be separated by six feet • Teacher provides instruction in-person • Students are cohorted to ensure ability to contact-trace in case of COVID 19 • Classes meet Monday – Friday 	<ul style="list-style-type: none"> • Standard class sizes • Teacher provides live instruction Monday through Friday over video • Students and parents have access to the Homework Hotline in the evening to receive personalized support

	Option 1: Face-to-Face	Option 2: Online
Curriculum & Instruction	<ul style="list-style-type: none"> • Core courses (ELA, math, science, social studies) using adopted core instructional materials aligned to Michigan State Standards • Rotating PE, Music, Art, and other electives • Needs-based individual intervention available 	<ul style="list-style-type: none"> • Online curriculum is the same as that of in-person and focuses on core courses (ELA, math, science, social studies) • Live online electives may be more limited due to scheduling • Allowed to participate in extracurricular activities (e.g. sports and some clubs) where offered
Additional Details	<ul style="list-style-type: none"> • Option to switch to online instruction each quarter • Exception Student Education (ESE) provided through combination of in-person and online formats; utilize Individualized Education Plan or 504 Plan 	<ul style="list-style-type: none"> • Option to switch to in-person instruction each quarter • Families receive materials like, planners and workbooks, to support virtual learning • Devices & internet provided through Connected Futures initiative and school-based loaner devices • Exception Student Education (ESE) provided through online format according to Individualized Education Plan or 504 Plan, as appropriate

INSTRUCTIONAL DELIVERY: SCOPE AND SEQUENCE

Please describe how instruction for core academic areas will expose each pupil to the academic standards that apply for each pupil's grade level or course in the same scope and sequence as the District had planned for that exposure to occur for in-person instruction.

DISTRICT RESPONSE

Students enrolled in face-to-face and online options both maintain their connection to their regular brick-and-mortar schools. The online curriculum is no different than that of the face-to-face curriculum and continues to rely on the District's core instructional materials which are all highly aligned to Michigan State Standards. Face-to-face and online schedules follow the same daily schedules and the same year-long pacing to ensure that any future transitions between online and face-to-face are seamless. In addition, students learning online will be able to pick-up hard copy instructional materials (e.g. consumables and novels) from their school building to support their learning.

Because school schedules have not been modified from the typical school day, it is expected that students and teachers progress through the regular scope and sequence for core academic areas whether they are face-to-face or online.

INSTRUCTIONAL DELIVERY: GRADING AND REPORTING

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.

DISTRICT RESPONSE

With the implementation of the District's new LMS, Schoology, assignments will be posted for online students to complete and they will be graded with feedback shared through the LMS. Teachers use Schoology to assign work, distribute reading and media to students, assess student progress, communicate with families, and to bolster the online classroom environment. Schoology will leverage other integrated applications where students complete work as well. Families can view student grades through the Student Information System and quarterly report cards will be issued to all students (both online and face-to-face) as they typically would, based on the grades from completed assignments and assessments.

EQUITABLE ACCESS: TECHNOLOGY

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

DISTRICT RESPONSE

In the Spring of 2020, DPSCD partnered with Detroit business and non-profits to launch Connected Futures, a \$23M initiative, to provide learning devices and internet connectivity to DPSCD students. Students enrolled in DPSCD during the 2019-2020 school year were eligible to receive an internet connected Windows 10 tablet with a keyboard and mouse. To date, the District has deployed more than 44,000 Connected Futures devices to students. Any students new to the District, or who did not claim a Connected Futures device, is able to check out a loaner laptop and/or internet hotspot from their enrolled school should they need one to participate in online learning.

In addition, the District invested in enhanced online learning tools for students. The implementation of a Schoology, the new Learning Management System (LMS) for the District, allows for students to complete classwork, receive grades and engage in collaboration in a platform that integrates with existing learning tools like Microsoft Teams, Microsoft Class Notebook and PowerSchool.

EQUITABLE ACCESS: STUDENTS WITH DISABILITIES

Describe how the 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.

DISTRICT RESPONSE

Students with Individualized Education Plans (IEPs), Individual Family Service Plans (IFSP) and 504 Plans, will have individual circumstances taken into consideration throughout the school year and services will be provided online if students are learning in the online model. Special attention will be paid to issues around instructional model, medical needs, learning environment and ensuring appropriate advocacy. For students learning online, case managers may modify instructional times during the day to accommodate student needs and office hours will be made available to offer an additional layer of support to discuss content and instructional materials. The Exceptional Student Education (ESE) Department is designing schedule templates based on the identified curriculum utilized in each ESE program. These schedules will be designed to support students and teachers with implementing a structured schedule based on the designated curriculum and the needs of each individual student. Students with disabilities are eligible to receive laptops along with other students and IEP/IFSP meetings will be held online, as needed.

OPTIONAL CONSIDERATIONS

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

DISTRICT RESPONSE

STUDENT SUPPORT

The Office of Bilingual Education and Related Programs will continue to provide instructional academic supports for English learners through online and face-to-face teacher coaching and support led by coordinators who are bilingual education or ELL certified. In collaboration with Human Resources adjustments have also been made with ESL/Bilingual staff assignments to better support English Language Learner families during online learning.

TEAMS for Education, which is being leveraged for live instruction, has an option for translated subtitles to further support non-English speaking students and parents. Furthermore, Schoology features the ability for students to record their voices and submit work to educators as they developed their proficiencies in speaking, listening, and writing in English,

The District is proactively translating communications in the District's 4 main languages other than English to ensure that students and families understand the resources available to them and that their needs are met.

All students, including struggling students, also have access to the District's homework hotline, a free resource to DPSCD students and families that encourages outstanding achievement by giving students and additional platform to ask for help and emphasize problem-solving skills. Students and families can call in for help with literacy and/or mathematics homework questions Monday-Thursday from 5:00pm to 8:00pm.

Using the same platform as the District's Homework hotline, the District has added a Mental Health line to provide support to families for their social and emotional needs. The hours are consistent with the hours shared above.

Finally, the District has launched an Online Learning Help Hotline. DPSCD students and families can contact the hotline on Monday – Friday from 8:30 AM – 4:30 PM to get assistance with online platforms and any challenges they may be facing with online learning. Operators for all lines have access to the District’s translation resources to call in an interpreter should the caller be non-English speaking.

ADDITIONAL PROGRAMMING

Early Childhood

Detroit Public Schools Community District is committed to continuing to provide Early Childhood GSRP classrooms throughout the District. The District developed a Pre-K Reopening plan in alignment with guidance from the Michigan Departments of Licensing and Regulatory Affairs (LARA) and Health and Human Services, in accordance with best practices from the Centers for Disease Control and Prevention, and with everyone's well-being in mind. To limit the potential spread of COVID-19, we will be making some temporary changes to our programming that include robust cleaning and disinfecting procedures and minimizing opportunities for person-to-person exposure (e.g., an infected person spreading respiratory droplets through actions such as coughing, sneezing, or talking). The [plan](#) outlines the recommended practices and strategies that will be used to protect the health of our children, staff, and families while at the same time ensuring that children are experiencing developmentally appropriate learning environments. Both online learning and learning center options are also available to families in the District. This plan is in full alignment with the District’s Board Approved Plan for a Return to School.

Career and Technical Education

The Office of College and Career Readiness/CTE has developed a comprehensive instructional plan to continue industry-based learning opportunities for the 2020-2021 school year. Due to the nature of coursework, many programs will continue to be face-to-face only (e.g. welding and carpentry) while others will be offered online (e.g. safety and sanitation, entrepreneurship/project management). For online settings, virtual demonstrations and simulations will take the place of in-person activities.

Dual Enrollment

[Dual Enrollment](#) will continue to be offered to High School students at 18 High Schools in the District. Currently, the District has partnerships with Wayne County Community College (WCCC), Lawrence Technological University (LTU), University of Detroit Mercy (UDM), and Wayne State University (WSU). WCCC is the default provider of dual enrollment courses and will be used in most cases. One application of dual enrollment programs is to provide accelerated coursework for students. Dual enrollment accelerated coursework programs provide students with academic

opportunities beyond what is available at their high school. In addition to using dual enrollment accelerated coursework to support a school's programmatic goals, it may also be used when individual students have exhausted the coursework at their school, such as a student requiring advanced mathematics not available at their home school. For the 2020/2021 SY, all Dual Enrollment Courses will be offered online only leveraging our partners online platform for learning and ensuring our own guidance counselors supports to maintain a connection to the institution to monitor student's success.

Advanced Placement

Schools with Advanced Placement courses will continue to offer them as a part of the regular face-to-face or online schedule. Educators will leverage both Schoology, their own course materials, and College Board's Advanced Placement Classroom resources including pre-recorded lessons and materials to support student understanding and success in Advanced Placement coursework.