

April 2021

# EXTENDED CONTINUITY OF LEARNING PLAN

Detroit Public Schools Community District



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## DISTRICT INFORMATION

<b>Initial WRESA Submission Date</b>	September 28, 2020
<b>Updated for Re-Confirmation</b>	April 1, 2021
<b>District</b>	Detroit Public Schools Community District
<b>District Address</b>	3011 W Grand Blvd, Detroit, MI 48202
<b>District Code Number</b>	82015
<b>Superintendent Name</b>	Dr. Nikola i Vitti
<b>Superintendent Email Address</b>	nikola.i.vitti@detroitk12.org
<b>Intermediate School District</b>	Wayne RESA
<b>Authorizing Body (If Applicable)</b>	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 April 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 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.

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Dr. Nikolai Vitti, District Superintendent

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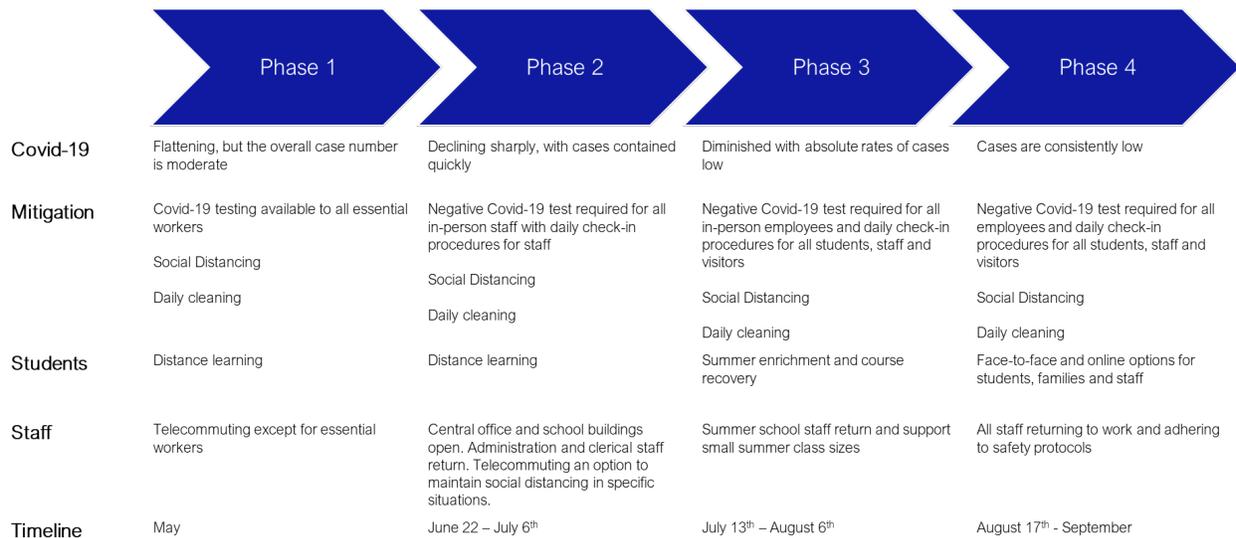
Date

## 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 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 and always has been 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 initial reopening occurred in phases, beginning with central office and 12-month employees returning to work over the summer and with students returning to school in the fall through a mix of online and face-to-face instruction.



Our approach to learning for the 2020-2021 school year began by relying on two primary modes of instruction: fully online or face-to-face instruction. This dual approach ensured that we could 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. Face-to-face instruction was conducted with strict safety protocols in place and despite being the largest school district in the state of Michigan, DPSCD only saw 6 examples of outbreaks in school buildings (outbreaks defined as transmission between two individuals who are not members of the same household). These mainly occurred in November when positive infection rates throughout the state and city were rapidly increasing. Since restarting in person learning in March, there have been 6 additional outbreaks, which have been contained to three high school basketball teams.

Learning Centers reopened to families on Wednesday, February 24th with select personnel reporting back to schools and district offices on Monday, February 22<sup>nd</sup> to support the Learning Center reopening. Learning Centers are supervised by school staff (e.g., school culture facilitators, paraeducators, aides, deans, substitutes, assistant principals, and principals) who do not teach, but support students who log into their devices for online learning. Opening the Learning Centers is a temporary relief to families who need schools to be open and students who need more direct support from the District.

Quarter 3 survey results from families indicate nearly 40% of families are interested in some form of face-to-face instruction with 31% of teachers reporting they are interested in teaching face-to-face. With city-wide infection rates remaining near/below 5% in Detroit, the District resumed face-to-face instruction on March 8<sup>th</sup> following necessary safety protocols, including required negative tests for staff reporting back to work, face coverings for students and staff, symptom checks for students and staff, social distancing, daily cleaning and no more than 20 students in a classroom (or fewer where social distancing would not be possible with 20 students in smaller rooms).

Given the rapidly increasing infection rate in the City of Detroit (nearly 20% as of April 13<sup>th</sup>), and the likelihood of students, families and staff members congregating with others during the scheduled spring break, the District suspended face-to-face learning for the weeks of April 5<sup>th</sup>, April 12<sup>th</sup>, and April 19<sup>th</sup>. The District will officially suspend in person learning until the May 18<sup>th</sup> board meeting. The District will monitor the infection rate during the upcoming weeks to determine if it will suspend in person learning until the end of the school year. Learning Centers will reopen on April 26<sup>th</sup> to support students who decide to take their state assessments (M-STEP, PSAT, SAT). It is a Federal and State requirement to allow students the opportunity to take their state assessment. In addition, teachers will have the voluntary opportunity to teach in their classrooms with students who want to attend school with them.

Any transitions between online and face-to-face learning are seamless due to both online and face-to-face classes relying on the same strong curricular foundation and a comprehensive District-wide technology strategy. Whether learning online or face-to-face, DPSCD students continue to engage in rigorous content during the 2020-2021 school year.

To provide additional support to students and families learning online, the District launched Regional Technology and Family Support Hubs on December 1, 2020. These hubs provide technology and online learning assistance, family supports, and access to other resources such as nurses and Exceptional Student Education specialists. The Hubs served more than 20,000 visitors and will continue to remain open in the spring to assist families with troubleshooting technology issues. Hub support was suspended during the week of April 5<sup>th</sup> to allow Hub staff to obtain negative COVID-19 tests before returning to work and will resumed April 12<sup>th</sup>.

## **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’s online learning model, which has been in place since the start of the 2020-2021 school year for many DPSCD families, relies on live/synchronous student learning and ensures schedules mirror those of a typical school day. Classes are facilitated through Microsoft Teams and assignments are posted and graded using Schoology, the District’s new Learning Management System (LMS).

To provide additional support to students and families learning online, the District launched Regional Technology and Family Support Hubs on December 1, 2020. These hubs provide technology and online learning assistance, family supports, and access to other resources such as nurses and Exceptional Student Education specialists. Between December 1<sup>st</sup> and February 26<sup>th</sup>, the Hubs served more than 20,000 visitors and will continue to remain open in the spring to assist families with troubleshooting technology issues.

Online Learning	
<b>Summary</b>	<i>Live, daily, online instruction provided through enrollment with the students’ brick-and-mortar school</i>
<b>Learning Environment</b>	<ul style="list-style-type: none"> <li>• Standard class sizes</li> <li>• Teacher provides live instruction Monday through Friday over video</li> <li>• Students and parents have access to the Homework Hotline in the evening to receive personalized support</li> </ul>
<b>Curriculum &amp; Instruction</b>	<ul style="list-style-type: none"> <li>• Online curriculum is the same as that of in-person and focuses on core courses (ELA, math, science, social studies)</li> <li>• Live online electives may be more limited due to scheduling</li> <li>• Allowed to participate in extracurricular activities (e.g. sports and some clubs) where offered</li> </ul>
<b>Additional Details</b>	<ul style="list-style-type: none"> <li>• Families receive materials like, planners and workbooks, to support virtual learning</li> <li>• Devices &amp; internet provided through Connected Futures initiative and school-based loaner devices</li> <li>• Exception Student Education (ESE) provided through online format according to Individualized Education Plan or 504 Plan, as appropriate</li> </ul>

## **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 learning online maintain their connection to their regular brick-and-mortar schools. The online curriculum is no different than that of the standard face-to-face curriculum and continues to rely on the District's core instructional materials which are all highly aligned to Michigan State Standards. Online schedules follow a regular daily schedule and standard 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 or resource Hub to support their learning. Schools do have the flexibility to modify their online schedules based on state regulations for student attendance. This can be done by principals after engagement of school level teachers, students, and families. If online schedule changes are made student assignments are documented for attendance as our teacher office hours.

## **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 are posted online for students to complete and they are 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 also leverages integrations with other applications where students complete work or engage in learning. Families can view student grades through the Student Information System and quarterly report cards are issued to all students 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. With the transition to fully online learning on November 17<sup>th</sup>, students who are new to the District, including new kindergarten students, will have access to remaining Connected Futures devices if they have not already taken advantage of the District's loaner laptop program. As part of the Connected Futures initiative, the District is committed to providing internet hotspots for any students and families who need them in order to participate in online learning. If tablets cannot be repaired, then families are given a laptop and hotspot so online learning can continue.

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 continue to be provided online. Special attention will be paid to issues around instructional model, medical needs, learning environment and ensuring appropriate advocacy. For students learning online, case managers will revise IEPs using the Michigan Department of Education's recommendation of a Contingency Learning Plan (CLP) to address any modifications to a Free and Appropriate Public Education (FAPE) for students. Revisions may include adjustments to instructional time, ancillary service time or the addition of services online.

The Exceptional Student Education (ESE) Department has designed schedule templates based on the identified curriculum utilized in each ESE program. These schedules support students and teachers with implementing a structured schedule based on the designated curriculum and the needs of each individual student. In addition, students with disabilities are eligible to receive laptops along with other students. 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

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### 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, 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.

The District 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.

Finally, as mentioned previously, the District opened 13 Technology and Family Support Hubs with access to a variety of in-person support for families including: technology repairs, online learning support, digital literacy training, instructional materials pick-up, assistance with securing internet access, physical and mental health supports, meal distribution, and other community services. These Hubs will continue to operate in the spring with an emphasis on technology support as that has been the area with the most demand thus far.

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## ADDITIONAL PROGRAMMING

### **Early Childhood**

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. The Pre-K reopening plan outlines the recommended practices and strategies that will be used to ensure that children are experiencing developmentally appropriate learning environments, including those practices for online learning.

### **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. 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 online. 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.

**INFORMATION FOR GRANT ELECTRONIC MONITORING SYSTEM (GEMS) /MICHIGAN ADMINISTRATIVE REVIEW SYSTEM (MARS) REPORTING**

The specific details below must be reported monthly to the Center for Educational Performance Information (CEPI) through the GEMS/MARS application.

1. Which factor(s) determine whether a student receives hybrid instruction?
  - o Parent Preference
  - o Staff Availability
  - o Changes in COVID infection rates or school outbreaks
2. Due to COVID-19, did the District arrange for students to have access to non-District facilities that could serve as a conducive learning space?
  - o No
3. Which type(s) of additional instructional supports, not provided before the pandemic, does the District provide to special populations of students? (i.e., service levels above and beyond what was normally provided these groups prior to the pandemic). Check all that apply for each specified population of students:

<i>Activity</i>	<i>IEP/504 Plan</i>	<i>English Learners</i>	<i>Struggling/Early Readers</i>
One-on-one, in-person	X	X	X
Small-group, in-person	X	X	X
Large-group in-person	X	X	X
Other in-person activities	X	X	X
One-on-one, virtual	X	X	X
Small group, virtual	X	X	X
Large group, virtual	X	X	X
Other virtual activities	X	X	X