



Royal Oak Schools Extended COVID-19 Learning Plan *as described in Public Act 149, Section 98a* ***Final***

On August 20, 2020, Governor Whitmer signed House Bill 5913 into law as Public Act 149. Section 98a states that in order to receive state aid for 2020-2021, districts must provide for instruction under an extended COVID-19 Learning Plan (“Plan”) that has been approved by an intermediate district or authorizing body. The Plan does not replace the District’s/PSA’s COVID-19 Preparedness and Response Plan, it is an additional plan that includes new assurances and sections on educational goals, instructional delivery, grading, and equitable access. PA 149 does not apply to districts that operate as a cyber school.

District/PSA educational goals written for all students and all subgroups must be established no later than September 15, 2020, and submitted in their Plan to the ISD or Authorizing Body, as applicable, no later than October 1, 2020, for approval. ISDs and PSAs will transmit the approved plan to the superintendent of public instruction and the state treasurer.



ROYAL OAK SCHOOLS

A COMMUNITY OF EXCELLENCE

Address of School District/PSA: Royal Oak Schools, 800 Devillen Avenue, Royal Oak, MI 48073

District/PSA Code Number: 63040

District/PSA Website Address: royaloakschools.org

District/PSA Contact and Title: Mary Beth Fitzpatrick

District/PSA Contact Email Address: marybethfitzpatrick@royaloakschools.org

Name of Intermediate School District/PSA: Oakland Schools

Name of PSA Authorizing Body (if applicable): na

Date of Approval by ISD/Authorizing Body:

Assurances

1. The District/PSA will make their ISD/Authorizing Body approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's/PSA's website no later than October 1, 2020.
2. The District/PSA will create and make available on its transparency reporting link located on the District/PSA's website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan no later than February 1, 2021, for goals its expected would be achieved by the middle of the school year and not later than the last day of school of the 2020-2021 school year for goals the District/PSA expected would be achieved by the end of the school year.
3. Benchmark Assessments: The District/PSA will
 - select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year and again not later than the last day of the 2020-2021 school year.
4. If delivering pupil instruction virtually, the District/PSA will
 - provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
 - expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.
5. The District/PSA, in consultation with a local health department will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that is based on local data that are based on key metrics. Note: A determination concerning the method for delivering pupil instruction shall remain at the District/PSA Board's discretion. Key metrics that the District/PSA will consider shall include at least all of the following:
 - COVID-19 Cases or Positive COVID-19 tests
 - Hospitalizations due to COVID-19
 - Number of deaths resulting from COVID-19 over a 14-day period
 - COVID-19 cases for each day for each 1 million individuals
 - The percentage of positive COVID-19 tests over a 4-week period
 - Health capacity strength
 - Testing, tracing, and containment infrastructure with regard to COVID-19

6. If the District/PSA determines that it is safe to provide in-person instruction to pupils, the District/PSA will prioritize providing in-person instruction to pupils in grades PreK to 5 who are enrolled in the District/PSA.
7. The District/PSA assures that
 - instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
 - the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - the District/PSA will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after the approval of the plan, and every 30 days thereafter at a meeting of the Board, and
 - public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District/PSA during a public meeting described in PA-149.
8. The District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules, and regulations.
9. The District/PSA will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District/PSA and the pupil's teacher or at least one (1) of the pupil's teachers during each week of the school year for at least 75% of the pupils enrolled in the District/PSA. The District/PSA will publicly announce its weekly interaction rates at each District/PSA Board meeting where it re-confirms how instruction is being delivered. The District/PSA will make those rates available through the transparency reporting link located on the District/PSA website each month for the 2020-2021 school year.

District Superintendent or President of the Board of Education/Directors

Date

Learning Plan Narrative

Opening Statement

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

The COVID-19 global pandemic is impacting our school community in a number of ways: we are experiencing a traumatic event, many students may have significant gaps in their learning, and equity issues are more pronounced.

As we return to school in the fall, our first priority will be to ensure the well-being of all members of our school community. Because of the wide range of experiences students had during the remote learning portion of the 19-20 school year, we anticipate that students will come to school in the fall of 2020 with a wider than usual range of competencies. We expect that many students will be behind and will need opportunities to catch up. Teachers will need opportunities to collaborate with each other as they examine student work and determine what comes next in the learning for each student.

Educational Goals

- **Please outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. The District/PSA must establish all of its goals no later than September 15, 2020. Authorizing bodies expect PSA educational goals will be aligned to the educational goal within your charter contract.
- **Specify** which goals are expected to be achieved by the middle of the school year and which goals are expected to be achieved by the end of the school year.
- **Ensure** that all of the following apply to the educational goals described in this section: (a) The goals include increased pupil achievement or, if growth can be validly and reliably measured using a benchmark assessment or benchmark assessments, growth on a benchmark assessment in the aggregate and for all subgroups of pupils; (b) The District/PSA 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/PSA's educational goals are measurable through a benchmark assessment or benchmark assessments.
- To the extent practicable, the District/PSA will administer the same benchmark assessment or benchmark assessments that was administered to pupils in previous years.

Quality Evidence-Based Assessment Practices

Royal Oak Schools believes that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in school/district academic performance and to identify effective instructional programs. We believe it can provide guidance for standardizing or adjusting curriculum and instruction across grade levels, schools, and districts.

Royal Oak Schools will continue the use of (and professional learning around the use of) the formative assessment process as a powerful practice embedded in the teaching and learning process to continuously observe where our students are in order to modify instruction.

We believe in the use of the formative assessment process, which is supported by an extensive body of research, provides in-time data for both our teachers and students to accelerate their learning and progress and gives us a more complete picture of what our students know and are able to do.

Educational Goals

The NWEA assessments in reading and mathematics will be administered to all students twice: once in the first nine weeks of the school year, and again prior to the last day of school. Formative assessments will provide information to inform our progress toward our goals over the course of the year. Data from these assessments will be analyzed by staff and shared with the Royal Oak Board of Education in February, 2021, and June 2021.

To assess student learning and growth and meet state requirements, the district will administer NWEA MAP assessment three times per year. The winter administration of this assessment will inform our progress report on goals posted that are required by February 1, 2021.

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

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading/ELA academic standards.
- Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

Goal 2 - All students (K-8) will improve performance in Mathematics from Fall to Spring as measured by NWEA.

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Math academic standards.
- Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

Instructional Delivery & Exposure to Core Content

- **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).

Note: Our full instructional plan can be found at www.royaloakschools.org.

Mode of Instruction

January 14, 2021

At the regular meeting of the Board of Education on January 14, 2021, the Board approved the hybrid model as presented with opportunities for a return to in-person learning starting on March 1, 2021.

December 10, 2020

At the regular meeting of the Board of Education on December 10, 2020, it will be recommended that the Board re-approve and continue with the learning plans approved at the November Board meeting.

November 9, 2020

A special meeting of the Board of Education was held on November 4, 2020, to review the previously approved plan to return students to hybrid learning on November 9, 2020. Oakland County has moved from a C to an E on the school building spread indicators. Guidelines from Oakland County Health Division state that “Building(s) with known cases in staff or students but no ongoing transmission” should “consider remote instruction in the entire district”. We are currently experiencing a high number of staff members needing to quarantine due to health situations in their homes. There is a low availability of substitute teachers at this time. Oakland County Health Division expects cases to rise in the coming weeks due to possible increased mobility during holiday times and has recommended that districts who are currently in a remote learning environment remain remote. With these considerations in mind, all Royal Oak Schools PreK-Post-secondary programming will remain remote until January 29, 2021.

At the elementary level, students will engage in synchronous and asynchronous learning activities all five days of the week. Synchronous lessons will occur Monday through Thursday. Office hours and opportunities for parents and students to conference with

teachers are available daily on a scheduled basis. Asynchronous lessons will occur Monday through Friday.

At the middle school level, asynchronous lessons are scheduled Monday through Friday, with synchronous lessons occurring Tuesday through Thursday. Mondays are also reserved for student teacher conferencing.

At the high school level, both synchronous and asynchronous activities take place Monday through Friday. Student conferencing and office hours are available Tuesday through Friday in the afternoons.

At the GSRP (Great Start to Readiness Program) level, students will move to a full remote program, engaging in synchronous and asynchronous learning activities four days of the week. Office hours and opportunities for parents and students to conference with teachers are available daily on a scheduled basis

Special Education students PreK-Post Secondary will move to a full remote program, engaging in synchronous and asynchronous learning five days per week. All components of IEPs, including speech and language, occupational therapy, physical therapy, and social work will continue. This is in addition to their general education programming. The district ensures a continuation of services for students receiving speech and language, occupational therapy, physical therapy, or social work services within their IFSP or IEP. The district also ensures a method for the continuation of evaluation for students suspected of having a disability as well as those requiring re-evaluation.

September 8, 2020

To start the school year, all students Pre-Kindergarten through post-secondary programming are in virtual learning.

At the GSRP (Great Start to Readiness Program) level, students will engage in a hybrid model with live, synchronous and asynchronous learning activities four days of the week. Office hours and opportunities for parents and students to conference with teachers are available daily on a scheduled basis.

At the elementary level, students will engage in synchronous and asynchronous learning activities all five days of the week. Synchronous lessons will occur Monday through Thursday. Office hours and opportunities for parents and students to conference with teachers are available daily on a scheduled basis. Asynchronous lessons will occur Monday through Friday.

At the middle school level, asynchronous lessons are scheduled Monday through Friday, with synchronous lessons occurring Tuesday through Thursday. Mondays are also reserved for student teacher conferencing.

At the high school level, both synchronous and asynchronous activities take place Monday through Friday. Student conferencing and office hours are available Tuesday through Friday in the afternoons.

Special Education students PreK-12 have opportunities to meet in-person with their caseload managers to meet the requirements of their IEPs. All components of IEPs, including speech and language, occupational therapy, physical therapy, and social work will continue. This is in addition to their general education programming.

Royal Oak Schools plans for students in grades PreK-8 to return to a hybrid schedule on November 9, 2020. The hybrid schedule for those grades calls for each building to have half of their student enrollment in the building on Mondays and Wednesdays and the other half in the building on Tuesdays and Thursdays. When students are not in the building for in-person learning Monday through Thursday, they will be at home engaging in asynchronous learning. On Fridays, teachers will have whole class synchronous lessons. GSRP PreK returned to a hybrid schedule on September 16, 2020 with reduced hours. GSRP will return to a morning hybrid schedule on November 9, 2020. Students will attend Monday through Thursday mornings in person and engage in asynchronous instruction in the afternoons Monday through Thursday.

- **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/PSA had planned for that exposure to occur for in-person instruction.

Note: The Royal Oak Schools full instructional plan can be found at www.royaloakschools.org.

Curriculum and Instruction: Academic Standards

The Royal Oak Schools curriculum for core academic areas is aligned to state standards. As teachers navigate the wider than usual range of competencies expected this fall, they will use these [Curriculum, Instruction, and Assessment Toolkits](#) to provide guidance to help them design new (or best utilize existing) pre-assessments to plan for differentiation of content, use results from pre-assessments to inform instruction and prioritize K-12 instructional standards for the 2020-2021 School Year. The CIA Toolkits will guide teachers to implement instructional approaches to meet the range of student needs as school begins in Fall 2020, identify assessment ideas that allow students to demonstrate understanding in a variety of ways, assess and provide instruction in the content areas in face-to-face, virtual, and blended classroom environments, and incorporate well-being and SEL/trauma-informed practices into instruction.

Best practices for beginning learning in Fall 2020 were established by professional teams over the summer. Areas of focus included Social Emotional Learning and best practices for remote learning. Professional development was created by these teams and provided to staff as they returned to work. In addition, teams have access to the following resources provided by Oakland Schools, [Best Practices for Remote Learning](#):

- Remember Maslow
- Nurture a positive home climate for learning and parental involvement
- Establish and maintain remote classroom norms and learning routines
- Implement culturally responsive teaching practices
- Encourage student collaboration and discourse
- Create opportunities for and attend carefully to feedback
- Engage students in meaningful learning opportunities

- **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.

Assessment and Grading

Royal Oak Schools bases its assessment system on the Michigan Standards. We regularly assess students at the district and classroom level to determine if they are making progress toward meeting those standards. We place a heavy emphasis on formative assessment. This is critical in the instructional process so that students receive timely feedback that helps them know what they need to do to improve. It also gives the teacher important information to know how to adjust the teaching and learning process to meet each student's needs.

To assess student learning and growth and meet state requirements, the district will administer NWEA MAP assessment three times per year. The winter administration of this assessment will inform our progress report on goals posted that are required by February 1, 2021. Data from these assessments will be analyzed by staff and shared with the Royal Oak Board of Education in February, 2021, and June 2021.

Royal Oak Schools

We also have a system for delivering summative assessments at the district and classroom levels. These are given at the end of a period of learning as an evaluation of what has been learned and are part of our district grading process. For example, our teachers deliver summative assessments at the end of each unit of study in our curriculum. These assessments are based on a coherent set of standards in the subject area that focus on a related group of skills and disciplinary knowledge.

Royal Oak Schools makes available to our parents through Canvas, our new learning management system, information about student learning expectations and assignments. Our teachers keep up-to-date information on student grades in MiStar, our student information system. Finally, we provide report cards at the end of each marking period.

Equitable Access

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

Technology

Royal Oak Schools ensures all students will be provided equitable access to technology and the internet as described in our Continuity of Learning Plan that was previously submitted to the state. To date, the district has distributed over 3000 Chromebooks to families who indicated they are in need of a technology device for remote learning at home. In addition, the district is providing hot spots to families who have indicated that internet access is a concern. Royal Oak Schools system for maintaining student access to technology devices and the internet is described in the Continuity of Learning Plan, and in the MI Safe Schools Road Map at www.royaloakschools.org.

- **Please describe** how the District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules, and regulations.

Students with identified special needs

Royal Oak Schools has reviewed all students with IEPs, IFSPs and 504 plans. The district has completed Contingency Learning Plans for all students with IEPs and all students with 504 plans, upon parent request. The assigned general education staff and special education staff have collaborated to ensure students' needs are being addressed. Royal Oak Schools has provided in person instruction for students with IEPs who have the greatest needs. On November 9, 2020, the district plans to return to a hybrid model for all students K-8, providing a M/W and T/Th in person schedule for instruction. Our students with IEPs at the high school will continue to receive in person instruction as currently scheduled. Royal Oak Schools Adult Transition Program (TRAILS) will continue to provide in person instruction 4 days per week with students scheduled in two hour blocks of time. The birth to three services, typically provided in the home will remain virtual and our ECSE students will continue with their 4 day a week schedule for 3 hour sessions. Royal Oak students attending CTE programming will continue to receive virtual instruction and scheduled opportunities for in person time with their general and special education teachers.

Royal Oak Schools has established structures for general and special education teachers and/or providers to collaborate and communicate regarding student performance and student needs on IEP goals and objectives with special consideration regarding assistive technology and accessibility. On-going scheduled professional development time ensures opportunities for general education and special education collaboration.

The district ensures a continuation of services for students receiving speech and language, occupational therapy, physical therapy, or social work services within their IFSP or IEP. The district also ensures a method for the continuation of evaluation for students suspected of having a disability as well as those requiring re-evaluation.

- **Optional Considerations for District/PSA Extended COVID-19 Learning Plans:**

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

The Royal Oak Schools full instructional plan addresses ways all learners are supported and can be found at www.royaloakschools.org.