



RETURN TO IN-PERSON INSTRUCTION AND CONTINUITY OF SERVICES PLAN

*Update to our previous
Extended COVID-19 Learning Plan*

April 2024

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Information

Address of School District/PSA:	Avondale School District 2940 Waukegan St. Auburn Hills, MI 48326
District Code Number:	63070
District Website Address:	www.avondaleschools.org
District Contact and Title:	Dr. James V. Schwarz, Ph.D. Superintendent
District Contract Email Address:	James.Schwarz@avondaleschools.org
Name of Intermediate School District/PSA:	Oakland Schools
Date of Approval:	May 7, 2024

Assurances

1. Section 2001(i)(1) of the ARP Act requires each LEA that receives ARP ESSER funds to develop and make publicly available on the LEA's website, not later than 30 days after receiving ARP ESSER funds, a plan for the safe return to in-person instruction and continuity of services for all schools, including those that have already returned to in-person instruction.
2. Section 2001(i)(2) of the ARP Act further requires that the LEA seek public comment on the plan and take those comments into account in the development of the plan.
3. The interim final requirement clarifies that an LEA's plan must include how it will maintain the health and safety of students, educators, and other school and LEA staff, and the extent to which it has adopted policies, and a description of any such policies, on each of the CDC's safety recommendations.
4. The requirement further clarifies that the plan must describe how the LEA will ensure continuity of services, including, but not limited to services to address students' academic needs and students' and staff social, emotional, mental health and other needs, which may include student health and food services.
5. The requirement provides that, during the period of the ARP ESSER award established in section 2001(a) of the ARP Act (i.e., until September 30, 2023), an LEA must periodically, but no less frequently than every six months, review and, as appropriate, revise its plan.
6. Under the requirement, the plans must be: In an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.

Learning Plan Narrative

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 this fall, our first priority is to ensure the well-being of all members of our school community. Because of the wide range of experiences students had during remote learning, we anticipate that students will continue to come to school with a wider than usual range of competencies. We expect that many students will still 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.

As Avondale begins the school year, we will need to make certain that there are structures in place to ensure student engagement and achievement for all. This plan will focus on teaching and learning with an emphasis on equity for all learners and the well-being of students and staff.

Our existing Extended COVID-19 Learning Plan was reviewed to determine if any modifications were needed. The review process will continue not more than every six months after receiving our ESSER III ARP Grant Award Notification dated May 3, 2022.

Modification History

November 2022

- Assurances were updated per the Interim Final Requirement for ESSER III ARP Funds
- Removal of virtual/hybrid learning language

May 2023

- Updated Health and Safety section to reflect upcoming school year.

October 2023

- Updated the Curriculum and Instruction and the Health and Safety sections to reflect upcoming school year.

April 2024

- No changes required.

Educational Goals

Quality Evidence-Based Assessment Practices

The Avondale School District 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.

However, we will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, Avondale School District 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 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 three times: once in the first nine weeks of the school year, again in January, and finally 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. Progress reports will be available on our website in February and June.

As a means of continuous improvement in teaching & learning, all teachers will receive professional development in, and commit to the use of, the formative assessment process.

Additionally, we will continue to engage stakeholders in the district's balanced assessment system, including publicly sharing aggregate and student subgroup performance reports on NWEA results.

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

Mode of Instruction

All Avondale School District students will attend in person school five days per week.

Curriculum and Instruction: Academic Standards

The Avondale School District curriculum for core academic areas is aligned to state standards and housed in Atlas Rubicon. As teachers navigate the wider than usual range of competencies expected this fall, they will use these Curriculum, Instruction, and Assessment (CIA) 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 2023-2024 School Year. The CIA Toolkits will guide teachers to implement instructional approaches to meet the range of student needs as they return to school in the fall, 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.

As our high school elective teachers work to engage students remotely, they will use 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 opportunity

Assessment and Grading

Avondale School District 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.

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.

We make available to our parents and legal guardians a web-based system that allows them to see their children's grades at any time. Our teachers keep up-to-date information on student grades in this system. We also send progress reports to our parents and guardians during each marking period. This is in addition to the expectation we have for all teachers that they keep parents and guardians abreast of any concerns regarding a student's grade through emails and phone calls. Finally, we send out to parents report cards at the end of each marking period.

Equitable Access

Technology

The Avondale School District 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. We have distributed a minimum of 1 device per student. In addition, we have also distributed internet connectivity through hot spots per family need.

Students with identified special needs

The Avondale School District Special Education Department is dedicated to providing free and appropriate educational opportunities for students with disabilities and will align with Oakland County Health Division recommendations.

Our special education staff will continue working with families to collaboratively identify the most essential services for each student that can be provided both directly and indirectly in virtual or face to face learning environments. Students' IEPs, IFSPs, and 504 plans will be reviewed in coordination with general and special education teachers and/or providers to address any data-driven accommodations and/or services that are needed due to known changes in students' needs. Student plans will be adjusted, as needed, in coordination with families. We recognize that each student will have an individual plan based on the learning model selected by a student's family.

Avondale Schools will continue to support our students with IFSPs and IEPs in the following programs:

- Birth to 3/Early On
- Early Childhood/Pre-K Special Education Programs & Services
- K-12
- Avondale SKILLS Program (Ages 18-26)
- Avondale students who attend Center-Based Programs in Oakland County
- CTE Programming

The Special Education Department will follow MARSE and IDEA policies and procedures for students with disabilities. This includes following child find requirements, evaluations, eligibility, and providing accommodations, aids and related services to students who are eligible under

MARSE criteria for disabilities. Avondale Schools will adhere to health guidelines during evaluations and when providing accommodations, aids, and related services.

Avondale Schools will continue to identify, locate, and evaluate students suspected of having a disability and needing special education and related services. At the same time, Avondale Schools will be mindful that students have had changes to their typical learning environment when initiating the referral process. Some evaluation procedures can be completed in virtual learning situations and other evaluations require in person contact with students or observations of students in school settings. Any in-person evaluations that Avondale will conduct will adhere to public health guidelines for the safety of students and staff.

Avondale Schools are committed to providing families an opportunity to have meaningful participation in the special education process. We will continue to conduct virtual IEP meetings. The district 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.

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.

English Learners

Avondale Schools continue to support early English Learners with a comprehensive screening process that we have adapted to virtual avenues to connect with all students. Service providers continue to provide English Learners support through remote instruction in both direct and indirect circumstances. WIDA scores are reviewed and utilized to help inform appropriate supports.

The Student Services Department will follow all district and federal Section 504 policies and procedures for compliance under Section 504. This includes:

- Adhering to child find requirements, evaluations, eligibility, and providing accommodations, aids and related services to students who are eligible under Section 504.
- Following required social distancing protocols during evaluations and when providing accommodations, aids, and related services.

The Student Services Department will:

- Support students with Section 504 Accommodation Plans
- Demonstrate good faith effort to provide accommodations and related services to students with 504 Plans
- Provide services in the areas of: Social Worker, Occupational Therapy, Physical Therapy, Speech and Language Services, and Oakland Schools Consultant support, as stated on student's 504 plans. Avondale Schools will provide these supports using several methods, which may include Zoom, Google Meets, or other platforms.
- Will work to ensure accessibility, including accommodations to their general education learning, as well as individual student needs.
- If we in good faith cannot provide services on the 504 plan, the District will provide a Notice document to families.

Avondale Schools will continue to identify, locate, and evaluate students suspected of having a qualifying disability under Section 504. Avondale Schools will conduct evaluations remotely and in-person, while adhering to public health guidelines for the safety of students and staff. All federal and district policies and procedures will be adhered to in order to meet compliance under Section 504

Extended Opportunities

For our students in dual enrollment and advanced placement courses we will be working with our providers to offer a diverse array of options throughout remote instruction, conducting courses as designed. The same opportunities for these course options are no different than when conducting in-person instruction. We will ensure that the students have the appropriate materials and support to complete these courses. For students enrolled in CTE programs we will work with the Oakland Schools Technical Center CTC Principal/Director to ensure our students have the ability to participate and complete these courses remotely to start the year and resume in-person when conditions allow. When needed, the district will ensure the student has the necessary resources. Early College students will continue their coursework through Rochester University within a remote format similar to students on campus. Students will return to in-seat as the college returns to in-seat instruction. Students will follow all attendance and course/grading expectations within these different venues, which maintain the rigor of expectations as if in-seat.

Teachers will use the instructional platform to monitor student wellness, engagement, attendance and completion of assignments. They will also keep a log of communication with students and families. Inconsistent completion and/or communication with a parent or student

will be raised to the principal or counselor level to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections (31N Coordinator, DHHS, ISD supports etc.)

Health and Safety

Avondale School District will continue our collaboration with the Oakland County Health Department for guidelines concerning appropriate methods for delivering pupil instruction for the 2023-2024 school year that are based on local data. A determination concerning the method for delivering pupil instruction shall remain at the District Board's discretion. Our district is committed to keeping our students and staff safe during in school instruction.