



Oxford Community Schools Extended COVID-19 Learning Plan *as Described in Public Act 149, Section 98a*

September 29, 2020

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 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.

District 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, as applicable, no later than October 1, 2020 for approval. ISDs will transmit the approved plan to the superintendent of public instruction and the state treasurer.



Oxford Community Schools Extended COVID-19 Learning Plan

Address of School District: 10 N. Washington; Oxford, MI 48371

District Code Number: 63110

District Website Address: www.oxfordschools.org

District Contact and Title: Tim Throne, Superintendent

District Contact Email Address: Tim.Throne@oxfordschools.org

Name of Intermediate School District: Oakland Schools

Date of Adoption by Board of Education/Directors: September 29, 2020

Assurances

1. The District will make their board approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's website no later than October 12, 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 approved 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 reconfirm 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 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 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 weekly interaction 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.



President of the Board of Education

9/29/2020

Date

Learning Plan Narrative

Opening Statement

The COVID-19 global pandemic continues to impact the world and our school community. As a result, an Extended COVID-19 Learning Plan (ECOL) is necessary.

Oxford Community Schools began the 2020-2021 school year on Monday, August 31, 2020 providing our families with two choices: in-person instruction or virtual through our Oxford Virtual Academy (OVA). The result of this choice was that over 20% of our traditional seated students transferred to our virtual program.

As school resumes, our first priority will be to ensure the well-being of all members of our school community. Due to the wide range of experiences students had during the remote learning portion of the 19-20 school year, we anticipate that students may return to school this fall with a wider than usual range of competencies. To that end, it is imperative that we closely monitor our students, understand their strengths, and provide ample opportunities to address areas of need.

Our plan will focus on teaching and learning with an emphasis on equity for all learners and the well-being of students and staff. We will continue to follow and implement our strong Multi-Tiered System of Support (MTSS). MTSS is a comprehensive framework that uses a collection of research-based strategies designed to meet the individual needs of the whole child (academic, behavioral, physical, social, and emotional). Our Multi-Tiered System of Support allows us to decide what is important for students to know and learn and teach what is important in a dynamic, diversified, and engaging way. We keep track of how our students are progressing and provide support or make adjustments to our instructional approaches or interventions in order to improve results.

Educational Goals

Oxford Community Schools strongly believes in the implementation of a Multi-Tiered System of Support (MTSS). Within this system of support, high quality instruction and systematic, ongoing monitoring of student progress are at the core. We believe that a balance of nationally normed screeners as well as diagnostic and formative assessments help us effectively monitor and evaluate student performance and identify trends. The formative assessment process provides timely 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.

Assessment data can provide us guidance for adjusting curriculum and instruction across grade levels, schools, and the district. We will continue to allow our teachers time to collaborate and dig into the data in order to make tier 1 instructional decisions to better meet the needs of our students.

FastBridge assessments combine Curriculum-Based Measures (CBM) and Computer-Adaptive Tests (CAT) and deliver accurate, actionable reports for screening, skill analysis, and instructional planning for reading, math and social-emotional behavior (SEB).

Oxford Community Schools utilizes aReading and aMath three times a year for all students DK-8. We will continue to follow our MTSS process which includes the administration of FastBridge assessments. We plan to not only meet, but exceed the criteria for administering the tests once in the first nine weeks of school as well as before the last day of school.

We will use the data from FastBridge as well as other formative assessments to inform our progress towards the goals below. Progress reports will be presented to our Board of Education in February and in June and will also be available on our website. Additionally, we will make student test reports available to families within 30 days of testing.

The NWEA MAP Growth assessment in reading and mathematics will be administered three times during the school year to all students attending Oxford Virtual Academy. MAP Growth is an innovative assessment for measuring achievement and growth in K–12 math and reading. It provides teachers with accurate and actionable evidence to help target instruction for each student or groups of students. It also connects to the largest set of instructional content providers, giving educators flexibility in curriculum choices.

SEATED SCHOOLS

Reading

Goal 1 Mid - The fall FastBridge *aReading* mean scale score for all K-8 students and all subgroups of students will improve by 7.5 points by the middle of the year as compared to the fall score.

Goal 1 End - The fall FastBridge *aReading* mean scale score for all K-8 students and all subgroups of students will improve by at least 15 points by the end of the year as compared to the fall score.

Math

Goal 2 Mid - The fall FastBridge *aMath* mean scale score for all K-8 students and all subgroups of students will improve by 3 points by the middle of the year as compared to the fall score.

Goal 2 End - The fall FastBridge *aMath* means scale score for all K-8 students and all subgroups of students will improve by at least 6 points by the end of the year as compared to the fall score.

VIRTUAL SCHOOLS

Reading

Goal 1 Mid - The NWEA mean RIT reading score for winter will meet the national mean RIT score for the winter testing window for each K-8 grade level, including all subgroups of students.

Goal 1 End - The NWEA mean RIT reading score for spring will meet the national mean RIT score for the spring testing window for each K-8 grade level, including all subgroups of students.

Math

Goal 2 Mid - The NWEA mean RIT math score for winter will meet the national mean RIT score for the winter testing window for each K-8 grade level, including all subgroups of students.

Goal 2 End - The NWEA mean RIT math score for spring will meet the national mean RIT score for the spring testing window for each K-8 grade level, including all subgroups of students.

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Instructional Delivery & Exposure to Core Content

Mode of Instruction: To start the school year, students will either attend school every day for face-to-face instruction through our traditional seated schools or virtually through our Oxford Virtual Academy. Student and staff safety is addressed in our Preparedness and Response Plan. Throughout the year it may become necessary to deliver instruction to our seated students through virtual methods if local conditions merit this approach on a short term or long term basis based on recommendations from The Oakland County Health Division. The school board will be consulted and will assist the superintendent with this decision.

For students who attend face-to-face, we will utilize split attendance for the first two weeks of school in order for students and staff to ease into the school year and the new protocols for safety. Beginning the third week of school, all students will be in attendance daily. For students who attend the Oxford Virtual Academy, the first day of school was delayed a week to prepare adequately for the increased enrollment. All students, whether receiving in-person instruction or virtual instruction, will receive 180 days and 1098 hours of instructional content.

Curriculum and Instruction: Academic Standards

Oxford Community Schools' curriculum is aligned to the state standards. In addition, the curriculum used by the traditional seated schools is aligned to the standards and framework of the International Baccalaureate program. Oxford Virtual Academy will use district approved curriculum through third party vendors and curriculum developed by Oxford teachers.

All teachers will teach the curriculum for each pupil's current grade level and will follow the same curriculum scope and sequence as we normally do each year. With that being said, we will also make adjustments to meet the needs of individual students based on observations and assessment data.

Assessment and Grading

Oxford Community Schools regularly assesses 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 utilize summative assessments at the district and classroom levels to evaluate learning. These are given at the end of each learning cycle. 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. These assessments supply teachers with valuable information about student learning and progress towards educational goals. These assessments are used by teachers to inform parents on their child's learning.

We make available to our parents and legal guardians a web-based system that allows parents or guardians to see their children's grades at any time. Our teachers keep up-to-date information on student grades in this system as assignments and projects are completed. 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. Elementary parents receive standards-based report cards three times a year. Middle School parents receive quarterly report cards and high school parents receive report cards at the end of each semester. Parents of students in Oxford Virtual Academy receive report cards twice a year.

Equitable Access

Oxford Community 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. We have issued every 6-12 seated student a Chromebook device. Once our order arrives we will ensure that each seated elementary student has access to a Chromebook device as well.

According to state requirements, the Oxford Virtual Academy supplies each student with a device and ensures each student is able to access the internet. If the student's family does not have access to the internet, the family is given a prepaid internet hotspot. If the seated schools need to utilize virtual instruction, the seated schools will follow the same practice.

Students with identified special needs

When school starts, 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.

As we begin developing IEPs for the 2020-2021 school year there are several items that must address in every IEP due to Covid-19:

- COVID Impact Services
- Contingency Learning Plans

COVID Impact Services: Using data the staff will determine if a student's skill level has declined due to remote learning March through June. If so the student is entitled to COVID Impact Services. These services are to be provided during the school day and documented under *Other Considerations* and on the *Notice Page*. All IEP teams must consider COVID Impact Services no later than December 2020.

Contingency Learning Plans (CLP) is a plan that is developed when the district is not following the IEP as written due to COVID. The district will be writing all IEPs as if we were **NOT** in a global pandemic. A CLP will be developed to identify what programs and services will look like during the pandemic. The Plan is a separate document that you must be uploaded into PowerSchool Special Education.

Oxford Community 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. 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 and initial evaluations.

Optional Considerations for District Extended COVID-19 Learning Plans:

Our plan will focus on teaching and learning with an emphasis on equity for **all** learners. We will continue to follow and implement our strong Multi-Tiered System of Support (MTSS). MTSS is a comprehensive framework that uses a collection of research-based strategies designed to meet the individual needs of the whole child (academic, behavioral, physical, social, and emotional). Our Multi-Tiered System of Support allows us to decide what is important for students to know and learn and teach what is important in a dynamic, diversified, and engaging way. We keep track of how our students are progressing and provide support or make adjustments to our instructional approaches or interventions in order to improve results. This information is used to address the needs of our students (at-risk, English Learners, special education, 504). This includes providing support to these students. Our plan is to implement all of our programs and intervention supports as we normally do.

We will also focus on the social and emotional well-being of students and staff. We have created a Wellness committee for each school to monitor the wellbeing of staff and students. In addition, we have created a district committee to oversee the coordination of these committees. Each building will utilize screener tools with students and staff to assess the overall mental health of each building and to identify individuals who may need additional support. Meeting the social and emotional needs of students and staff will assist the district with delivering equitable instruction to all students.

We are also ensuring that our early childhood center is open and servicing students. Our goal is to keep our early childhood center open in the event we shift to remote learning. Additionally, all programs such as CTE, Oxford Schools Early College, Dual Enrollment, AP classes, etc. are being offered this year. These programs will continue even if we have to implement virtual learning due to local conditions.