



Saginaw Public School District Extended COVID-19 Learning Plan

Address of School District/PSA: 550 Millard St.

District/PSA Code Number: 73010

District/PSA Website Address: www.spsd.net

District/PSA Contact and Title: Dr. Ramont Roberts

District/PSA Contact Email Address: rmroberts@spsd.net

Name of Intermediate School District/PSA: Saginaw Intermediate School District

Name of PSA Authorizing Body (if applicable):

Date of Adoption by Board of Education/Directors: September 16, 2020

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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 4th, 2020.
2. **By not later than January 15, 2021, the district shall create a report that includes information regarding both of the following and shall ensure that the report under this subdivision can be accessed through the transparency reporting link located on the district's website:**
 - a. **The amount and type of training provided during the current school year as of the date of the report to teachers of the district through professional development that focuses on how to deliver virtual content.**
 - b. **The amount and type of training provided during the current school year as of the date of the report to the parents and legal guardians of pupils and to pupils on how to access and use virtual content provided by the district.**
3. 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 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/PSA expected would be achieved by the end of the school year.
4. Benchmark Assessments: The District/PSA will
 - a. select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - b. 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.
5. If delivering pupil instruction virtually, the District/PSA will
 - a. provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
 - b. 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.
6. 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 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/PSA Board's discretion.* Key metrics that the District/PSA will consider shall include at least all of the following:
 - a. COVID-19 Cases or Positive COVID-19 tests

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- b. Hospitalizations due to COVID-19
 - c. Number of deaths resulting from COVID-19 over a 14-day period
 - d. COVID-19 cases for each day for each 1 million individuals
 - e. The percentage of positive COVID-19 tests over a 4-week period
 - f. Health capacity strength
 - g. Testing, tracing, and containment infrastructure with regard to COVID-19
7. 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 K to 5 who are enrolled in the District/PSA.
8. The District/PSA assures that
 - a. instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
 - b. the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - c. the District/PSA 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~~ **each month** thereafter at a meeting of the Board, and
 - d. **For each reconfirmation described in this subdivision, the district shall report to the center, in a form and manner prescribed by the center,**
 - i. **the instructional delivery method that was reconfirmed;**
 - ii. **how that instruction will be delivered for each grade level offered by the district, including pre-kindergarten, as applicable; and**
 - iii. **whether or not, as determined by the department in consultation with the center, the district is offering higher levels of in-person instruction for English language learners, special education students, or other special populations.**
 - e. 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.
9. 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.
10. 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, **or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress** 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.

Clarification of Assurance 10: "2-way interaction" means a communication that occurs between a pupil and the pupil's teacher or at least 1 of the pupil's teachers **or another district**

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employee who has responsibility for the pupil's learning, grade progression, or academic progress, where 1 party initiates communication and a response from the other party follows that communication, and that is relevant to course progress or course content for at least 1 of the courses in which the pupil is enrolled or relevant to the pupil's overall academic progress or grade progression. Responses, as described in this subdivision, must be to ~~the~~ communication initiated by the teacher, **by another district employee who has responsibility for the pupil's learning, grade progression, or academic progress, or by the pupil,** and not some other action taken.

Ramont M. Roberts, Ph.D.

District Superintendent or President of the Board of Education/Directors

October 8, 2020

Date

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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, and there were many things to take into consideration in developing a learning plan, including health and safety practices, social emotional support, academic needs as many students may have significant gaps in their learning, and equity issues that may be more pronounced.

As we return to school in the fall, our first priority will be to ensure the mental and social emotional health 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 and gaps in learning. We expect that many students will be behind and will need opportunities to catch up. Teachers will need opportunities to engage in collaborative inquiry with each other as they examine student data to inform instruction and personalize learning for each student to improve academic outcomes.

Schools throughout Michigan will adapt and operate differently than was usual pre-pandemic. Parents, teachers, staff, and students will need to be flexible and open to the need to change plans and further adapt operations quickly and with little advanced notice. Our priority is to *protect the health of our staff and students* while continuing to provide a rigorous educational program aligned to the standards and capable of keeping our students on track at each grade level.

As the Saginaw Public School District plans to begin the school year in remote learning environment, we have developed a continuum of learning plan to ensure that there are systems and structures in place to ensure student engagement and achievement for all. The plan is flexible to changing public health concerns presented by the COVID-19 pandemic, and allows the District to shift learning models based upon changing public health circumstances. Our plan is grounded in the public health science and data provided by the State Department of Health, the Governor and Michigan Department of Education, the Saginaw County Health Department, CDC, and collaboration with other Saginaw County School Districts through the Saginaw County ISD. This plan will focus on teaching and learning with an emphasis on equity for all learners and the well-being of a diverse constituency.

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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

The Saginaw Public 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, Saginaw Public 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.

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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. Progress reports will be available on our website in February and June.

Goal 1 – All students (K-11) will meet or exceed their fall to winter and winter to spring growth targets in the 2020-21 school year on the reading assessment 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-11) will meet or exceed their fall to winter and winter to spring growth targets in the 2020-21 school year on the math assessment 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.

Goal 3- All student in state approved CTE programs at the Saginaw Career Complex, which is the countrywide site will meet or exceed the following growth targets.

- Successful progression through curriculum segments, with a minimum of a 2.0 within each
- Occupational assessments (2.0) and/or certification test (pass)
- Participation in allowable work based learning with satisfactory employer evaluations.
- Post-secondary credit attainment

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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: The Saginaw Public School District’s full instructional plan can be found on the district’s homepage at www.spsd.net.

Mode of Instruction

To start the school year, all PreK-12 students will attend school virtually on SPSD’s online face-to-face learning platform using zoom on a three-day/two-day rotation. This online learning model involves an interactive, rigorous, structured academic program aligned to State standards and grade level proficiencies. In moving to this format, community, staff and student perspectives were kept at the forefront. Parent and community survey data highlighted the importance of face to face instruction and student relationships with staff and students, equal access to technology, high quality curriculum, instruction and academic support.

This online learning model will be synchronous and asynchronous that allows for teacher-student direct, face-to-face instruction via zoom with high quality coherent instruction on opposite days. With this model, all students will follow their entire schedule and attend face-to-face instruction on an A/B rotation. Students will receive face-to-face instruction via zoom Monday/Wednesday (Group A) and Tuesday/Thursday (Group B) with each group alternating every Friday.

While we have created the plans that best suit our community, things change rapidly. As a result, beginning November 2, 2020, the district will move into Phase I of our “All-In Hybrid Learning Model”. The All-in Learning Model returns students K-2 to school for face-to-face in person instruction. Students will follow their entire schedule and attend face-to-face instruction on an A/B rotation. Students will receive face-to-face instruction Monday/Wednesday (Group A) and Tuesday/Thursday (Group B) with each group alternating every Friday. On November 9, 2020, the district will move into Phase II of our All-in Hybrid Learning Model returning grades 3-5 to school and Phase III on November 30, 2020 returning students in grades 6-12 for face-to-face instruction on an A/B rotation.

SPSD Virtual Academy. The SPSD Virtual Academy is designed to offer 100% remote instruction for students in grades K-12 beginning November 2, 2020. This online learning model involves a differentiated, rigorous, structured academic program aligned to State standards and grade level proficiencies. SPSD teachers will monitor progress and provide academic support.

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- **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 Saginaw Public School District's full instructional plan can be found on the main page at [SPSD Instructional Page](#).

Curriculum and Instruction: Academic Standards

The Saginaw Public School District 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 resources found on the instructional page at [SPSD Instructional Page](#) that provides links to same curriculum guides in the same scope and sequence using the same curriculum but in a digital format. Teachers have access to the same formative assessments that allow for the same continuous process in which students and teachers engage to monitor learning and inform instruction. The resources through their digital learning and instructional platforms have not changed. The biggest difference in the experience for teachers and students is that they use digital tools to communicate in real time (i.e., video, email, google voice). The digital environment, support and resources continue to allow for the implementation of instructional approaches to meet the range of student needs based on assessment data. Teachers have access to numerous formative assessments that allow students to demonstrate understanding in a variety of ways, allowing a more personalized experience and support.

As our high school elective teachers work to engage students remotely and face-to-face, they will use best practices for distance learning (Fisher, Frey & Hattie, 2021):

- Planning Instructional Units for Distance Learning
- Effective Feedback, Assessment, and Grading
- Establish and maintain remote classroom norms and learning routines
- Encourage student collaboration and discourse
- Create opportunities for and attend carefully to feedback
- Engage students in meaningful learning task

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- **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

The Saginaw Public School District uses a balanced assessment system to determine if students have learned the guaranteed curriculum that is aligned with State Standards. Teachers have access to and regularly use both formative and summative assessments to inform instruction and support both short and long term decisions. We regularly assess students at the district and classroom level using common formative assessments, interim and benchmark assessments and external summative assessments to determine if the guaranteed curriculum is being taught and if students are making progress toward meeting those standards. We place a heavy emphasis on formative assessment to facilitate a systemic, collective response to students who are struggling, promote equity for students and to insure essential outcomes are met. Formative assessments include, but are not limited to: performances, writing pieces, products, student work products, task assessed with rubrics, short quizzes, etc. This is critical in our schools Tier 1 instructional process within the response to intervention model. The most important result is identifying students who have not reached level of proficiency on prioritized learning targets and develop plans to close the academic gaps.

Common formative assessments are written by teacher teams in Professional Learning Communities around the critical learning targets. These common assessments provide critical information on which students have learned the target and which students need additional support. 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 used to give students a grade and may be part of our district accountability process. For example, our teachers deliver summative assessments to student's who use specific skills, strategies and disciplinary knowledge to show understanding of a coherent set of required standards in the subject area.

We make available to our parents and legal guardians a web-based system (Skyward) 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 weekly progress reports to our parents and guardians every Friday through skyward, as well as the end of 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 digitally as well as through mail a report card at the end of each marking period.

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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

The Saginaw Public School District ensures all students will be provided equitable access to technology and the internet as described in our Preparedness and Response Plan and our Continuity of Learning Plan that was previously submitted to the state. The Saginaw Public School District system for maintaining student access to technology devices and the internet is described in the Continuity of Learning Plan, and again www.spsd.net. These plans including providing every student with a Chromebook or Tablet. Students without internet access will be provided with wireless hotspots. For families who need additional support and accommodations (daycare, homelessness), we offer fully staffed Learning Labs at each school. Learning Labs allow students a safe and secure location in school to access the internet, receive breakfast, lunch and transportation. The SPSD response team recognizes the inequities among families with regard to technology access, and this plan is being intentional to eliminate barriers to digital access.

- **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

The special education students will have IEPs completed and up to date for service delivery as if the students were in a physical school building. The offer of FAPE for a student will be based on the student's current level of performance and student needs as addressed in their current IEP. IEP programming and services will follow IDEA and MARSE rules. Every student with an IEP (and those with Section 504 Plans) will have a Contingency Learning Plan developed with the parent and caseload teacher working together to agree to those programs, services, accommodations and modifications which constitute FAPE for the student in a virtual setting.

This CLP will be proportionate to the offer of FAPE as if we were in Phase VI of the MI Safe Schools: Michigan's 2020- 21 Return to School Roadmap. SPSD students are to be receiving a complete education with no reduction in services or instruction (30 hours weekly) therefore, students who receive special education and other ancillary services will be receiving the same amount of special education and ancillary service that they would in a normal school day/week even though we are in a virtual setting.

Students with IEPs will have access to the same virtual programs that general education students are receiving. They will have access to the general curriculum with resource and ancillary support as specified in their IEP. The students in our self-contained Cognitively Impaired

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Programs will receive virtual instruction in the modified curriculum they normally would receive in the actual school building. Classroom aides will be utilized to help instruct students virtually in small groups in areas where extra intervention is needed. All students will have access to an electronic device to use during lessons provided via ZOOM and Google Classroom.

Students will have the same opportunities to attend a learning lab or secure a wireless "hotspot" to ensure connectivity to their device. Communication and documentation will be important factors in establishing relationships between teachers and students (and families). There may be individual cases where services must be provided in person (speech, occupational therapy, Braille reading support, social work, etc.)

By agreement with the parent, these services will be delivered in the student's neighborhood school and appointments will be made by the caseload teacher work service provider. The building principal and secretary will be notified of these scheduled appointments. When these situations arise, based on individual student need and parent agreement, social distancing protocols will be followed, and students and staff will wear masks or face shields if appropriate.

The district ensures a continuation of services for students receiving speech and language, occupational therapy, physical therapy, or social work services within their 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.

All students will be provided equitable access to instruction according to the Multi-Tiered System of Supports (MTSS) comprehensive framework. In addition to students with disabilities, vulnerable populations such as English Language Learners and struggling student needs will be met according to the five essential components of the Michigan Department of Education's MTSS Practice Profiles.

A comprehensive screening and assessment system will be used to make informed instructional and programmatic decisions for all students. Continuous data-based decision making will be used to analyze, evaluate, and plan strategies for providing instruction in a tiered delivery

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Ramont M. Roberts, Ph.D., Superintendent of Schools

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system that matches student support to learner needs. Using team-based leadership, a representative group of personnel will ensure the selection and implementation of instruction, interventions, and supports are inclusive of a whole-child approach.

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