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

September 3rd Clarification

September 22, 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/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.

This is a Review Only document. Please download it as a Microsoft Word document to add your own District/PSA logo and Extended Covid-19 Learning Plan.

District/PSA Extended COVID-19 Learning Plans should be submitted to the ISD or Authorizing Body as a PDF file.

Farmington Public Schools Extended COVID-19 Learning Plan

Address of School District/PSA: 32500 Shiawassee St. | Farmington, MI 48336

District/PSA Code Number: 63200

District/PSA Website Address:**https://www.farmington.k12.mi.us/fps**

District/PSA Contact and Title: Dr. Robert Hererra

District/PSA Contact Email Address: robert.hererra@fpsk12.net

Name of Intermediate School District/PSA: Oakland Schools

Name of PSA Authorizing Body (if applicable):

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 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.

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 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 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:

   - 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 K 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 approved 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 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/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.
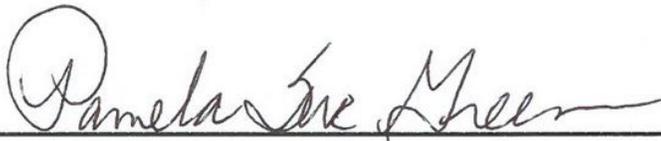
_____
President of the Board of Education

_9/29/2020_____
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.

Farmington Public Schools engaged in intentional planning as part of our Spring Continuity of Learning Plan. As it became clear that the 2020-21 school year would require planning for multiple possible instructional approaches, learnings from our emergency Continuity of Learning Plan informed our **Moving Learning Forward Preparedness** plan that was approved by the FPS Board of Education on August 11, 2020. As part of this plan Farmington Public Schools defined and built out three **instructional approaches** for possible enactment during the 2020-21 school year: **Learning at a Distance*** (full remote), **Hybrid**, and **Daily In-Person Instruction**.   The three instructional approaches were then aligned to the MI Safe Schools Return to School Roadmap and matched to the 6 phases of the MI Safe Start economic plan as each were released.
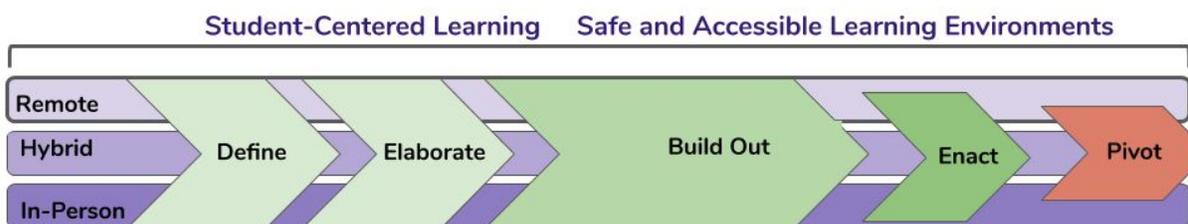
*Learning at a Distance approach reflects an intentional remote learning plan to ensure increased expectations for teaching and learning as compared to Spring's emergency Continuity of Learning Plan (CLP).

The Learning at a Distance (our fully remote approach) was originally targeted for enactment in the event our region was in phase 1-3. As a hybrid model was being planned for phase 4, it was clear that specific challenges were emerging that informed our recommendation to start the school year with fully remote learning. These included:

- Ability to social distance: Can we provide optimal opportunities for students and staff to social distance throughout the school day?
- Managing stability of our workforce: Can we accommodate staff absences and keep some consistency for our students and families?
- Mitigating and monitoring risk: Can we mitigate the risk for our students and staff while also controlling the conditions that allow for monitoring, tracing and tracking exposure (for example, our ability to cohort students safely)?
- Maintaining Instructional Integrity: How can we maintain instructional integrity in the context of adapted routines and structures to mitigate risk?
- Availability of activities: We recognize that students and families would like some level of "normalcy" for the child in a face-to-face setting. Can we offer opportunities such as recess and lunch safely?

The Farmington Public School Board of Education approved a Learning at a Distance (full remote) for our fall start on August 11, 2020 with an expectation that we would develop a phase-in plan to Face-to-Face instruction prior to going fully hybrid. A phase-in plan would provide time to

- ensure appropriate adapted routines and structures could be in place to mitigate risk as we increase the number of students and staff in our buildings during time time in which there is still community spread of the COVID 10.
- put plans in place to support other challenges to returning to in-person instruction.

Following the development and approval of our **Moving Forward Learning Preparedness Plan,** we would then be required to prepare an **Extended COVID-19 Learning Plan** as part of House Bill 5913 that was signed into law as Public Act 149 by Governor Whitmer. This plan includes new assurances and sections on educational goals, instructional delivery, grading, and equitable access. While our **Moving Forward Learning Preparedness Plan** does address many of these items**,** our **Extended COVID-10 Learning Plan** outlines key requirements related to benchmark assessments and progress monitoring towards specific performance goals while elaborating on existing features of our initial plan..

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 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 it administered to pupils in previous years.

Farmington Public School developed two goals. One in the area of reading. One in the area of mathematics.

Goal 1: Students will meet or exceed adequate growth from Fall to Winter and Fall to Spring as measured by the benchmark assessment in the area of literacy.
Goal 2: Students will meet or exceed adequate growth from Fall to Winter and Fall to Spring as measured by the benchmark assessment in the area of mathematics.

Adequate growth will be determined by expected and normative growth expectations set by the benchmark assessment.

The benchmark assessment will be administered in the fall, winter, and spring to support monitoring of progress. Data will be compared to historical data and disaggregated by subgroups.

Kindergarten students will be assessed using EasyCBM in math and reading. Students in grades 1-8 will be assessed using NWEA in math and reading. Grade 9 students will be assessed using NWEA in reading only.

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).

Farmington Public Schools has been committed to **ENHANCING** the core instruction of the classroom in an effort to **ENGAGE** ALL learners and **EMPOWER** them by building equitable learning environments. This has not changed, as we return to school this fall. To this end, FPS will focus on the following instructional framework in order to create a consistent **teaching and learning** focus regardless of where and when teaching and learning occurs. This framework has been mapped to the National Standards for Quality Online Learning to ensure the framework is applicable to a remote learning approach..

FPS Instructional Framework		National Standards for Quality Online Learning
Standards-Based Planning	• Making **learning targets visible** and accessible to the learner.	• The online teacher creates, selects, and organizes appropriate assignments and assessments to align curricular content with associated **standards-based learning goals.**
Conditions for Learning	• Establishing and maintaining effective **relationships.** • Providing **effective feedback** for all learners.	• The online teacher uses different types of tools to interact in online courses in order to nurture learner **relationships,** encourage learner interactions, and monitor and motivate learner **engagement.** • The online teacher helps learners reach content mastery through instruction and quality **feedback** using various formats.
Standards-Based Instruction	• Developing **complex and engaging tasks** that provide an opportunity for student's voice, choice, and interaction.	• The online teacher uses digital pedagogical tools that support communication, productivity, collaboration, analysis, presentation, research, **content delivery, and interactions.** • The online teacher is able to incorporate subject-specific and developmentally appropriate digital learning resources into online learning modules.
Professional Responsibility	• Promoting teacher leadership and **collaboration** • Maintaining expertise in content and **pedagogy**	• The online teacher is a **reflective** practitioner. • The online teacher continuously pursues **knowledge** and skills related to online learning and pedagogy.

Farmington Public Schools is a diverse learning community. As a result, an overarching lens through which the instructional framework will be enacted is one of equity. To this end, we will consistently ask the following questions:
- How do we provide rigorous instruction while ensuring instruction is accessible and adjusted to meet the needs of a diverse set of learners?
- In what ways are students placed at the center of instruction --supporting agency, choice, and voice?

● How are different perspectives given a position within the curriculum and dialogue?

Per Farmington Public Schools' Moving Forward Learning Preparedness plan that was BOE approved on August 11, 2020, three instructional approaches were defined and built out in order to offer continuity of learning in the event that the region moves between phases during the school year.

The **Learning at a Distance** approach (full remote) engages students in synchronous and asynchronous learning. Elementary and secondary schedules are developed to support engagement in live meets for full group and small group instruction. Elementary students receive instruction in math, science, social studies, and literacy as well as art, music, and PE. Secondary students receive instruction in all 6 of their classes within their schedule. Teaching and learning is supported by a learning management system, Canvas. *Learning at a Distance is implemented when the region is in Phase 1-3 and is an option for Phase 4.*

The **Hybrid** structure entails breaking students into two groups (Group A and Group B). Group A and Group B attend in-person instruction on different days with remote instruction on the off days.
● Student Group A attends in-person instruction on Monday and Wednesday.
● Student Group B attends in-person instruction on Tuesday and Thursday.
● Off days are remote learning days.
● Friday is remote learning for both groups.

Adapted routines and structures are put into place to support social distancing, wearing of facial coverings, managing hygiene etc. A **Hybrid** approach *is a possible option for Phase 4 as feasible.*
*Additional Modified In-Person Structures under consideration

The **Daily In-Person Instruction** approach allows students to return to face-to-face instruction with appropriate adapted routines and structures in the event the region is in Phase 5. Adapted routines and structures will be removed as the region moves to Phase 6.
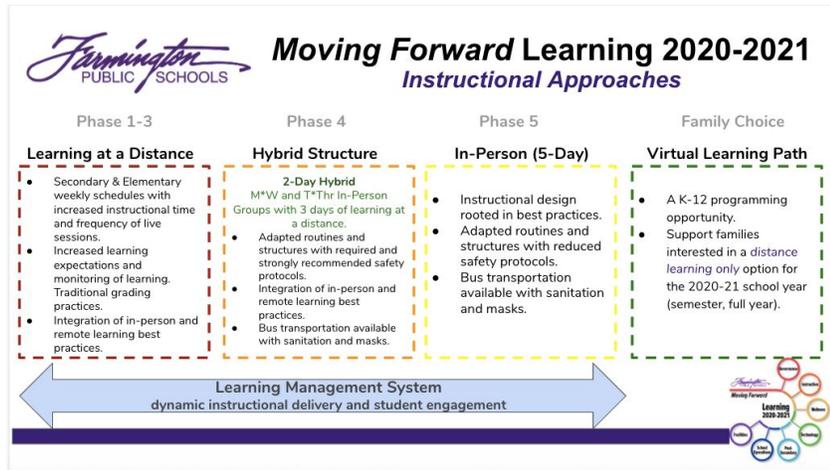
For families, interested in a virtual-only for a semester/trimester or a full year, the FPS Virtual Learning Path is an option. The **Virtual Learning Path** provides a virtual learning only option for families **who do not** want to participate in face-to-face instruction as part of the District's Moving Learning Forward plan. A student stays in this virtual learning option **regardless** of potential building or district opening and closing to in-person instruction.

FPS will start the school year with Learning at a Distance through October 30th per the BOE approval on August 11, 2020. Farmington Public Schools is developing a Phase-In Plan for returning to Face-to-Face instruction prior to engaging in a full hybrid model for all K-12 students. The goal is to have all students back for Face-to-Face instruction in Phase 5.

There are several considerations when planning for a phase in approach to face-to-face instruction including:

- Social distancing: Can we provide optimal opportunities for students and staff to social distance throughout the school day?
- Stability of our workforce: Can we accommodate staff absences and keep some consistency for our students and families?
- Mitigation and monitoring risk: Can we mitigate the risk for our students and staff while also controlling the conditions that allow for monitoring, tracing and tracking exposure (for example, our ability to cohort students safely)?
- Instructional Integrity: How can we maintain instructional integrity in the context of adapted routines and structures to mitigate risk?
- Availability of activities: We recognize that students and families would like some level of "normalcy" for the child in a face-to-face setting. Can we offer opportunities such as recess and lunch safely?

The district is planning to phase in face-to-face instruction with certain populations While we recognize we cannot guarantee a risk-free environment, we want to ensure that the conditions above (social distancing, contact tracing, and cohorting) are in place to reduce the risk of exposure to COVID-19 to the greatest extent possible.

The criteria we would be looking at in order to begin phasing-in face-to-face instruction for a significant number of students, prior to our region moving to Phase 5 where we would provide face-to-face instruction for all students, was presented.

Criteria for Phase-In of Face-to-Face Instruction: (Developed in consultation with local health officials)
- <4% positive testing rate
- 30 - 35 COVID-19 cases per million
- 14 days of decrease or flattening of cases in the Farmington community
- Ability to mitigate risks and control exposures

Priority Areas for Phase-In Planning:
- Kindergarten - 5th grade per Extended COVID-19 Learning Plan
- Students with significant learning needs (IEPs, 504s, 31A/At-Risk, etc)
- Families comfortable with face-to-face instruction

> • **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.

FPS engaged in a curriculum refinement process prior to the start of the 2020-21 school for ELA, Math, Science and Social Studies. The goal of this work was to ensure that students had access to grade level or course standards while also taking into account prior grade level gaps that may have occurred during Spring's Continuity of Learning instruction. This work was guided by the following principles:
- Provide a **viable** and **credible** curriculum to ensure students are prepared for the next grade level/course regardless of whether we are in a remote, hybrid, or face-to-face learning environment.
- Clarify standards priority in order to support teachers with **strategic pacing** and maximize instructional time for what is important.
- Account for potential prior grade level/course standards so that **instructional supports and scaffolds** can be put into place providing learners greater access to grade level content.

FPS defined critical components of these principles:

Viable: Curriculum is
✓ manageable with the time teachers have to teach it, and learners have to learn it.

Credible: Curriculum that is
✓ indicative of the rigor necessary to ensure learners are prepared for the next grade level.
✓ aligned to priority standards for the content area.

Strategic Pacing: Teacher decisions to
✓ slow down and speed up instructional pacing in response to student learning.
✓ collapse or expand lessons in response to student learning.
✓ adapt lessons in response to student learning.

Instructional Supports and Scaffold: Teacher designed instructional elements such as
✓ pre-assessment tasks that gain knowledge of a learner's prior grade level understanding of a standard.
✓ integration of mini-lessons or units into instructional pacing that aligns with prior grade level standards.
✓ adaptations of instructional tasks to activate or build knowledge of prior grade level standards.

To this end, priority standards at each level were reviewed and revised as needed. Priority standards connect to concepts that are most critical to moving into the next grade or course and are a central core idea in the discipline . Decisions were also made as to what prior grade level priority standards should be integrated or used as scaffolds to the current grade level content in order to respond to prior grade level learning gaps. Focusing on a defined set of standards and associated learning targets will maximize student access and time to learn, creating an appropriate pace for the learning work. Curriculum documents were produced during this process to support staff in making sense of the refined curriculum and priority standards, scope and sequence, learning targets, and instructional pacing guidance.

The refined curriculum will be a valuable tool to teachers as they collaboratively plan within their PLCs. Teachers will engage in lesson design that starts first with the essential standard and its associated **learning targets.** Teachers then consider the match between task design and what students are expected to know and be able to do, placing students and the learning at the center of each lesson's design. Learning plans will be built with a **learning cycle** in mind. Learning cycles asks one to consider how content understanding will grow over time and how students move to independence with and application of content. Elements of gradual release and student-centered exploration will provide a foundation for learning plan design.

Learning plans will be aligned to the curriculum and will make learning targets visible to students. These learning targets provide a self-reflection tool for students and provide a clear focus for designing learning experience and assessment opportunities. Teachers provide ways for students to share their thinking and learning using a variety of possible artifacts (curriculum embedded and teacher designed). Teachers provide feedback on student learning in a variety of ways. Key artifacts are assessed for mastery of learning and used to mark report card goals in elementary and use as part of letter grade reporting at the secondary. The following expectations regarding monitoring student learning are a part of this plan. Monitoring student learning will:

- focus on learning and engagement.
- utilizes formative and summative assessments.
- include feedback that is supportive of engagement and moving learning forward.
- be aligned to the unit's standards and learning targets.
- utilize a combination of curriculum embedded and as well a teacher-developed assessments.
- involve PLCs discussing their observations of student learning to inform instructional planning.

Elementary students will receive report card markings each trimester in all subject areas: Math, Science, Social Studies, Reading, Writing, PE, Art, and Music. Students are marked with the following codes: P+ = HIgh Achievement in Grade Level; P - Proficient; Expected Grade Level; D = Developing Toward Grade Level; N = Not Demonstrating Expected Performance; M = Modified Curriculum. The report cards are made available to families at the end of each trimester.

Secondary students will receive formative and summative grades representing their progress toward meeting the course's expectations. These grades are visible within MI Star for parent and student access throughout each semester. Progress reports and overall grades are reported out midway and at the end of each semester.

Equitable Access

Per Farmington Public Schools' Preparedness plan that was BOE approved on August 11, 2020, a plan to attend to equitable access to technology was put into place. Farmington Public Schools has an "In Home Device" program that provides parents/students an opportunity to receive a device. Devices were first made available in the Spring as part of the Continuity of Learning Plan. The program is extended into the 2020-21 school year.

In addition to device distribution, Farmington Public School has made hot spots available to families in need. We also advertise low cost internet access provided by local service providers. Farmington is also currently installing outside wifi access points in strategic buildings in the district to support accessibility to reliable internet. We are continuously monitoring access to internet services at the building level to identify needs as they arise.

Farmington Publics schools also launched as part of our Spring Continuity of Learning Plan technology support for families. This support aids families in the event they have a problem with their district provided device or login issues to their FPS accounts and is extended into the 2020-21 school year

Farmington Publics schools also launched as part of the our Spring Continuity of Learning Plan an MTSS process by which student engagement is monitored. This MTSS process is designed to monitor student engagement, in the event the teacher's communication with a student or family does not result in increased participation in the learning. If during this process access to a device or internet access is the problem, families are invited to participate in our "In Home Device" program. If needed, transportation services have been used to deliver devices to homes. This MTSS process will continue into the 2020-21 school year.

Canvas, FPS's learning management system, will be used to support a common K-12 digital classroom environment. An LMS was deemed to be an important tool to better support teaching and learning as compared to Google Classroom which was used during Spring's Continuity of Learning. The adoption of an LMS will provide greater accessibility by providing more streamlined communication and executive functioning tools to help learners manage and engage in their learning.

Canvas serves multiple purposes:
- A space for teachers to establish an online presence, develop instructional content, provide effective feedback, and collaborate with their Professional Learning Teams (PLT).
- A digital classroom in which students access instructional content, manage and submit their work,and engage with their larger class.
- An opportunity for meaningful partnerships for learning between teachers, students, and parents
- A communication tool for teachers, parents, and students.

Teachers, students, and parents will have different access and abilities within the *Canvas* platform. Students will have a single dashboard to access all of their classes. Parents will have a single dashboard to access all of their FPS students. Parents are observers to the classes and can follow along via computer or from the Canvas Parent Apps that are downloaded from your devices' store e.i. Google Store or the Apple App Store.

> • **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.

The following students supports will be in place:
- The FPS Multi-Tiered Systems of Support (MTSS) processes and procedures are still a critical part of our teaching and learning model in order to provide Tier 1, 2, and 3 instructional support.
- Students will be given equitable access to special education programs and services according to their IEP (virtually and/or in person). If IEPs cannot be implemented (virtually or in person), a Contingency Learning Plan will be developed.
- Special Education Services are also continuing under this plan to support engagement in the core Learning at a Distance plan by collaborating with general education teachers and providing supplementary aids and services such as accommodations and modifications as needed.
- The special education staff will address the IEP goals and objectives of students to the greatest extent practicable. They will work closely with parents to support the individualized needs of their students.
- All ancillary services will be provided according to the IEP.
- When safety requirements can be met, FPS will consider consolidating programming for select SE students for in-person instruction in a central location to minimize transportation routes and ensure building administration is in place for supervision. Social distancing, facial coverings and other safety protocols will be in place.
- Staff will address 504 plans to ensure supports are provided to meet individual needs.
- 504 and IEP plans will continue to be reviewed annually.
- Students can still be referred to Child Find.

> • **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.

1. The District will provide the following supports to students classified as English Language Learners:

Models

- **Pull-out -**
  - **Synchronous** - small group instruction, support services, intervention support, one-on one support.
  - **Asynchronous** - Recorded lessons/ videos provided by general education teacher and/or ELIL staff and made available for students to review material. Students have access and are provided digital curriculum materials and on their own time respond through emails, discussion boards, or other collaborative online documents (Google Slides, Flipgrid, Canvas).

- **Push-in -**
  - **Virtual** -real time language supporting a general classroom in a breakout session/ small group or in the general classroom
  - **Co-teaching** -Classroom or content teachers and ELL staff collaborate, plan and develop lessons designed with accommodations and scaffolding assignments.

- **Sheltered/ Newcomers Program**
  - ELL staff leads the sheltered providing feedback, support, scaffolding and accommodations. Staff creates a virtual classroom space to provide information related to on-line learning and support. Posting information regarding assignments, due dates and reminders.
  - ELL staff classes in the Newcomer Program according to the school schedule and content.

- **Virtual Office Hours**
  - ELL staff hold mutually agreed upon time for scheduled weekly meetings/or set up Office Hours as needed based on the students' needs.
  - ELL staff to support student learning, monitor independent work on assignments, provide feedback and support to students, provide one-on-one support when needed. Schedule Q&A sessions, additional tutoring sessions to help students understand and complete assignments.
  - Contact families to provide important information, interpretation, assistance with online learning experience, Q&A sessions, addressing parental concerns, etc.

- **Home Language Surveys - Family Interviews per Temporary Guidelines from the Michigan Department of Education (MDE)**
  - ELL staff (teachers and paras) are conducting Family Interviews to identify new

ELL students according to the Temporary Guidelines as set by the MDE while the district is in Remote Learning. Once these are completed, decisions for support will be made and implemented to support students.

2. Continued access to programs:

Additional Plan Elements	Description
Early Childhood Programs	● Early childhood education programs anticipate to run in person child care programming, with lower class sizes in classroom cohorts, and will continue to monitor guidance as it relates to Great Start Readiness, Head Start, and licensing.
Advanced Placement and IB	● AP and IB teachers will utilize the Learning at a Distance instructional plan. ● They will continue to address the necessary curriculum targets to support student performance on the required assessments.
Dual Enrollment	● Students can still continue with their dual enrollment courses. ● Students engage in the learning as defined by the college/university offering the credit.
Work Based Learning Experience	● Students enrolled in work based learning experiences can continue to accrue hours.
Performance Based Courses	● Performance based courses are reviewing their curriculum targets and making necessary adjustments that include shifting the sequence of learning modules, adapting instructional tasks, and shifting course focus.
CTE Adaptations	● CTE teachers are reviewing their curriculum targets and making necessary adjustments that include shifting the sequence of learning modules, adapting instructional tasks, and in some cases utilizing online CTE supplements.
OSTC	● Students participate in OSTC as allowable by OSTC.
Visions	● Teachers will continue to utilize the Unique Learning System curriculum to meet the goals of the Essential Elements standards. ● Staff are exploring the use of Pear Deck to provide interactive, engaging instructional content. ● Staff will explore virtual job sites as they become available. ● Ancillary services will be provided according to the IEP.