



Ford Administration
1620 E. Elza, Hazel Park, MI 48030 | 248-658-5200 | F: 248-544-5223
www.hazelparkschools.org

Agenda

Special Board of Education Meeting

Ford Administration Building
1620 E Elza Avenue
Hazel Park, MI 48030
September 8, 2020
6:00 PM

In accordance with Governor Whitmer's Executive Order 2020-154 due to the COVID-19 Pandemic, the Hazel Park Schools Board of Education will be conducting a Special Board of Education Meeting via video conference.

Join Zoom Meeting

<https://hazelparkschools.zoom.us/j/85798564621?pwd=U2NyMTUvWThvN3lOS01tMTRaQ1dzQT09>

Meeting ID: 85798564621

Call into the meeting by phone (312) 626-6799 enter 85798564621 941343

You may email your questions or comments to Board President, Laura Adkins
laura.adkins@hazelparkschools.org

CALL TO ORDER

ROLL CALL

PUBLIC COMMENT

UNFINISHED BUSINESS

A. Return to School Plans Discussion

B. Athletics

NEW BUSINESS

A. PSAT/SAT Testing

BOARD MEMBER AND ADMINISTRATION COMMENTS

ADJOURNMENT

Any person with a disability who needs accommodation for participation in this meeting should contact the Superintendent's office at (248) 658-5220 at least five (5) days in advance of the meeting to request assistance.

All Official minutes of school board meetings are stored and available for inspection in the Ford Administration office at the above address.

This notice is given in compliance with Act No. 267 of the Public Acts Michigan, 1976



Hazel Park Schools
Extended COVID-19 Learning Plan
as described in Public Act 149, Section 98a
Draft
[September 3, 2020 Clarifications](#)

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.

Hazel Park Schools District Extended COVID-19 Learning Plan

Address of School District/PSA: 1620 East Elza , Hazel Park

District/PSA Code Number: 63130

District/PSA Website Address: www.hazelparkschools.org

District/PSA Contact and Title: Dr. Amy Kruppe, Superintendent

District/PSA Contact Email Address: amy.kruppe@hazelparkschools.org

Name of Intermediate School District/PSA: Oakland Schools

Name of PSA Authorizing Body (if applicable):

Date of Approval by ISD/Authorizing Body:

Assurances

1. Hazel Park Schools will make Oakland Schools 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. Hazel Park Schools will create and make available on its transparency reporting link located on the Hazel Park Schools' website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan no later than February 1, 2021, for goals its expected would be achieved by the middle of the school year and not later than the last day of school of the 2020-2021 school year for goals Hazel Park Schools expected would be achieved by the end of the school year.
3. Benchmark Assessments: Hazel Park Schools will
 - select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year and again not later than the last day of the 2020-2021 school year.
4. If delivering pupil instruction virtually, Hazel Park Schools 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 Hazel Park Schools had planned for that exposure to occur for in-person instruction.
5. Hazel Park Schools, in consultation with a local health department will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that is based on local data that are based on key metrics. Note: A determination concerning the method for delivering pupil instruction shall remain at the Hazel Park School Board's discretion. Key metrics that the Hazel Park Schools 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 Hazel Park School District determines that it is safe to provide in-person instruction to pupils, Hazel Park Schools will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the Hazel Park Schools.
7. The Hazel Park Schools assures that
 - instruction will be delivered as described in this plan and re-confirmed by the Hazel Park School Board,
 - the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - Hazel Park Schools will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after the approval of the plan, and every 30 days thereafter at a meeting of the Board, and
 - public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District/PSA during a public meeting described in PA-149.
8. Hazel Park Schools 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. Hazel Park Schools 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.

Hazel Park Superintendent or President of the Board of Education/Directors

Date

Learning Plan Narrative

Opening Statement

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

The COVID-19 global pandemic is impacting Hazel Park Schools in a number of ways: we are experiencing a traumatic event for our students and our staff, many students may have significant gaps in their learning due to loss of educational access, and equity issues are more pronounced.

As we return to school in the fall, our first priority will be to ensure the well-being of all members of our Hazel Park Schools community. Because of the wide range of experiences, including the number of students who did not attend during the remote learning portion of the 2019-20 school year, we anticipate that students will come to school in the fall of 2020 with a wider loss of learning and larger than normal competencies as it relates to learning. We expect an increase in the number of students who will be behind and need opportunities to catch up. These students will benefit from intervention and reteaching. Teachers will need opportunities to collaborate, reteach and provide a flexible curriculum as they examine student work and determine what comes next in the learning for each student.

Since Hazel Park Schools is starting the school year in a remote learning environment, we will need to ensure that there are structures in place to address student engagement, equity, 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.

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 Hazel Park School District believes that benchmark assessment evidence can be one measure used to monitor and evaluate patterns and trends in school/district academic performance and to identify and support effective instructional programs. We believe, if used appropriately, 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, Hazel Park Schools will continue the use (and professional learning around the use of) the formative assessment process, as embedded in the Hazel Park Schools curriculum, as a powerful practice embedded in the teaching and learning process to continuously observe where our students are in order to modify instruction. Our most powerful tool is our teachers and their day to day instruction and adjustment of their classrooms instruction that gives us the most information on their students' learning.

Hazel Park Schools believes 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 I-Ready 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. I-Ready growth monitoring or 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 growth monitoring and 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 I-Ready results.

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

- All teachers will use the growth monitoring and 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 I-Ready .

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

Instructional Delivery & Exposure to Core Content

- **Please describe** how and where instruction will be delivered during the 2020-2021 school year. (e.g. instruction may be delivered at school or a different location, in-person, online, digitally, by other remote means, in a synchronous or asynchronous format, or any combination thereof).

Note: The Hazel Park School District full instructional plan can be found in the [Hazel Park Ready to Learn Website](#).

Mode of Instruction

In phase 4 of the Michigan Safe Start Plan, Hazel Park Schools will begin the school year with remote learning as indicated in Phase 1-3 of the Michigan Safe Start Plan. Students who are K-5 will be beginning with remote instruction for the first four weeks with consideration of returning as of October 1st. The HPEA and the Administration will meet after two weeks to review the current phase of the state. The 6-12 students will return after the first marking period (6 weeks for High School, ten for Junior High). The HPEA and the Administration will meet on September 15th to review the current phase of the state. In phase 4 an agreement to return could be decided for the Alternatives Schools or the GSRP programs based upon safety precautions and protocols as indicated below. In Phase 4, pods of students may come to school for support in learning or for special education evaluations or services.

Hazel Park Schools will increase our synchronous learning experiences during Phase 1, 2 and 3 **and 4 (when students are remote)** by continuing to offer students access to standard aligned curriculum and high quality learning materials. These materials will be offered in both digital access and paper format as our Spring 2020 experience revealed that not all parents want their student to access remote online learning even though the district provided iPads and Chromebooks to students. New students who do not have access to electronic devices in their home will be given devices for use in their home. Parents will be supported with directions on how to access low-cost internet services. If low-cost internet can not be accessed then the district will support the families in finding other options for internet services. Students will not be penalized for inability to fully participate provided families stay engaged with school personnel in developing personalized and realistic education plans for their child. Hazel Park Schools will do everything we can to meet student/family needs and encourage full participation.

For students who do not have internet access or whose parents choose not to have them participate in online learning, teachers and other support staff will make weekly contact and have two-way communication. This may be done through the use of technology (i.e. virtual meeting, email, Remind) or through weekly phone calls. For students with technology access, teachers will provide instruction on a daily basis through an instructional platform (i.e. Google Classroom, SeeSaw, Zoom), with an emphasis on continuing to build relationships and maintain connections. If students do not have access to technology, teachers will provide instructional packets that focus on essential content, building relationships, and maintaining connections. We will encourage relationships between students through technology (i.e., virtual meeting, email, by phone or Remind.)

Students in K-2 will utilize iPads and participate in teaching and learning experience through the Seesaw platform. Students in grades 3-12 will utilize Chromebooks and participate in teaching and learning experience through the Google Classroom platform. Synchronous instruction will be provided through Zoom class meetings.

Hazel Park Schools also offers a 100% K-12 virtual learning option which is available to any student who wants to learn remotely. This program is supported by Hazel Park Schools' teachers with computer-supported instruction and online course content. This virtual learning opportunity will remain in place regardless of the phase in which our region and state are operating. Students who attend the virtual schools may change back to brick and mortar school at grading periods if parents wish.

For students with technology access, teachers will monitor student access and assignment completion on a regular basis within the instructional platform (Seesaw, Google Classroom, Zoom). Teachers will provide feedback to students on assignments through the instructional platform as they are completed. Teachers will differentiate instruction within the platform to meet each student's needs. For students without technology access, instructional packets will be collected each week. Teachers will review the instructional packet and provide feedback to the student during their weekly communication (phone call, virtual meeting, or email). Feedback from the teacher will include differentiated work as needed, along with examples to support student learning.

The plan will be communicated through our School Messenger communication platform, according to the preferences our parents/guardians have chosen in that system. Parents will receive an email with the plan attached, and/or a voice message and/or text message directing them to our district website where they can access the plan. The plan will be posted in a prominent location on our district website, and a link will also be posted on our district social media pages.

Students will take iReady assessment **remotely** in order for the school to assess current level of functioning for K-8 students. The instructional curriculum has formative assessments that can be conducted virtually to assess the ongoing process before the spring NWEA is given. Final results will be shared to measure progress for the 2020-2021 school year.

Special Education students will have their IEPs, IFSPs and the 504 plans reviewed to assess for any needs and/or accommodations due to regression or loss of services in the 2019-2020 school year. Reflection on their needs for the current year if we are in Phase 1-3, or **Phase 4 (remote as agreed upon)** will take place. Service providers will deliver services through an online platform as appropriate with support of paraprofessionals as appropriate through IEP or 504 plans.

If a student has access to technology, teachers will use the instructional platform to monitor student wellness, engagement and completion of assignments. They will also keep a log of communication with students and families. If a student does not have access to technology, teachers will keep track of which students are completing the weekly instructional packets. They will also need to keep a log of all 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 utilized to make these connections (P2P, Clinic, Youth Assistance, DHHS, ISD supports etc.)

The district will survey all parents to determine current mental health needs and provide an online form for parents/students to request support. Based on the survey results or form requests, Social Workers, School Psychologists (social workers, school psychologists, P2P, ISD supports) will reach out to individual students and families to determine what they may need. The support services will help connect the family to outside agencies, if needed, to help meet their needs. Teachers will monitor and assess the needs of students and families through their daily or weekly communications. If a need is identified, the teacher will elevate that need to the principal or support services to make the necessary follow-up. Teachers and other key staff will identify any additional students or families in need and convey pertinent information each week to their building principal.

Please refer to [Continuity of Learning and COVID-19 Response Plan](#). This is a work in progress that

Hazel Park Schools will continually update as the district works together to create the highest quality standards possible for each individual student's needs.

NOTE: This District Plan was developed in conjunction with Oakland County Health Department safety protocols, CDC guidelines, recommendations from the Oakland County Return to School Taskforce, Governor Gretchen Whitmer's Return to School Advisory Council and the COVID-19 Task Force on Education. The critical science surrounding the COVID-19 pandemic continues to provide new information daily and requires fluidity throughout the development process. The District Plan presented to you today is based on current scientific data. If additional information or safety protocols become available prior to the start of school, this District Plan will be modified accordingly.

- **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 Hazel Park School Districts full instructional plan can be found in the [Hazel Park Return to school website](#).

Curriculum and Instruction: Academic Standards

The Hazel Park School District curriculum for core academic areas is aligned to state standards and housed in the Hazel Park Curriculum Drive. As teachers navigate the wider than usual range of competencies expected this fall, they can use these [Curriculum, Instruction, and Assessment Toolkits](#) to provide guidance to help them design new (or best utilize existing) pre-assessments to plan for differentiation of content, use results from pre-assessments to inform instruction and prioritize K-12 instructional standards for the 2020-2021 School Year. The CIA Toolkits in conjunction with district developed K-12 ELA & Math guidance documents created as a Priority Standards document identifying the critical standards needed for grades K-12 in ELA & Math. This document 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 opportunities

- **Please describe** how pupil progress toward mastery of the standards described within this section will be graded or otherwise reported to the pupil and the pupil's parent or legal guardian.

Assessment and Grading

Hazel Park Schools bases its assessment system on the Michigan Standards. We regularly assess students at the district and classroom level to determine if they are making progress toward meeting those standards. We place a heavy emphasis on formative and interim assessments. 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 6-12 grade 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

- 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

Hazel Park 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. The Hazel Park School District system for maintaining student access to technology devices and the internet is described in the Continuity of Learning Plan, and again on our [Hazel Park Return to School Website](#).

- **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

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.

For students from birth to five, those with identified special needs, and those attending CTE programming, intervention and support services will be integrated into the student's program immediately upon the start of school.

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.

Resources to consider: Alt+Shift consultation or web resources at -

<https://www.altshift.education/resources/remote-learning-resources>

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. Please review our special services page on our [return to school website for more comprehensive information](#).

- **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.

Hazel Park Schools full instructional plan addresses ways all learners are supported and can be found in the [MI Safe Schools Roadmap--Sample District Preparedness Plan](#).

CTE, Early-Middle College, Dual Enrollment, and Advanced Placement, are available options to remote and virtual students when applicable. Students that have elected to take these courses and/or enroll in these programs will have the courses and/or programs added to their daily course schedule to the best of our scheduling ability,

Early Childhood enrollment will continue to be made available to families based on financial need.