

# Grand Ledge Public Schools

## Distance Learning Program (7-12)



# Program Information

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# Program Overview

## Program Mission

The Grand Ledge Public Schools Distance Learning Program will provide high quality, exemplary distance learning opportunities that promote distinguished academic achievement for students with diverse learning needs.

## Program Vision

The Grand Ledge Public Schools Distance Learning Program strives to be a model for creating lifelong learners who are able to maximize their abilities to build positive learning communities in a supportive, productive environment.

## Curriculum

1. Distance learning classes will utilize Grand Ledge Public Schools curriculum materials and will be aligned to the same essential learnings as classes taught in person. Students will be expected to master the same content as cohorts learning in person by the end of the class.
2. The exception is made for some elective courses or specialized (ie. AP) classes at the middle school and high school. Students will use a variety of other resources to ensure that they have access to a diverse set of course offerings, including Michigan Virtual University and Edgenuity.
3. High school students taking distance learning classes have access to the same opportunities as those learning in person. However, it is important to note that LCC courses will be offered in only one format. So, a student may take a distance learning high school course but attend LCC in person.
4. All teachers will use a consistent learning management system and grade book.

## Assessment

1. Students will be required to take all state and district standardized assessments.
2. 7-12 students will earn credit when they have demonstrated mastery of the content. The structures for demonstrating mastery may vary by grade level, content, and topic, but will be communicated clearly to students.
3. Students will be expected to make the same learning gains as they would in an in person classroom, and they will be supported in making those gains.

## Student Expectations

1. Students are expected to learn, grow, and thrive in a distance learning environment designed to meet their learning needs.
2. Students are expected to communicate regularly with their teachers.
3. Students are expected to follow the code of conduct and student handbook for their assigned school building.

4. Students are expected to engage in learning activities, including synchronous and asynchronous sections.
5. Students are expected to manage their time effectively in order to maintain their coursework.
6. Students are expected to complete social/emotional and/or community building activities as well as academic activities. These are essential to a student's mental health and school experience.

### **Parent Expectations**

1. Parents are expected to be partners in their student's distance learning experience, and communicate with the distance learning teacher as needed.
2. Parents are expected to help students develop and implement a learning calendar, based on the schedule communicated by the distance learning classroom teacher.
3. Parents are expected to provide a regular distance learning space for students in order to maximize a learning routine.

### **Entering and Exiting the Program**

All shifts to and from the distance learning program will happen at the trimester and if and only if there is space available. Exceptions to the trimester rule may be made in the case of a long term absence in which distance learning becomes the best option for a student and if there is space in the program. The program is not intended to be a short term option for students who miss a day or week of school.

### **IEP;s, 504's and Specialized Supports**

The goal of the program is to ensure that all students succeed. This means that IEP's and 504's will be in place for those who need them. Additional student supports will be implemented as well, based on students' unique needs, and teachers will focus heavily on building classroom communities and creating social and emotional supports in the distance learning environment.

*Taken from Distance Learning Program developed by GL team and Dr. Bill Barnes, Spring 2021*

### **Staff**

Mrs. Tricia Brentar, Principal for Student Programming  
Mrs. Lisa Brehmer, Special Education  
Mrs. Jennifer Harlow, 7-12 Electives/Economics  
Mrs. Teresa Miller, 7-12 Science  
Mrs. Nancy Coleman, 7-12 Social Studies  
Mrs. Katherine Staperfenne, 7-12 English Language Arts  
Mrs. Samantha Wolfer-Dilno, 7-12 Mathematics

# Schedules

All sections will follow the regular school schedule, which is as follows:

## **NORMAL BELL SCHEDULE**

**Middle School (7-8)/High School (9-12): 8:02am-2:42pm**

**1st Hour:** 8:02-9:11am

**2nd Hour:** 9:18-10:26am

**3rd Hour:** 10:33-11:42am

**LUNCH:** 11:42-12:12pm

**4th Hour:** 12:19-1:27pm

**5th Hour:** 1:34-2:42pm

Our **HALF DAY BELL SCHEDULE** is as follows:

**1st Hour:** 8:02-8:34am

**2nd Hour:** 8:41-9:11am

**3rd Hour:** 9:18-9:48am

**4th Hour:** 9:55-10:25am

**5th Hour:** 10:32-11:02am

All synchronous activities will occur during this scheduled time, and students are expected to attend all synchronous sessions for attendance and pupil accounting purposes.

Please note that Middle School (7-8) students will follow the High School bell schedule, conference schedule, and Marking period end dates.

Any schedule modifications will be communicated directly to the families over email.

# Program Supplies

## **Required Supplies:**

Computer with working microphone and camera  
Reliable Internet Access  
Pens/Pencils  
Notebooks

## **The Distance Learning team highly recommends using district provided technology:**

School issued chromebook  
District issued hotspot (even as a backup for internet issues) Please use this form if you wish to check out a District issued hotspot: [2023-24 Technology Request Form](#)

## **Other Recommended Supplies:**

External mouse  
Folder or binder for each class  
Scientific or graphing calculator  
Colored pencils or fine tip markers

## **Other Learning Recommendations:**

Try to create a dedicated learning space, free from distractions, and provide storage for school work and supplies

# Distance Learning Zoom/Camera Policy

## Overview:

A vital part of our Distance Learning program is the use of live lessons. To meet this goal, students are expected to log into each teacher's Zoom classroom at the start of their scheduled class time. During class, students are expected to have their cameras turned on and actively participate in lessons. **Students are required to remain in their Zoom class until dismissed by the teacher.**

## 1st Violation

Warning and request for student to turn camera on/rejoin class

## 2nd Violation

Warning and request for student to turn camera on/rejoin class  
Parent/Guardian contacted

## 3rd Violation

Request to turn camera on/rejoin class  
Parent/Guardian contacted  
*Minor Behavior* log entry in Powerschool recorded

## 4th Violation

Same as the 3rd  
*Major Behavior* log entry in Powerschool recorded  
Administrator contacted

## 5th violation

Meeting with student/teacher/parent/administrator required

## F.A.Q:

*My student's camera does not work. What should I do?*

Please request a district device. The district provided chromebooks are supported by the buildings. Please contact either Beagle Middle School or the High School with any technology problems. If you need a hotspot, you can request one using this [link](#).

*My family's internet connection will not support using Zoom. What should I do?*

Please request a district hot spot from the technology department by completing the following form: [link](#).

# Distance Learning Tardy/Attendance Policy

## Overview:

A vital part of our Distance Learning program is the use of live lessons. To meet this goal, students are expected to log into each teacher's Zoom classroom at the start of their scheduled class time. Arriving late or missing class disrupts the learning environment for all students and results in a loss of instruction.

In the distance learning program, there are three types of absences:

- 1) Explained (AE) – Absences due to personal illness, professional appointments, funerals, or serious personal or family problems. Arrangements for all work, tests, or quizzes missed due to an explained absence must be initiated by the student with all teachers prior to or upon the day of return. All make-up work must be completed and submitted to teachers in direct relation to the number of days absent, i.e. two days absent equals two days to submit all make-up work. Teachers reserve the right to prioritize any make-up assignments, tests, or quizzes within the make-up window.
- 2) Unexplained (AU) – Absences that are not in the explained category. In the case of an unexplained absence, the student may not receive credit for any homework or missed test during the absence.
- 3) School Related Absences (AS) – Absences due to a school field trip, college visit, athletic event or other school related activities. Arrangements for all work, tests, or quizzes missed due to a school related absence must be initiated by the student with all teachers prior to or upon the day of return. All make-up work must be completed and submitted to teachers in direct relation to the number of days absent, i.e. two days absent equals two days to submit all make-up work. Teachers reserve the right to prioritize any make-up assignments, tests, or quizzes within the make-up window

## Reporting Procedures

In order to ensure that there is communication between families and the GLPS distance learning program around absences, families should follow these steps in event that a student will be absent:

- Documentation in the form of an email must be sent to the attendance secretary at [DLattendance@glcomets.net](mailto:DLattendance@glcomets.net)
- Documentation should be received the day of the student's absence.
- Documentation for doctor or dentist appointments are recommended to fully excuse an appointment. These can be scanned and sent via email to the email address above.



## Michigan Virtual and Other Third Party Providers

The GLPS distance learning program provides opportunities for secondary students to take elective or specialized courses through Michigan Virtual or other third party providers. Attendance for these courses is recorded differently, per the Michigan pupil accounting manual. All students who take a Michigan Virtual or third party courses are expected to complete the following tasks when enrolled in these courses:

1. Students must complete the bi-weekly communications with their mentor teacher.
2. Students must complete and submit an assignment in each Michigan Virtual or third party provider on count day. Count day will be identified in advance by the GLPS mentor. If an assignment is not completed in a timely manner, the student will receive specific directions from the GLPS mentor and/or the program principal.

## Tardies:

A tardy is defined as arriving to class more than 3 minutes late but less than 10 minutes late.

Less than 3 minutes late - Remind students that their clock at home may not be aligned to the teacher's clock, and work to align clocks to ensure timely attendance.

3-10 minutes late = Tardy Marked in PowerSchool

More than 10 minutes late = Absence; parents must email [DLattendance@glcomets.net](mailto:DLattendance@glcomets.net) to be marked AE (absent excused).

**1st-3rd tardy** – Tardy is recorded by the teacher; Teacher reminds student

**4th-5th tardy** – Tardy is recorded by the teacher; Teacher meets with student; Teacher communicates with parents/guardians; Log entry in PowerSchool

**6th and beyond tardy** – Tardy is recorded by the teacher; Meeting with student, teacher, parent/guardian, and administration required

## Absences:

Students are expected to attend all synchronous sessions and complete all asynchronous tasks, assigned by GLPS teachers and third party providers. In order to support students who struggle to regularly attend synchronous sessions or complete asynchronous tasks, the Beagle Middle School and Grand Ledge High School handbooks will be consulted.

[2023-2024 GLHS Student Handbook](#) (Revised Version Coming Soon)

[2023-24 Beagle MS Student Handbook](#) (Revised Version Coming Soon)

An absence is defined as arriving more than 10 minutes late to class. Any student that leaves class before being dismissed, without permission or an excuse from a parent or guardian emailed to the administrator and [DLattendance@glcomets.net](mailto:DLattendance@glcomets.net), will be marked absent.

All absences will count toward the attendance policy, except absences that are school related.

## **Truancy**

The Grand Ledge distance learning program will consider a student truant if:

- The student is absent unexplained (AU) from school for more than five consecutive days
- The student is absent explained (AE) for more than ten (10) days in a thirty (30) day period
- The Student is absent thirty (30) days or more in a school year.

## **F.A.Q.s**

*My student sometimes gets kicked from Zoom due to internet issues. What should we do?*

Students who are kicked from Zoom due to Internet issues should try to rejoin Zoom and should email the teacher to let them know what is happening.

## Supplemental Courses/Programs Overview

At times, it may become necessary for students within the Distance Learning Program to be enrolled in a course from a 3rd party service. These courses, while taught by the 3rd party teachers, will be mentored by Grand Ledge Distance Learning teachers. These courses are required classes and count toward graduation credit for Grand Ledge.

### Grand Ledge Distance Learning MVU Classes

#### What is MVU?

MVU stands for Michigan Virtual University, a 3<sup>rd</sup> party service that we use for electives and core classes that cannot be offered by Grand Ledge Distance Learning teachers in a particular trimester.

#### How does MVU work?

MVU is asynchronous, so there are no live Zoom lessons. Students will have access to a pacing guide for each class that lists the assignments that must be completed each week. Students will have a teacher through MVU and a GL mentor. Students will communicate any technical, content, or course questions with their MVU teacher.

#### What does the mentor do?

The role of the mentor is to provide check-ins with students to ensure that they are able to access and understand their content, stay on pace with their classes, and be successful in earning their credits. Mentors also act as a liaison between families, Grand Ledge, and MVU.

#### What is expected of students?

For each MVU class assigned, students will have 1 standard class period in their schedule. It is expected that students log into each of their MVU classes and work on coursework **each day**.

Mentors will be communicating with students at least twice a week. The primary mode of communication is email, but weekly Zoom meetings may be set up, too. **Students are expected to check their GL student email each day and promptly respond to any emails from mentors. These check-ins are required and count as attendance for MVU classes. Failure to complete communication with the assigned mentor can result in a truancy referral.**

Students are expected to maintain academic honesty and integrity while working on MVU coursework. Cheating will not be tolerated and may result in a failure of the course and loss of credit.

Students are expected to submit assignments as directed by individual MVU teachers. Each teacher's process will be outlined in the course orientation that students must complete before their coursework will unlock.

Students are expected to reach out immediately if they have an issue with their classes, submitting assignments, or accessing material. Mentors do not have access to individual assignments, however they can provide assistance and direction.

### **What is expected of parents?**

Parents of students taking MVU classes through Distance Learning are expected to take an active role in their students' learning. This can look different based on different student needs. At a minimum, parents should expect to check in with their student's progress, check personal email for progress updates from MVU teachers and/or mentors, and communicate any observed struggles or problems to the GL mentor.

## **Grand Ledge Distance Learning Edgenuity Classes**

### **What is Edgenuity?**

Edgenuity is a 3<sup>rd</sup> party service that we use for electives and core classes that cannot be offered by Grand Ledge Distance Learning teachers in a particular trimester.

### **How does Edgenuity work?**

Edgenuity is also asynchronous, however students may be required to meet with a teacher via Zoom during their Edgenuity hour for assistance and monitoring while completing coursework. Edgenuity lessons consist of short instructional videos with assignments and assessments.

### **What does the mentor do?**

The role of the mentor is to provide check-ins with students to ensure that they are able to access and understand their content, stay on pace with their classes, and be successful in earning their credits. In the case of Edgenuity, mentors may also work with students in understanding content.

### **How is Edgenuity different from MVU?**

Coursework and format offered between the two services differs. In general, Edgenuity will be used for students in 7th and 8th grade in place of MVU. High School students may be placed in an Edgenuity course instead of an MVU course based on their individual needs.

### **What is expected of students?**

For each Edgenuity class assigned, students will have 1 standard class period in their schedule. It is expected that students log into each of their Edgenuity classes and work on coursework **each day**.

Students enrolled in Edgenuity courses are expected to follow all mentor teacher instructions and guidance.

Students are expected to maintain academic honesty and integrity while working on Edgenuity coursework. Cheating will not be tolerated and may result in a failure of the course and loss of credit.

### **What is expected of parents?**

Parents of students taking Edgenuity classes through Distance Learning are expected to take an active role in their students' learning. This can look different based on different student needs. At a minimum, parents should expect to check in with their student's progress and communicate any observed struggles or problems to the GL mentor.

# Forms

## Virtual Learning Recommendation Form

Grand Ledge Public Schools is excited to offer virtual learning as an option for students and families for the 2023-2024 school year. In order to meet pupil accounting requirements, this form needs to be filled out and submitted to the program administrator (Tricia Brentar) on or before September 8th, 2023.

Student Name: \_\_\_\_\_

Student Grade: \_\_\_\_\_

Student Home Building: \_\_\_\_\_

Your student is enrolled in the Grand Ledge Public Schools virtual learning program at your request. GLPS agrees that virtual learning is in the best interest of your student at this time. By signing below, you agree that you requested this option and grant permission for your student to learn in a virtual learning format, and that any changes in programming will only occur in collaboration between GLPS and the parent or guardian at the trimester.

Parent Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

GLPS Representative: Dr. Steven Gabriel, Assistant Superintendent for Academic Services

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **Distance Learning Student Conduct Contract**

Students and families agree to the following:

- 1) We understand that students will abide by the Attendance/Tardy and Zoom/Camera policies outlined in this handbook.
- 2) We understand that students will access the learning platform (ie: Schoology or Google Classroom) daily to complete assignments from their teachers.
- 3) We understand that students will monitor their school email for communication from teachers
- 4) We understand that students will maintain a safe and supportive learning environment free from harassment, name calling, or obscene/vulgar actions or language.
- 5) We understand that students must have appropriate devices, connections and supplies for Distance Learning and that it is the responsibility of the families to complete the technology request form.
- 6) We understand that the core school handbooks and codes of conduct still apply to students within the Distance Learning Program

## **Distance Learning Student MVU/Edgenuity Conduct Contract**

Students and families agree to the following:

- 1) We understand that classes offered by the Distance Learning program through 3rd party platforms are required and count toward Grand Ledge class credit.
- 2) We understand that communication with Grade Ledge mentors is required for attendance and failure to do so may result in disciplinary action up to and including failure of the course and truancy referrals.
- 3) We understand that 3rd party teachers do not have scheduled Zoom class times, but that Grand Ledge mentors may required Zoom meetings with students to plan, assist and check in on student progress.
- 4) We agree to abide by the Grand Ledge school handbooks regarding academic honesty, communication and conduct within the online course/work.

## Distance Learning Family Acceptance of Practices

**We, the parents/guardians of \_\_\_\_\_, acknowledge that we have received and reviewed the program guidelines and requirements for the Grand Ledge Distance Learning Program.**

**We agree to the Distance Learning and the MVU/Edgenuity Codes of Conduct and the defined roles/responsibilities of students, parents/guardians, and teachers in the Grand Ledge Distance Learning Program.**

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

School Representative Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_