



Grand Ledge Public Schools
Extended COVID-19 Learning Plan

Address of School District:	220 Lamson St., Grand Ledge, MI 48837
District Code Number:	23060
District Website Address:	https://www.glcomets.net/
District Contact and Title:	Dr. William Barnes Assistant Superintendent for Academic Services
District Contact Email Address:	barnesw1@glcomets.net
Name of Intermediate School District:	Eaton Regional Educational Service Agency
Name of PSA Authorizing Body (if applicable):	NA
Date of Approval by ISD/Authorizing Body:	September 30, 2020

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 12, 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. 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
 - 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 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.



District Superintendent or President of the Board of Education/Directors

Grand Ledge Public Schools

District/PSA

October 1, 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.

Grand Ledge Public Schools engaged stakeholders throughout the summer of 2020 to plan for the return to school in September. Based on the body of work completed by these teams, and using the MI Safe Schools Return to School Roadmap and recommendations from the CDC and the Barry/Eaton Health Department as guides, it was determined that GLPS would start the year in an offsite, virtual learning mode. This plan stems from the fact that there are a number of requirements or strong recommendations in the MI Safe Schools Return to School roadmap that the district was unable to meet before school started on September 8th. In particular, GLPS was unable to consistently and safely meet the following conditions, among others, for large groups of students at this time:

- It is not possible at the secondary level to monitor and regulate students washing their hands every 2-3 hours; furthermore, requiring this during a structured time would violate social distancing and overall safety of students as bathrooms are not present in upper-elementary and secondary classrooms. In addition, logistics at both the elementary and secondary levels may not allow for students' items to be placed in individually marked containers.
- Maintaining a distance of six-feet between teacher and student is not possible at all times, especially when attempting to provide a student with one-to-one support. In addition, spacing students six-feet apart during lunch time is not logistically feasible. However, spreading lines throughout hallways and using alternative areas for seating is a possibility and can be put into practice. Desks would be spaced as far apart as possible, but maintaining six feet between students is not possible in all areas.
- Buildings are not set up to provide a specific quarantine area for suspected Covid-19 cases. Therefore, staff members trained in supporting potentially ill or ill children would need continue to do so with the resources and plans currently in place. In addition, it is not possible to effectively screen all students coming into the building, for logistical and legal reasons.
- While indoor assemblies can be cancelled, space, cleaning, and staff contractual considerations make it difficult to cohort students during lunch and follow social distancing guidelines during lunchtime.
- All surfaces and equipment cannot be cleaned effectively between uses, based on current staffing and the size and layout of GLPS buildings. In addition, it is not clear whether students can, or would want to, help clean spaces and equipment.
- It is not realistic to expect students to remain socially distanced on the school bus, nor is it realistic to expect drivers to be able to effectively manage mask wearing and safe driving. In addition, effective cleaning between routes would cause delays to the second bus run, meaning that school start times would need to be adjusted accordingly.

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 it administered to pupils in previous years.

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks
Middle of the Year Reading Goal	All students will show growth on reading targets aligned to our identified reading essential learnings on the appropriate NWEA benchmarks between the fall and winter assessments.
End of the Year Reading Goal	All students will show growth on reading targets aligned to our identified reading essential learnings on the appropriate NWEA benchmarks between the winter and spring assessments.
Middle of the Year Mathematics Goal	All students will show growth on math targets aligned to our identified math essential learnings on the appropriate NWEA benchmarks between the fall and winter assessments.
End of the Year Mathematics Goal	All students will show growth on math targets aligned to our identified math essential learnings on the appropriate NWEA benchmarks between the winter and spring assessments.

These goals have been established according to the requirements of PA 149, and exist in addition to building goals. They were established and discussed at the administrative team meeting on 9/15/20.

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).

GLPS started the year in a primarily virtual format, and is committed to this format until the end of the first trimester, until the region moves to phase 5, OR until the district is able to safely meet all phase 4 requirements. To effectively implement this solution, GLPS has specific plans for curriculum, instruction, logistics, and schedules.

Curriculum

GLPS has invested in multiple curriculum products to ensure that teachers have ample resources to provide virtual content for students. A couple of points to highlight:

1. All content should be routed through the Buzz LMS. This allows parents and students to have a common experience, and it also allows buildings to push out daily announcements and other information. Course content can be shared through Google Classrooms, Seesaw, Think Central, and other tools, but those should be linked through Buzz.
2. Teachers should continue to use core content, like Journeys, Everyday Math, STEMScopes, and other materials used during in person instruction. Florida Virtual and IXL provide content for K-12 teachers to use, but they are intended to be used to supplement the core curriculum, not replace it.

Instruction – Synchronous and Asynchronous Activities

Synchronous (Live) Activities

1. Synchronous lessons are important for helping students learn new content. However, they should be used purposefully throughout the day in order to prevent student and teacher burnout. It is recommended that teachers do not host one on one virtual (Zoom) sessions with students, unless both the parents and students agree to have it recorded up front.
2. Sound classroom practices can be used in synchronous lessons; they do not have to simply be the sharing of material (ie. lecture). John O'Connor suggests using a regular instructional loop in these sessions: present material, then have students reflect and write about the material, have students share their thinking with the teacher or other students, and then provide them feedback on their thinking.
3. Remote learning provides opportunities to use small group instruction effectively, without having to worry about classroom management issues. Planning synchronous

learning with subsets of students, especially when presenting new content, creates important learning opportunities. Whole class synchronous sessions should be reserved for building classroom community and one way communications.

4. If a recording is made in which students are discussing academic content, it becomes an academic record, subject to FERPA. Therefore, when conducting synchronous mini lessons in which new content is being covered, teachers have the following options to help ensure access for students:
 - a. Leave one time slot open to go through the lesson with no students to create a recording.
 - b. Conduct the lesson with students' videos turned off and their mics muted. Stop recording if you open it up for questions and students' voices are heard.
 - c. Pre record the lesson.
 - d. If the lesson does not include new content and is developed for the purposes of announcements, classroom community, etc., it does not need to be recorded or re-shared.
5. Elementary teachers need to engage in synchronous activities daily; middle school teachers need to engage in a minimum of two synchronous lessons per week per class, and high school teachers need to engage in a minimum of three synchronous lessons per week per class. These lessons could be whole group, small group, or a combination of both, and it is encouraged that teachers engage in informal synchronous support throughout the week as well. All STUDENTS should experience 30-60 minutes of synchronous lessons per day, on average, and they should occur both in the morning and in the afternoon to maximize student support. This may require teachers to engage in more than 30-60 minutes of synchronous lessons daily, as that time should include small group instruction.

Asynchronous (On Demand) Activities

A great deal of students' learning time will be spent in asynchronous learning activities. Videos, assignments, tasks, responses to texts, and activities are all valuable learning experiences, and present opportunities for teachers to creatively engage students in meaningful ways. Teachers are thinking beyond handouts and worksheets as asynchronous activities, and should focus on mastery learning, not task completion; it is about essential learnings, not simply completing work.

Logistics

Accessing the Building

Buildings are open and accessible and teachers are encouraged to use their classrooms and materials. However, as we are in Phase 4, all guidelines for safety must be followed. This includes wearing a mask in all common areas or when in the same room as another person,

following screening protocols, and consistently washing hands. The complete set of requirements can be found here:

<https://www.glcomets.net/downloads/communications/glps -- covid-19 preparedness and response plan.pdf>

Remote teaching from the classroom can help create a sense of normalcy for students, which can help ease stress for students who have experienced trauma.

Distributing Learning Materials

Textbooks and other learning materials may be distributed to families as needed. This includes textbooks, musical instruments, art supplies, learning supplies, and anything else that students need to complete tasks. Each building will develop a schedule and procedure for distribution. For families that need to have materials delivered, arrangements may be made. Because of the logistic associated with the preparation, distribution, and delivery of materials, it should not be expected that distributions occur on a weekly basis.

Building Schedules for Teachers

Teachers will work within the building schedules established by principals in consultation with their leadership teams. Please understand that this does not require that students will be completing asynchronous tasks during the teachers' work day. All synchronous lessons must occur during the work day, however.

All teacher schedules include: 380 minutes of instructional time, including student support and transitions, lunch as defined by the contract by grade level, and extra minutes of additional teacher transition/collaboration/planning time.

Grand Ledge High School

8:00-8:10	First Hour Preparation
8:10-9:10	First Hour
9:10-9:20	2nd Hour Preparation
9:20-10:20	Second Hour
10:20-10:30	3rd Hour Preparation
10:30-11:30	Third Hour
11:30-12:00	Lunch
12:00-12:10	4th Hour Preparation
12:10-1:10	Fourth Hour
1:10-1:20	5th Hour Preparation
1:20-2:20	Fifth Hour

2:20-2:50	Follow Up/HW/Study/Ind T Help	
2:50-3:30	Teacher Work Time	
	Monday/Thursday	Professional Learning
	Tuesday/Friday	Office Hours and 2-Way Communication
	Wednesday	Staff/Department/Group Meetings

Hayes Middle School

8-8:15	Teacher Prep Time
8:15-9:10	1st Hour (all classes @ 55 minutes)
9:10-10:05	2nd Hour
10:05-11:00	3rd Hour
11:00-11:55	4th Hour
11:55-12:35	Lunch (30-minute lunch plus 10 minute transition)
12:35-1:30	5th Hour
1:30-2:25	6th Hour
2:25-3:15	Support Time (50-minutes, daily, see below)
3:15-3:30	Teacher Prep Time

- Note: support time is a daily, 50-minute opportunity for teachers to be able to connect with students virtually to provide support. This is not to be limited to just email; instead, teachers will be available to students virtually via a recurring zoom, google hangout, etc. for extra one-to-one support.
- Note: teacher prep time at the end of the day will be utilized for contractual staff and department meetings, and these meetings will extend beyond the LOA 3:30 end-time as they do under current contractual obligations. (i.e. staff and department meetings will be one-hour in duration as usual).

Neff and Wacousta Kindergarten

8:30-8:55 Transition into the Day/Planning/Collaboration

8:55-3:50 Instructional Time

- 150 minutes for literacy/SEL
- 80 minutes for math/SEL
- 60 minutes for science/social studies/SEL and/or structured play
- 45 minutes for lunch
- 30 minutes for specials/teacher plan
- Student Support

3:50-4:00 Transition and Wrap Up

Beagle, Delta Center, Willow Ridge, Wacousta Lower Elementary

8:30-8:55 Transition into the Day/Planning/Collaboration

8:55-3:50 Instructional Time

- 150 minutes for literacy/SEL
- 80 minutes for math/SEL
- 60 minutes for science/social studies/SEL
- 45 minutes for lunch
- 30 minutes for specials/teacher plan
- Student Support

3:50-4:00 Transition and Wrap Up

Beagle, Delta Center, Willow Ridge, Wacousta Upper Elementary

8:30-8:55 Transition into the Day/Planning/Collaboration

8:55-3:50 Instructional Time

- 120 minutes for literacy/SEL
- 80 minutes for math/SEL
- 90 minutes for science/social studies/SEL
- 45 minutes for lunch
- 30 minutes for specials/teacher plan
- Student Support

3:50-4:00 Transition and Wrap Up

- **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.

The work around essential learnings began last fall with districtwide leadership groups, continued through the spring in our continuity of learning plan, and then moved into the summer as teachers continued collaborating. Particularly in this online environment, but even as we transition back to in person learning, it is important that we clearly understand, and are able to communicate, the essential learnings that we expect all students to master, by trimester, across the district. Teacher collaboration time throughout the fall will need to be dedicated to developing and agreeing upon the key learnings that students will need to master to be successful in the current grade level, prepared for the next grade level, and prepared for standardized assessments.

- **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.

New legislation requires districts to report out on how the learning plan will cover the academic standards in each grade level, goals for student growth, and measurement of that growth using benchmark assessments for K-8 in the first nine weeks of school. Goals were established by September 15th and reported by October 1st. K-8 will utilize the NWEA as a screener in the first 9 weeks of school. This also meets requirements for the Read By Grade Three law.

To support these requirements, we must think differently about accountability. We need to focus on ensuring that students learn the essential content. To those ends, if a student demonstrates the learning of a standard in a synchronous Zoom session, but does not submit the follow up activity on time, emphasis should be placed on that demonstration of knowledge, not on checking the box that activity has been completed. Similarly, attendance should be tracked to ensure that students are engaging, not to give students an attendance grade. This is not to say that kids should not be completing activities; they need to be completing the tasks we assign. It is, however, to say that we need to be absolutely certain that everything we ask kids to do is tied directly to an essential learning, and that our efforts are centered on students showing us what they know about each one. This is how we can show grace coupled with accountability, and focus our attention on students learning to make sure they are successful and we reach the goals we set. Outside of the boundaries placed on us by the school building, like bell schedules and physical space, we can shift our thinking to allow time to be variable and learning to be constant, instead of the other way around.

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.

All students who need a device or internet access will have it provided in the form of Chromebooks or iPads and internet hotspots. The technology department has facilitated a process by which families can request these supports, and technology staff has distributed to devices to all families who need them.

- **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.

Student support teams are working collaboratively to evaluate the direct instructional needs of students with IEP's during the school reopening process. Individual consideration is given to each student, and the comprehensive team, including the parent, develops a determination for each student. Needs for in person instruction are determined by the IEP team and utilized only in cases in which online learning is not appropriate for the student's IEP goals and the district's offer of FAPE. Arrangements are made for staffing and space for students who need in person instruction to enter school buildings to receive it.

- **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.

1. GLPS is committed to providing support for students who need it. To those ends, leadership teams are actively planning for opportunities for small groups of students to enter buildings for in person support. In addition, reading interventionists, math interventionists, teachers assistants, counselors, deans of students, administrators, and English Language Learner teachers are working with students, families, and classroom teachers to provide additional, targeted support as needed for students.
2. Early childhood and preschool programming is continuing to operate in person instruction for students, and Adventure Club programming has been expanded to take place during school hours as well as its normal before and after school times. CTE programming through ERESA is continuing as well, and students are able to attend in person sessions as allowed by LCC and ERESA. Busing is provided for those who need it. Dual enrollment is proceeding with college partners, and all AP classes offered in person are also supported in the virtual environment.