

## **Continuity of Learning and COVID-19 Response Plan (“Plan”) Application Template**

As a result of COVID-19 and the closing of school buildings for the 2019-2020 School Year, school districts must submit a Continuity of Learning and COVID-19 Response Plan (“Plan”) in order to continue to receive state aid for operations. Although schools are closed and not providing in-person instruction, teaching and learning must continue. Michigan educators have been called to provide our students with continued learning.

There are varied states of readiness to provide continuity in learning among districts. Even within districts of multiple school sites, there are varied states of readiness. It is expected that schools will provide instruction at a distance using a variety of methods that meet local needs, including printed materials, phone contact, email, virtual learning, or a combination to meet student needs. We should avoid assuming that continuity in learning can only occur through online means.

While many educators have been providing distance learning opportunities, the Governor’s Executive Order (EO 2020-35) requires all schools to begin providing learning opportunities for all students no later than April 28, 2020. Districts who are able to begin their plans earlier are encouraged to do so.

Each District shall submit a single completed Assurance Document, Budget Outline, and Continuity of Learning Plan to its Intermediate School District. Each Public School Academy shall submit a completed Assurance Document, Budget Outline, and Continuity of Learning Plan to its Authorizer. A single Application should be filed for the district rather than multiple applications for individual schools within a district. The following items are required for the application which may be submitted beginning April 8, 2020:

1. Assurances Document
2. Continuity of Learning Plan
3. Budget Outline

## **Continuity of Learning and COVID-19 Response Plan (“Plan”) Guiding Principles**

As Districts and Public School Academies complete the Assurances and Continuity of Learning Plans, they should consider utilizing the following principles to guide their work:

### **Keep Students at the Center**

Intentional outreach to continue building relationships and maintain connections,

Help students feel safe and valued. At minimum, plan to do the following:

- Plan for Student Learning: Build on each student’s strengths, interests, and needs and use this knowledge to positively affect learning.
- Develop a Weekly Plan and Schedule: Offer routines and structures for consistency and for the balancing of think time, work time, and play time for health and well-being.
- Contact Families: Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority. Provide translations as necessary.

## **Design Learning for Equity and Access**

Plan and deliver content in multiple ways so all students can access learning.

- Teach Content: Set goals using knowledge of each student, content area standards, and of Michigan Merit Curriculum.
- Deliver Flexible Instruction: Consider how to deliver content depending on tools and resources accessible to each student. Alternative modes of instruction may include use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a combination to meet diverse student needs.
- Engage Families: Communicate with families about engagement strategies to support students as they access the learning. Families are critical partners. Provide translations as necessary.

## **Assess Student Learning**

Manage and monitor student learning and plan what's next for learning including the potential need for summer and supplemental learning.

- Check Student Learning: Use a variety of strategies to monitor, assess, and provide feedback to students about their learning.
- Make Instructional Adjustments: Use formative assessment results to guide educators' reflection on effectiveness of instruction and to determine next steps for student learning.
- Engage Families: Communicate with families about assessment results in order to inform next steps and the potential for supplemental summer learning. Provide translations as necessary.

## **Continuity of Learning and COVID-19 Response Plan ("Plan") Assurances**

Date Submitted: **April 10, 2020**

Name of District: **Grand Ledge Public Schools**

Address of District: **220 Lamson St, Grand Ledge, MI, 48837**

District Code Number: **23060**

Email Address of the District: **metcalfb@glcomets.net**

Name of Intermediate School District: **Eaton Regional Education Service Agency**

This Assurance document needs to be returned to your Intermediate School District or, for Public School Academies, your Authorizing Body with your Continuity of Learning Plan and Budget Outline beginning April 8, 2020 to indicate that the District will adopt a plan to ensure continuous learning for all students through the remainder of the 2019-2020 school year.

Districts should submit a single district plan that relates to all of their schools.

The applicant hereby provides assurance it will follow the requirements for a Plan for the remainder of the 2019-2020 school year:

1. Applicant assures that all student learning will take place under the direction of a teacher of record for each student enrolled in the district.
2. Applicant assures that it will continue to pay school employees during the balance of the 2019-2020 school year under the same terms and conditions established prior to the school closure order period.
3. Applicant assures that the Plan was developed in collaboration with district administrators, school board members, teachers, and local bargaining units.
4. Applicant assures that food distribution has been arranged for or provided for eligible students.
5. Applicant assures coordination between applicant and Intermediate School District in which the District/PSA is located to mobilize disaster relief child care centers.
6. Applicant assures that to the extent practicable the District/PSA will in good faith provide students with IEPs/Section 504 Plans the opportunity to participate in learning consistent with existing plans.
7. Applicant assures that Continuity of Learning and COVID-19 Response Plan, Assurance Document, and Budget Outline will be posted immediately following approval to the District's/PSA's website.

#### **Continuity of Learning and COVID-19 Response Plan ("Plan")**

*The goal of a Continuity of Learning Plan and COVID-19 Response Plan is to ensure that each District or Public School Academy is providing, to the best of its ability, each student with alternative modes of instruction to help them stay on pace in their learning. This application recognizes that there is no "one-size-fits-all" solution; multiple means of engaging students and supporting families may be necessary that may vary by grade level, school building, or student population served.*

For the purposes of the Plan, "district" refers to school districts and public school academies.

Date Submitted: **April 10, 2020**

Name of District: **Grand Ledge Public Schools**

Address of District: **220 Lamson St, Grand Ledge, MI, 48837**

District Code Number: **23060**

Email Address of the District Superintendent: **metcalfb@glcomets.net**

Name of Intermediate School District: **Eaton Regional Education Service Agency**

In accordance with Executive Order 2020-35 a Plan must include all of the following parts:

1. Please describe the methods the district will use to provide alternative modes of instruction other than in-person instruction and a summary of materials each pupil and the pupil's parents or guardians will need to access meaningfully the alternative modes of instruction included in the Plan. If the Plan relies on electronic instruction, the Plan must ensure to the extent feasible that pupils have access to a connected device capable of accessing the electronic instruction and must not penalize a pupil for the pupil's inability to fully participate.

***"Alternative modes of instruction" means modes of pupil instruction, other than in-person instruction, that may include, without limitation, partnerships with other districts or intermediate districts or community colleges or institutions of higher education, use of vendors, use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a hybrid of multiple modes of learning that still promote recommended practices for social distancing to mitigate the spread of COVID-19 .***

District Response:

#### **Key Philosophical Elements**

We recognize that there is no substitute for the teacher-student learning model for providing great instruction for students in our classrooms, and therefore, our plan is not an attempt to try to recreate the learning that would have happened across the district this spring. The Grand Ledge Public Schools continuity of learning plan will emphasize reinforcing skills taught prior to March 11th. Any new learning will be considered enrichment in nature, which means that we will have to adjust our pace, instruction, and curriculum expectations for fall, as students will need to learn or relearn missed skills. For the purposes of our plan, we recognize that access for students and effective training for staff may be limited, so students will be held harmless. No letter grades will be awarded for this time, resulting in a credit/no credit grade for report cards and transcripts; in addition, no student will be penalized in any way for not participating in activities. All assessments will be formative in nature and result in feedback, but no grades. Our overarching goal is to provide the best experience possible under these circumstances, while acknowledging and understanding the realities and pressures that our families and staff are facing during this unprecedented time.

#### **Planning**

Teacher teams will identify 3-4 key standards per subject area that have been already taught but need to be reinforced to create opportunities for success in the next grade level/class. These teacher teams will also develop and share activities and resources to support reinforcement of these concepts. These activities will be shared virtually by teachers, but will also be shared, to the extent possible, in paper form for parents to pick up at our weekly food distribution. Throughout this process, district instructional coaches and administrators will work to provide training in areas of need for teachers. All teachers will contribute to planning for this spring and/or this fall either through weekly Zoom or collaboration sessions or by contributing resources, and teachers will join PD sessions as needed based on tools used in the plan

### **Implementation**

We will focus on one subject area per day. Elementary teachers and appropriate secondary subject area teachers will send a reminder to families to access the GLPS learning continuity resources and/or introduce new resources/activities. Teachers will work collaboratively to produce weekly activities for students who cannot connect online; activities will be provided to families (as needed) during the food distribution on Fridays: 4/24, 5/1, 5/8, 5/15, 5/22, & 5/29. In addition, all teachers will host “office hours”; at least 2 hours each week. Office hours, day and time, can be determined by the individual teacher but must be consistent each week. Principals will create the calendars so there is one calendar per building, and if a teacher needs to change his/her time because of unforeseen circumstances, he/she must communicate the changes to the principal to update the calendar. This allows students to attend office hours of other teachers if they are unable to attend with their own teacher. Teachers will also provide timely feedback if students submit assessments (no grades, only feedback). Aside from academic support, teachers will also provide periodic communication with students for SEL/community building/connectivity purposes. Counselors will provide teachers with activities or resources to share during these sessions, and counselors will host “office hours”; at least 2 hours each week. They will also help administrators work on building class lists for the fall. Finally, special education teachers will hold virtual or phone IEP or planning meetings as required, and all teachers and counselors will attend IEP meetings as needed.

2. Please describe the methods the district will use to keep pupils at the center of educational activities, including outreach to continue building relationships and maintain connections, and to help pupils feel safe and valued.

District Response:

We are focusing on reinforcing previously learned standards, so students are not trying to learn new content for the first time without a teacher present. However, to support student learning around our identified standards, all teachers will communicate with their families to provide resources for each subject area. In order to keep students’ needs at the center, we will focus on one subject area per day. This will reduce the amount of content that families are responsible for digesting at one time, while also creating a set weekly schedule to help families organize their work. Activities will be asynchronous and video sessions will be recorded, so students can access them at any time and when their schedule allows. Teachers will hold office hours twice per week at consistent times, and all office hours for a building will be published on one calendar. This will allow students to access help when it is convenient for them, even if it is not with their own teacher. One additional contact per week will be focused on social and emotional learning and simply checking in, not on academic content, and counselors will hold office hours as well, allowing students to make connections with them and receive mental health support as needed.

3. Please describe the district's plans to deliver content in multiple ways so that all pupils can access learning.

District Response:

**Content, both academic and social and emotional, will be delivered on a weekly schedule through email communication with teachers. All activities, to the extent possible, will be shared in paper form during our weekly food distribution. All live video interactions will be recorded and archived so that students can watch them later. Teachers will hold office hours twice a week to allow students to get help as needed. If we receive additional revenue, then we will purchase wireless access points to enhance internet access outside of our school buildings.**

4. Please describe the district's plans to manage and monitor learning by pupils.

District Response:

**Students will have the opportunity to submit activities for their teachers to review. Teachers will provide timely feedback on all activities submitted for review. Teachers will also monitor all learning from students participating in the instructional process.**

5. Please attach a budget outline estimating additional expenditures associated with the Plan and sources of revenue to pay for those expenditures.

District Response:

**\$100,000 for purchase of devices - Federal Education Stabilization Fund**

**\$75,000 for paper/printing costs - Federal Education Stabilization Fund**

**\$25,000 for outdoor wireless - Federal Education Stabilization Fund**

**\$25,000 for compensatory time - Federal Education Stabilization Fund**

6. Please describe the manner in which district administrators, board members, teachers, and any representatives of teachers collaborated in development of the Plan.

District Response:

- **Immediately upon the dismissal of school, most teachers began engaging with families by providing academic resources, and the district developed a resource web page to share with families.**
- **The week of March 30th, GLPS sent a survey to staff to gather information about staff internet access and expertise in digital platforms and instruction.**
- **The week of March 30th, GLPS sent a phone and digital survey to all families to gather information about families' access capabilities and readiness for continual learning.**
- **Results from the surveys were shared with instructional coaches to begin support planning on April 7, and coaches began planning for the support of staff and students.**
- **Principals began holding virtual staff meetings with teachers at various times throughout the time away to check in and gather information.**
- **District leaders virtually met with countywide district leadership teams on April 7th to share ideas.**

- District leaders and principals are meeting on the afternoon of April 9th to discuss the plan and the principals' roles in facilitating grade level and subject area teams.
- District leaders reached out to employee groups to discuss their roles in the plan. For example, the teachers' union leadership is meeting with district leaders on the morning of April 9th to discuss teacher expectations.
- Beginning the week of April 13th, building principals will begin leading teacher teams in the development of key learning, resources, and plans for the spring and fall. These teacher teams will operate throughout the duration of the school year.

7. Please describe the methods the district will use to notify pupils and parents or guardians of the Plan.

District Response:

**The district will send out an initial overview of the plan by the end of the day on April 16th using all methods of communication: phone, text message, email, social media, and posting to the district website. Starting April 20th, teachers will begin communicating with students within the plan.**

8. Please provide an estimate of the date on which the district will begin implementation of the Plan, which must be no later than April 28, 2008.

District Response:

**The district has already begun the planning stages. Resource development and teacher collaboration will begin on April 10. Formal communication with elements of the plan will begin on April 20th.**

9. Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act 160 of 1996, as amended, MCL 388.511 to 388.524, and Career and Technical Preparation Act, 258 PA 2000, as amended, MCL 388.1901 to 388.1913 , in completing the courses during the 2019-2020 school year.

District Response:

**Students in dual enrollment or career center courses and students in dual enrollment or advanced placement courses will be provided with whatever devices or support is needed to allow them to have the opportunity to earn college credit. In addition, students can utilize teacher or counselor office hours to receive support in their coursework.**

10. Please describe how the district will continue to provide or arrange for continuation of food distribution to eligible pupils.

District Response:

**The district has been providing two meals per day, 7 days a week, handed out every Tuesday and Friday. This schedule will continue until the conclusion of our regularly scheduled school year - June 5, 2020.**

11. Please confirm that the district will continue to pay school employees while redeploying staff to provide meaningful work in the context of the Plan, subject to any applicable requirements of a collective bargaining agreement.

District Response:

**The district has been paying all staff to date, and will continue to do so until the conclusion of their normally scheduled responsibilities. Hourly workers may be redeployed for tasks like parent communication, making copies, helping teachers clean out classrooms, and/or other duties as assigned. Salaried employees will be paid according to their previously signed contracts.**

12. Provide a description of how the district will evaluate the participation of pupils in the Plan.

District Response:

**Teachers will also monitor all learning from students participating in the instructional process, and the district will track the number of students accessing the food distribution program.**

13. Please describe how the district will provide mental health support to pupils affected by a state of emergency or state of disaster prompted by COVID-19.

District/ PSA Response:

**District counselors will hold office hours and provide resources that teachers can share during their weekly social and emotional learning check in with families. In addition, the district has scheduled professional development sessions for staff to be trained in youth mental health first aid, restorative justice, and trauma informed instruction both for the current year; and also ongoing PD prior to the start of the 2020-2021 school year.**

14. Please describe how the district will support the efforts of the intermediate district in which the district is located to mobilize disaster relief child care centers as described in Executive Order 2020-16 or any executive order that follows it.

District Response:

**The district will continue to partner with the City of Grand Ledge, and Eaton RESA as they have established child care for first responders.**

Optional question:

15. Does the District plan to adopt a balanced calendar instructional program for the remainder of the 2019-2020 school year? Does the District plan to adopt a balanced calendar instructional program for the 2020-2021 school year?

District Response:

**Not at this time. The district and the teachers' union have already agreed upon the 19-20, 20-21, and 21-22 calendars; therefore, it would require a re-opening of negotiations to change them. In addition, they have already been published, so teachers, staff, and families have made plans accordingly.**

Name of District Leader Submitting Application: **Dr. Brian Metcalf, Superintendent**

Date Approved: **April, 9 2020**

Name of ISD Superintendent/Authorizer Designee: **Cindy Anderson, Eaton RESA Superintendent**

Date Submitted to Superintendent and State Treasurer: **April 9, 2020**

Confirmation approved Plan is posted on District website: **April 11, 2020**