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

Assurances

Date Submitted: April 9, 2020

Name of District: Grand Haven Area Public Schools

Address of District: 1415 Beechtree, Grand Haven, MI 49417

District Code Number: 70010

Email Address of the District: ingalla@ghaps.org

Name of Intermediate School District: Ottawa Area Intermediate School District

Name of Authorizing Body (if applicable):

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.
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 8, 2020

Name of District: Grand Haven Area Public Schools

Address of District: 1415 South Beechtree Street, Grand Haven, MI 49417

District Code Number: 70010

Email Address of the District Superintendent: ingalla@ghaps.org

Name of Intermediate School District: Ottawa Area Intermediate School District

Name of Authorizing Body (if applicable):

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:

Alternative modes of instruction: All students are provided a school issued device to communicate with their teacher, classmates, and other relevant staff members for learning. Learning materials and instruction are provided through their iPads for young fives - second grades and through Chromebooks for all fifth - twelfth
grades. Accustomed to using devices for learning, students will receive recorded lessons from their teacher, teachers provide meaningful feedback, formatively assess students, and host live learning sessions via Google Meet or another virtual meeting application. Students are being provided instruction / lessons through Google Classroom and directly from their teacher at times, virtually, using a multitude of other platforms to enhance the weekly learning plans ie, Google Hangouts, Zoom, Kahoot, Quizzes, Quizlet, and EdPuzzle. Elementary students are given a weekly plan for ELA and math lessons and extensions for science, social studies, and specials classes. Students watch a recorded lesson and a read aloud each week, participate in the prescribed activities, and are invited to attend a morning meeting and office hours for real time connection with their teacher. Physical learning packets include a letter to parents explicitly describing the goals and expectations, as well as the weekly learning plans and extra resources not provided using the school issued device.

**Summary of materials needed and accessibility:** The district surveyed all families to assess the strength of their internet and is finding solutions to strengthen the internet where needed. This includes helping them sign up for free internet service, find limited data plans, expanding wifi of school buildings to reach neighborhoods, installing a web for internet service in some neighborhoods, or providing a hot spot. GHAPS provides families hard copies of learning materials if they prefer, and to elementary students who require some tangible items for meaningful and balanced learning. Physical books are purchased for students who do not have many in the homes, such as families with migrant lifestyle.

**No penalty for students:** With the primary goal of keeping staff and students connected and to provide normalcy to students' days, weekly lessons and daily tasks which are aligned to the academic standards in Michigan have been developed. All students are provided with weekly social emotional lessons developed by GHAPS social work teams. Teachers keep track of work completion and interaction with students. When it appears student engagement declines or ceases to happen, the teacher or a designated staff member reaches out to the student and family to check in and to offer encouragement and support. Grading practices have been adjusted so no child's achievement can be penalized during this time.

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:

**Methods to keep pupils at the center of activities:** Maintaining the relationship and connectivity between students and their teachers is the primary goal. Academic lessons are designed with the belief that academics is the common topic in which the teacher-student relationship was built. Academics is the vehicle in which to continue the relationship. Accordingly, teachers worked in teams to determine what was most essential and possible for students under these circumstances. Students will be provided lessons that encourage thinking around the standards deemed most essential. Workload for students was intentionally planned knowing the learning environment at home is different than the learning environment at school. Academic assignments are reasonable with limits on required work, and optional extensions for those who want more. Social workers designed age-appropriate lessons and activities for social emotional learning and wellbeing for all students in the district. Students with Individual Education Plans will be supported with accommodations and
Outreach for continuing and maintaining relationships: The lessons are supported with real time office hours, the opportunity to email your teacher anytime, and the willingness of GHAPS staff to provide flexible due dates and differentiated support. Office hours, or real time connections, are required of all teachers 3 hours a week. They can answer questions or just see how students are doing in general. Most teachers make it a standards practice to stay on the virtual portal when the meeting is done to engage in relationship-supporting conversations. School psychologists, social workers, and counselors are tasked with supporting students and families with social emotional wellness and behavior.

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

District Response:

- GHAPS will take advantage of our one-to-one devices and five years of experience using the devices for learning.
- The devices allow for a variety of reading material, recorded and real time lessons from their teachers, the ability to assign, complete, and submit work, give and receive meaningful feedback, and engage with classmates without coming into contact with each other physically.
- Additionally, students were provided ample reading material in hard copy and digitally, with additional reading material purchased for families who need it.
- Learning without school devices is also provided and encouraged. Students are asked to replicate the routines of reading and writing workshops at home. Projects and portfolios are options for students. Specials and elective teachers suggest activities to keep students active, creative, and supporting their families.
- Great Start Readiness Preschool students are included in this Continuity of Learning Plan. Alternative modes of instruction will be delivered, while incorporating principles of developmentally appropriate practices for preschoolers. The learning of the preschoolers will be monitored in collaboration with the parent, as young children are reliant on adult support to be successful learners. This means that teachers will work not only with the children, but also coaching/supporting the family in how to promote learning at home. A requirement from MDE outlines that each GSRP program must complete two parent teacher conferences in the 19-20 school year, and as a district we will support meeting this requirement. Finally, as children complete GSRP programs, districts will support the transition to Kindergarten.
- Based upon existing resources, technology, training, and curriculum, as well as the circumstances presented by any state of emergency or state of disaster, the district plans to provide equal access to alternative modes of instruction to students with disabilities from preschool through 12th grade via a Contingency Learning Plan or an IEP for the remainder of
the 2019-2020 school year. This includes the provision of auxiliary services to Non Public Schools within the district.

- In addition, the district will be in compliance with guidance from the United States Department of Education, including its Office of Civil Rights and Office of Special Education and Rehabilitative Services, and the Department concerning the delivery of alternative modes of instruction to students with disabilities in light of the impact of COVID-19.
- The district will make individualized determinations whether and to what extent compensatory services may be needed for pupils after the school closure period prompted by the COVID-19 state of emergency and/or state of disaster ends.
- Additionally, students in the Great Start Readiness Program are provided the opportunity to continue their learning with age-appropriate resources, lessons, and activities. Teachers will maintain connectivity with students and families.

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

District Response:

**Monitor learning:** All teachers are required to offer a minimum of 3 hours of real time engagement with students referred to as “office hours.” They may offer more real time connection beyond the 3 hours. Through these meetings, teachers can monitor engagement and learning. Several methods for office hours are allowable including phone calls or virtual meetings, hosting the whole class or small groups, listening to students read, share work in progress, or question answer sessions. Secondary teachers will use their gradebooks to give credit or grades with the assurance no students’ grade can go down during our remote learning schedule.

**Manage learning:** Teachers are keeping track of student activity through Go Guardian. If the Chromebook is only being used for entertainment and no engagement with class lessons, a phone call will be made to talk with the student and/or parent about the concern. If the behavior does not change, the Chromebook may be placed in the ‘Penalty Box’ allowing the use for only education sites such as: Google Classroom, Email, Google Docs, Google Sheets, etc.
5. Please attach a budget outline estimating additional expenditures associated with the Plan and sources of revenue to pay for those expenditures.

GHAPS plans to use General fund, community foundation grants, and new Title I and 31a funding to support the additional costs being incurred for our Continuity of Learning plan.

Additional expenditures for GHAPS include, but are not limited to, the following:

- Printing and distribution of student packets $23k
- Student internet access, hotspot and service through June $20k
- Repair or replacement of student devices $5k
- Books for migrant families and book replacements $25k
- Zoom license $150
- Remote device support (contractor support for students & teachers) $7k

These incremental expenditures will be recorded separately in our financial software so they can be easily quantified. The total expenditures are estimated to be $80,150.

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:

- February 2020, GHAPS was aware of possible remote learning. Initial plans were drafted.
- March 12, 2020 the GHAPS leadership team met to collaborate around the details, parameters, and support needed for a remote learning plan and needs of students.
- March 13, 202, the GHAPS leadership team met again with union association leadership to further collaborate on plans. There was full agreement from all parties for the learning over the 3 weeks of school closure.
- From March 23 - April 3:
  - The union associations worked collaboratively with district leaders and teachers to plan food distribution, intensive cleaning, and learning plans.
  - The Superintendent was the point of contact for collaboration with the Board of Education with regular weekly communication.
  - Collaborative planning happened by grade levels and departments to communicate a common goal and share work.
  - Teams worked quickly and cooperatively to provide the most essential parts of the learning plans by April 2.
  - Technology team ensured function devices for students in grades 3-12, connectivity, and offered repairs and support. Currently, they are preparing iPads for lower elementary students to be distributed on April 13-14.
7. Please describe the methods the district will use to notify pupils and parents or guardians of the Plan.

District Response:

- Parent letters for elementary, intermediate school, middle school, and high schools explicitly explain the plan for remote learning and how to communicate with school personnel. This includes the district plan for remote learning.
- Letters will be emailed to all families and paper copies will be given to elementary parents as well.
- District website will post information for access anytime.
- GHAPS calls or makes delivery of materials if a family cannot get them from planned methods.

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:

April 15, 2020


District Response:

The students in the OAISD dual enrollment/early college programs will be given the opportunity to complete programming through the post-secondary provider. We will ensure the participants have the access to appropriate resources and continued support to complete the courses.

Students attending the Careerline Tech Center will be given a variety of remote learning opportunities to complete the CTE courses. Careerline will work with the LEA’s in ensuring that our students have the appropriate resources and continued supports in order to continue learning during this crisis.

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

District Response:

GHAPS will continue food distribution. Using our current paid employees for meaningful work, GHAPS staff assembles 5 days worth of breakfasts and lunches for a qualifying individual. On Mondays, food is distributed on four different sites most convenient for the families who will participate from 11:00 am - 1:00 pm and from 4:00 pm - 6:00 pm. Families can call to request delivery or ask for information to a published phone number.
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:

Grand Haven Area Public Schools, in cooperation with all the union associations, agrees to continue paying staff at the same rate they were being paid on March 11. While teachers and administrators will be facilitating remote learning, other staff will be re-deployed in meaningful work to support the learning, social emotional needs, connectivity, technology use, cleaning, collection of student materials, and other tasks as they become known. Flexibility, connectivity, and safety of the work environment are continued.

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

District Response:

- Elementary student participation will be evaluated with office hours, Morning Meetings, and two way communication with their teacher.
- Intermediate, middle school, and high school student participation will be evaluated and recorded on teacher gradebooks, through office hours, and two way communication. Points earned will be used to enhance a student's grade from March 11. Work or participation will not have a negative impact.
- When a student does not engage in work completion or two way communication with a teacher, relevant school staff will reach out to connect with the students and their family to check on wellbeing and to support participation.

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

District Response:

- All students are provided Tier 1 weekly social emotional lessons and activities, developed by social workers. They include coping strategies and ways to manage oneself during the closure. Lessons for younger students include material from the Second Step curriculum. Lessons also address friendships and anxiety.
- Tier 3 support plan has qualified staff reaching out to students on their caseload to maintain connectivity and support. They also reach out to teachers asking them to look for signs of student need.
- Social workers and counselors reach out to students who aren’t showing engagement or connectivity with documentation.
- School psychologists and social workers support Tier 1 students needs.
- Continued therapy services. - Non-profit therapy organization, Mosaic, gives permission to therapists who saw students in grades 5-12 to continue seeing them by phone or teletherapy.
- Wellness website for staff and families was created and in development for continued support and resources.
- GHAPS will demonstrate flexibility and connectivity as we deliver continued support.
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 follow it.

District Response:

- GHAPS is willing to mobilize disaster relief child care centers to essential workers and their families if needed.
- GHAPS will follow the protocol of the OAISD, as articulated on the completed form. It states GHAPS will reopen child care centers if needed.
- Community daycares should have the first opportunity to serve families and receive income. GHAPS is willing to support community day cares.

Optional question:

15. Does the District 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:

- GHAPS will not adopt a balanced calendar for the remainder of 2019-2020.
- GHAPS will not adopt a balanced calendar for 2020-2021.
- GHAPS plans to start school before Labor Day.

Name of District Leader Submitting Application:

Andrew Ingall

Date Approved: 4/10/2020

Name of ISD Superintendent/Authorizer Designee: Peter Haines

Date Submitted to Superintendent and State Treasurer: 4/11/2020

Confirmation approved Plan is posted on District/PSA website: