



Grand Haven
Area Public Schools

Extended COVID-19 Learning Plan



EXTENDED COVID-19 LEARNING PLAN

as required in Public Act 149, Section 98a

10.20.2020

Name of District: Grand Haven Area Public Schools

Address of District: 1415 South Beechtree Street, MI 49417

District Code Number: 70010

Web Address of the District: www.ghaps.org

District/PSA Contact and Title: Andrew Ingall, Superintendent

District/PSA Contact Email Address: ingalla@ghaps.org

Name of Intermediate School District: Ottawa Area ISD

Name of Authorizing Body (if applicable): n/a

Date of Approval by ISD/Authorizing Body: As Reauthorized 10.19.2020

EXTENDED CONTINUITY OF LEARNING PLAN INTRODUCTION

On August 20, 2020, Governor Whitmer signed House Bill 5913 into law as Public Act 149. Section 98a states that in order to receive state aid for 2020-2021, districts must provide for instruction under an extended COVID-19 Learning Plan (“Plan”) that has been approved by an intermediate district or authorizing body. The Plan does not replace the District’s/PSA’s COVID-19 Preparedness and Response Plan, it is an additional plan that includes new assurances and sections on educational goals, instructional delivery, grading, and equitable access. PA 149 does not apply to districts that operate as a cyber school.

District/PSA educational goals written for all students and all subgroups must be established no later than September 15, 2020, and submitted in their Plan to the ISD or Authorizing Body, as applicable, no later than October 1, 2020, for approval. ISDs and PSAs will transmit the approved plan to the superintendent of public instruction and the state treasurer.

Assurances

1. GHAPS 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 1, 2020.
2. GHAPS 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 no later than February 1, 2021, for goals its expected would be achieved by the middle of the school year and not later than the last day of school of the 2020-2021 school year for goals the District/PSA expected would be achieved by the end of the school year.
3. Benchmark Assessments: GHAPS will:
 - select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year and again not later than the last day of the 2020-2021 school year.

4. When delivering pupil instruction virtually, the GHAPS will:
 - provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
 - expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as GHAPS had planned for that exposure to occur for in-person instruction.


5. GHAPS, in consultation with a local health department will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that is based on local data that are based on key metrics. Note: A determination concerning the method for delivering pupil instruction shall remain at the District/PSA Board's discretion. Key metrics that GHAPS will consider shall include at least all of the following:
 - COVID-19 Cases or Positive COVID-19 tests
 - Hospitalizations due to COVID-19
 - Number of deaths resulting from COVID-19 over a 14-day period
 - COVID-19 cases for each day for each 1 million individuals
 - The percentage of positive COVID-19 tests over a 4-week period
 - Health capacity strength
 - Testing, tracing, and containment infrastructure with regard to COVID-19

6. If the GHAPS determines that it is safe to provide in-person instruction to pupils, the GHAPS will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the GHAPS.

7. GHAPS assures that
 - instruction will be delivered as described in this plan and re-confirmed by the GHAPS Board of Education,
 - the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - GHAPS will re-confirm how instruction will be delivered during the 2020-2021 school year monthly after the approval of the plan, and monthly thereafter at a meeting of the Board of Education, and
 - public comment will be solicited from the parents or legal guardians of the pupils enrolled in the GHAPS during a public meeting described in PA-149.

8. GHAPS will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules, and regulations.

9. GHAPS will ensure that two (2), 2-way interactions occur between a pupil enrolled in GHAPS and the pupil's teacher or at least one (1) of the pupil's teachers during each week of the school year for at least 75% of the pupils enrolled in GHAPS. GHAPS will publicly announce its weekly interaction rates at each GHAPS Board of Education meeting where it re-confirms how instruction is being delivered. GHAPS will make those rates available through the transparency reporting link located on GHAPS website each month for the 2020-2021 school year.

A handwritten signature in black ink, appearing to be 'Ahmed', written over a horizontal line.

District Superintendent or President of the Board of Education/Directors

10.19.2020

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.*

The COVID-19 global pandemic is impacting our school community in a number of ways: we are experiencing a traumatic event, many students may have significant gaps in their learning, and equity issues are more pronounced.

As we return to school, our first priority will be to ensure the well-being of all members of our school community. Because of the wide range of experiences students had during the remote learning portion of the 19-20 school year, we anticipate that students will come to school in the fall of 2020 with a wider than usual range of competencies. We expect that many students will be behind and will need opportunities to catch up. Teachers will need opportunities to collaborate with each other as they examine student work and determine what comes next in the learning for each student.

GHAPS has begun the school year with the option of 100% In-Person or 100% Virtual learning per selection of each student's parent/guardian, We are working diligently to implement structures that ensure student engagement and success for all. This plan will focus on teaching and learning with an emphasis on equity for all learners and the well-being of students and staff.

Educational Goals

- ***Please outline and describe*** the educational goals expected to be achieved for the 2020-2021 school year. The District/PSA must establish all of its goals no later than September 15, 2020. Authorizing bodies expect PSA educational goals will be aligned to the educational goal within your charter contract.
- ***Specify*** which goals are expected to be achieved by the middle of the school year and which goals are expected to be achieved by the end of the school year.
- ***Ensure*** that all of the following apply to the educational goals described in this section: (a) The goals include increased pupil achievement or, if growth can be validly and reliably measured using a benchmark assessment or benchmark assessments,

growth on a benchmark assessment in the aggregate and for all subgroups of pupils; (b) The District/PSA benchmark assessment(s) are aligned to state standards and will be administered to all pupils K-8 at least once within the first 9 weeks of the 2020-2021 school year and not later than the last day of the 2020-2021 school year to determine whether pupils are making meaningful progress toward mastery of these standards; and (c) the District's/PSA's educational goals are measurable through a benchmark assessment or benchmark assessments.

- **To the extent practicable**, the District/PSA will administer the same benchmark assessment or benchmark assessments that was administered to pupils in previous years.

QUALITY EVIDENCE-BASED ASSESSMENT PRACTICES

GHAPS believes that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in school/district academic performance and to identify effective instructional programs. We believe it can provide guidance for standardizing or adjusting curriculum and instruction across grade levels, schools, and districts.

However, we will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, GHAPS will continue the use of (and professional learning around the use of) the formative assessment process as a powerful practice embedded in the teaching and learning process to continuously observe where our students are in order to modify instruction.

We believe the use of the formative assessment process, which is supported by an extensive body of research, provides in-time data for both our teachers and students to accelerate their learning and progress and gives us a more complete picture of what our students know and are able to do.

EDUCATIONAL GOALS

Benchmark assessments in reading and mathematics will be administered to all students twice: once in the first nine weeks of the school year, and again prior to the last day of school. The benchmark assessment for math is the Delta Math screener. The benchmark assessments for reading include a running record for students in grades first-fourth, and a comprehension common assessment in grades five-eight. Formative assessments will also be used and will provide information to inform our progress toward our goals over the course of the year. Progress reports will be available on our website in February and June.

As a means of continuous improvement in teaching & learning, all teachers will work in collaborative teams to plan the use of formative assessments to grow student achievement.

Additionally, we will continue to engage stakeholders in the district's balanced assessment system, including publicly sharing aggregate and student subgroup performance reports on benchmark assessment results.

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

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

Goal 2 — All students (K-8) will improve performance in Mathematics from Fall to Spring as measured by Smarter Balanced.

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

Mid-year goal: Each student will show improved achievement on local assessments and show at least 50% achievement toward grade level achievement as measured by the local benchmark assessments. Our ultimate goal has been, and continues to be, ALL students will be at the grade level benchmark for both ELA and Mathematics at year end.

Instructional Delivery & Exposure to Core Content

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

Note: The GHAPS full instructional plan can be found in the [GHAPS COVID-19 Preparedness and Response Plan](#).

MODE OF INSTRUCTION

To start the school year, all students are receiving instruction with 100% in-person or 100% virtual based on the selection of their parent/guardian. This selection was to be made no later

than August 10, 2020 and is for effective through the end of the first semester on January 22, 2021. A determination regarding learning options will be made in October/November. GHAPS provides learning devices to all students – iPad for students in grades Young 5 through 2 and Chromebooks for students in grades 3-12.

Students receiving in-person instruction are utilizing Google Classroom and Seesaw as a mode of instruction. These are the platforms that will be fully utilized for delivery of instruction should In-Person learning be suspended.

Students receiving virtual instruction are utilizing The University of Michigan Roadmaps and Michigan Virtual for grades K-5 and 6-12 respectively. Teachers/Staff will be expected to make regular and multiple weekly contacts with students and have two-way communication. This may be done through the use of technology (i.e. virtual meeting, email, Remind, or phone calls). Teachers will also communicate multiple times each week through the instructional platform with an emphasis on continuing to build relationships and maintain connections. Teachers will be accessible for synchronous instruction (virtual meetings/office hours) at least two times per week and asynchronous instruction through pre-made videos/lessons multiple additional times per week.

The district will do everything it can to meet student/family needs and allow for full participation.

- **Please describe** how instruction for core academic areas will expose each pupil to the academic standards that apply for each pupil's grade level or course in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.

Note: The GHAPS full instructional plan can be found in the [GHAPS COVID-19 Preparedness and Response Plan](#).

CURRICULUM AND INSTRUCTION: ACADEMIC STANDARDS

The GHAPS curriculum for core academic areas is aligned to state standards. As teachers navigate the wider than usual range of competencies expected this fall, our professional learning communities will engage collaborative teams to determine essential learning, assessment for learning, and strategies to deliver instruction and reteaching around essential learning. Data from assessments will inform instruction. K-12 Instructional standards are prioritized for the 2020-2021 School Year. Collaborative teams will guide teachers to implement instructional approaches to meet the range of student needs as they return to school in the fall, identify assessment ideas that allow students to demonstrate understanding in a variety of ways, assess and provide instruction in the content areas in face-to-face, virtual, and blended classroom environments, and incorporate well-being and SEL/trauma-informed practices into instruction.

As our teachers and staff work to engage students both in-person and virtually, they will:

- Support physical and emotional wellness
- Build relationships with both students and parents
- Nurture a positive home climate for learning and parental involvement
- Establish and maintain classroom norms and learning routines
- Implement culturally responsive teaching practices
- Engage students in meaningful learning experiences
- Encourage student collaboration and discourse
- Create opportunities for and attend carefully to feedback

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

ASSESSMENT AND GRADING

GHAPS bases its assessment system on the Michigan Standards. We regularly assess students at the district and classroom level to determine if they are making progress toward meeting those standards. We place a heavy emphasis on formative assessment. This is critical in the instructional process so that students receive timely feedback that helps them know what they need to do to improve. It also gives the teacher important information to know how to adjust the teaching and learning process to meet each student's needs.

We also have a system for delivering summative assessments at the district and classroom levels. These are given at the end of a period of learning as an evaluation of what has been learned and are part of our district grading process. For example, our teachers deliver summative assessments at the end of each unit of study in our curriculum. These assessments are based on a coherent and essential set of standards in the subject area that focus on a related group of skills and disciplinary knowledge.

Teachers will monitor student access and assignment completion on a regular basis within the listed instructional platforms. Teachers will provide feedback to students on assignments through the instructional platform as they are completed. Teachers will differentiate instruction within the platform to meet each student's needs. Feedback from the teacher will include differentiated

work as needed, along with examples to support student learning. An example of this may be providing a student that is struggling with double-digit subtraction additional practice and several written examples with the steps. Parental contacts via email or phone call would also be used as a follow-up if needed.

For students grade 5 and above, we make available to our parents and legal guardians a web-based system that allows them to see their children's grades at any time. Our teachers keep up-to-date information on student grades in this system. We also send progress reports to our parents and guardians during each marking period. This is in addition to the expectation we have for all teachers that they keep parents and guardians abreast of any concerns regarding a student's grade through emails and phone calls. Finally, we send out to parents report cards at the end of each marking period. Student grades and report cards will be based on traditional methods including: attendance, participation, work completion, and assessments.

Equitable Access

- ***If delivering*** pupil instruction virtually, please describe how the District/PSA will provide pupils with equitable access to technology and the internet necessary to participate in instruction.

TECHNOLOGY

GHAPS ensures all students will be provided equitable access to technology and the internet as described in our GHAPS COVID-19 Preparedness and Response Plan that was previously submitted to the state. The GHAPS system for maintaining student access to technology devices and the internet is also described in the GHAPS COVID-19 Preparedness and Response Plan.

Students without internet access will have access via support from the GHAPS Technology Department (i.e Verizon hotspots, Spectrum internet support, etc.). All students will have access to grade-level/course textbooks/resources as needed to complete their work.

- ***Please describe*** how the District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules, and regulations.

STUDENTS WITH IDENTIFIED SPECIAL NEEDS

School began September 8, 2020, each students' IEPs, IFSPs, and 504 plans, for both in-person and virtual learners, will be reviewed in coordination with general and special education teachers and/or providers to address any data-driven accommodations and/or services that are needed due to known changes in students' needs.

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

The district has established structures for general and special education teachers and/or providers to collaborate and communicate regarding student performance and student needs on IEP goals and objectives with special consideration regarding assistive technology and accessibility.

The district ensures a continuation of services for students receiving speech and language, occupational therapy, physical therapy, or social work services within their IFSP or IEP. The district also ensures a method for the continuation of evaluation for students suspected of having a disability as well as those requiring re-evaluation.

The GHAPS full instructional plan addresses ways all learners are supported and can be found in the [GHAPS COVID-10 Preparedness and Response Plan](#).

