

GULL LAKE Community Schools

Extended COVID-19 Learning Plan

as Described in [Public Act 149](#), Section 98a

August 27, 2020

[September 3, 2020 Clarifications](#)

September 30, 2020 Revisions Based on [PA-0165](#)

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. A district that is a public school academy that, by agreement, provides educational services for the residents of a district that is not a public school academy and that does not directly provide public educational services to its residents that intends to provide instruction under an extended COVID-19 learning plan shall submit its extended COVID-19 learning plan described in subsection (1) to the intermediate district in which it is located not later than October 1, 2020 for approval.

The ISD or Authorizing Body will approve Extended COVID-19 Learning Plans no later than October 9, 2020 and transmit the approved plans to the state superintendent of public instruction and the state treasurer. Approved plans must be made accessible through the transparency reporting link located on the district’s website by not later than October 12, 2020.

District/PSA Extended COVID-19 Learning Plans should be submitted to the ISD or Authorizing Body as a PDF file.



Gull Lake Community Schools Extended COVID-19 Learning Plan

Address of School District/PSA: 10100 East D Avenue Richland, Michigan 49083

District/PSA Code Number: 39065

District/PSA Website Address: www.gulllakecs.org

District/PSA Contact and Title: Mr. Raphael Rittenhouse

District/PSA Contact Email Address: rrittenhouse@gulllakecs.org

Name of Intermediate School District/PSA: Kalamazoo Regional Education Service Area (KRESA)

Name of PSA Authorizing Body (if applicable):

Date of Approval by ISD/Authorizing Body:

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

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 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. Note: 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 individual
 - 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.

Clarification of Assurance 10: "2-way interaction" means a communication that occurs between a pupil and the pupil's teacher or at least 1 of the pupil's teachers or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress, where 1 party initiates communication and a response from the other party follows that communication, and that is relevant to course progress or course content for at least 1 of the courses in which the pupil is enrolled or relevant to the pupil's overall academic progress or grade progression. Responses, as described in this subdivision, must be to communication initiated by the teacher, by another district employee who has responsibility for the pupil's learning, grade progression, or academic progress, or by the pupil, and not some other action taken.



District Superintendent or President of the Board of Education/Directors

9-15-20

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.

Gull Lake Community Schools chose the option of an August 31st PreK-12 virtual instruction start to the school year, with in-seat learning scheduled to begin on October 5th in a hybrid model. This model will involve two consecutive days of face to face learning, Wednesday online teacher support, and two days of asynchronous learning per week. The hybrid model will allow for greater social distancing in classrooms and on school transportation, it will be critical to develop best practice strategies for engagement in the remote virtual environment. Creating and sustaining quality and timely feedback loop closures with students and families involves the collection and analysis of approved formative assessments. The data will assist with instructional decisions, remediation, and tiered delivery of services during this period of Pandemic Learning. The academic goals described in this plan reflect commitment to the district improvement plan and school improvement goals developed at each building level for all learners. Our Extended Return to Learn Plan incorporates reviewing student performance in order to map a course for each learner to make adequate progress toward mastery of the essential standards and to achieve target goals for student growth.

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.

[GLCS School Improvement Plan](#)

GLCS will utilize Measuring Academic Progress (MAP) tests by NWEA benchmark assessments in math and reading for K-8th grade. MAP tests accurately reflect the instructional level of each student and measure growth over time.

These assessments will be given in the first nine weeks of the school year, mid year, and spring. Individual results will be shared with families and aggregate results will be utilized at the grade and building levels. Goals were developed with support from Kalamazoo Regional Educational Service Agency (KRESA) and General Education Leadership Network (GELN).

Goal 1 - All students (K-8) will improve performance in Reading from Fall to Spring as measured by MAP NWEA.

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading academic standards through the professional learning community process.

- Results from Reading benchmark assessments, local Reading 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 MAP NWEA.

- 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 through the professional learning community process.
- Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

Goal 3 - All Gull Lake Virtual Partnership students (K-8) will improve performance in Reading from Fall to Spring as measured by Edmentum Exact Path.

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

Goal 4 - All Gull Lake Virtual Partnership students (K-8) will improve performance in Mathematics from Fall to Spring as measured by Edmentum Exact Path.

- 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 through the professional learning community process.
- Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

Student data will be reviewed in November, February, and June to assess student achievement and growth.

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).

GLCS has provided options for students to learn in multiple ways. The [DELIVERY MODEL](#) slides help provide more detail to these delivery models.

- **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.

GLCS will continue to deliver grade level standards and [district approved curriculum](#) through the models listed in the previous section. Grade levels and departments will work collaboratively to deliver an aligned scope and sequence as the models transition from remote, to hybrid, and future increased face to face in person instruction.

- **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.

K-5

To measure student progress, students will be tested in accordance with state standards and district policy. District tests are given to students to monitor progress and determine educational mastery levels. These tests are used to help the staff determine instructional needs. Classroom tests will be used to assess student progress and assign grades. These are selected or prepared by teachers to assess how well the students have achieved specific objectives. If necessary, intelligence tests, speech and language evaluations, individually administered achievement tests, and other special testing services are available to students needing these services. Depending on the type of testing, specific information and/or parent consent may need to be obtained. Y5-5th grade will not violate the rights of consent and privacy of a student participating in any form of evaluation.

6-8

To measure student progress, students will be tested in accordance with state standards and district policy. Unless exempted, each student will be expected to take the annual state

standardized tests. Although makeup dates are scheduled, unnecessary absences should be avoided. Classroom tests or other forms of assessment will be used to determine student progress and assign grades. These are selected or prepared by teachers to assess how well the students have achieved specific objectives. Vocational and interest surveys may be given to identify particular areas of student interest or talent. If necessary, intelligence tests, speech and language evaluations, individually administered achievement tests, and other special testing services are available to students needing these services. Depending on the type of testing, specific information and/or parent consent may need to be obtained. The rights of consent and privacy of a student participating in any form of evaluation will not be violated.

9-12

Gull Lake High School has a standard grading procedure, as well as additional notations that may indicate work in progress or incomplete work. The purpose of a grade is to indicate the extent to which the student has acquired the necessary learning. In general, students are assigned grades based upon test results, homework, projects, and classroom participation. Each teacher may place a different emphasis on these areas determining a grade and will inform the students at the beginning of the course work. If a student is not sure how his/her grade will be determined, he/she should ask the teacher. The School uses the following grading system: A = Excellent achievement NC = No credit B = Good achievement I = Incomplete C = Satisfactory/average achievement P = Acceptable achievement D = Minimum-Acceptable achievement W= Withdrawal E = Failure (no credit) EW = E Withdrawal

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.

Students will be given access to a district Chromebook and internet hotspot if requested. The technology department has prepared Chromebooks to be distributed to individual students with appropriate district documentation. GLHS and Gateway Academy will continue to operate with its 1:1 format. Gull Lake Virtual Partnership (GLVP) full time students will receive a Chromebook. GLVP part time students may be eligible.

Teaching staff within individual buildings will also make print materials available for students that do not have access to technology. They may be accessed through building secured vestibules and front offices.

- **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.

Special education services will be offered to all students with current Individual Education Plans (IEP) in the district. The Special Education Supervisor will work with special education teachers and ancillary staff to provide IEP supports and services. These services are intended to provide students an opportunity to maintain and continue their learning outside the classroom with flexible and reasonable expectations. Compliance with legal requirements will be ensured. Students eligible under Individuals with Disabilities Education Act (IDEA) will be provided services per their IEP or through a distance learning plan.

Student needs will be considered on an individual basis and progress will be monitored to determine growth over time. Students will receive programs, services, and supports based on their individual needs. Staff will work with families to ensure that they have the tools and resources necessary for the students to continue their education. All students will be provided with the opportunity to participate in general education as outlined in the IEP.

• **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.

English Language Learner (ELL) staff is diligently connecting with ELL families to ensure students have the necessary support for equitable access to the curriculum. Students will be provided with online access to the curriculum through Google Classroom. Additionally, classroom teachers along with ELL staff will communicate with ELL students and families to provide instructional supports via text and phone calls. Language assistance through interpreting and translating services will be provided. ELL Coordinator will continually monitor services and regularly connect with families to ensure needs are being met with the shifts of instructional models.

KRESA Career and Technical Education (CTE)

CTE courses will continue to run as long as the state will continue to approve them in the completely online format. There is discussion right now surrounding CTE classes and if they will be funded and considered state approved if they move entirely online.

Despite that hurdle, the classes would run online during the same time and hours per week as they currently do if we were in phases 1-3. If a district makes plans that eliminate elective courses, the CTE courses and teachers in that district would be impacted. The typical CTE course is 90 minutes per day, five days per week.

KRESA CTE instruction would shift slightly to include virtual work-based learning, career exploration through Xello, employability skills/21st century skills learning through online platforms, and certification/credential attainment where appropriate and still able to complete without hands-on demonstration.

GLCS will continue to work with KRESA to provide the best learning experience allowable by the state.

GLCS will continue to work with junior colleges and universities on delivery models given phase 1, 2, 3 status.

Kalamazoo Area Math & Science Center (KAMSC)

KAMSC is planning to adhere to its "normal" logistics of class meetings (whether virtual, in person, or under a hybrid plan) for ninth and tenth graders between 8:00 AM and 10:30 AM, and for juniors and seniors from 11:30 AM - 3:00 PM, in order to avoid conflicts / overlaps in shared student course schedules.