Grosse Pointe Public School System
Extended COVID-19 Learning Plan *as*
Described in [Public_Act_149](#), Section 98a

Revised January, 2021

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

Grosse Pointe Public School System

Extended COVID-19 Learning Plan

Address of School District/PSA: 389 St. Clair, Grosse Pointe, MI 48230

District/PSA Code Number: 82055

District/PSA Website Address: www.gpschools.org

District/PSA Contact and Title: Dr. Gary C. Niehaus

District/PSA Contact Email Address: niehaug@gpschools.org

Name of Intermediate School District/PSA: WRESA

Name of PSA Authorizing Body (if applicable):

Date of Adoption by Board of Education/Directors:

Assurances

1. The District/PSA will make their board 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. 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 it is 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: The District/PSA 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 of the 2020-2021 school year.

4. 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.

5. The District/PSA, in consultation with a local health department will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 schoolyear 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 atleast 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 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.

7. The District/PSA assures that
   - instruction will be delivered as described in this plan and approved by the District/PSA Board,
   - the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
   - the District/PSA will reconfirm how instruction will be delivered during the 2020-2021 school year thirty days after the approval of the plan, and every 30 days thereafter at a meeting of the Board, and
   - 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.

8. 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.

9. 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 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.

_____

President of the Board of Education/Directors

_____

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.

GPPSS is committed to providing robust, equitable instruction to all students. This Extended COVID-19 Learning Plan aligns with the existing COVID-19 Learning Plan approved by the Board of Education in August. This document outlines the following:

- The educational goals GPPSS will be adhering to during the 2020-21 school year as we respond to the COVID-19 pandemic.
- The plan to allow families to elect either a fully virtual learning experience for their child or an experience that would involve the student returning to a face-to-face learning experience as soon as is deemed safe by the district.
- How GPPSS will provide robust synchronous and asynchronous learning opportunities for all students when in a remote environment.
- How the needs of students requiring special education supports will be provided for during the 2020-21 school year.
- Opportunities for families to access technology to allow for remote learning.
- The role assessments will play in verifying educational outcomes for all students.
- Efforts GPPSS will take to inform students regarding their progress.

As of October 30, 2020 students in grades K - 5 were attending school in a hybrid environment resulting in students spending 50% of the typical time in a face-to-face environment. Students in our Act 18 self-contained special education program have returned to daily face-to-face instruction. Our students in grades 6 - 12 remain in a remote environment.

As of January 4th, 2021 students in grades Y5-6th grades and students in our Act 18 self-contained special education programs resumed/began attending school in a hybrid environment resulting in students spending 50% of the typical time in a face-to-face environment. Our students in grades 7th and 8th grade returned on January 11th in a hybrid environment with 9th-12th graders returning the week of January 25th in hybrid environments. Students in our Act 18 self-contained special education program returned to daily face-to-face instruction.

As of March 2021, students in grades Y5-12th grade returned to full (5 days/week) face to face instruction.

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. <u>Authorizing bodies expect PSA educational</u> 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.

The Grosse Pointe Public School System seeks to advance initiatives in each quadrant of our Strategic Plan. That plan guides our continuous efforts to improve in:
1) Curriculum, Instruction & Assessment,
2) Embedded Professional Development,
3) Community Connections, and
4) Infrastructure and Technology

The district will administer the NWEA (reading and math) assessments to all Y5/K-8th graders within the first and last nine weeks of the 2020-21 school year. For many years, GPPSS staff have used NWEA, which is aligned to state standards, to inform instruction and determine whether their students are making meaningful progress towards mastery of content standards. During the 2020-2021 school year, students will make one year progress in reading and math based on the NWEA fall/spring assessments.

Mid year Update:

Building administration and staff are reviewing fall NWEA assessments and desegregating the data to identify areas of need and intervention. Teachers continue to progress monitor achievement through local formative and summative assessments and digital content programs. Most Y5-8 students are on track to achieve their end of year goals. Nine weeks prior to the end of the school year, students in Y5-8th grade will take NWEA Reading and Math assessments in order to determine yearly growth. Results on the NWEA yearly growth will be shared then.

June 2021 Update:

Building administration and staff continue to desegregate spring NWEA assessments as well as the meaningful progress students made as indicated by spring to spring reports. The validity of fall scores may have been compromised as the testing location was not standardized due to students testing in remote settings, therefore actual growth went down slightly. Approximately 40% of our students met their one-year growth targets in Math and Reading based on fall to spring growth. As staff identified growth areas, they were noted as areas of need and intervention (both summer and fall 2021). GPPSS is offering 2021 Summer Connection courses to all students at no cost in an effort to continue to support the social, emotional and academic needs of our students. We are also providing free credit recovery courses to our high school students to support their continued learning.

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).

GPPSS has identified two versions of the learning environment for our students during the 2020-21 school year. Parents were provided the opportunity during August 2020 to select which learning environment they felt was best for their child(ren).

OneGP Virtual: This is a yearlong virtual learning school for students in grades Y5-12. This environment uses our GPPSS approved curriculum and resources to provide instruction to students. Instruction is provided by GPPSS teachers. All instruction in this environment will be remote for the entire school year.

In November, families that began the year in GP Traditional, had an opportunity to indicate they were interested in having their child(ren) switch to our OneGP Virtual program. In an effort to meet the unique needs of our families, class schedules have been created based on these

requests.

GP Traditional: This environment is intended to shift to face-to-face, traditional instruction for students as soon as it is deemed safe to do so. Students in this environment will potentially pivot between remote, hybrid, and face-to-face instruction as warranted by the health situation of our community.

Specific components of remote, hybrid and face-to-face instruction have been identified in our COVID-19 Learning Plan. Each of these instruction methods includes instruction in our core and elective course offerings. Below are brief highlights of those components.

Elements of Remote Instruction:

- Multiple, synchronous learning opportunities for students to interact with teachers per week in each core course.
- Multiple, asynchronous learning opportunities for students to learn in each core course.
- Numerous small group and large group learning support opportunities for students.
- Regular office hours for students to connect with teachers.
- A robust offering of extracurricular activities for students.

In November, based on survey data from students, staff and parents - GPPSS Remote Schedules:
- Are compatible with the BOE approved Secondary Hybrid Schedule. This compatibility allows GPPSS (or even individual buildings) to pivot between remote and hybrid learning as needed.
- Increase student synchronous interactions with each of their teachers, both in terms of total minutes and frequency.
- Increase opportunities for student support relative to the prior remote learning schedule.
- Acknowledge that to support the social/emotional needs of students, screen time must be monitored.
- Provide tips to be successful in a remote setting including:
  o Student tips for academic success
  o Student tips for mental wellness
  o Parent tips for mental wellness
- Continue to provide students an opportunity to engage in rigorous content with individual class workload guidelines.
- Provide specific student expectations for camera use on zoom

Elements of Hybrid Instruction:

- Hybrid instruction would be implemented when it is deemed safe to bring students and staff back to buildings in small groups.
- Hybrid instruction would initially prioritize special education, at-risk and younger students.
- Hybrid instruction would allow small groups of students to receive direct instruction while students not at school during that time period would experience asynchronous learning opportunities.

 As of January 4th, 2021 students in grades Y5-6th grades and students in our Act 18 self-

contained special education programs resumed/began attending school in a hybrid environment resulting in students spending 50% of the typical time in a face-to-face environment. Our students in grades 7th and 8th grade returned on January 11th in a hybrid environment with 9th-12th graders returning the week of January 25th in hybrid environments. Students in our Act 18 self-contained special education program returned to daily face-to-face instruction.

As of March 2021, students in grades Y5-12th grade returned to full (5 days/week) face to face instruction.

Elementary of Face-to-Face Instruction:

Following proper safety protocols this learning environment would closely resemble our traditional learning delivery method that was used prior to the COVID-19 pandemic.

> •   **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.

GPPSS will use our Board of Education approved curriculum for all instruction for the 2020-21 school year. Instruction will be provided by our outstanding teachers who are both familiar and highly trained in delivering our robust curriculum.

All students, regardless of learning environment, will receive instruction in English Language Arts (ELA), math, science and social studies. Additionally, students will have non-core learning activities in areas such as music, art, media skills, world language, physical education and other elective areas. At the middle school and high school levels all students regardless of learning environment will have access to electives.

> •   **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.

Regardless of the learning environment, GPPSS for the 2020-21 school year will use our typical report cards and learning feedback systems with parents and students. Schoology will be the Learning Management System (LMS) that students and parents will use to receive regular feedback regarding student progress.

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.

Grosse Pointe Public School System Extended COVID-19 Learning Plan   9

Since March 2020, GPPSS has passed out over 1,000 devices that students can use from home to engage with their virtual learning. A student that is in financial need for a device can contact their building principal to obtain a device to use free of charge. The district has also set up a hotline number for assistance and a google form to request technology and has shared those at televised board meetings, our Technology Town Hall, the annual registration process, and in emails to parents, guardians and staff to assist in addressing equitable access. GPPSS has also used Title I and other resources to provide families that need internet access with the access they need.

> • **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.

We agree that we all want our students back to in person, face to face instruction. The district will continue to ensure safety is the priority while being creative to get groups of students back in person with staff as soon as we are able. Direct service for ancillary providers may be one of the first opportunities we can provide, as well as looking at how to get small groups of students in person with categorical teachers. GPPSS will be creative and intentional with our monitoring and next steps.

Teams have been provided guidance from OSE, Michigan Department of Education (MDE), and Wayne Regional Educational Service Agency (RESA). GPPSS reviewed our legal obligations under IDEA and MARSE. We will update Individual Education Plans (IEP's) with families to address instruction and Free and Public Education (FAPE) in brick and mortar environments and complete Contingency Learning Plans (CLPs) for each student with an IEP, to address learning in the virtual environment. Below is a tiered approach to in person services and then programs, which will align with completion of individualized CLPs.

Special Education Return Plan 2020

GPPSS fully supports the return to in person services and programs for students with disabilities within a safe environment for students and staff, utilizing PPE and mandated safety procedures. Please review the details, including projected timelines, in the Tiers below.

September 8-20:
Families, students, and staff will work together virtually to build relationships, create effective schedules for students and families, and allow for all students and staff to engage in the virtual/remote learning environment.

Tier 1 (September 21)
● Categorical Autism Spectrum Disorder and Cognitive Impairment (ASD & CI) programs start 1:1 and small group direct services 1 time a week for Speech Language Therapy (SLP), Occupational Therapy (OT) and Physical Therapy (PT) for elementary & secondary students.

Tier 2 (October 5)
● Early On (EO) program will begin outdoor scheduled family visits.
● Early Childhood Special Education (ECSE) program will begin in person instruction, 1/2 days, Monday-Thursday.
● Categorical ASD & CI programs will begin in person instruction, 1/2 days, Monday-Friday, in the a.m. at the elementary level (Kindergarten-grade 4)

● Categorical ASD & CI programs will begin in person instruction, 1/2 days, Monday-Friday, in the p.m. at secondary level (grades 5-12).

● Post-secondary programs at Community Campus will begin in person instruction, 1/2 time, forfull days. MOCI (Dykstra) Monday/Tuesday, ASD (Bokatzian) Thursday/Friday.

Tier 3 (October 12)
● Resource program will begin in person small group instruction, on a sign-up basis, scheduled 1x a week, on Monday-Wednesday-Friday for elementary & secondary.

*COVID data and safety will be monitored & assessed for changes or adjustments to this plan, in accordance with the Governor, MDE, and Health Department.

- **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.

Teachers, Counselors, Mental Health Support Staff and Administrators will work with students in small groups during identified Learning Labs and Support sessions throughout the day/week. These small groups will focus on the academic, social and emotional needs of students to meet the needs of our most vulnerable students.

GPPSS continues to offer a varied catalog of AP and dual enrollment courses. We are once again partnering with Lawrence Technological University (Calculus III/Differential Equations) and Wayne County Community College (EMT) to offer these dual enrollment courses on our campus during the 2020-21 school year. Our Career and Technical Education (CTE) programs continue to grow in enrollment. We are working closely with our technology department to ensure our students have the necessary resources to access programs necessary for the TV Production and Computer Graphic courses.

The English Language Learners Program of the Grosse Pointe Public Schools is designed to assist newly arrived non-English speaking students. Assistance begins with helping to determine the appropriate grade and class placements for a student. New students are met with daily on a push-in or pull-out basis. English listening, speaking, reading and writing skills

are developed. The goal is for students to achieve the English proficiency necessary for independent success in their regular classrooms as quickly as possible.

Lexia Core5 is used as our Tier II Research-proven program that provides explicit, systematic, personalized learning in reading instruction, targeting skill gaps as they emerge, and providing teachers with data and student-specific resources needed for individual or small-group instruction.

Literacy Coaches provide support through small group instruction to our Tier III students that includes a variety of scientifically-based strategies with a primary focus on early interventions (K-3) with the implementation of the FASTT Program.