



## District/PSA Template for the Extended COVID-19 Learning Plan as Described in [Public Act 149, Section 98a](#)

**August 27, 2020**

**[September 3, 2020 Clarifications](#)**

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 state superintendent of public instruction and the state treasurer.

This is a Review Only document. Please download it as a Microsoft Word document to add your own District/PSA logo and Extended Covid-19 Learning Plan.

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

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## **Grand Rapids Public Schools Extended COVID-19 Learning Plan**

Address of School District/PSA: **1331 Franklin St. SE PO Box 117 Grand Rapids, MI 49501**

District/PSA Code Number: **41010**

District/PSA Website Address: **www.grps.org**

District/PSA Contact and Title: **Leadriane Roby, Ph.D., Superintendent of Schools**

District/PSA Contact Email Address: **RobyL@grps.org**

Name of Intermediate School District/PSA: **Kent Intermediate School District**

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 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 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: 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 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:
  - 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 re-confirmed 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 ISD approval of the plan, and every 30 days thereafter at a meeting of the Grand Rapids Board of Education, 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.

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District Superintendent or President of the Board of Education/Directors

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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.

GRPS is dedicated to ensuring high quality teaching and learning for all students, including students with disabilities and English Language Learners (EL). It remains our expectation that staff consider and provide necessary support to meet the needs of all students when planning and preparing for instructional rigor during these uncertain times.

For marking period two (Phase 4), GRPS will facilitate learning using two different instructional delivery models: a hybrid model and a 100% virtual model. After receiving feedback from our staff and community through surveys and meetings (via Zoom), we believe the delivery models that we have chosen will meet the academic and health needs of our families, students, and staff.

We will continue to monitor the current phase(s) of our region to determine when 100% face-to-face instruction is appropriate, or if conditions require more virtual instruction options, including 100% virtual 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. 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.

For the 2020-2021 academic year, the Grand Rapids Public Schools (GRPS) will expect educational goals to be achieved and reported as mean, aggregate level student growth.

Based on the NWEA MAP Growth assessment, for students in grades K-8 combined:

- Mean Student Growth Percentile (SGP) will be  $SGP \geq 50$  or
- Mean Change in Test Percentile (CTP), as reported by NWEA's Recovery and Goal Setting Data File, will be  $CTP \geq 0$

Progress toward these goals will be reported for the following growth periods and subjects:

- Fall 2020-to-Winter 2021 in Reading
- Fall 2020-to-Winter 2021 in Mathematics
- Fall 2020-to-Spring 2021 in Reading
- Fall 2020-to-Spring 2021 in Mathematics

GRPS ensures these goals focus on increasing student growth in the core subjects of reading and mathematics. GRPS will provide student growth reporting in the aggregate by subject for all subgroups of pupils.

GRPS ensures the NWEA MAP Growth assessments are aligned to state standards and will be administered to pupils in grades K-8 at least once within the first 9 weeks of the 2020-2021 school year, followed by mid-year and end-of-year administration periods. The results of these MAP administrations will determine the extent to which pupils demonstrated progress toward mastery of these standards.

GRPS ensures the above educational goals are measurable by the NWEA MAP Growth assessment, a benchmark assessment approved by the Michigan Department of Education (MDE).

GRPS has administered NWEA MAP Growth assessments to pupils for over a decade, thereby ensuring consistency with past standardized test administrations for comparability of results.

### **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).

GRPS is dedicated to ensuring learning for all students, including students with disabilities and EL students. It is our expectation that staff consider and provide necessary support to meet the needs of all students when planning and preparing for instructional rigor.

Although Phase 4 allows for in-person instruction, out of an over abundance of caution, GRPS began the 2020/21 school year using a 100% distance learning model defined for implementation in Phases 1, 2, and 3 of the Roadmap. The distance learning model will be implemented through the first marking period of the school year.

GRPS implemented Seesaw as the district wide Learning Management System (LMS) for PK-5 students. This provides students, teachers and families a safe, secure and FERPA-compliant meeting space, and provides students with the best possible end user experience that is on the same platform from class to class.

GRPS implemented Google Classroom/G-Suite (Google) tools that the district already had in place for Secondary Distance Learning - specifically Google Drive, Docs, Sheets, Slides, Forms, etc. for all secondary sections, and Google Hangouts/Meet for any video conferencing. GRPS is also piloting the Schoology LMS in select schools.

In both the elementary model and the secondary model, a FERPA compliant video conferencing website is being used by instructional staff to maximize the number of students who can participate in synchronous learning.

While following the district plan for remote instruction, meeting state and federal compliance for students with disabilities may require access to select building sites on a limited basis solely for the purpose of conducting required evaluations and periodic check ins for therapeutic performance assessments. These events will continue to be scheduled in advance and all participants will follow health and safety requirements.

Following the first marking period of the school year, parents/guardians will have a choice between two options. **Option One: Hybrid (in-person and virtual) Instruction.** **Option Two: Full Virtual School.** Parents/guardians will be asked to commit to one of the two options until the end of the first semester of the 2020/21 academic year.

For **option one: Hybrid (in-person and virtual) Instruction**, GRPS will implement an A/B schedule (*See Table 1 below*). Students will be divided into Cohort A and B based on alphabetical order by last name, with special consideration for extenuating circumstances. This schedule will allow approximately half of our students to attend school in person two consecutive days per week, while maximizing necessary social distancing. Students not attending school in person on specific days will continue attending school via distance learning. All students will attend via distance learning on Wednesday of each week to allow for deep cleaning of school buildings. Elementary (K-5) students will engage in synchronous virtual learning for the first half of the day, followed by asynchronous/independent learning time. Secondary (6-12) students will engage in a synchronous speed schedule on Wednesdays, with approximately 6, 20 minute periods, followed by asynchronous/independent learning time. This time will serve as a check-in and progress monitoring opportunity for students and teachers. Many components of this plan are still being discussed with our teachers' union.

**Table 1**  
**Hybrid (In-person and Virtual) A/B School Option**

*(Alternate in person/synchronous & asynchronous Mon, Tues & Thurs, Fri, all asynchronous Wed, deep clean on Wed, 2 days in person/synchronous, 3 days asynchronous)*

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Cohort A</b> (in person)	<b>Cohort A</b> (in person)	<b>Cohort A &amp; B</b> (synchronous & asynchronous)	<b>Cohort B</b> (in person)	<b>Cohort B</b> (in person) buildings are deep cleaned Friday's after 3 PM and over the weekend
<b>Cohort B</b> (asynchronous)	<b>Cohort B</b> (asynchronous)	Deep Clean Buildings	<b>Cohort A</b> (asynchronous)	<b>Cohort A</b> (asynchronous)

For **option two: Full Virtual School**, GRPS will implement a fully virtual, PreK-12 school (*See Table 2 below*).

Students in grades preK-5 will be assigned an elementary teacher to facilitate grade-level appropriate content in core subject areas. Using GRPS grade level course syllabi, curriculum resources, and MI educational standards, the preK-5 instructional model will be fully facilitated by GRPS teachers, with a combination of synchronous and asynchronous learning. Synchronous learning will take place from 9:00 AM - 12:00 PM, Monday through Friday. Monday through Friday from 12:00 PM - 3:00 PM will be reserved for individual and small group intervention, asynchronous learning, support, planning, advisory, and communication with families.

Students in grades 6-12 will be enrolled in MI standards aligned coursework. Students will be assigned a GRPS virtual teacher. Using GRPS content/grade level course syllabi, curriculum resources, and MI educational standards, the 6-12 instructional model will be fully facilitated by GRPS teachers, with a combination of synchronous and asynchronous learning. Synchronous learning will take place from 9:00 AM - 12:00 PM, Monday through Thursday. Students will engage synchronously in their first, second, and third class periods on Monday and Wednesday. Students will engage synchronously in their fourth, fifth, and sixth class periods on Tuesday and Thursday. Secondary (6-12) students will engage in a synchronous speed schedule on Friday with approximately 6, 20 minute periods, followed by asynchronous/independent learning time. Monday through Friday from 12:00 PM - 3:00 PM will be reserved for individual and small group intervention, asynchronous learning, support, planning, advisory, and communication with families.

For extenuating circumstances, some students in grades 6-12 may be enrolled in Edgenuity coursework. Students will progress through the Edgenuity coursework at their own pace. Students will synchronously meet with their GRPS virtual teacher on a daily basis to monitor progress, answer questions, and review course content and expectations. GRPS virtual teachers will be available for individual student support from 9:00 AM - 3:00 PM Monday through Friday via phone call or video conferencing.

**Table 2**  
**Full Virtual School Option**

PreK 5	6 12
<ul style="list-style-type: none"> <li>● Assign virtual teachers to students</li> <li>● Synchronous &amp; Asynchronous</li> <li>● Teacher directed and facilitated</li> <li>● Use existing GRPS digital curriculum content</li> </ul>	<ul style="list-style-type: none"> <li>● Assign virtual teachers to students</li> <li>● Synchronous &amp; Asynchronous</li> <li>● Teacher directed and facilitated</li> <li>● Use existing GRPS digital curriculum content</li> <li>● For extenuating circumstances               <ul style="list-style-type: none"> <li>○ Teachers facilitate Edgenuity content (E2020)</li> <li>○ Student self paced</li> </ul> </li> </ul>

As we update the GRPS Extended COVID-19 Learning Plan plan, we will continue to collaborate with stakeholders before making final decisions.

- **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.

Grade preK-12 distance learning within the first marking period of the school year is following GRPS grade level course syllabi, scope and sequence, curriculum resources, and MI educational standards. Following the first marking period of the school year, if grade preK-12 parents/guardians and students choose option one: **Hybrid (in-person and virtual) Instruction**, students and teachers will continue to follow GRPS grade level course syllabi, scope and sequence, curriculum resources, and MI educational standards. Likewise, if grade preK-12 parents/guardians and students choose option two: **Full Virtual School**, students and teachers will continue to follow GRPS content grade level course syllabi, scope and sequence, curriculum resources, and MI educational standards. For extenuating circumstances, grades 6-12 students and teachers will engage in predetermined coursework via the Edgenuity platform that is aligned with grade level/content area MI state standards. This coursework is also approved by the NCAA. Any other future option of traditional, in person instruction in grades preK-12 will follow GRPS grade level course syllabi, scope and sequence, curriculum resources, and MI educational standards.

- **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.

GRPS will require mandatory grading of assignments and assessments. Grades will be posted in the GRPS Synergy student information system. For grades PreK-5, progress marks of 1-4 will be reported on mid-term, marking period, and semester report cards. Likewise, for grades 6-12, letter grades (A-E) will be reported on mid-term, marking period, and semester report cards. Once recorded by the classroom teacher, daily classroom assignment and assessment grades are available to all parents/guardians via Synergy Parent View. Parents/guardians can also monitor student learning progress via the applicable grade level learning management system (i.e. Seesaw, Google Classroom, or Schoology). In addition, reports on diagnostic and screener assessments such as NWEA MAP Growth and Customized ReadyGEN Baseline will be made available to parents/guardians.

## **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.

### GRPS Device Distribution

- For the 2020/21 school year, GRPS implemented a 1:1 device per student policy
- Recognizing that some families may have home internet access issues and are capable of engaging in distance learning, but lack the resources to do so, GRPS continues to work on several variations of a plan to provide as equitable a learning environment as the situation allows. This includes but is not limited to:
  - Identifying families with connectivity barriers that can be solved with devices or infrastructure solutions
  - Utilizing existing/new GRPS student devices to distribute to families via sign in/sign out protocol
  - Providing additional hardware not currently owned by GRPS to support families (i.e. wireless hotspots, wired internet, additional devices for PK-1 students)

GRPS took the following steps to distribute technology to families in need:

- A letter was mailed to families to provide notification regarding technology distribution and technology support
- Distribution began on August 17, 2020, and will continue until October 23, 2020
- Regional Distribution Sites: Gerald R. Ford, City, Harrison, Burton Middle School, and 1340 Thomas SE (formerly known as Campus Early Childhood Center)
- As of Monday, August 28, 2020 we reduced distribution to one site, 1340 Thomas SE (formerly known as Campus Early Childhood Center)
- Distribution Days and Times: Monday-Friday, 9:00 AM-6:00 PM
- As of Monday, August 28, 2020 distribution is taking place Monday-Friday, 8:00 AM-3:00 PM or by appointment.
- Device Access: Students and families who do not have access to the above requirements can contact (616) 301-1111 or email [distancelearninghelpdesk@grps.org](mailto:distancelearninghelpdesk@grps.org) for instructions on how to determine if GRPS device distribution is a solution or to get information about the non-technology alternative learning packets provided by the classroom teacher(s)
- A process is in place to address any missing, lost, stolen or damaged devices.

- **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

- High expectations for learning remains in place for all students
- Instruction will be synchronous and/or asynchronous with accommodations for no/low tech when needed

- The general concept for students with disabilities is that while their disability remains constant, needs may be different for distance learning than for in person learning. These differences may require an amendment to a students' IEP
- When determined necessary (i.e., when we are unable to implement a students' IEP as written) IEPs will be amended to include the provision of a Contingency Learning Plan (CLP) in the Supplemental Aids and Services section. CLPs will reflect students' needs and will identify the services and supports that will be provided while the district is under the option of distance learning.
- IEPs will remain in tact as the district offer of a Free and Appropriate Public Education (FAPE)
- Once the district/student returns to face to face instruction, consideration of Recovery Services will be addressed
- During times of district determined distance learning for the purposes of health and safety, IEPs will be offered via phone conference or other digital platforms
- For the purposes of conducting comprehensive evaluations, the district has identified 4 regional locations where face to face evaluations will be held.
  - Outside of the formal evaluation process, a related service provider may need to meet with a student on a scheduled, periodic basis for the purpose of assessment [only] for the safety of students and staff alike
- Compliance and protections offered to students remain intact
- We are adhering to IDEA, Michigan Administrative Rules, and CARES Act governance, as well as guidance being provided by Michigan Department of Education

• **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 Learners**

- The District is ensuring ongoing academic achievement for all English Learners by promoting English language proficiency through meaningful instruction that integrates both content and language learning, and by valuing our students' rich language and cultural backgrounds.
- Instruction will be synchronous and/or asynchronous consistent with the District's plan for all learners, with essential grade level English Learner language support.
- EL students will be supported with ESL endorsed teachers. Instructional

aides and tutors will push into classrooms for additional support. This support is both virtual and in person instruction.

- Staff will have access to Interpretalk for assistance in communicating with parents whose native language is other than English.
- Engage families by providing communication in both English and the home language. Translations and interpretations will be available.
- To further support our English Learners and families we will communicate and engage with community agencies.
- WIDA will be administered according to MDE guidelines.

## **LOOP**

The Office of Extended Learning will continue to provide academic enrichment opportunities for students and families in-person and/or via distance learning. We are taking into consideration the difficulties that our staff and families are facing. “Learning at a Distance” accounts for multiple ways of learning delivery besides virtual, including phone calls, email, texts, activity packets mailed to the home/picked up, etc. We are going to do our best to provide activities to keep students’ minds moving forward.

- Pre-planned lesson plans will be posted within Seesaw, Google Classroom or Schoology learning management systems, as appropriate by grade level, by Monday of each week. Staff will follow-up with students and families on their asynchronous session days.
- LOOP staff will communicate their weekly distance learning availability for a total of five hours (thirty-sixty minutes each day) of live (real-time, synchronous) whole group or small group interaction with students Monday-Friday. Every attempt will be made to respond to student and parent inquiries in a timely manner.
- Program attendance and participation is required daily for the Learning at a Distance program. Each site’s LOOP staff will provide support for students struggling with challenges preventing them from participating in virtual and in-person learning.

## **Early Childhood**

Grand Rapids Public Schools will continue to provide high quality PreK education to students following the chosen district model. PreK education will focus on the development of both academic and social-emotional skills with an increased focus on family empowerment to support their child's learning and development.

In Phases 1-3, PreK students will learn through a combination of synchronous and asynchronous learning facilitated by the PreK teacher with hands-on practice supported through the use of developmentally appropriate materials. Students will be presented with three asynchronous learning activities daily (Monday through Thursday), as well as

real-time synchronous learning daily (Monday through Thursday) including large group, small group, and one on one interventions.

PreK teachers will utilize the Seesaw learning platform to present three asynchronous lessons (math/science, literacy/social-emotional, and read-aloud) daily Monday through Thursday adapting the Connect 4 learning curriculum for a distant learning format. Students will interact with each recorded lesson, practice the skill using hands-on materials as directed by teachers, and complete a hands-on activity to measure progress of learning. Teachers will review the completed activity via Seesaw to support in data-driven instruction and provide one-on-one interventions. Each Friday, families will receive a document containing four play based activities focused on building social-emotional, gross/fine motor, math, and literacy skills to complete together.

PreK teachers will utilize Zoom/Google Meet to provide synchronous learning to students daily, Monday through Thursday. During this time, teachers will lead students in an interactive read aloud experience. Connect 4 Learning math, literacy, science, and/or social-emotional focused lessons will also be presented during this synchronous time. Based on feedback from Listening Sessions, PreK teachers surveyed families and adjusted the time of day synchronous learning is offered as needed to ensure access for families based on family schedules.

PreK teachers will assess student learning through synchronous learning in both whole class and small group formats based on student responses and work. Teachers will also use student work shared through Seesaw to gather assessment data and drive instruction for both individuals and groups of students. Teachers will utilize the GSRP approved assessment tool, My Teaching Strategies, to measure learning in key Kindergarten readiness objectives.

PreK teachers will utilize Fridays to complete GSRP required home visits (virtually), as well as data-driven lesson planning and preparation.

All families will receive a district issued iPad to connect to online learning with wireless hotspots provided as needed. PreK families will also receive materials to support hands-on practice of skills and content taught virtually in both synchronous and asynchronous learning.

In the event of distant learning in phase 4, PreK teachers will have the ability to enter a GSRP classroom at designated times daily to record asynchronous lessons and present synchronous lessons utilizing classroom materials. In the event that staff are working on-site, staff will be required to complete a survey of COVID-19 symptoms and risk factors each day before beginning work. Staff will be prohibited from working on-site if they display any symptoms/risk factors. When on premises, staff will be required to wear masks at all times, except when in a classroom alone with the door closed, as well as follow required hygiene protocols.

**Early-Middle College**

- High school students participating in Early-Middle College will continue their participation for the 2020/21 academic year.

**Dual Enrollment**

- High school students participating in Dual Enrollment will continue their participation for the 2020/21 academic year.

**Advanced Placement**

- High school students participating in Advanced Placement will continue their participation for the 2020/21 academic year.

**Health and Safety Precautions**

- The District will continue to comply with the health and safety precautions outlined in the COVID-19 Preparedness and Response Plan.