



Space

Temporary Instructional Facilities (TIFs or Trailers)

- Received quote on three options from company in Grand Rapids
- Did not solve staffing situation
- Could only hold about 11-12 students due to spacing, same as our spaces
- Many leases required 12 month minimum leases
- Cost to ship was several thousand dollars for each unit
- Where to place them on our footprint
- Bathrooms, handicap access, and utilities for each TIF?
- Reduce courtyard use during breaks/lunch
- Furniture for these spaces

ISD Building Space

- Entry of “guests” into their building, not allowed under protocols
- Liability insurance
- Priority of space with their own school programs
- No guarantee space would continue throughout pandemic
- Cost to lease space

Heat the Greenhouse -

- Heat the greenhouse and turn it into a more traditional classroom space
- Cost and loss of revenue from plant sales
- Loss of greenhouse as learning space for students for environmental/outdoor learning

Lunch

- With all students on campus at same time, lunch must take place outside
- If inclement weather, rotate 1/2 inside and 1/2 outside (which was done one day during five day per week instruction and still leaves one group outside in the inclement weather)
- Since students remove masks during this time, spacing inside or eating outside is a requirement
- Not enough staffing to have multiple lunch periods in the schedule, so all students need to eat at same time
- Even in hybrid students will be monitored for spacing inside for safety and may be split between two buildings to prevent any outside in inclement weather

Tent with heater

- How is it heated and utility access?
- Size of tent required and location on the footprint
- Safety and security overnight
- Cost of tent since it would be a “permanent” structure, from professional company
- Security of furniture and other items needed for a more permanent tent, how are those secured during day, evenings, and weekends?

Tent temporary

- The two temporary tents we had up during five day per week instruction and in hybrid have been affected by weather (wind/rain)
- One tent lost its top and one tent collapsed
- No heat
- What furniture do we have or would need to buy to utilize for outdoor purposes and what do we do with after the pandemic?

- Technology protection in cold or wet conditions
- Both tents we used were donated

Furniture

- All rooms have tables which is more conducive to project-based learning
- We replaced the Library with laptop desks to maximize space in that room for 11-12 students
- Laptop desks are not conducive to project-based learning
- Laptop desks will be repurposed afterwards for outdoor learning
- Cost of replacing furniture
- What to do with current furniture?
- If furniture is replaced, where to store current furniture temporarily?
- Tables and furniture were moved between rooms to maximize space
- During the summer, Robert measured out Social Studies room with multiple configurations to maximize space which was used to guide our Preparedness Plan released in July

Maximizing Learning Spaces

- Maple North was utilized as a classroom instead of an indoor back-up for outdoor classes
- Without Maple North available outdoor classes met in all types of weather
- Pool in Spruce was used as a classroom which proved very difficult for sound between Science and Math, as well as extremely difficult for our hearing impaired staff/students
- Poly spots were purchased for student separation for indoor/outdoor activities

Outdoor Learning

- Students were spending upwards of four or more hours outside per day in some cases
- For the most part, September weather was favorable, but we did have both hot and cold days, along with rain
- Academic-based classes were forced to meet outside (Literature, Speech, Current Events, and Health)

Locker Room

- Students carried backpacks all day during five day per week instruction
- During class changes, Brain Break and Lunch, students were limited to about 30 students at a time in the Locker Room in Spruce

Security

Building Access

- To minimize indoor student contact inside, exterior doors were used in five day per week instruction; windows/doors to be kept open to improve air circulation
- Due to the open nature of our campus, security was an issue and required constant monitoring
- In hybrid, exterior doors are able to be locked regularly
- Installation of Ring Video Doorbells at both the main entrance and student entrance to locker room area
- The Ring Video Doorbells protected health/safety of Jill and Torre at front desk and provided a general layer of security for the building

Radios

- School purchased radios for all staff members since at most times, all staff members were on duty each period during five day per week instruction

Administrators

- With Robert and Sarah teaching 13 classes per week not including 5 days of council, an administrator was not always immediately available in an emergency situation
- The school created an emergency back-up system, which pulled Jill and Torre from their posts

Health and Safety

Drinking Fountains

- Closed in both buildings
- Students required to bring refillable water bottles to school and use sinks
- Received a donation from a local law office of refillable water bottles for students that forget their water bottles at home

Bathrooms

- Occupancy limit of three in each bathroom in Spruce

Daily Cleaning Regimen

- Increased custodial services from 3 nights per week to 5 nights per week
- Robert and Sarah do a daily clean of common surfaces (door handles, fixtures, etc...)
- Teachers wipe down tables after each period
- Robert restocks teacher classrooms with supplies on Fridays
- Wiping down of any common sports equipment used for PE or Brain Break/Lunch
- Environmentally friendly cleaning supplies were purchased for each classroom/space

Isolation Room

- Due to space, the front vestibule is used as our isolation room until a student can be picked-up
- Room is sanitized and disinfected (wiped down and sprayed) after student is picked-up
- Limited use of front entry

Masks

- Required in both Phase 4 and Phase 5 for students inside and outside at Greenspire
- With our open learning spaces, this was done to maximize faculty/staff and student safety
- Purchase of additional disposable masks or students that may forget their facial covering/mask

Hybrid

- Could prevent a total school shutdown due to contact tracing or a positive case (two groups)
- Allows for building to be cleaned in between both hybrid groups

Windows/Walls/Barriers

- Keeping all windows and doors open to improve air circulation (weather permitting)
- Purchased 10+ yds of clear vinyl sheeting that we experimented with to separate learning areas, but with due to air circulation in Spruce, the clear vinyl sheeting was eventually used to block drinking fountains
- Constructed barrier with plexiglass around front desk area

Items Moved Outside

- Student item dropbox added outside building for parents/guardians to drop-off student belongings
- Student lost and found moved outside of building

Class Sizes & Scheduling

Class Size *Phase 5*

- Recommended from the state to provide spacing in between students in classrooms
- Tables that once sat 4 students now sat 2 students in each room
- Greenspire targeted a 3-4 feet separation between students
- Classroom configurations were changed to maximize space
- 10 pods of 11-12 students were created

Class Size *Phase 4*

- Required six feet social distancing between students in classrooms and at other times
- Tables that once sat 4 students or 2 students in Phase 5, would now seat 1 student
- Fully remote or hybrid would be the only option for Greenspire at this point
- This format would require 20 pods of 5-6 students

Learning Environment

- As of June 30, 2020, schools in Phase 5 were open for “in-person instruction”
- As of June 30, 2020, schools in Phase 4 could operate with five day per week instruction, hybrid or fully remote learning environments
- Students could also elect to attend fully remote due to health concerns or specific family needs
- As of August 20, 2020, language was clarified that permitted schools to operate in a manner that fit their own individual needs such as five day per week instruction, hybrid or fully remote learning environments, no matter the phase

Schedules

- After August 20th, the school had six schedules created
 - Phase 5 In-person five day per week*
 - Phase 5 Fully remote five day per week*
 - Phase 5 Hybrid In-Person*
 - Phase 5 Fully remote hybrid*
 - Phase 4 Hybrid In-Person*
 - Phase 4 Fully remote hybrid*
- The school expected about 15% of its students to choose fully remote learning, which is what happened as of the first day of school
- Five day per week instruction required the elimination of traditional council, advisories, and electives
- Robert, Sarah, and Susan covered all duties (before/after school, Brain Break, Lunch)
- Outdoor classes (PE, Stewardship, Nature Trail) were double pods of 22-24 students since they took place outside, however with that number of students, they were unable to meet inside due to inclement weather
- Teachers prep time was Brain Break and Lunch, however some had to teach their fully remote learning courses during these times
- Teachers were not available to respond to fully remote learners during school day and could only respond before or after school
- Common teacher planning time was discontinued in five day per week instruction and resumed in hybrid format

Before and After School

- Students gather in courtyard outside before and after school

2nd Quarter Schedules

- Increase instructional time while in-person during a hybrid format
- Attempt to increase pre-recorded/remote live instruction for hybrid students when at home
- Increase all-school activities, electives, and events to bring together all three groups

Budget

Per Pupil Funding

- Funding model was not finalized by the start of the school year which complicated expenses going into the start of the 2020-2021 school year
- Schools were told to expect a \$600-\$1,000 cut per pupil
- The budget was not finalized before the start of school (signed end of September) and maintained current funding amounts
- ESSER Funds are additional money for schools to pay for COVID-19 related expenses
- Application for ESSER Funds were not due until end of September
- Schools have been instructed that future budget cuts are expected either later this academic year or next year and to prepare accordingly

Staffing

- Substitute teacher concerns in five day per week model
- Volunteers and parents are not able to enter the school building due to protocols
- Volunteers and parents would require a teacher with them if working with a specific class
- If funds become available to hire an additional staff member, the immediate need is in one specific area

Technology

- Purchase additional Chromebooks for students to have 1:1 access
- Purchase additional hotspots for students that require internet access at home
- Ring Video Doorbells purchased for two access doors in Spruce
- Professional development for faculty/staff on Google Classrooms and Zoom platforms
- Professional development on Screencastify for recording lessons for students
- Creation of Google Classroom grade check how-to video for parents

Communication

- Weekly Updates from Robert, including some mid-week updates as needed
- Development of new website to make communication easier for our community
- Addition of emergency banner on new website for important information and/or school closure
- Creation of The Huddle in October 2020 for parents to receive information, ask questions, and provide feedback
- Increased communication from the Student Support Council (SSC) including website, emails, and additional meeting(s)
- Robert attends weekly GVSU Charter School Work Group Meetings on Wednesdays
- Robert attends weekly Grand Traverse County Health Department meetings with other county superintendents every Wednesday