Continuity of Learning and COVID-19 Response Plan ("Plan")

Assurances

Date Submitted: April 9, 2020

Name of District: Gaylord Community Schools

Address of District: 615 S. Elm Ave.

District Code Number: 69020

Email Address of the District: pearsonb@gaylord.k12.mi.us

Name of Intermediate School District: Cheboygan, Otsego, Presque Isle ESD

Name of Authorizing Body (if applicable): N/A

This Assurance document needs to be returned to your Intermediate School District or, for Public School Academies, your Authorizing Body with your Continuity of Learning Plan and Budget Outline beginning April 8, 2020 to indicate that the District will adopt a plan to ensure continuous learning for all students through the remainder of the 2019-2020 school year.

Districts should submit a single district plan that relates to all of their schools.

The applicant hereby provides assurance it will follow the requirements for a Plan for the remainder of the 2019-2020 school year:
1. Applicant assures that all student learning will take place under the direction of a teacher of record for each student enrolled in the district.
2. Applicant assures that it will continue to pay school employees during the balance of the 2019-2020 school year under the same terms and conditions established prior to the school closure order period.
3. Applicant assures that the Plan was developed in collaboration with district administrators, school board members, teachers, and local bargaining units.
4. Applicant assures that food distribution has been arranged for or provided for eligible students.
5. Applicant assures coordination between applicant and Intermediate School District in which the District/PSA is located to mobilize disaster relief child care centers.
6. Applicant assures that to the extent practicable the District/PSA will in good faith provide students with IEPs/Section 504 Plans the opportunity to participate in learning consistent with existing plans.
7. Applicant assures that Continuity of Learning and COVID-19 Response Plan, Assurance Document, and Budget Outline will be posted immediately following approval to the District's/PSA's website.
Continuity of Learning and COVID-19 Response Plan Assurances

Date Submitted: April 9, 2020
Name of District: Gaylord Community Schools
Address of District: 615 South Elm Avenue, Gaylord, MI 49735
District Code Number: 69020
Email address of the District: keckd@gaylord.k12.mi.us
Name of Authorizing Body: N/A

In accordance with Executive Order 2020-35 a plan must include all of the following parts:

1. Please describe the methods the district will use to provide alternative modes of instruction other than in-person instruction and a summary of materials each pupil and the pupil’s parents or guardians will need to access meaningfully the alternative modes of instruction included in the Plan. If the Plan relies on electronic instruction, the Plan must ensure to the extent feasible that pupils have access to a connected device capable of accessing the electronic instruction and must not penalize a pupil for the pupil’s inability to fully participate.

Gaylord Community Schools Distance Learning Program: Guidelines and Expectations

✓ Don’t try to mimic an actual school day – it is not a normal situation.
  • Students and caregivers are stressed
  • Not all stakeholders are used to online learning
  • Many students struggle to self-manage their time and schedule independently

✓ Decrease the workload (it takes longer to complete work online).
  • Elementary teachers should identify 2-4 subjects a day to focus on
  • Try to promote both on and off line learning to ensure students are not onscreen all day (i.e. Assigning a story? Don’t make them type it out. Have them write it and snap a picture.)
  • Not all students will have strong internet connections
  • Some households will have multiple kids impacted at different grade levels
Teachers: Post a short “Good Morning” video to check in and let the students see you.

Create a daily checklist of exactly what students should do each day.
  • This helps those that do not have organizational skills

Use the same method of communication to parents so they know where to expect information to be delivered.

Monitor morale and workload of students, adjust as needed.

During the extended school closure, staff will be expected to deliver a quality education to each and every student. Using the Google Classroom platform, below are the established non-negotiables and guidelines for delivering online instruction. Staff will be expected to maintain communication with parents and students as well as maintain grades. General education teachers will be expected to communicate and plan with special education teachers to modify lessons to meet the accommodations provided in IEP’s and 504’s. If you are a special education teacher that teaches resource room students only, you are expected to follow the same expectations for your students.

Google Classroom will be updated every Monday by 8:00 a.m. for the start of the week. All subsequent postings and communications must be posted by midnight for the following day of instruction.

Grading policy: We are not looking to fail students! This program is not required for students and is an enrichment program until further notice. Communication is key! Please provide constant communication and feedback. Please provide grades as a way to track participation and offer motivation, but use common sense. The goal of this program is to offer some normalcy and routines for our students, and to keep them learning, not to determine GPA.

Students without internet/device: It is the teacher’s responsibility to determine with the parent and/or student how work will be exchanged. Keep in mind that we are trying to limit contact between people and material (folders, paperwork, etc.). Most teachers have no more than 2-7 students that fall into this category. Please call or email these families to plan how to best exchange work. Below are some ideas...

1. Teacher can email lessons or assignments to the parents or the students daily or weekly. Those assignments can be emailed back. (Many parents have access to email on their phone but have no Wi-Fi at home.)
2. Teacher can call parents or students and communicate lessons via phone. (Lectures, notes, assignments, etc.)
3. Teacher can help facilitate need of internet or device. Internet Hotspots are set up outside of our buildings that students and parents could connect to from their car to check email or download assignments. If a student needs a device, one will be provided by the district.
4. Other - if you and the parent can find a way that will more efficiently work for them, please move forward with that plan.
5. Paper/pencil assignments will be provided and exchanged with students via school bus delivery or drop off/pick up points.

K-3 Teacher Expectations:
  • Video greeting uploaded for students every day by 7:00 a.m.
  • Post daily checklist of student expectations.
  • Give daily feedback to each and every student (even by phone if necessary).
  • 30 minutes of math, reading, writing, specials, physical activity (2.5 hours total) per day.
  • Follow-up phone call to parents whose students don’t check in (x amount) per week.
• All daily lessons should be similar for all teachers in each grade level. Do your best to plan together remotely.

• Specialists will plan activities and lessons daily as well. It is so important for our students to be getting exercise (PE), creating (ART/MUSIC), etc.

• Make it fun! Keep lessons engaging and moving. Communication is key!!

Lesson Resources: iReady (Math and ELA), DreamBox, Headsprout, etc.

4-6 Teacher Expectations

1. Teacher can email lessons or assignments to the parents or the students each day or weekly. Those assignments can be emailed back. (Many parents have access to email on their phone but have no Wi-Fi at home.)

2. Teacher can call parents or students and communicate lessons via phone. (Lectures, notes, assignments, etc.)

3. Teacher can help facilitate Internet or device needs. Internet hotspots are set up outside of our buildings that students and parents could connect to from their car to check email or download assignments. If a student needs a device let Dennis know. He is working on a system to distribute devices with Todd.

4. Other - if you and the parent can find a way that will more efficiently work for them, please move forward with that plan.

Resources:

• Use i-Ready for math instruction.

• Use i-Ready as a default for ELA instruction if 4th marking period ELA is too difficult to administer online. This will need to be consistent across the grade level.

• Accelerated Reader will be available at home after parameters are set.

Expectations:

• Teacher provides a daily contact to the class.

• Teacher gives individual feedback at least once a week.

• Teacher provides a daily checklist of required activities.

• Grade-level department must plan together so assignments are consistent across the grade and subject (via phone).

• Independent reading does not count against ELA instructional time.

• Keep daily ELA and Math instruction between 20 and 30 minutes, to be completed daily by student if possible but allow for students to meet the weekly goal if daily is not possible.

• Two to three weekly activities for social studies and science between 20-30 minutes each. Activities should be engaging and interactive.

• Specialists other than gym will include a weekly activity that takes 20-30 minutes and give those activities to the general ed teacher.

• Physical Education activities should be provided daily and given to the general ed teacher.
• Special education teachers will work with their students' general education teachers to support how accommodations are executed.

7-8 Teacher Expectations

• Thirty minutes per class per day (instruction and worktime—average).

• 5 lessons per week—can do all lessons at once (one week=7 days/due midnight Sunday).

• At least one video of the teacher per week.

• At least one student response per day/lesson (multiple choice and/or written response)

• Responses=attendance.

• One larger assessment per week/end of lesson sequence.

• Grades are to be based on participation per lesson (some type of response) and larger weekly assessment.

• Keep it “light” (be gracious—all students should be able to easily succeed).

Teacher Expectations (Professionalism)

• Lesson plans (including assessments) must be posted by 8:00 Monday morning on Google Classroom.

• Two office hours per day (posted for parents)—answering phone calls, emails, responding to student work.

• Each student must have at least personalized responses one teacher reply per week (phone call/email/response through Google classroom) regardless of whether or not they have posted work. Ideally, add personal comment as well as nonacademic comment.

9-12 Teacher Expectations and Resources

Resources-

• Khan Academy
• YouTube
• Quizzes

Expectations- 2 hours of instruction per teacher per week.

This includes:

• Lecture
• Video
• Reading
• Assignments

• Daily post within your classroom.

• Provide a checklist for what to complete (daily or weekly).

• Be as creative as possible.
• Be realistic in assigning work.

2. Please describe the methods the district will use to keep pupils at the center of educational activities, including outreach to continue building relationships and maintain connections, and to help pupils feel safe and valued.

The plan seeks to, above all else, keep students at the center. Our educators will leverage the plan to continue to build on student strengths, assess needs, and provide multiple methods to demonstrate mastery for students. Our educators will utilize this plan to help students feel safe and valued through regular contacts and relationship building. It also contains a weekly schedule to support positive learning routines and healthy activities during the extended closure and includes multiple opportunities for educators to communicate and collaborate with parents, caregivers, and families using telephone, email, video conferencing, or other available devices or methods depending upon the specific circumstances of the student and/or family.

3. Please describe the district’s plans to deliver content in multiple ways so that all pupils can access learning.

The Gaylord Community Schools Distance Learning Plan is designed in recognition that there are wide variations in terms of how students can connect to learning online, the types of support they may have at home, and the environments in which they are living. In order to address these variations, GCS educators will deliver flexed content and instruction. These delivery methods include, but are not necessarily limited to use of Google Classroom, telephone calls, work packets delivered by bus, verbal conversations, or other methods or delivery options that assist the student in meeting their needs to access the teaching and learning that is being provided during this extended closure due to EO 2020-35. The plan will enable teachers to teach content, deliver that content flexibly, and to engage families in the learning, as well as providing parents and caregivers with strategies to support students as they access learning. We believe strongly in parent connections to support successful student learning and this plan is rooted in that belief.

4. Please describe the district’s plans to manage and monitor learning by pupils.

The Gaylord Community Schools Distance Learning Plan recognizes that feedback is an important driver in keeping students engaged in learning. Students will share their learning in a variety of ways and teachers will respond with written or verbal feedback and will monitor student participation in learning. Teachers will manage and monitor learning and will make instructional adjustments based on the data they collect. Office hours will provide students struggling with the learning to access additional supports. Information gathered will be used to inform next steps and determine needs for potential supplemental summer learning. There will be multiple methods employed by teachers throughout this plan to assess student learning including the use of multiple methods to monitor, assess, and provide feedback - methods that are specifically suited to student access, engagement level, and in-home supports.

Stakeholders (staff, school board members, parents, and students) are invited to provide ongoing questions and feedback on the plan by emailing the district’s Director of Curriculum, Dennis Keck: keckc@gaylord.k12.mi.us. Feedback will also be collected from stakeholders via surveys at the midpoint and conclusion of the plan’s implementation.
5. Please attach a budget outline estimating additional expenditures associated with the Plan and sources of revenue to pay for those expenditures.

<table>
<thead>
<tr>
<th>Category</th>
<th>Items</th>
<th>Additional Cost</th>
<th>Revenue Sources Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meal Distribution</td>
<td>Preparation</td>
<td>$</td>
<td>$5,500.00</td>
</tr>
<tr>
<td></td>
<td>Protective Gear and Sanitation</td>
<td>$</td>
<td>$500.00</td>
</tr>
<tr>
<td></td>
<td>Delivery via Buses</td>
<td>$</td>
<td>$48,600.00</td>
</tr>
<tr>
<td>Distance Learning</td>
<td>Laptops for teachers and admin</td>
<td>$</td>
<td>$136,500.00</td>
</tr>
<tr>
<td></td>
<td>Replacement Devices</td>
<td>$</td>
<td>$260,250.00</td>
</tr>
<tr>
<td></td>
<td>Hot Spot Devices</td>
<td>$</td>
<td>$3,500.00</td>
</tr>
<tr>
<td></td>
<td>Hot Spot Service</td>
<td>$</td>
<td>$50,400.00</td>
</tr>
<tr>
<td></td>
<td>Third Party Lessons</td>
<td>$</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>District</td>
<td>Added Cleaning / Disinfecting</td>
<td>$</td>
<td>$13,000.00</td>
</tr>
<tr>
<td></td>
<td>Lunches for Volunteers</td>
<td>$</td>
<td>$7,200.00</td>
</tr>
<tr>
<td></td>
<td>Campus Security during closure</td>
<td>$</td>
<td>$16,500.00</td>
</tr>
</tbody>
</table>

$542,950.00

6. Please describe the manner in which district administrators, board members, teachers, and any representatives of teachers collaborated in development of the Plan.

An initial draft of the Gaylord Community Schools Distance Learning Plan was developed on March 16, 2020 in response to Executive Order 2020-21. District and building administrators, members of the Gaylord Education Association, and school board members provided feedback on the plan prior to its initial roll out to staff on March 23, 2020. The plan was updated on April 7, 2020, in response to Executive Order (EO) 2020-35 and re-shared with staff on April 9, 2020. Parents and community members were notified of this plan through the district’s communication system (voice, text, email) and the plan was posted to the district’s website: www.gaylordschools.com.

7. Please describe the methods the district will use to notify pupils and parents or guardians of the Plan

The District’s plan has been communicated to parents and guardians through radio interviews, newspaper articles, and posts to the District’s website and Facebook page. Teachers and principals are reaching out through additional communications via email, phone calls, and Google Classroom. For students who are still unresponsive to the above measures, written communication will be sent to the home via the U.S. Mail.

8. Please provide an estimate of the date on which the district will begin implementation of the Plan, which must be no later than April 28, 2020.
The District will provide teacher professional development during the week of March 30. Release of Google Classroom to students and parents will go out on April 6 with student access and operation training. This week will be treated like an open house with the goal of enrolling students into Google Classroom, distributing devices, and developing alternative plans with students that don’t have web access. The first official day of class will begin on April 13, 2020.


Students enrolled in postsecondary courses will continue to receive support in doing so. Our students who are taking courses at North Central Michigan College are continuing to do so virtually, as NCMC made this switch in response to earlier school closures. Students who require internet-ready devices to complete this work can check one out from the District. CTE courses are included in the Plan, with CTE teachers collaborating in their PLCs to determine the best possible options to continue learning remotely under this EO.
10. Please describe how the district will continue to provide or arrange for continuation of food distribution to eligible pupils.

GAYLORD COMMUNITY SCHOOLS

FREE BREAKFAST & LUNCH FOR CHILDREN

***NEW SCHEDULE STARTING APRIL 13, 2020***

Meals will be available at all sites listed below every Monday, Wednesday, and Friday beginning 4/13/20 at the new times listed below.

<table>
<thead>
<tr>
<th>STUDENT MEALS WILL BE AVAILABLE AT THESE LOCATIONS:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Gaylord Intermediate School: 9am – 11am</td>
<td></td>
</tr>
<tr>
<td>240 East Fourth Street</td>
<td></td>
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<tr>
<td>North Ohio Elementary School: 9am – 11am</td>
<td></td>
</tr>
<tr>
<td>912 North Ohio Avenue</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location</th>
<th>Time</th>
<th>Location</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspen Village</td>
<td>9am – 9:30am</td>
<td>Nottingham Mobile Home Park</td>
<td>9am – 10am</td>
</tr>
<tr>
<td>On Village Parkway at East End Road</td>
<td>9am – 10am</td>
<td>At the Entrance</td>
<td></td>
</tr>
<tr>
<td>Maple Grove Estates</td>
<td>9am – 10am</td>
<td>Ramblewood at Brentwood West Intersection</td>
<td>9am – 10am</td>
</tr>
<tr>
<td>Chipway at Orange Grove</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arbutus Beach Highlands</td>
<td>9am – 10am</td>
<td>Park Meadows Apartments At Betty and Lauren Lane</td>
<td>9:35am – 10am</td>
</tr>
<tr>
<td>Trillium at the Park</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michaywe Clubhouse</td>
<td>9am – 10am</td>
<td>Elmira</td>
<td>9am – 10am</td>
</tr>
<tr>
<td>Clubhouse Parking Lot</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Lake Arrowhead</td>
<td>9am – 10am</td>
<td>Hill Top Marathon Station</td>
<td>9am – 10am</td>
</tr>
<tr>
<td>“Big Stop” at 3604 Arenac Trail</td>
<td></td>
<td>900 Marlette Road, Waters</td>
<td></td>
</tr>
</tbody>
</table>

✔ Parents/guardians and/or children may pick up food for children at either school location or any bus site during the times listed.

✔ **Mondays and Wednesdays**: Breakfast and lunch for 2 days will be provided.

✔ **Fridays**: Breakfast and lunch for 3 days will be provided.

✔ It is not necessary to be a GCS student to receive meals.

✔ It is not necessary to qualify for free or reduced lunch to receive meals.

✔ Questions? Call 989-705-3040.
11. Please confirm that the district will continue to pay school employees while redeploying staff to provide meaningful work in the context of the plan, subject to any applicable requirements of a collective bargaining agreement.

GCS EMPLOYEE WORK SCHEDULE UPDATE

In order to meet the requirements of Executive Order 2020-35 to receive full state funding during this school closure, school districts are to continue to pay employees while redeploying staff to provide meaningful work in the context of distance learning and COVID-19 response plans.

For GCS, this means:

- Between April 13, 2020 and June 30, 2020, assigned duties will be altered. Scheduled work hours will be amended to reflect rotating schedules. Your supervisor will be providing you with a copy of your new assigned work schedule.
- You will continue to receive your originally scheduled wages and benefits through the end of the school year even though your new work schedule will not be the same.
- If you are not able to work on a date that you are assigned to work (on site or remotely), you must request time off.
  - Inform your supervisor about the reason your need for time off, as additional time off is available for certain COVID-19 related absences.
- Contact your supervisor if you have any questions.

12. Describe how the district will evaluate the participation of pupils in the Plan.

Each week, teachers will be reaching out to all students who have not engaged in learning no later than Friday. They will be recording contact dates, times, and methods in a Google form that is in the Curriculum Director’s Google class training rooms. Curriculum director will keep record of communication logs. Contact with students and parents will be focused on any issues regarding student engagement in the learning and discussing methods of support to help overcome those issues.

13. Please describe how the district will provide mental health supports to pupils affected by a state of emergency or state of disaster prompted by COVID-19.

Supporting GCS Students

Please complete this form if a student (your child, or yourself as the student) needs to talk to a school counselor or social worker for any reason. We ask that you keep the following in mind:

- Please give our staff 24 hours to follow up on requests (Monday-Friday).
- Calls are not intended to replace formal counseling services or serve as therapy; if you/your child has a counselor with whom they regularly meet, please contact them about ongoing services.
- Services offered are non-instructional and voluntary.

We will do our best to support our students and families! Thank you for reaching out.

Meanwhile, please utilize the following additional free community supports available for you as needed:
- Medical or safety emergency: 9-1-1
- Blue Devil Wellness Center: 989-732-6890
- 24 hour mental health crisis line: 1-877 470-4668 (North Country Community Mental Health)
- Crisis counselor text line (24/7, national service): text HOME to 741741
- National Suicide Prevention Hotline: 1-800-273-8255
- Submit tip of criminal activity (OK2SAY): https://www.michigan.gov/ok2say/
- National Domestic Violence Hotline (24/7, for survivors & victims): 1-800-799-7233, or text LOVEIS to 22522
- United Way (all general community resource inquiries): 2-1-1
- Michigan DHHS Coronavirus Hotline: 1-888-535-6136, 8 a.m.-5 p.m., 7 days/week
- Substance Use/Substance Use Disorder recovery support: https://m.facebook.com/groups/388460735141614/?view=permalink&id=492835488037471
- Food Resources: https://www.gaylordschools.com/downloads/_news_/gcs_emergency_closure_food_service_information.pdf
- Spectrum/Charter (FREE internet service for 2 months for students grades K-college): 1-866-866-4959

14. Please describe how the district will support the efforts of the intermediate district in which the district is located to mobilize disaster relief child care centers as described in Executive Order 2020-16 or any executive order that follow it.

The District has reached out to the ISD with regard to mobilizing a child care center and stand ready to work with them should the need for disaster relief child care centers become a reality in Gaylord. Currently, there has not been a need for this mobilization.

15. Does the district plan to adopt a balanced calendar instructional program for the remainder of the 2019-220 school year? Does the district plan to adopt a balanced calendar instructional program for the 2020-2021 school year?

The District does not plan to adopt a balanced calendar for 2019-20, nor 2020-21 school years. We are working to determine best practices to ensure we start next year with a solid understanding of where our students ended up at the end of this year, then deploying a process at the start of next year that involves accelerated review and an intervention model so that we can catch students up as quickly as possible before starting new learning.

[Signature]
Brian Pearson, Superintendent

[Signature]
4/9/2020

Gaylord Community Schools
Name of District Leader Submitting Application: Brian Pearson

Date Approved: 4/10/2020

Name of ISD Superintendent/Authorizer Designee: Jamie R. Huber

Date Submitted to Superintendent and State Treasurer: 4/13/2020

Confirmation approved Plan is posted on District/PSA website: 4/13/2020