



Flushing Community Schools Continuity of Learning Plan

The purpose of this document is to provide guidance to FCS educators to meet the immediate need of providing instruction and supporting learning outside of our normal practices to our students and families. This plan will be submitted to the GISD for approval. Governor Whitmer’s Executive Order requires a number of educational considerations, while outlining specific instructional tasks that we must adhere to; the plan details what we, as Flushing educators, will commit to as we move forward during this unprecedented time. Moving forward, this plan will become our new “Raider Way” of instructional practices and guidance.

The Raider Way will embody the following instructional philosophies:

- **All students have opportunities for continued learning that focus on the remaining critical academic state standards**
- **Students and families are provided routines and structures that are manageable for our diverse households and will ensure that they stay connected to schools and learning**
- **All students and families will have access to quality instructional materials and the supports needed to successfully access those formats, whether in a digital or non-digital format**
- **It is critical that students and schools/teachers maintain a personal connection that supports the student’s academic work as well as their social-emotional well being**
- **Simplicity is best during this time - simplicity in directions, simplicity in communications to families and students, and simplicity in expectations**
- **All students shall not receive any academic penalty for incomplete work**
- **Student work will be evaluated**
- **Extend grace to all in these unique and trying times**

The following guidelines have been established as appropriate time allotments for daily instructional time. These recommendations are inclusive of virtual and real-time learning activities.

Grade Level	Minimum	Maximum*	Recommended Length of Sustained Attention
K	30/minutes/day	45/minutes/day	3-5 minutes
1-2	45/minutes/day	60/minutes/day	5-10 minutes
3-6	60/minutes/day	90/minutes/day	10-15 minutes
7-8	Class: 15 minutes/day Total: 90 minutes/day	Class: 20 minutes/day Total: 120 minutes/day	1 subject area or class
9-12	Class: 20 minutes/day Total: 120 minutes/day	Class: 30 minutes/day Total: 180 minutes/day	1 subject area or class

*Maximum class times should not be implemented until the week of May 11th

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.

District/PSA Response:

K-2

Instruction will be delivered using printed education packets that have been assembled for each Kindergarten through 2nd grade student in the district. The packet will cover two weeks of instruction at a time and will contain the following information:

- Cover letter that details what the key components of the instructional packet are.
- An instructional calendar that will detail to students and families what their daily tasks are, along with recommended times.
- Instructional lessons and engagement materials for students to work on each day.
- In addition, students will be supplemented with digital activities that they can work on at home in support of the instructional packet material. The following digital sites will be utilized: RAZ Kids, Moby Max, and Mystery Science.

- If students do not have access to a digital device to access instructional content at home, Chromebooks have been distributed to families during two device distribution days. Additionally, if parents could not make it to either distribution date, parents can reach out to their building principal to schedule a time to sign out a device. Parents will also be provided information on how to secure low cost internet services. The district is also looking at purchasing hotspots for families that have no other manner or mechanism to access reliable internet services.
- Special education services are connected to each grade level as well. Resource Room teachers will be working diligently to accommodate/adjust instructional resources to meet the individual needs of their students on their caseloads. Students will not be academically penalized for any inability to complete any assigned work or to fully participate with their class. Teachers will be monitoring their students and ensuring that their needs are being met to the best of their ability in this new learning platform and process.
- The learning packets will also be made available through the individual teacher's website and/or Google Classroom.
- Any additional supplies that a student may need to complete their assignment will be available for the student i.e. crayons, colored pencils, scissors, etc.
- For further instructional supplement, students may continue to access the Extended Enrichment Resources page located on the Flushing Community Schools website. Resources will continue to be updated, i.e. The GISD Instructional Packets.
- Under no circumstance will a student face any academic penalty for their inability to complete work or fully participate due to their own personal circumstance

3-6

Instruction will be delivered using printed education packets that have been assembled for each 3rd through 6th grade student in the district. The packet will cover two weeks of instruction at a time and will contain the following information:

- Cover letter that details what the key components of the instructional packet are.
- An instructional calendar and/or list of assignments that will detail to students and families what their daily tasks are, along with recommended times.
- Instructional lessons and engagement materials for students to work on each day.

- In addition, students will be supplemented with digital activities that they can work on at home in support of the instructional packet material. Grade levels will communicate to their students using Google Classroom those additional digital activities and/or assignments.
- If students do not have access to a digital device to access instructional content at home, Chromebooks have been distributed to families during two device distribution days. Additionally, if parents could not make it to either distribution date, parents can reach out to their building principal to schedule a time to sign out a device. Parents will also be provided information on how to secure low cost internet services. The district is also looking at purchasing hotspots for families that have no other manner or mechanism to access reliable internet services.
- Special education services are connected to each grade level as well. Resource Room teachers will be working diligently to accommodate/adjust instructional resources to meet the individual needs of their students on their caseloads. Students will not be academically penalized for any inability to complete any assigned work or to fully participate with their class. Teachers will be monitoring their students and ensuring that their needs are being met to the best of their ability in this new learning platform and process.
- The learning packets will also be made available through the individual teacher's website and/or Google Classroom.
- Any additional supplies that a student may need to complete their assignment will be available for the student i.e. crayons, colored pencils, scissors, etc.
- For further instructional supplement, students may continue to access the Extended Enrichment Resources page located on the Flushing Community Schools website. Resources will continue to be updated, i.e. The GISD Instructional Packets.
- Under no circumstance will a student face any academic penalty for their inability to complete work or fully participate due to their own personal circumstance

7-8

For students in grades 7-8, a hybrid approach is developed to deliver instruction to students using Google Classroom. In the event that students do not have access to Google Classroom, commensurate non-digital materials will be made available to students. If students are not able to pick up the printed materials, the materials will be delivered to the students.

This instructional delivery system will be used for all core content and elective classes.

- An instructional calendar or schedule will detail to students and families what their daily tasks are along with recommended times.
- Instructional lessons and engagement materials for students to work on each day.
- Instructional content whether digital or non-digital will be the same or similar content that will focus on grade level content standards in all subjects.
- In addition, students will be supplemented with digital activities that they can work on at home in support of the instructional packet material. The digital materials will be dependent on subject area.
- If students do not have access to a digital device to access instructional content at home, Chromebooks have been distributed to families during two device distribution days. Additionally, if parents could not make it to either distribution date, parents can reach out to their building principal to schedule a time to sign out a device. Parents will also be provided information on how to secure low cost internet services. The district is also looking at purchasing hotspots for families that have no other manner or mechanism to access reliable internet services.
- Special education services are connected to each grade level as well. Special Education teachers will be working to accommodate/adjust instructional resources to meet the individual needs of their students on their caseloads. Students will not be academically penalized for any inability to complete any assigned work or to fully participate with their class. Teachers will be monitoring their students and ensuring that their needs are being met to the best of their ability in this new learning platform and process.
- Any printed material will also be made available through the individual teacher's website and/or Google Classroom.
- Any additional student materials needed to complete assignments will also be made available to the student i.e. calculator
- For further instructional supplement, students may continue to access the Extended Enrichment Resources page located on the Flushing Community Schools website. Resources will continue to be updated, i.e. The GISD Instructional Packets.
- Under no circumstance will a student face any academic penalty for their inability to complete work or fully participate due to their own personal circumstance

9-12

For students in grades 9-12, heavy emphasis will be on teachers providing direct instruction through Google Classroom. In the event that students do not have access to Google Classroom, commensurate non-digital materials will be made available to students. If students are not able to pick up the printed materials, the materials will be delivered to the students.

This instructional delivery system will be used for all core content and elective classes.

- An instructional calendar or schedule will detail to students and families what their daily tasks are, along with recommended times.
- Instructional lessons and engagement materials for students to work on each day.
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- In addition, students will be supplemented with digital activities that they can work on at home in support of the instructional packet material. The digital materials will be dependent on each subject area.
- If students do not have access to a digital device to access instructional content at home, Chromebooks have been distributed to families during two device distribution days. Additionally, if parents could not make it to either distribution date, parents can reach out to their building principal to schedule a time to sign out a device. Parents will also be provided information on how to secure low cost internet services. The district is also looking at purchasing hotspots for families that have no other manner or mechanism to access reliable internet services.
- Special Education services are connected to each grade level as well. Special Education teachers will be working to accommodate/adjust instructional resources to meet the individual needs of their students on their caseloads. Students will not be academically penalized for any inability to complete any assigned work or to fully participate with their class. Teachers will be monitoring their students and ensuring that their needs are being met to the best of their ability in this new learning platform and process.
- Any printed material will also be made available through the individual teacher's website and/or Google Classroom.

- Any additional student materials needed to complete assignments will also be made available to the student, i.e. calculator.
- For further instructional supplement, students may continue to access the Extended Enrichment Resources page located on the Flushing Community Schools website. Resources will continue to be updated, i.e. Khan Academy.
- Under no circumstance will a student face any academic penalty for their inability to complete work or fully participate due to their own personal circumstance.

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.

District/PSA Response

K-2

Instructional packets will be distributed to students once every two weeks on Monday. Students who are not able to pick up the packets will have the packets delivered to their homes. The packets will also be able to be accessed digitally from teachers' websites and/or Google Classrooms.

Teachers will be available and accessible throughout their regularly scheduled work hours Monday-Friday. Teachers are expected to be available and accessible to their students and families during this time. Communications between the teachers and students will be timely. In addition, teachers are expected to hold two virtual office hour sessions each week. During these virtual office hours, teachers are expected to make direct contact with their students.

Additionally, if students are not present during any virtual learning sessions, teachers will be asked to establish communication with that student/parent to ensure their safety and well-being. Teachers will also continue to encourage student participation and engagement in classroom instruction.

3-6

Instructional packets will be distributed to students once every two weeks on Monday. Students who are not able to pick up the packets will have the packets delivered to their homes. The packets will also be able to be accessed digitally from teachers' websites and/or Google Classrooms.

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Additionally, if students are not present during any virtual learning sessions, teachers will be asked to establish communication with that student/parent to ensure their safety and well-being. Teachers will also continue to encourage student participation and engagement in classroom instruction.

7-8

Teachers will be asked to send a communication to their students and parents that details what the week of instruction looks like for their classes. In order to be mindful of parents and their email, we ask that teachers send this between 8:00 a.m. and 10:00 a.m. on Monday morning. This communication is intended to detail what the instructional plan for the week will be. Teachers have the discretion to assign all assignments at that time, or at a minimum let students know when assignments will be added to Google Classroom throughout the week. Printed content will be distributed to students every Monday. Students who are not able to pick up the packets will have the packets delivered to their homes. The packets will also be able to be accessed digitally from teachers' websites and/or Google Classrooms.

Teachers will be available and accessible throughout their regularly scheduled work hours Monday-Friday. Teachers are expected to be available and accessible to their students and families during this time. Communications between the teachers and students will be timely. In addition, teachers are expected to hold two virtual office hour sessions each week. During these virtual office hours, teachers are expected to make direct contact with their students.

Additionally, if students are not present during any virtual learning sessions, teachers will be asked to establish communication with that student/parent to ensure their safety and well-being. Teachers will also continue to encourage student participation and engagement in classroom instruction.

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Additionally, if students are not present during any virtual learning sessions, teachers will be asked to establish communication with that student/parent to ensure their safety and well-being. Teachers will also continue to encourage student participation and engagement in classroom instruction.

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

K-6

Instruction will be delivered using printed education packets that have been assembled for each Kindergarten through 2nd grade student in the district. The packet will cover two weeks of instruction at a time and will contain the following information. Teachers will direct their instruction and lessons based on the content in the instructional packets. In addition, students will be supplemented with digital activities that they can work on at home in support of the instructional packet material. Grade levels will communicate to their students using Google Classroom those additional digital activities and/or assignments. Special Education services are connected to each grade level as well.

Resource Room teachers will be working to accommodate/adjust instructional resources to meet the individual needs of their students on their caseloads. The learning packets will also be made available through the individual teacher's website and/or Google Classroom. To ensure that all students receive their instructional packet, each elementary building has a process established to hand out packets to families with students being accounted for. Any packet not picked up will either then be delivered home via using school buses and drivers or sent via the U.S. Postal Service. For further instructional supplement, students may continue to access the Extended Enrichment Resources page located on the Flushing Community Schools website. Resources will continue to be updated, i.e. The GISD Instructional Packets.

7-8

For students in grades 7-8, a hybrid approach is developed to deliver instruction to students in all core content and elective classes using Google Classroom. In the event that students do not have access to Google Classroom, same or similar non-digital materials will be made available to students in a printed packet format that is consistent with the academic standards being covered in each content area. To determine the need of student printed materials, a parent survey was sent out to families asking their preference of learning delivery platform. Parents and students will be able to either pick up instructional packets once every two weeks and they are not able to pick up the printed materials, the materials will be delivered to the students. Parents/students can always communicate with their teachers/principal on what learning style fits best. Example, a student may have indicated that they wanted materials delivered digitally, however, if once they begin work and realize instructional packets may be a better fit, students can request packets at any time. To ensure that all students receive their instructional packet, Flushing Middle School has a process established to hand out packets to families with students being accounted for. Any packet not picked up will either then be delivered home via using school buses and drivers or sent via the U.S. Postal Service.

9-12

For students in grades 9-12, heavy emphasis will be on teachers providing direct instruction to students in all core content and elective classes through Google Classroom. In the event that students do not have access to Google Classroom, same or similar non-digital materials will be made available to students in a printed packet format that is consistent with the academic standards being covered in each content area.

To determine the need of student printed materials, a parent survey was sent out to families asking their preference of learning delivery platform. Parents and students will be able to either pick up instructional packets once every two weeks and they are not able to pick up the printed materials, the materials will be delivered to the students. Parents/students can always communicate with their teachers/principal on what learning style fits best. Example, a student may have indicated that they wanted materials delivered digitally, however, if once they begin work and realize instructional packets may be a better fit, students can request packets at any time. To ensure that all students receive their instructional packet, Flushing High School has a process established to hand out packets to families with students being accounted for. Any packet not picked up will either then be delivered home via using school buses and drivers or sent via the U.S. Postal Service.

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

K-6

As part of the instructional packet, a work calendar/schedule will be connected that is designed to be colored in when an assignment is complete. At the end of the two weeks, during virtual office hours, an email scan or even a texted photo of completion can be sent to the teacher to show completion or attempted completion. Throughout the two week window, teachers and support staff will also be reaching out to students to gauge their work completion, monitor progress, and provide additional guidance and support, if necessary. Teachers will keep record of student work as there will be a 4th marking period/second semester report card that will be sent home at the end of the school year that will communicate student progress and growth.

Due to teachers being on different ends of the technology spectrum, support is being provided by teaching peers, building principals, the FCS IT department, and the Genesee Intermediate School District. As we adjust to this new normal of instruction and communication from afar, there are many tips, tools and strategies that will be used to continually monitor student engagement and work completion. Principals have been working with department chairs across all levels of the district to ensure that all of our teachers have the tools necessary to make this transition to virtual learning successful. In addition, principals will have regularly scheduled virtual staff meetings or check-ins to monitor and support their teachers.

7-12

Student work completed through Google Classroom will be managed and monitored weekly.

Feedback will be given to students as work completion takes place. As part of the instructional packet, at the end of each week, during virtual office hours, an email scan or even a texted photo of completion can be sent to the teacher to show completion or attempted completion. Throughout the week, teachers and support staff will also be reaching out to students to gauge their work completion, monitor progress, and provide additional guidance and support, if necessary. Students are being graded on work completion and even though students will receive no academic penalty for incomplete work or not being able to fully participate, student grades will be entered into our teacher's grading system weekly. Students and parents will be able to monitor StudentVUE/ParentVUE to see student progress.

Due to teachers being on different ends of the technology spectrum, support is being provided by teaching peers, building principals, the FCS IT department, and the Genesee Intermediate School District. As we adjust to this new normal of instruction and communication from afar, there are many tips, tools and strategies that will be used to continually monitor student engagement and work completion. Principals have been working with department chairs across all levels of the district to ensure that all of our teachers have the tools necessary to make this transition to virtual learning successful. In addition, principals will have regularly scheduled virtual staff meetings or check-ins to monitor and support their teachers.

5. Please attach a budget outline estimating additional expenditures associated with the Plan and sources of revenue to pay for those expenditures.

District/ PSA Response:

The Continuity of Learning Plan District Budget Summary is based on a number of assumptions and projections. The projections will continue to evolve over the next several weeks as we determine our student's actual needs for delivery of instruction and meals. Teacher instructional packets will vary and the use of technology and internet will transition as needed. If the districts projects are accurate, below is a summary of the expected budget.

Instructional Packets

Elementary Instructional Packets will cost a total of \$8,286.67 to print, label, and deliver by buses. Middle School Instructional Packets will cost a total of \$858.00 to print, label, and deliver by US mail. High School Instructional Packets will cost a total of \$391.80 to print, label, and deliver by US mail. No additional labor cost is involved with instructional packets.

Total added cost for instructional packets is estimated at \$9,536.47. The funding for these costs will come from the general fund balance via unrestricted state aid.

Internet Access

Hot spots for students without internet access (estimated at 20%) is \$32,288.00 for 2 months of coverage in added costs. The funding for these costs will come from Title IV funds, if possible, or the general fund balance via unrestricted state aid.

Food Distribution

Food distribution methods changed from once a day at five sites to once a week at one site, effective the week of March 30th. Costs involved include the cost per meal for food and non-food supplies, cook labor costs to prepare the meals, and bus driver costs to distribute the meals.

Average breakfasts delivered per week: 6,500. Average lunches delivered per week: 6,500. The district's current free and reduced rate is 47%. Based on that, the district considers 47% of the meal/other costs as normal with 53% as added costs. Only one week of the labor costs are added costs as cooks and drivers are not normally paid during spring break.

Cook Labor Costs: Non-added cost of \$43,470.03. Added cost of \$4,347.00. **Total labor cost: \$47,817.03**

Food/Other Costs for Breakfast: \$87,230.00 Food/Other Costs for Lunches: \$162,305.00 **Total meal cost: \$249,535.** Normal costs (free and reduced 47%) are estimated at \$ 17,281.45 and added cost (53%) are estimated at \$132,253.55.

Driver Labor Costs: Non-added cost of \$9,451.54. Added cost of \$945.15. **Total labor cost: \$10,396.69**

Other Costs: Rental of an on-site 8x12 milk cooler for 2 months. **Total other added cost: \$3,388.00.**

Total cost for food distribution center: Non-added costs: \$170,203.02. Added costs: \$140,933.70. Total cost of \$311,136.73. The funding source for this program comes from the federal restricted Unanticipated School Closure SFSP program funds to the extent provided by the meal reimbursement rates. Breakfast \$2.16 per meal. Lunch \$3.76 per meal. Any costs not covered by the SFSP program will be funded by the district's School Lunch Fund Balance.

Detailed assumptions, projections, and budget calculations are available in the district business office.

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

District/ PSA Response:

Throughout the development of this Continuity of Learning Plan all critical stakeholders have been involved. District leadership engaged building principals, teacher leaders (high school department chairs, middle school content chairs, and elementary grade level chairs) throughout the development of the Plan. Employee collective bargaining groups have also collaborated in the process with MOU's created, when deemed necessary. Board of Education members were kept up-to-date during the development of the plan, provided input, and gave final support to the completed plan.

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

District/ PSA Response:

Students, parents, and guardians throughout the pandemic have received at least one communication per week regarding the District's plan moving forward. School Messenger, district social media sites, and the district website have been used as communication platforms. This format will continue throughout the continuation of the Plan.

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.

District/ PSA Response:

Pending Plan approval, the District will fully initiate the Plan no later than Monday, April 20, 2020.

9. Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act 1996 PA 160, as amended, MCL 388.511 to 388.524, and Career and Technical Preparation Act, 2000 PA 258, as amended, MCL 388.1901 to 388.1913 in completing the courses during the 2019-2020 school year.

District/ PSA Response:

All students enrolled in any dual enrollment program offered through Flushing Community Schools, i.e. traditional dual enrollment, DEEP, GC CTW EMC, and/or Flushing Raider Early College have been supported with the established wrap around services that the district provides. Students have maintained consistent contact with their college course instructors. Students will be completing their second semester course work within the next few weeks. Upon student completion, their grades will be submitted to Flushing Community Schools and their transcripts will be updated. Any student who is having any academic struggle due to the pandemic is being supported by both the college and school academic advisors/counselors. Finally, any student participating in any CTE program will continue to be evaluated consistent with the state guidelines for CTE. This includes continuing to prepare students for any state required assessments.

10. Please describe how the district will continue to provide or arrange for continuation of food distribution to eligible pupils.

District/ PSA Response:

The district will continue to provide food distribution to eligible pupils throughout the remainder of the school year. To limit exposure, and honor CDC social distancing guidelines, the district will distribute a full school week of breakfast and lunch meals to students every Monday between 11:00 a.m. and 1:00 p.m. at Flushing High School.

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.

District/ PSA Response:

The District will continue to pay all employee groups throughout the remainder of the school year as long as the State of Michigan provides revenue to do so.

Over the past few weeks, Flushing Community Schools has deployed a number of staff members to address a number of needs that we have. Principals, teacher leaders have been actively and aggressively working to develop instructional plans to deliver to our students.

Food service workers and bus drivers have been working diligently each week to provide meals for our students. Each and every week, food distribution of meals has increased. This past week alone, the district handed out over 14,000 meals to families in our district.

Secretaries and other support staff have been working to help wherever needed, whether it was helping to hand out grade level instructional packets during food distribution to our families, to making copies of instructional materials, to following up with the number of parent phone calls left on building answering machines.

The district IT staff have been working to prepared close to a thousand Chromebooks to be handed out to families and will continue to prepare as many as we have to hand out moving forward. The IT staff will also be available to provide technology support to our parents.

Custodians will be coming in to clean buildings after teachers have been in to maintain as clean of a work environment as possible.

Central Office Administrators and support personnel have also been working to handle the day to day operations of the district.

When the instructional plan begins to ramp up, additional staff will be called upon to help support students and teachers. Our para-pros, interventionists, lab managers and other personnel that are tied to student instruction will be engaging with students to support and assist them as we move forward with implementing the plan. Even our bus drivers will be used to deliver instructional packets home.

Many hands make light work, and in this case, it will take many hands to ensure that our learning plan is successful and that our students are supported. We plan to utilize as many, if not all of our employees, in some sort of capacity as we move forward with the implementation of the instructional plan.

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

District/PSA Response

K-6

Student learning will be evaluated based on virtual class meeting participation, communications with students and parents, and based on completion of the learning calendar. Due to safety concerns, packets will not be returned back to the teacher. All learning evaluation will be done virtually with students demonstrating their work completion either through virtual meetings with their teachers, email submissions, and photos of completed packets.

7-12

Student learning will be evaluated based on online work completion, virtual class meetings, communications with students and parents, and based on completion of the learning packets, where applicable. Due to safety concerns, packets will not be returned back to the teacher. All learning evaluation will be done virtually.

At the end of the 2nd semester, there will be one grade assigned as a semester grade. The starting point for a student's grade is determined by where the student was as of March 12, 2020. Moving forward, a student's grade can only improve, it cannot go down from the March 12th grade. Teachers will exempt anything missing for the week of March 9th-12th (students can turn in that work if they want to for credit). Moving forward, students either get full credit or exempt on any assignments/assessments. If completed to an acceptable level, the student will receive full credit. The acceptable level is what has been previously established in students' classrooms while also taking into consideration this new form of instruction and the limitation of students' access. Under no circumstance will a student receive any academic penalty for non-completion of assignments.

Seniors in good standing that are on track with meeting all requirements for graduation will be able to graduate on time with their class. Students that are failing classes and/or are short on credits, will be given the specific expectations by their teachers in order to pass the required classes to be able to graduate. All student work will be graded and will positively impact student's cumulative grade point average.

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.

District/ PSA Response:

Social Workers, Guidance Counselors, Interventionists, and School/Home Coordinators will maintain a weekly schedule of contacting students that are on their caseloads. The purpose of the contact will be to check in on these students and their well-being. In addition, these staff members will work to support these students virtually to continue working on any goals that these students had prior to school being shut down. Finally, if necessary, mental health supports provided by the Genesee Intermediate School District are available and will be provided if needed.

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.

District/ PSA Response:

The District will function as an overflow site for daycare if the Genesee Intermediate School District deems it necessary to provide support for essential employee groups.

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

District/ PSA Response:

The District intends to complete the 2019-2020 school year on a traditional calendar with additional summer learning opportunities for students. The district is currently completing a 17.8 million dollar School Improvement Bond project that includes providing HVAC upgrades to all elementary classrooms to help facilitate the possible future adoption of a Balanced Calendar. The District is currently negotiating with collective bargaining groups and is planning to start the school year prior to the Labor Day holiday in August. It is our desire that contractors be allowed to complete the work necessary in preparation for the 2020-2021 school year for HVAC upgrades under Executive Order 2020-35.

Name of District Leader Submitting Application: Timothy Z. Stein, Superintendent

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website: