

Davison Community Schools Distance Learning Framework



*Where Kids Come First and Futures Begin
April 2020*

Distance Learning Framework

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Distance Learning Framework

Executive Summary

The District's primary goal is to develop guidance for Davison Community Schools to meet the need of supporting students through distance learning beginning April 13, 2020. Our mission, "Where Kids come first and futures begin." requires us to do all we can to continue to provide learning opportunities to all students as practicable, with the resources and means that we currently have available to us. This guidance and the accompanying resource documents reflect these priorities.

The District recognizes that each teacher will have decisions to make regarding the delivery of curriculum in a distance learning format based on their student population, students varying ability levels, and the resources they have available to them. The District has developed the following guidelines to assist teachers in the development of a distance learning format:

1. Focus on nine (9) weeks of **essential outcomes** that students will learn at each grade-level (PK-6) and subject-level (7-12). "What is most important for the students to learn."
2. Keep variables in mind when planning lessons, considering students may have:
 - a. Multiple classes
 - b. Other responsibilities
 - c. Personal or family illness
 - d. Limited access to devices, internet, and supplies
3. Provide students with learning activities, formative assessment and feedback, and overall communication on their progress toward learning.
4. Focus on student progress and learning, not assignment's completion and due dates.
5. Maintain flexibility and extend grace to all in these unique and trying times.
6. **Emphasize relationships** in this new learning environment
7. Make use of materials, resources, and platforms that are already in use.
8. Instructional models may be a blending of non-technology and virtual platforms.
9. Follow the framework of expectations, communication models and practices, and share "best-practices" with each other.

The District's guidance includes the following components that can guide teachers as they meet the needs of their students.

- Key Components for the Learning Framework
- Time guidelines for Students Across Grade Bands
- General Recommendations for all populations
- A five (5)-day plan for Transition to a District Learning Framework

The District recognizes the priority of involving key stakeholders through the process of implementing a successful distance learning plan. Teacher leaders and the technology department will be valuable voices to involve throughout the process. Therefore, much of the guidance from the District will provide a foundation and parameters to work within, but the content and means of delivering and assessing the learning is left up to the decisions of the grade levels and subject areas in work with the leadership team for the Distance Learning Committees. Significant time and resources have been included to help develop a technology support framework. These include, but are not limited to, the following areas:

- Copyright and Student Privacy

- IT Support
- Teacher Professional Development
- Educator Safety
- Distance Learning Tools and Resources
- Parent/Student Support
- Tips for Distance Learning Online

Distance Learning Framework

Distance Learning Framework 2020

Philosophy

While Governor Whitmer has shut down school buildings for the remainder of the school year, the expectation and order is that learning will continue. We agree and will comply with that order by offering Distance Learning. Please know that all seniors will be held harmless if they were on track to graduate as of March 12, 2020. The same goes with students who were on track to move to the next grade level. However, students can improve their grades if they demonstrate additional learning of the standards taught prior to and since the shutdown. We strongly encourage students to continue learning. For seniors, we will honor their last scheduled day of school on May 21. The school year will continue for the remainder of the year for K-11th grade.

The District believes that while traditional face-to-face learning can no longer take place, we are still educators and are committed to the continued education of our students through distance learning experiences. We recognize that there are many modes that can be used to accomplish this including the blending of non-technology and virtual platforms. It is our aim to allow teachers the flexibility to continue to use platforms and means that they find are being effective all in an effort to provide students learning experiences of identified **essential outcomes**, communicate with students and parents about this learning, and maintain contact **encouraging the positive relationships** we aim to create/maintain in our District.

Materials support needs for Families

- The primary methods of instruction that Davison Community Schools will use to implement this Distance Learning Plan include: our partnerships with the Genesee Intermediate School District for ESOL and pre-K (including GSRP) - 8 hard-copy curriculum packets, Mott Community College and our other partnering institutions of higher education for Early College and dual enrollment support, the use of online learning through the use of platforms including but not limited to Google Classroom, Schoology, ConnectEd, Hangout Meets, Zoom, You Tube, Remind, Parent Vue, telephone communications, email, virtual instruction, videos, slideshows, use of instructional packets, or a combination of these resources.
- Davison teachers have worked in grade level and/or subject matter professional Learning Communities to develop weekly lessons, daily activities, assignments and assessments using on-line technology and non-technology resources.
- Multiple modes of these learning tools including on-line resources such as but not limited to Moby Max, Raz Kids etc, Hard copy printable resources, GISD curriculum packets and text resources (novels, textbooks and other print materials). Many of these hard copy resources, such as the GISD curriculum packets are available at our food distribution sites and they are also available on our website where they can be downloaded and printed.
- In order to meaningfully access the varying modes of instruction included in the Distance Learning plan, families will need:
 - Transportation to food, resource, and technology distribution sites
 - Access to devices capable of receiving communications sent by the District through platforms such as Synergy, Facebook, The District Web Page, email, Synervoice, and/or additional apps and online platforms used by teachers and administration.
 - Access to internet service
 - Access to devices capable of accessing the internet and visual and/or audio conferencing.
 - Families in need of a device and/or internet access will be provided support as outlined in the Family Tech Guidance section of this plan.

Distance Learning Framework

System for Distance Learning 2020

Expectations for enhancing the learning experiences we have started:

1. Working in grade-level or subject-area groups and/or subgroups led by the Distance Learning Leadership teams, identify nine (9)-weeks worth of **Essential Outcomes**, 1 per week.
2. Every effort should be made (PK-6) to establish cross-curricular learning to assist in the students ability to manage work and new responsibilities at home.
3. Identify the manner in which the **essential outcomes** will be assessed. Consider the product/assessment type that within the parameters we are working in will best provide evidence of the learning.
4. Teachers will develop and communicate* weekly lesson plans based on the expected time guidelines for student learning based on age provided by the District to all students. Curate these plans within the PK-6 [template](#) or 7-12 [template](#) provided in the Google shared drive that will be provided by the Administrator leading the grade-level/subject area groups.
5. Within the guidelines, develop daily activities that give students the opportunity to engage in learning the desired **essential outcomes**.
6. Establish a manner* in which to document student contact, provide feedback to students about their progress, and how student progress will be communicated to parents. Feedback should feed forward based on the Learning Target(s) and Success Criteria for that Essential Outcome, and where students currently are and need to do next in order to continue moving toward mastery. Student progress and mastery of the **essential outcomes** should be documented, however **no student will be penalized** for the student or families inability to fully participate in this distance learning opportunity.
7. Maintain office hours and schedule and communicate* those to parents consistent with the plan you have enacted over the last few weeks.
8. Direct parents and students lacking the resources to access virtual and online experiences, or those in need of additional support as they seek to access essential learning opportunities toward the curriculum packets provided by the ISD or other forms of non-technology based resources in conjunction with those packets. The packets are provided at the food distribution sites from 12:30 - 2:00 pm on M, W, and F, and at the Cardinal Center all day every day. These packets have been and will continue to be a combination of the resources provided by the GISD and Davison Identified materials relating to the Essential Outcomes being taught in the virtual setting.

*PLEASE NOTE:

- The use of public social media platforms(like Facebook, Snapchat, Instagram,...) to conduct class is **STRONGLY** discouraged. However, we are aware that for the last few weeks some of you have been using them. Moving forward, those that have been using them, may continue to do so, but others who have not are prohibited from doing so. These platforms offer us no control or oversight and provide far more visibility into teacher/student lives than would be normally acceptable. Although we know that we are in unprecedented times, and intentions are good, it would be irresponsible for us to allow the use of these sites to engage students in learning or the communication thereof.
- Conversely, sites like Google Classroom, Schoology, Blackboard, Edmodo, Kahn, etc... that require logins are valuable and effective tools available already. Considering the privacy of students and staff is an utmost concern and priority. We highly suggest, even if you have been using a social media site,

that you consider moving to a more secure option or at the very least ensure that you are taking all possible precautions to increase the level of privacy and security for you and your students that is possible.

Distance Learning Framework

Expectations Guidelines for Student Learning Based on Age:

Having weekly assignments, projects, video check-ins, are all ways to assess learning. Once again, focus is on the **Essential Outcomes** needed for your grade-level/content area. Keep in mind that many families have limited data internet and one device which must be shared between multiple people (including the adults). Our guidelines for **MAXIMUM** student commitment each day are as follows:

- PK: 60 minutes
- Grades K-2: 90 minutes
- Grades 3-5: 120 minutes
- Grades 6-8: 30 minutes per course (3 hours max in a day)
- Grades 9-12: 30 minutes per course (3 hours max in a day)
- Special Needs: Special Education teachers are assigned to a grade-level and will provide support in meeting the needs of special education student's ability to access the general education distance learning plan established within this framework. See more guidance under the Special Education section.
- Specials Teachers: (Visual Arts, Music, PE, Health, Language, etc) The time allotted for special/electives will vary greatly by grade-level. The time frames established within the guidelines should consider specials as a part of the total learning load for all classes each day. Considerations should be given for the fraction of the school day/year this class might normally represent. Encouraging daily student physical activity will be critical, while also providing suggested movement activities.

The guidelines above are meant for any delivery model -- packets, on-line, hybrid, etc.

You may find that you have to scale back and adjust after the first week of moving to this plan. Give yourself and your students plenty of grace during this time. Everyone is adjusting and many have multiple roles at home.

Distance Learning Framework

Grading

For all K - 12 students:

- Students shall be held harmless during this unprecedented time. Under no circumstances will a student face any academic penalty for their inability to complete work or fully participate due to their own personal circumstances. Some students may be unable to participate in distance learning for a variety of reasons and we acknowledge that not all students have access to the same resources from home. If students are unable to engage in the District's plan they must not be penalized. Anything that could be perceived as NOT holding them harmless would go against the order.
- Our plan for the remainder of the semester is to have teachers, beginning on Tuesday, 4/7 during virtual PLCs, identify nine (9) essential learning outcomes, for the remainder of the school year. Teachers will plan Learning Targets and Success Criteria for each day of the week, activities to engage students in learning the essential outcomes, assessments for which they will provide students formative feedback and a rubric style grade measuring the mastery of the learning.
- Students will not earn grades for the completion of assignments but rather receive feedback on their progress towards meeting the standard. Essential outcomes-based "grading" will merely be the communication to students of their learning for each of the Essential Outcomes as 3 - Mastered, 2 - Approaching Mastery, or 1 - Not yet Approaching Mastery and/or written narrative feedback.
- Formative assessment feedback and reporting during this Distance Learning Period will NOT be included in a student's overall grade for the 2nd semester **unless**, in a teacher's professional opinion, the student demonstrates improved knowledge and understanding of the standard(s) that were previously assessed. In other words, no student's summative 2nd semester grade will be lowered, but a student's 2nd semester grade could improve due to the learning demonstrated during the shutdown through the Distance Learning Experience.
- Teachers will keep a record of these marks, for each of the nine (9) essential outcomes, for the students that participate, and communicate to them their level of mastery. However, these marks shall NOT be used in computing the student's overall 2nd-semester "grade".
- Since students that were on track prior to the shutdown were ordered to be promoted to the next grade level or will graduate, instituting a policy that would cause them to fall from that status could be seen as going against the holding a student harmless order. Students already demonstrated evidence of their learning during the third marking period, so their "grade" for the purpose of GPA or an end-of-year summative grade shall be based on the evidence of learning for those standards already assessed during that time.
- If a student was failing when the shutdown occurred, it is strongly encouraged that the student and teacher develop a plan for an opportunity or opportunities to allow the student to show improved mastery and their summative semester "grade" could improve.
- In the end, a student's "grade" for the 2nd semester will be based on a student's demonstrated level of mastery as of March 12, 2020, for the standards assessed prior to the shutdown. No students second semester grade will go down as a result of their participation in the District's Distance Learning Plan, however, a student could improve their second semester grade by demonstrating greater knowledge and understanding of the standards taught prior to the shutdown or by demonstrating mastery of the identified learning outcomes taught over the next nine weeks.
- For students in grades 9-12, the grade point average will not go down from what it was on March 11, 2020 but could improve if the student improves their grade by demonstrating greater knowledge and

understanding of the standards taught prior to the shutdown or by demonstrating mastery of the identified learning outcomes taught over the next nine weeks.

- Direction on completing report cards at the end of the year will be provided later. At this time, the focus needs to remain on what students are to learn, how we will determine if they learned it, and communication of their level of mastery, all in a formative manner.
- There should not be extra credit! This violates our Standard Referenced Grading policy and practices. No virtual toilet paper, wipes, N95 masks, or paper towel rolls can be turned in to improve a grade.
- However, as stated above, a student working with the teacher could have an opportunity to show learning growth from standards taught and assessed prior to the shutdown. Additionally, if the teacher deems that the evidence of learning seen during this distance learning period demonstrates student growth for the standards also taught prior to the shutdown, then the teacher using their professional discretion may adjust (only for the benefit of the student) the student's 3rd marking period (2nd semester) grade to better reflect that.

Distance Learning Framework

Student Support

General Recommendations for all populations

1. Establish office hours: Teacher availability/check-ins
2. Use as of common platforms as possible (suggested or already in use) across the district to alleviate any confusion for parents and students.
3. Determine whether students are completing work online or traditionally.
4. Keep variables in mind when you plan your lessons considering students may have:
 - a. Multiple classes
 - b. Other responsibilities
 - c. Personal or family illness
 - d. Limited access to devices and internet

Questions to consider for every grade band and content area

1. How might the makeup of each family impact the way they engage with distance learning (race and culture, family structure, location - urban/rural, financial resources, social-emotional support, etc.)?
2. How can we provide culturally and linguistically relevant resources for each particular student and family?
3. How can we see this family and their student's learning through a trauma-informed lens?
4. In what ways can we allow families to individualize distance learning?

Distance Learning Framework

Plan for Transitioning to Distance Learning Opportunities

Day 0 - Thursday 4/2

- District Administration meets via Zoom
 - Discuss District Philosophy moving forward
 - Discuss the System: Expectations and Guidelines
 - Discuss the Plan for Transition and their role as part of the Distance Learning Leadership team
 - Problem solve and local issues that come up and engage in a Q&A
- Leave with an agenda and expected outcomes for grade-level/subject-level virtual meetings to introduce framework and make plans for transition.

Day 1 - Monday 4/6

- Distance Learning Leadership Teams meet together via Zoom: [Suggestions for holding these virtual collaborative meetings](#)
 - Discuss District Philosophy moving forward
 - Discuss the System: Expectations and Guidelines
 - Discuss the Plan for Transition and their role as part of the Distance Learning Leadership team
 - Problem solve and local issues that come up and engage in a Q&A
- Leave with an agenda and expected outcomes for grade-level/subject-level virtual meetings to introduce framework and make plans for transition.

Day 2 - Tuesday 4/7

- Distance Learning Leadership Teams meet with all grade-level/subject-level teachers via Zoom
 - Admin will create the invite and share the link.
 - See [How Do I host A Video Meeting link](#) for help
 - Also see [Quick Start Guide: Secure Meetings in Zoom](#)

Leadership Teams are seen below:

Grade or Subject	Admin or rep	Curric. Support	SE Support	Literacy Special or rep	Speech-Literacy Support	Social Emotional	Specials Teachers
GSRP	Vamos	Math - Crockett	Swoyer/Williamson	Tate	Martinez	Vannest	
DK/K	Miller		Johnson	Campbell	O'Connor	Vannest	Hall, Romanik
1	Burke		Jones	Ryckaert	Lamphier	Vannest	Edmonds, Carr,
2	Flowers		Fritz	Baracco	Illig	Simonsen	Sipley, Ogden

3	Wendt		Evans	Barrett	Steinhaus	Glann	Rutkowski, Lockrey, Hundt
4	Kuzinski		Markham	Barrett	Martinez	Demo	Whitman, Duprey, Bolton
5/6	Collins/Gilbert		Renye	Curratti	Humphrey	Hotchkiss	Elective will Join Chris Wilson 5-8
7-8 Math and Science	Ferguson	Sci - Hopper Math - Chorley	Smith-Clark, N. Clark, Dotson	n/a	Humphrey	Thompson and Martinez	Electives will provide their own lesson support as part one of the six courses within the max time guidelines.
7-8 ELA and SS	Paquette	ELA - Downey	Graves, Rasberry				
5-8 Electives	Wilson	Electives & ESL - Hards					
9-12 ELA	Piger	ELA - Downey	Coron Suchy		Steinhaus	DHS/DAE counselor, success coords, student mentors/lia isons cont. to check in with their caseload as appropriat e and as needed.	
9-12 Math	Malenich	Math - Chorley	Blake Wilson				
9-12 SS	Fisch	SS - Downey	Coron Crongeyer				
9-12 Sci	Jacobs	Sci - Chorley	Orr, Kovatch				
9-12 Electives & CTE	Beamer	CTE - Binkley	All				
K-12 CI	Holly	Hainline	Coords. As needed				
1-4 EI	Holly	A. Chorley					
SE services	Holly	Coords. As needed	All				

***NOTE: 9-12 includes DHS and DAE**

Day 2 - Tuesday 4/7 cont.

- Discuss the Philosophy of the District
- Discuss the System: Expectations and Guidelines
- Discuss the Plan for Transition and their role as part of the Distance Learning Leadership team
- Problem solve and local issues that come up and engage in a Q&A
 - Access to Buildings
- Share Student supports examples
- Share Action Plan Tasks to be completed in group(s):
 - Decide on who is in which sub group. Suggested breaking up work by week or a bundle of essential outcomes.
 - Discuss action steps to take in sub groups
 - Decide on continued times and mode for planning/collaborating in these sub groups
 - Outline the need for the whole group to Identify nine (9) **Essential Outcomes** for next nine (9) weeks. This can be done following the meeting on the template that will be provided in their Google Shared Drive. This includes the success criteria (identifiable evidence) that the student will demonstrate mastery of the desired outcome
 - Outline need for the group to determine method and mode for assessing these outcomes
 - Outline need for learning routine (schedule/agenda) for each day's activities to engage students in learning essential outcomes. Discuss the learning templates where they will curate these lessons in the Google Shared Drive.
 - Direct them to identify future meeting times and modes for doing so on the template in the Google Shared Drive.
 - Establish the Day 5 follow-up meeting time via Zoom to share out the work that has been done thus far and the plan for the first week of learning in this manner.
 - Establish a recurring, weekly **Monday** meeting time to discuss the implementation progress of and make adjustments to the distance learning plan.

Days 3-5: Wednesday 4/8 - Friday 4/10; Work time w/coordinator direction and oversight

- **Wednesday, April 8, 2020** - Teachers will be able to access their classrooms in consultation with their building administration. On this date, teachers will better have an idea of the resources they need to collaborate and plan for the immediate needs of the District, which are to plan for and implement this Distance Learning Opportunity for students.
- Distance Learning Groups and Sub groups will meet via Zoom or alternate decided upon mode
 - Tasks to complete are:
 - Take inventory of what everyone has found success with and share out positive experiences and potential direction for platforms.
 - Catch up and decide what tech know how needs to take place
 - Discuss the Identified **Essential Outcomes** your group is responsible for over the next nine (9) weeks.
 - Determine method and mode for assessing these outcomes
 - Develop a learning routine(s) (schedule/agenda) for each day's activities to engage students in learning essential outcomes. Document your development in the learning templates in the Google Shared Drive. Remember the guidelines for time based on age discussed earlier in this framework document.

- Identify future meeting times and modes for continued work and document on the template in the Google Shared Drive.

Day 6: Monday 4/13 Share out and continued work time

- Distance Learning Leadership Teams meet with teachers via Zoom
 - Admin will create the invite and share the link.
- Leadership will provide opportunity for the POC from each subgroup to share (in a 5 min. summary) the collaborative work that has taken place toward creating learning experiences for their identified essential outcomes.
- Remind everyone of the next **weekly** meeting time to discuss the progress and make adjustments.

Day 6/7 & each week thereafter: Share with parents/students

- Communicate the week's plan for learning opportunities and the essential learning outcome
- Provide the resources needed to engage/wrestle with the learning
- Monitor and provide feedback from your assessment of progress to students and parents.
- Maintain your "office hours"
- Maintain on-going communication formatively in reference to academics as well as relationally to keep connected with families
- Maintain flexibility with your families and yourself to provide this learning experience.
- Attend the weekly grade-level/subject area virtual meetings with your colleagues.

Distance Learning Framework

Professional Development for Teachers

- As part of participating in the Distance Learning Transition virtual meetings, teachers will earn the remaining six (6) hours of DPPD that has been cancelled due to the shut down.

Distance Learning Framework

Special Education/504's

Foundational Tenets:

- FAPE can be delivered in a variety of ways.
- The District shall strive in good faith and to the extent practicable, based upon existing resources, technology, training, and curriculum, as well as the circumstance presented by any state of emergency or state of disaster, to provide equal access to alternative modes of instruction to students with disabilities for the remainder of the 2019-2020 school year.

Contingency Plan:

- For students in grade K-6, the General Education Teachers will provide the home learning plan to all of their students, including those with IEP's. Special Education Teachers will support the home learning plan for the students on their caseloads.
- For students in grades 7-12, the teacher of record will provide the home learning plan to all of their students. Special Education Teachers will support the home learning plan for the students in their classes.
- Teachers of students with Cognitive Impairments will deliver the home learning plan to the students on their caseload.

In Addition, Special Education Teachers will:

- Provide suggestions for support, accommodations, modifications, alternate options for the units/projects/lessons/activities developed by the general education teachers.
- Provide resources that support the learning opportunities and this new environment.
- Provide specific materials for children as needed, as appropriate and as feasible for making progress on IEP goals.
- Collaboration between general education and special education regarding lesson planning and lesson execution.
- Special Education Staff will provide additional support to small groups and individual students through weekly check-ins. This may be in the form of phone calls, emails, virtual meetings, and/or other distance learning platforms.

Assurances:

- To the extent **practicable**, Davison Community Schools will, in **good faith**, provide students with IEPs/Section 504 Plans the opportunity to participate in learning **consistent** with existing plans.
- Case managers and/or teachers of record will work with the student and their parents on providing additional support that may be **necessary** to assist the student in meeting their IEP/504 plan goals.
- Each weekly plan will include supports, accommodations, modification and alternate learning opportunities will be provided by your special education teacher to support students with IEP's.

Distance Learning Framework

ESOL Services

ESOL students will receive support from their general ed teacher, the District POC for ESOL services, and the GISD ESOL support staff, in order to access the Distance Learning Plan.

Superintendents have approved EL contact by the GISD and EL POC overview of ESOL programming. ESOL program facilitators and ESL highly qualified teachers will be supporting students beginning this week. All families receiving direct services will be contacted and supported regularly.

These supports include:

- Differentiated support/contact for grade levels
- Differentiated support/contact for proficiency levels
- Differentiated support/contact for family access to technology

Additionally, DCS will continue to provide hard-copy packets specific for EL students when and as appropriate.

For specifics on EL family/ learning resources and the EL student/family programming occurring, please visit [this link](#) and/or speak with your district EL POC. Remember, [translation services are available](#).

Speech and Language Services

The plans for [Speech and Language Therapy Supports](#) can be found by following this link.

Social Work Services

The plans for [School Social Work Supports](#) can be found by following this link.

Distance Learning Framework

Family Mental Health Supports and Resources

In addition to the continuing support that DCS counselors, social workers, administrators and teachers are and will continue to provide, the below resources provide more tools and resources that families may utilize during this time. As always, if you are in need of support please reach out through email to your student's building administration, school counselor, through the Safe-CARDS app, or the District through the Davison Community Schools Web page. However, as always in the case of an emergency please dial 9-1-1.

Family Resources:

[Family Resources for COVID-19](#) - Here, DCS staff have compiled a list of resources to help explain the COVID-19 virus to students, engage in social-emotional and calming activities among other helpful links to support.

Wellness:

[Mindful Schools](#) - For the next few weeks, Mindful Schools will be offering free mindfulness classes for kids! Join online – for mindful activities, mindful movement, read-alouds – and have fun exploring mindfulness together. Free Online: Mindfulness Class for Kids! Join the First Session: Thursday, March 19, 10am – 10:30am PDT

[Resources for PreK-4th grade](#) - This web page was put together by DCS teachers to provide PK-4th grade students with wellness resources to engage.

<http://www.maspweb.com/> - MASP is the only Michigan organization that represents school psychologists at the state and local level. Here they have provided resources that can be used with students struggling with the mental effects of the COVID-19 epidemic.

https://www.michigan.gov/documents/mde/Extended_Time_Away_686513_7.pdf - Supporting children with intellectual and developmental disabilities during extended times away from school and changing routines due to health outbreaks can be challenging. There are a number of strategies to use at home to help children settle into time away from school and into new routines, and to reduce worry and anxiety. The following strategies are universal, meaning they work for children with and without disabilities.

Distance Learning Framework

Support of ISD to Mobilize Disaster Relief Child Care Centers

Davison Community Schools will make every practicable effort to support the GISD should the need arise for the GISD to mobilize disaster relief child care centers. The District will make available the GSRP classrooms at Central Elementary and the Cardinal's Nest PreSchool and GSRP classrooms as required.

Family Tech Guidance

Technology support needs for Students

Teaching at a distance will be heavily reliant on technology. Probably the biggest concern in this endeavor is access to appropriate devices for our staff and students. To help with this, we will be making a portion of the district's Chromebooks available for staff and students to check out.

If you do not have a suitable device available to you in your home (that is, one with a webcam and a keyboard) please fill out the form at the link below to request one. Anyone requesting a device will be issued one chromebook and charger per household. All items are expected to be returned in good working order when requested by the district.

Devices will be distributed to staff on Monday, April 6th, between 10am and 2pm at the East entrance to DHS. Service will be curbside, so please do not leave your vehicle!

STUDENT Request form: <https://forms.gle/TKUHXCR AJhmPSJLL6>

Devices will begin to be distributed to students on a scheduled basis through the technology department beginning on Monday, April 13th. Again, service will be curbside, so please do not leave your vehicle! Students/parents will complete the survey linked below to initiate this service.

Device Agreement: https://docs.google.com/document/d/1GBtLKHHdniPF2ztyePFLi7_3TCIwpe-E9Pfa8ynVBew/edit?usp=sharing

Online Content & FERPA Disclaimer:

<https://docs.google.com/document/d/17p6f5EqhMz3CUcF1iTZEjO77OLpeXNtTWHizCYpoMDI/edit?usp=sharing>

Guide to connecting borrowed device at home: https://youtu.be/R2TU6P8s_f4

Printed guide to connecting a chromebook at home: <https://docs.google.com/document/d/1ON-OGAvt8-iA4fqYXPINafEs4B6kv8RFefXLI0RYVZU/edit?usp=sharing>

Tech Tips for Families

Tech Tips for Families: <https://docs.google.com/document/d/1mKVx0RyGBMZSuQl1K-bSL2gDyA4MI8vY0CrHi9iVCic/edit?usp=sharing>

Internet Access

Spectrum (Charter), Xfinity (Comcast), and AT&T are all offering internet access for free for 60 days to new customers with students. Some of them are also temporarily halting shut-offs and late fees for existing customers (Please note that the District is merely providing this information as a courtesy, and does not have any involvement with these providers or their conditions for service.)

Spectrum: 844-488-8395

Xfinity: 855-846-8376

AT&T: 855-220- 5211

Student Accounts

Student usernames and passwords can be found in the ParentVUE app/website in the Student Info section, under Additional Information. This is the information that should be used to login to the Chromebook.

Tech Support

For help with a DCS-issued Chromebook, please send an email from the student's DCS gmail account to helpdesk@davisonschools.org. Please include the student's name and be as specific as possible about the problem.

Distance Learning Disclaimer

Davison Community Schools has made reasonable efforts to ensure that video conferencing is confidential and access is limited to students in the assigned groups. However, some of these services will be provided in a group format and when this occurs students will be able to see other students in the group. In addition, Davison Community Schools is unable to control who else may be in the room in which a student is receiving these services remotely, including other family members or others who are living with the other students, who may observe the session and other students in the group.

Due to the nature of distance learning which may include video meetings and other internet-based platforms, parents also acknowledge and agree that the District (although it will take reasonable precautions) may not be able to ensure confidentiality per the Family Educational Rights and Privacy Act (FERPA). By agreeing to have their child engage in distance learning, parents agree to waive the protections under FERPA during the time period of the mandatory school closing and understand that the recording of other virtual meetings by parents/guardians or students is prohibited. If parents do not wish to waive FERPA during this time, they may opt-out of distance learning, but understand that due to the state of emergency caused by COVID-19, other types of instruction may be limited.

Teacher Tech Guidance

Copyright and Student Privacy

- Many of our textbooks companies have forgone their guidelines for copyright usage during this time. If you have any questions please reach out to Assistant Superintendent Lobban or a Curriculum Coordinator.
- Not all edtech companies are student privacy sensitive or align with COPPA. When creating sites and opportunities to meet online provide a password for students to “login” to the meeting space and NEVER share the link to the meeting space publicly; do so in as controlled a manner as possible, one where students have to login or have a unique right to view the invitation.
- The use of public social media platforms(like Facebook, Snapchat, Instagram,...) to conduct class is STRONGLY discouraged. However, we are aware that for the last few weeks some of you have been using them. Moving forward, those that have been using them, may continue to do so, but others who have not are prohibited from doing so. These platforms offer us no control or oversight and provide far more visibility into teacher/student lives than would be normally acceptable. Although we know that we are in unprecedented times, and intentions are good, it would be irresponsible for us to allow the use of these sites to engage students in learning or the communication thereof.
- Conversely, sites like Google Classroom, Schoology, Blackboard, Edmodo, Kahn, etc... that require logins are valuable and effective tools available already. Considering the privacy of students and staff is an utmost concern and priority. We highly suggest, even if you have been using a social media site, that you consider moving to a more secure option or at the very least ensure that you are taking all possible precautions to increase the level of privacy and security for you and your students that is possible.

IT Support

- Continue to reach out to our DCS tech department for suggestions and inquiries that you have.

Educator Safety

- Just because school looks different, the expectations must remain that individuals are professional and continue providing high-quality instruction. Continue to provide a set schedule and routine for communicating with students and parents, including your “office hours”. Set up an appropriate and adequate working environment at home, be considerate of the “viewables” that others can see in the background while you are in view with them. Professional dress attire should be used during videos and video conferencing. Remember to model digital etiquette including: Muting the mic before entering a session, keeping the background clutter free, paying attention to lighting, and minimizing background noise.
- 1:1 Live Video Conferencing with a student is **NOT** recommended. Please include two adults or two students for accountability and liability. Inviting other teaching colleagues to be video partners on live calls would be an excellent idea.

Distance Learning Resources

- Early on in the process, the District provided teachers and parents with a resource page containing suggested sites and resources that can be utilized. Additionally, the GISD has provided a webpage that contains resources, including non-technology based packets, and a site that curates a plethora of resources that could be utilized in a distance learning situation. Below are links to these resources that are updated regularly:
 - The DCS learning resource page is [here](#)
 - The ISD tech resource page is [here](#)
 - The ISD has provided a site linked [here](#) with resources too and these optional paper-pencil resources will be available at this site.
 - [Here](#) is a link to the ISD database of possible resources to suggest to families or could be used to provide optional support.
- Remember, the mode for which you will deliver the learning and communicate the progress for learning is up to you. You need to determine which distance learning tool best meets the needs of your learning community. The best way to become familiar with these options is to use them.

Technology support needs for Teachers

Teaching at a distance will be heavily reliant on technology. Probably the biggest concern in this endeavor is access to appropriate devices for our staff and students. To help with this, we will be making a portion of the district's Chromebooks available for staff and students to check out.

If you do not have a suitable device available to you (that is, one with a webcam and a keyboard) please fill out the form at the link below to request one. Anyone requesting a device will be issued one chromebook and charger per household. All items are expected to be returned in good working order when requested by the district.

Devices will be distributed to staff on Monday, April 6th, between 10am and 2pm at the East entrance to DHS. Service will be curbside, so please do not leave your vehicle!

TEACHER Request form: <https://forms.gle/cysoRi7cetKgPDeX9>

Devices will begin to be distributed to students on a scheduled basis through the technology department beginning on Monday, April 13th. Again, service will be curbside, so please do not leave your vehicle! Students/parents will complete the survey linked below to initiate this service.

Tips for Teaching Online

Tips for Teaching Online – For Teachers

Adapted with permission from ESSDACK

Internally with yourself: Start with your goals. What do you really want and need from and for your learners right now and long-term?

Internally with your team: Have a group of educators you can reach out to for help, processing, and celebrating together. None of us can do this alone. Is this your grade level/content team? Is this a group of educator friends at school or online? Be connected with other educators too.

Let's get started

Establish a presence with your learners. Be there. Communicate with them how they can reach you and be clear about when you're available and not available. Use your district's common communication management system such as SeeSaw or Google Classroom, where you can post announcements and host discussions, both synchronously and asynchronously.

Post videos of yourself, even if it's just to say "Good morning!". Show your personality and let your love of teaching and students shine through. This may also be an opportunity for you to engage with all members of the family.

Think about your physical set up. Are you comfortable? How is the lighting? Be sure you're lit from the front and not just a dark shadowy figure sitting in front of a window. Be sure to use earbuds with a microphone or a headset with a microphone if possible. If not possible, speak slowly, loudly, and clearly. Remember that some students may have slower Internet connections.

Consider setting a consistent schedule when students can be with you for a check-in/class meeting. Do you have a regular classroom tradition for when students enter your room? Do it again! Greet them by name. This helps them feel connected and builds community. Find a thread that you can bring from the traditional classroom into this new classroom.

Break the work into smaller chunks. Learning online takes time -- more time than in the classroom. Be considerate and thoughtful as students adjust to a new learning process. Build in time for students to learn how to manage continuous learning.

Set times when you will be available to answer questions and connect students with technical support. Build in times for breaks -- both for students and for you! Clearly communicate this schedule to students and their families.

Engage your students by picking interesting, enriching challenges and experiences. Find ways to extend their academic skills into the world they're in right now.

Provide the opportunity for your students to interact with their peers online. This might mean giving feedback on an assignment, making a collaborative response, or beginning group sessions with a social connection and check-in. This can leverage technology to build stronger and deeper relationships.

Remember: start slow to go fast. Feel free to add your own personal touch to this new online learning experience.

Lastly, set office hours for yourself. Build a time when you will NOT be connected and you will not be responding. Find balance.

Distance Learning Framework

Budget Outline

Estimated **additional** expenditures are:

Item	Cost per Sheet	Estimated Number of Sheets	Total Cost	Funding Source
Copies for Packets	0.018	1586000	28,548.00	General Fund
Item	Cost	Estimated # of Hours	Total Estimated Cost	
PD pay for 1 hour all teachers (includes Fica & Mpsers)	25,479.12	3	76,437.36	General Fund
Item	Cost	Estimated # Pays	Total Estimated Cost	
Central Office Staff Extra Hours Pay	4,719.55	7	33,036.85	General Fund
Building Office Main Secretaries Extra Hours Pay	1,110.44	7	7,773.08	General Fund
Custodial Extra Hour Pay (3/16-3/27)	10,187.83	1	10,187.83	General Fund
Custodial Extra Hour Pay (3/28-4/10)	6,290.04	1	6,290.04	General Fund
Custodial Extra Hour Pay Estimated Rest of Year	5,069.60	5	25,348.00	General Fund, Food Service
Transportation Extra Hour Pay	1,278.25	7	8,947.75	Food Service
Food Service Extra Hour Pay (3/16-3/27)	11,303.96	1	11,303.96	Food Service
Food Service Extra Hour Pay Estimated Rest of Year	8,546.84	6	51,281.04	Food Service
Cardinal Nest Employees Pay	20,022.10	7	140,154.70	General Fund
DCER Staff Pay	6,052.80	7	42,369.60	DCER Fund
Item	Cost of materials	Estimated Quantity of Purchase	Total Estimated Cost	
Personal Protection Equipment for Food Service	355.14		355.14	Food Service
Additional material costs for Food Service	28,018.22		28,018.22	Food Service
Additional cleaning material costs for custodial	5,519.06		5,519.06	General Fund
Thermometers	317.98		317.98	Food Service
Total Additional Cost above budgeted items newly Associated with COVID-19 Shutdown			\$475,888.61	

Distance Learning Framework

Communications Plan

- The Distance Learning Framework will be communicated initially to administrators during the Thursday, 4/2/2020 Elementary and Secondary Principal virtual meetings.
- The Distance Learning Framework will be communicated initially to teachers on Friday, 4/3/2020 through email by the Assistant Superintendent. Further clarification will be provided through grade-level/subject area virtual meetings on Tuesday, 4/7/2020 by the lead administrator for each group and other Distance Learning Team members. Further questions and answers will be fielded by the Central Office and Building administration via email.
- The Distance Learning Framework and plan for transitioning to the Distance Learning Opportunity will be communicated to parents by 4/9/2020. Additionally, the Distance Learning Framework will be provided within the COVID-19 section of the Davison Community Schools webpage linked [here](#).
- Reminders for and adjustments to the Food Distribution plan and schedules for it are provided daily and as needed throughout the week through the use of District communication tools like Synergy, Facebook, and the District Web Page.
- Continued updates will also be provided through Superintendent's weekly (or as needed) "Brown's Blog".
- The Districts Distance Learning Plan (Continuing Education Plan) will begin and teachers will communicate the weekly learning plans to their families using the communication platform of their choice on April 13, 2020.

Experiential, On-line and Postsecondary Enrollment

Davison Early College, On-line, Dual-Enrollment and Career and Technical Education Students

- Davison High School and Davison Alternative Education administration, counselors, Early-College Facilitator, and online learning facilitators/monitors have been in contact with students that identify as one of the above students within Davison Community Schools. College and Universities have maintained a virtual distance learning experience since the shut-down began and staff from these institutions have been working with our students to maintain the appropriate educational experience for them to be successful towards reaching the desired outcomes for their program.
- Students, through the College and Universities that we work with, have the ability to choose a pass/fail option. Professors have been notified that DHS students are to be held harmless during the time initiated by the shutdown and if a student begins to fall behind or is unable to participate during these unprecedented times, they will work with the student and our Davison Early College advisor to rectify the situation.
- Students participating in CTE programs will continue to be evaluated consistent with state guidelines for CTE. This would include continuing to prepare them for state required assessments.

Distance Learning Framework

Food Distribution Plan

Davison Community Schools began our food distribution program on March 16, 2020 and will continue to provide meals that will be available to all students eighteen (18) years and under, at our designated food distribution sites.

- Currently five (5) sites are utilized where food service staff prepare bagged meals. These meals are distributed, with the help of volunteers, to families.
- These sites are located across the geographical area of our district boundaries and are:
 - Central Elementary
 - Siple Elementary
 - Hahn Intermediate School
 - Davison High School/Davison Alternative Education
 - Gates Elementary
- In order to further protect our employees and families we are making the following changes to our procedures for the drive-through Food Distribution program:
 - Beginning, Monday April 6, we will serve meals on Mondays, Wednesdays and Fridays with the exception of the week of April 6-10. Due to Good Friday, we will serve meals this week (April 6 - April 9) ONLY on Monday, Wednesday and Thursday. Students will still receive the same number of meals as they were getting daily as we will be giving out two days worth of meals on Mondays and Wednesdays and enough meals on Fridays for students to have food that day and on the weekends. Delivery sites and times will remain the same. Meal distribution begins at 12:30 p.m. and goes until 2 p.m. or until meals are gone at Central Elementary, Gates Elementary, Siple Elementary, Hahn Intermediate and Davison High School.
 - Volunteers will now be placing food in the vehicle trunk or truck bed. This will further reduce contact between individuals. Drivers will open their trunk when the volunteer approaches their vehicle.
- We want to recognize and thank our Food Services staff for preparing nearly 6,000 meals a week since March 16. Their dedication and hard work does not go unnoticed. In addition, we would like to thank our staff members who have volunteered to hand out the meals. Without these dedicated employees, we would not be able to offer and continue this program.

Distance Learning Framework

Continued School Employment Compensation

Since the initial shut-down, all Davison Community Schools' employees have continued to be compensated per their regularly scheduled duties/hours. While the District redeploys staff to provide meaningful work in the context of the Distance Learning Plan, and within the requirements of a collective bargaining agreement or letters of agreement signed by both parties, the District will continue to pay school employees throughout the entirety of the shut down.

Distance Learning Framework

Plan for Adopting a Balanced Calendar

The Governor's Executive Order 2020-35 allows Michigan School Districts the opportunity to adopt a balanced calendar instructional program for the remainder of the 2019-2020 school year and for the 2020-2021 school year. Davison Community Schools has already implemented a balanced calendar and will continue to for years to come.



Continuity of Learning and COVID-19 Response Plan (“Plan”) Application Template

As a result of COVID-19 and the closing of school buildings for the 2019-2020 School Year, school districts must submit a Continuity of Learning and COVID-19 Response Plan (“Plan”) in order to continue to receive state aid for operations. Although schools are closed and not providing in-person instruction, teaching and learning must continue. Michigan educators have been called to provide our students with continued learning.

There are varied states of readiness to provide continuity in learning among districts. Even within districts of multiple school sites, there are varied states of readiness. It is expected that schools will provide instruction at a distance using a variety of methods that meet local needs, including printed materials, phone contact, email, virtual learning, or a combination to meet student needs. We should avoid assuming that continuity in learning can only occur through online means.

While many educators have been providing distance learning opportunities, the Governor’s Executive Order ([EO 2020-35](#)) requires all schools to begin providing learning opportunities for all students no later than April 28, 2020. Districts who are able to begin their plans earlier are encouraged to do so.

Each District shall submit a single completed Assurance Document, Budget Outline, and Continuity of Learning Plan to its Intermediate School District. Each Public School Academy shall submit a completed Assurance Document, Budget Outline, and Continuity of Learning Plan to its Authorizer. A single Application should be filed for the district rather than multiple applications for individual schools within a district. The following items are required for the application which may be submitted beginning April 8, 2020:

1. Assurances Document
2. Continuity of Learning Plan
3. Budget Outline

Continuity of Learning and COVID-19 Response Plan (“Plan”) Guiding Principles

As Districts and Public School Academies complete the Assurances and Continuity of Learning Plans, they should consider utilizing the following principles to guide their work:

Keep Students at the Center

Intentional outreach to continue building relationships and maintain connections. Help students feel safe and valued. At minimum, plan to do the following:

- Plan for Student Learning: Build on each student's strengths, interests, and needs and use this knowledge to positively affect learning.
- Develop a Weekly Plan and Schedule: Offer routines and structures for consistency and for the balancing of think time, work time, and play time for health and well-being.
- Contact Families: Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority. Provide translations as necessary.

Design Learning for Equity and Access

Plan and deliver content in multiple ways so all students can access learning.

- Teach Content: Set goals using knowledge of each student, content area standards, and of Michigan Merit Curriculum.
- Deliver Flexible Instruction: Consider how to deliver content depending on tools and resources accessible to each student. Alternative modes of instruction may include use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a combination to meet diverse student needs.
- Engage Families: Communicate with families about engagement strategies to support students as they access the learning. Families are critical partners. Provide translations as necessary.

Assess Student Learning

Manage and monitor student learning and plan what's next for learning including the potential need for summer and supplemental learning.

- Check Student Learning: Use a variety of strategies to monitor, assess, and provide feedback to students about their learning.
- Make Instructional Adjustments: Use formative assessment results to guide educators' reflection on effectiveness of instruction and to determine next steps for student learning.
- Engage Families: Communicate with families about assessment results in order to inform next steps and the potential for supplemental summer learning. Provide translations as necessary.

**Continuity of Learning and COVID-19 Response Plan (“Plan”)
Assurances**

Date Submitted: April 13, 2020

Name of District: Davison Community Schools

Address of District: 1490 N. Oak Rd., Davison, MI 48423

District Code Number: 25140

Email Address of the District: kbrown@davisonschools.org

Name of Intermediate School District: Genesee Intermediate School District

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 (“Plan”)

The goal of a Continuity of Learning Plan and COVID-19 Response Plan is to ensure that each District or Public School Academy is providing, to the best of its ability, each student with alternative modes of instruction to help them stay on pace in their learning. This application recognizes that there is no “one-size-fits-all” solution; multiple means of engaging students and supporting families may be necessary that may vary by grade level, school building, or student population served.

For the purposes of the Plan, “district” refers to school districts and public school academies.

Date Submitted: April 13, 2020

Name of District: Davison Community Schools

Address of District: 1490 N. Oak Rd., Davison, MI 48423

District Code Number: 25140

Email Address of the District Superintendent: kbrown@davisonschools.org

Name of Intermediate School District: Genesee Intermediate School District

Name of Authorizing Body (if applicable): Genesee Intermediate School District

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.

“Alternative modes of instruction” means modes of pupil instruction, other than in-person instruction, that may include, without limitation, partnerships with other districts or intermediate districts or community colleges or institutions of higher education, use of vendors, use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a hybrid of multiple modes of learning that still promote recommended practices for social distancing to mitigate the spread of COVID-19.

District/ PSA Response: See p. 5

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: See p. 2,3,6-8,11,21,24

3. Please describe the district's plans to deliver content in multiple ways so that all pupils can access learning.
District/ PSA Response: See p. 6-8,17
4. Please describe the district's plans to manage and monitor learning by pupils.
District/ PSA Response: See p.6-8
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: See p.30
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: See p.12-15,16
7. Please describe the methods the district will use to notify pupils and parents or guardians of the Plan.
District/ PSA Response: See p. 6,31
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, 2008.
District/ PSA Response: See p.2, 15
9. Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act 160 of 1996, as amended, MCL 388.511 to 388.524, and Career and Technical Preparation Act, 258 PA 2000, as amended, MCL 388.1901 to 388.1913, in completing the courses during the 2019-2020 school year.
District/ PSA Response: See p. 32
10. Please describe how the district will continue to provide or arrange for continuation of food distribution to eligible pupils.
District/ PSA Response: See p. 33
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: See p.34
12. Provide describe how the district will evaluate the participation of pupils in the Plan.
District/ PSA Response: See p.9
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: See p.22

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: See p.23

Optional question:

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: See p.35

Name of District Leader Submitting Application: Superintendent, Kevin Brown

Date Approved: April 13, 2020

Name of ISD Superintendent/Authorizer Designee: Dr. Lisa A. Hagel

Date Submitted to Superintendent and State Treasurer: April 18, 2020

Confirmation approved Plan is posted on District/PSA website: Yes, April 18, 2020