

Date Submitted: April 23, 2020

Name of District: Gull Lake Community Schools

Address of District: 10100 East D Avenue Richland, Michigan 49083

District Code Number: 39065

Email Address of the District: rrittenhouse@gulllakecs.org

Name of Intermediate School District: KRESA

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.

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-CD.

The district will use a mixed media model of both print and online materials to support student learning. Gull Lake Community Schools shared a district wide device and technology survey to identify family needs and select the best platforms to connect with students. The district arranged for parents of students without access to a device to pick them up at Gull Lake Middle School and a total of 700 devices were distributed. Some families have opted to receive print materials in the form of instructional packets that will be distributed at our three food sites located throughout the district and central office administration building, they will go out bi-weekly.

[Grade PreK-8 Parent Letter for Printed Resources](#). Online materials will be distributed through Google Classroom (2-12), Odysseyware (9-12), Seesaw (Pre K-5), FlipGrid (Pre K -12), and Class Dojo (Pre K - 5). Alternative modes of instruction and materials include paper packets, school supplies, art supplies, and other materials needed as identified by families throughout meal distribution sites and teacher feedback. We will begin foundational learning the week of April 13th in a launch of learning that focuses on creating a positive connection with students and families. Learning will be targeted on essential courses and essentials standard. Elementary grade band will begin with the 3rd trimester essential standards and be given credit/no credit feedback. 6-8 and 9-12 students will be graded using credit/no credit procedure.

Seniors: Students will be expected to meet Gull Lake requirements for graduation. However, the state mandate has allowed the local school district to make graduation decisions for seniors

and we have been empowered to allow seniors to complete only the Michigan Merit Curriculum needed to graduate. The superintendent shall have the authority to make exceptions on a case by case basis for students who complete the Michigan Merit Curriculum but are deficient on Gull Lake requirements for graduation. The superintendent will report and update The Board on the need for exceptions.

The school counselors have sent each student an updated graduation audit and have communicated with staff regarding seniors' final course requirements. The district will be creative and supportive in working with each senior to complete graduation requirements. Students in grade PreK-12 will not be penalized for their inability to fully participate in learning as established within this plan.

Student Daily Structure & Instructional Time

Grade Level	Focused Learning Time	Essential Standards	Elective Opportunities
GSRP / Pre School	30 minutes / day	English Language Arts and Math	Enrichment and elective opportunities
Y5/K	30 minutes / day	English Language Arts and Math	Enrichment and elective opportunities
1	30 to 45 minutes / day	English Language Arts and Math	Enrichment and elective opportunities
2	45 to 60 minutes / day	English Language Arts and Math	Enrichment and elective opportunities
3	60 minutes / day	English Language Arts and Math	Enrichment and elective opportunities
4	90 minutes / day	English Language Arts and Math	Enrichment and elective opportunities
5	90 minutes / day	English Language Arts and Math	Enrichment and elective opportunities

6-8	30 minutes per teacher / day, 3 hours max per day	English Language Arts, Math, Science, Social Studies	Enrichment and elective opportunities
9-12	30 minutes per teacher / day, 3 hours max	All courses will be offered	All courses will be offered

English Learner (EL)

- EL staff will support students, staff, and parents to ensure students have equitable access to instruction.
- Support teachers serving ELs, as well as, provide language assistance through interpreting and translating services.
- Communication supports for and partnerships with EL families include:
 - Direct access to district interpreters.
 - Educational materials made available in both English and home language when needed.

Special Education

- Classroom teachers: small group instruction for 3 hours / day max.
- Itinerant staff will work with all students on caseload for an appropriate amount of time (based on Individualized Education Plan (IEP)) to work on IEP goals.
- Teacher Consultants may be called on to help support and instruct additional students.

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.

Gull Lake Community Schools shared a district wide device and technology survey to identify family needs and select the best platforms to connect with students. Based on this survey, the best modes of communication include Google Meet, Zoom, email and telephone ([Google Voice](#)). Teachers will check in with every student at least once per week minimum. A foundational component of all communication is to provide students and families with plenty of grace during this transitional period in education. Communication will start with reconnecting on a personal level. Gull Lake High School (GLHS) will schedule weekly office hours for teachers. All teachers grades Pre K-12 will provide feedback toward credit / no credit on student

assignments. Teachers will provide feedback on student work with a focus on learning rather than grading. All teachers will check in with every student in class at least once per week at a minimum for academic as well as social emotional support. There will be building level coordination of scheduling so as to allow for students to access instructors as needed. Teachers will use Google Classroom, Odysseyware, SeeSaw, Flipgid, Class Dojo, email, and phone calls to provide detailed feedback on student work. There are tutorials for parents, students, and staff to support ease with technology platforms. Feedback and credit / no credit are based upon the principle of no educational harm to any child through a humane approach that is in the best interest of each student.

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

Students utilizing technology will have content delivered in Google Classroom, Odysseyware, See Saw, Flipgrid, and Class Dojo. Staff will also make print materials available for students that do not have access to technology. Extreme caution will be taken with any paper materials that need to be turned back into school. Proper wait time, scanning information to staff members, and reduced contact with paper materials will be utilized to provide a safe feedback process for all staff and families.

All teachers grades K-12 will use digital platforms to provide instruction. Videos will be recorded for ease of use and availability. Instructional packets available for grades Pre K-12 will provide opportunities for access and learning to students that do not have access to technology or have opted for print materials.

Special education services will be offered to all students with current IEPs in the district. The Special Education Supervisor will work with special education teachers and ancillary staff to provide IEP supports and services. These services are intended to provide students an opportunity to maintain and continue their learning outside the classroom with flexible and reasonable expectations. Compliance with legal requirements will be ensured. Students eligible under Individuals with Disabilities Education Act (IDEA) will be provided services per their IEP or through a distance learning plan.

Special education students will receive individualized work, instruction, and feedback of progress in the general curriculum as well as IEP goals and objectives. Instruction is provided through the use of multiple methods. Some of the content may be delivered in Google Classroom, Odysseyware, See Saw, Flipgrid, Youtube and Class Dojo. For students not able to access technology, paper packets will be provided to the students and teachers/staff will check in regularly to provide support.

EL staff is diligently connecting with EL families to ensure students have the necessary support for equitable access to the curriculum. Students will be provided with both online access to the curriculum through Google Classroom, FlipGrid, Khan Academy, SeeSaw, Class Dojo and Odysseyware, as well as print materials. Additionally, classroom teachers along with EL staff will communicate with EL students and families to provide instructional supports via text and phone calls. Language assistance through interpreting and translating services will be provided.

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

Gull Lake Community Schools staff will establish essential learning standards for each grade level and course. These standards will be monitored with a credit / no credit feedback process. Weekly assignments, projects, and video check-ins will be utilized to assess learning. Once again, the focus is on the critical standards needed.

The recommendations on assessment, feedback, and grading are based upon the principle of no educational harm to any child through a humane approach that is in the best interest of each student. Assignment feedback, weekly teacher connections, and office hours will assist in monitoring student progress and communication.

Pre K - 8 teachers will connect with students weekly and track progress with contact logs. GLHS staff have established building office hours to allow staff members specified times to connect with teachers. Grading process for seniors is outline in #1.

[Instructional Packet Parent Letter](#)

[GLHS Classcodes and Office Hours](#)

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

Projected Revenues:

CARES Funds as appropriate and allowable
General Fund

Projected Expenditures:

Odysseyware additional licenses - \$2,000
Other licenses – Zoom, Adobe, \$500
Chromebook Charging Cords - \$6,000
Chromebooks Replacement & Repair - \$50,000
Verizon Wireless Hotspots - \$16,000
Outdoor High Gain Wi-Fi & access point - \$10,000
Supplemental Learning Materials - \$750
Printing Costs - \$8,000
Delivery Costs - \$4,000
Personal Protection Equipment (gloves, masks, sanitizer) - \$2,000

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

District and building administrators have been in continual communication with building staff members to gather input and receive feedback, questions, and clarify actionable steps with best practice guidance in distance learning from Gull Lake Virtual Partnership, Michigan Department of Education (MDE), and Michigan Association of Secondary Principals (MASSP). Members of Gull Lake Education Association have collaborated to find workable solutions to the guidelines within executive orders. The district and the association agreed to comply with all provisions of Executive Order 2020-35. Gull Lake Board Curriculum Committee members reviewed progression of plans and provided support and feedback. District parents have also provided the perspective that learning be structured, clear, concise, and friendly to adults in the stay home, stay safe environment.

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

The district plan will be communicated through the School Messenger call out system, parent email, social media, and the district website.

Building level staff will connect with the digital learning platforms already mentioned, email, and phone calls. Details of weekly communication to students and families are addressed in #2. District staff will continue to reach out on specific communications to IEP/504 students and ELs. Communication protocol for students with IEP/504 and EL students are outlined in #1.

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 28th, 2020.

The week of April 13th was designated as a time for student orientation in which teaching staff began connecting with students and families to acclimate to the new online learning platforms. Online instruction began during this orientation period.

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 2019-2020 school year.

Gull Lake Early College and Dual Enrollment:

Gull Lake Community Schools district staff continue to be involved in the oversight of postsecondary dual enrollment courses including both dual enrollment and early college programming. Students enrolled in postsecondary courses are following the postsecondary institution's transition to online in order to complete the courses as scheduled. Any Gull Lake Early College student taking a summer course will anticipate taking it in an online format, per the postsecondary institution's summer delivery decisions. Staff roles and responsibilities from both the district and the college staff have transitioned to remote roles, while still ensuring the support services remain in place for students. Services include but are not limited to: early alerts when students are in danger of failing, a safe passage for withdrawal if necessary due to COVID-19 impacts, online/remote advising meetings, remote placement testing, access to tutoring online, support services online, and continued support from high school mentors.

2020 Education For Employment/Career Technical Education, and Education For The Arts Continuity of Learning Plan:

Students enrolled in KRESA EFE/CTE and EFA programs will participate in remote learning that align with their program's curriculum, utilizing hard copy, mixed media, and digital media delivery formats. This blend is to ensure that access to continuous learning is not hindered. EFE/EFA instructors will identify appropriate coursework, as well as utilize the repository of resources developed and EFE/CTE resources housed on the Office of Career and Technical Education's website, to facilitate learning options for CTE students. The [OCTE repository](#) also contains a section for special populations to ensure equity for a diverse population of learners.

Specifically, the KRESA EFE/CTE and EFA Continuity of Learning (COL) Plan will focus on:

- Teachers communicate with students on a regular (weekly) basis to ensure social, emotional, educational and physical needs are being met while building stronger relationships with students and families.
- Ensuring to the best of our ability that seniors will (1) be eligible to graduate this Spring, especially those who planned to use the CTE class to fulfill MMC requirements, and (2) be ready for their next step in life, whether that is post-graduation employment, career education, or other career-related activities.
- Continue to provide students with access to course content, especially those who are working towards certification testing, until the last day of school on the home- or host-district calendar.

The Continuity of Learning Plan will start the week of April 27 using Alternative Modes of Instruction and delivering content in multiple ways, including, but not limited to, online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, and/or a hybrid of the above.

KRESA administration will communicate and provide oversight for the following expectations to EFE/EFA teachers regarding remote learning for the remainder of the year:

Communication

- Teachers will communicate with all students at least weekly. Communication may include Google Classroom, Google Hangout, emails, texts and/or phone or other methods. Teachers will communicate in a timely manner with all student/parent questions, concerns, etc. Teachers will hold virtual office hours of 1-2 hours per week.
- Teachers will alert EFE/EFA administration to students who they are not able to contact with or who are not engaging in weekly lessons and assignments. The

administration will follow up with students, parents, and school district administration concerning these students.

- Teachers will provide students with timely feedback on assignments. Feedback can be communicated through Google Classroom, Google Hangout, email, text or phone.

Grading

- Letter grades earned as of March 11, 2020, will be frozen and reported to the local districts. A student cannot earn any score lower than this recorded grade.
- All students *must* have an opportunity to make up work assignments (if possible due to the nature of remote learning) that were due prior to March 11 to improve the recorded grade. That work will be graded in a timely manner and the grade adjusted as appropriate. Missing work must be submitted prior to May 15.

From March 11, 2020 to the end of the school year, any work completed will be scored as credit/no credit. Feedback will be given to students on assignments.

All trimester three grading will be done on a credit/no credit basis.

Support for students with IEPs and 504s

- To every extent practicable, teachers must continue to follow accommodations in IEP/504 plans and will make adjustments to remote learning as necessary.
- CTE teachers will contact the EFE Student Services Coordinator concerning any issues with students' IEP/504 plans. EFA teachers will contact the EFA Director with student concerns.

Course Content

- Beginning the week of April 27, 2020, teachers will provide students with 30-60 minutes per week of course content/work through June 5, 2020.
- To the best of their ability using available resources, teachers will provide content and/or reinforce learning towards certification and *to prepare students for their next steps in life* -- post-graduation for seniors, or classes next fall for juniors. Teachers should determine essential content to be covered for the remainder of the school year.
- Teachers will contact the EFE Program Administrator or EFA Director with the purchase request of any additional curriculum needs related to distance learning.
- Administrators will meet with the respective community college administration to discuss how best to award articulated credit or assist students to award credit for dual enrollment classes embedded in the course curriculum.

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

The district will continue to provide meals twice a week at three different sites throughout the district. Meals will be provided to children 18 years of age and younger. Any adjustments to times and dates will be communicated through the School Messenger call out system, social media, building level email distribution, and the district website. The current program will be run through the last day of school June 10th, 2020 at the following locations on the days stated:

- Kellogg Elementary School Tuesdays and Fridays
- Gull Lake Middle School Tuesdays and Fridays
- Haven Reformed Church Tuesdays and Fridays

The district continues to assess the possibility of adding future distribution sites, as needed.

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.

The district will continue to pay school employees, redeploy staff as needed, and continue to comply with all collective bargaining agreements. The district will continue providing personal protective equipment (PPE) as available at a building level as well adhere to all safety guidelines by the CDC and the state of Michigan including cleaning and sanitizing buildings and social distancing measures.

12.) Provide and describe how the district will evaluate the participation of pupils in the Plan.

The district will evaluate the participation of pupils in the COL plan by monitoring weekly connections with students in class. Connection platforms include Online Google Meet, Zoom, Flipgrid, email, and telephone calls ([Google Voice](#)). GLHS will also utilize office hours.

If a student does not have access to technology, teachers will track which students are completing essential standards instructional packets.

Orientation week connections included monitoring student wellness, engagement, and establishing class expectations.

Inconsistent completion and/or communication with a parent or student will be referred to a counselor, intervention specialist, social worker or building administrator to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections (Department of Health & Human Services, Behavioral Health, etc.). District deputy liaison officer will also be utilized when necessary for wellness checks. District monitoring of the plan will include building level check-ins and follow-ups that focus on the following questions to measure implementation.

- What degree are parents requesting social and emotional support?
- Current participation with online or print essential standards materials?
- What are potential barriers to students succeeding?

KRESA will partner with the district in evaluating the plan effectiveness.

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

Gull Lake Community Schools current Multi-Tiered System of Support (MTSS) entails an identified Collaborative Action Team (CAT) at each building. The CAT continuously reviews student progress and identifies students in need of additional academic or social emotional support. Those additional supports will be continued with virtual application following health and safety precautions outlined in executive orders. While teachers are making their weekly connections, if a student / family need or concern arises, the teacher will elevate the concern to the team.

- The building counselor, intervention specialist, or social worker will be the first contact.

- These staff members will make direct contact with the family through email, phone, or video conferencing to identify the need and offer support.
- They will then layer in additional support staff such as:
 - District Nurse
 - McKinney Vento Act Homeless Liaison
 - District English Language Learner Coordinator
 - Building administration
 - Other outside resources upon parent/guardian request including but not limited to:
 - Integrated Services of Kalamazoo (formerly Kalamazoo Community Mental Health), including the Mobile Crisis Response team when necessary
 - Gryphon Place crisis hotline
 - Private practice therapists
- If issues arise that necessitate crisis team involvement (i.e. death or traumatic incident involving a student or parent/guardian), the building and district crisis team will be notified and a process will be put into place to support staff and families following regional Critical Incident Stress Management (CISM) team recommendations while also meeting current health and safety guidelines.

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 orders that follow it.

The district is in communication with the KRESA to provide additional disaster relief childcare centers as needed in the future.

KRESA has created a list of emergency childcare locations in Kalamazoo County. That list is regularly updated and can be found at:

[KRESA Mobile Disaster Relief Child Care](#)

Currently, there is available capacity at these locations and there is not a need for additional support from these local districts. If the need changes, KRESA will contact local districts to

request involvement and collaboration around meeting the emergency childcare needs in Kalamazoo County. Our district will engage in those conversations as requested and will support the efforts in meeting this important need.

Name of District Leader Submitting Application:

A handwritten signature in cursive script, appearing to read "Raphael Rittenhouse".

Raphael Rittenhouse, Gull Lake Community Schools Superintendent

Date Approved: April 23, 2020

Name of ISD Superintendent/Authorizer Designee: Dave Campbell

Date Submitted to Superintendent and State Treasurer: 4-23-20

Confirmation approved Plan is posted on District/PSA website: 4-23-20