Assurances for Genesee Intermediate School District

Date Submitted: April 14, 2020

Name of District: Genesee Intermediate School District

Address of District: 2413 West Maple Avenue, Flint, MI 48507

District Code Number: 25000

Email Address of the District: lhagel@geneseeisd.org

Name of Intermediate School District: Genesee Intermediate School District (GISD)

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.

GISD ASSURES ALL OF THE ABOVE.
Continuity of Learning Plan

1. Description of the methods to provide alternative modes of instruction and a summary of materials for pupil and pupil’s parents to access the plan.

Center Programs for Special Education (ECPS, EKLC, MCIC, Transition Center, including Day Treatment and Project Choice Classrooms)
Parents will be provided with recommended assignments (minimum 3 activities per day) and be encouraged to complete 2-3 activities with their student each day.

Assignments can be delivered via email (SMORE, Google Doc), Class Dojo, SeeSaw, Remind, hand delivered or mailed

Assignments must provide a combination of high tech, low tech and no tech activities and correlate to student goals and objectives.

Teachers will contact all students/parents/guardians on their caseload to collect information about technology, email addresses, internet and basic needs.

Plans Will include:
- ELA and Math activities (grades K-12 only, optional post secondary)
- Transition Activities : Pre-Vocational, Life Skills an Work-Based Learning (Post Secondary - optional K-12)
- Movement, sensory OR mindfulness activities

Plans May include:
- Self - Help Skills
- Supplemental Resources (student directed)
- Communication activities (can be combined with other activities)
- Science and Social Studies
The following methods of instruction will be utilized:

- **High Tech**- Unique Learning System Curriculum (ULS), Video Instruction (Google Classroom, Zoom, Class Dojo) Teacher Directed Online Resources, Video Modeling, Virtual Home Visits

- **Low Tech**- Manipulatives or Packets (Math in the mail, switch activities, work bins, file folder activities, ULS curriculum printed sheets, Teacher-Pay-Teacher Worksheets, workbooks, textbooks, Art projects)*

- **No Tech**- Functional activities that use no materials or materials found in the home (laundry, cooking, washing dishes, shaving cream, sand, sugar, sorting socks, read your room, scavenger hunt, at home strategies to promote development)

Students, who do not participate in the activities provided, will not be penalized.

**Mott Middle College/Genesee Early College**

ALL students must have access to the Internet and a working computer/Chromebook. GISD will provide devices and support for all students. Allowances will be made for students who are waiting on Internet accessibility or technology. The administration of MMC/GEC will ensure that all students have and maintain access to both Chromebook and internet access. This will be done by student/family surveys and follow-up communications with families as needed.

**Materials needed for each student/family to access instruction:**

Google Chromebook or other internet capable computer.

Access to high-speed internet (will be provided to families by the GISD if needed).

Mott Middle College/Genesee Early College will be using the Google Education Suite including:
- Classroom
- Docs
- Slides
- Forms
- Meet
- Hangouts
- Q&A

Mott Middle College and Genesee Early College have a one to one computer distribution program using Chromebooks and will ensure that all students have technology appropriate to access online learning. While all students will be expected to participate in online learning opportunities, no student will be penalized for their inability to fully participate. A link to the tutorial pages for all teachers is as follows:
Teach from Home: A temporary hub of information and tools to help teachers during the COVID-19 crisis.

Mott Middle College/GEC will post the full plan on the GISD Website, the Mott Middle College/GEC Website, all Google Classrooms, and a hard copy will be sent home to families. Additionally, an all-school call will go out from the Principal informing families of the plan, where the plan will be posted and to look for one in the mail.

Genesee Career Institute

Genesee Career Institute (GCI) will use the following methods of instruction:

- Recorded lectures and demonstrations
- Curriculum packets or packet work
- Discussion boards
- CTE Content-based activities
- Online resources
  - Google Suite including Classroom, Docs, Slides, Forms, Meet, and Hangouts
  - Canvas
  - Blackboard
  - Schoology
  - MC3 (Multi-Craft Core Curriculum)
  - Adobe Products
  - US Army Cadet Portfolio
  - Other examples of online instructional and certification software (Rouxbe, CareerSafe OSHA, Newsela, CDX, Amatrol, Precision, CompTIA, Cengage)

GCI has provided Chrome Books and WiFi hot spots as technology on loan for students who have indicated need, and will reach out to place additional technology as needed.

Great Start Readiness Program (GSRP)
Weekly activity plans will be provided to parents/guardians. The weekly plans will contain activities that will range from 20 minutes to 60 minutes, Monday - Thursday. There will be a variety of daily learning activities included in the weekly plans such as literacy, Numeracy, imaginative play, creative arts, music and movement, science, outdoor exploration, exercise, and fine/gross motor activities.
The activity plans will be delivered through a weekly home learning packet. Activities will be fully explained so parents/guardians can do the activity with their child. Teachers will check in twice a week with families/children to answer any questions, check on the learning, or to extend the learning from the weekly activities. Teachers will check in via Zoom, google classroom, text messages, phone calls, and FaceTime. Modeling lessons will also be posted on our Early Childhood Facebook page.

Instructional teams have already contacted families and are aware of the best method of communication and ability to access learning activities through technology. Weekly home learning packets will be emailed to families or mailed via U.S. Mail each Friday for the following week.

Parents/guardians and children will need basic school supplies in order to engage in the Learning activities. Supplies needed include pencil, foam alphabet letters, math links, pencil grip, safety scissors, tactile number cards, journal, glue stick, crayons, mini white board, wipe marker, shapes, social emotional support cards, 2-3 books. We are purchasing the supplies and will deliver a backpack full of the supplies to every child’s home.

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.

**Center Programs for Special Education (ECPS, EKLC, MCIC, Transition Center, including Day Treatment and Project Choice Classrooms)**

GISD Special Education program instructional and non-instructional staff will provide contacts with students and parents/families at minimum twice per week including emails, texts, apps, phone calls, online learning platforms, and virtual meetings. These contacts will serve as reminders of enrichment and supplemental academic work opportunities, food/resource updates, and mental health checks.

**Mott Middle College/Genesee Early College**

Both MMC and GEC are counseling based early/middle colleges where student support and success are always kept in the forefront of our work. MMC/GEC will continue our outreach efforts through the Google Education Suite, high school email, Remind app, phone, and other communications. We will encourage and support students through consistent feedback, lesson design, class expectations, and teaching. We will constantly include Welfare Checks, i.e.: physical, social, emotional well-being, along with checks for understanding in our lessons and assignments. We will use student feedback to determine next steps in learning. We will create opportunities for students to provide feedback and recommendations during the entire process.
**Genesee Career Institute**

GCI instructional and non-instructional staff will provide contacts with students and parents/families at minimum twice per week including emails, texts, Remind app, phone calls, online learning platforms, and virtual meetings. These contacts will serve as reminders of enrichment and supplemental academic work opportunities, food/resource updates, and mental health checks.

Students will be provided with a weekly schedule with outcomes specific to their CTE program and standards for learning. Each plan will provide outcomes for the week, standards, and activity expectations for the student, resource list, and alternative assignments if technology is not available.

**Great Start Readiness Program (GSRP)**

Our instructional staff will provide contacts with parents/guardians and children at minimum twice per week including emails, texts, apps, phone calls, online learning platforms, and virtual meetings. These contacts will serve to support learning. Additionally, our non-instructional staff will contact families weekly to continue to provide comprehensive services. Instructional and non-instructional staff are required to complete weekly task sheets listing contacts and submit to site coordinators for on-going monitoring.

EL Facilitators, with permission from their local school district administration, will maintain regular weekly contact and support students through a variety of ways including phone calls, email, google classroom, office hours, Zoom and/or Google hangout. They will differentiate supports based on proficiency of students and needs. EL Facilitators will work with students to support projects and assignments students may have at GCI and in their home school.

3. **Description of the plans to deliver content in multiple ways so that all pupils can access learning.**

**Center Programs for Special Education (ECPS, EKLC, MCIC, Transition Center, including Day Treatment and Project Choice Classrooms)**

GISD Special Education offers a wide variety of programs and services, preschool through post secondary, which are individualized to each student’s needs. Instruction will be offered for students to have continued access to the curriculum while progressing toward individual goals and objectives.

Teachers will offer instruction through contacts on Zoom, Google Classrooms, and other networking software, as well as printed packets and projects as needed, one-on-one phone calls and texts to communicate and support students. Teachers will provide video content to demonstrate skills, or will develop video content to assist students in learning necessary skills.

**Mott Middle College/Genesee Early College**

Content will be delivered using the following methods:
Google classroom will be the primary method of content delivery. From there teachers have a 'class' with all students enrolled and are able to prepare to teach using a variety of Google tools including preparing presentations using Slides, set up assignments in the 'classroom', make resources accessible and create online tests. Teachers can teach using pre-recorded videos or using live video call applications (i.e. Meet, Hangouts, or Zoom) where teachers can present their own screens, deliver content and easily check for understanding. Teachers and students can collaborate using an online whiteboard which allows users to collaborate in real time (i.e. Jamboard or Screencastify), Q & A in slides where students can ask questions during a presentation and upvote ones they like, and work together using shared Files and Docs and the comment and feedback tools available on that application. There is access for all as users can add captions in a video call and students can voice type documents. Students receive support through the classroom as it serves as the primary mode of communication where announcements can be posted as well as any follow up questions and teachers have the capability of setting up one to one or small group sessions with students.

Additionally, some teachers may use digital platforms that they have already used in class throughout the year and with which students have facilities like: Khan Academy, Flipgrid, Quizlet, and Kahoot.

While there is no substitute for a highly trained and experienced teacher in the classroom, schools must continue to provide, and students must continue to receive, the highest level of educational opportunities possible under the difficult circumstances now before us. To do so, schools and students alike must be enabled to innovate and adapt, and those efforts must not be unduly inhibited by requirements or restrictions that are misplaced in this time of unprecedented crisis.

Students that do not have internet access will be provided a device and hotspot from the district.

*Support for teachers using the Google Education Suite of applications is linked in number one.

**Geneese Career Institute**

GCI offers a wide variety of Career-Technical Education programs, which have a wide variance in instructional delivery. Instruction will be available to students in order to continue with learning the skills in their career pathway, which may lead to certification. In addition to online instructional programs specific to programs (Automotive, Forensic Science, Vet Med, Welding and JROTC to name a few), instructors will be in contact with students through a variety of platforms and methods. These platforms include, but are not limited to, Blackboard, Canvas, Cadet Portfolio, and Schoology. Teachers will offer class meetings on Zoom, Google Hangouts, and other networking software, as well as offer printed packets and projects as needed, one-on-one phone calls and texts to communicate and support students. Teachers will provide video content to demonstrate skills, or will develop video content to assist students in learning necessary skills.
Special Populations instructors will communicate with students with IEP’s and 504’s to ensure that learning is accessible. Michigan School for the Deaf will provide interpreters and other accommodations for students as needed.

**Great Start Readiness Program (GSRP)**
Content will be sent via email or U.S. postal mail to parents/guardians and students each week. Instructional teams will contact families twice per week in order to support and/or extend learning. Contacts, support and extension of learning will be made via Zoom, Google Classroom, phone calls, and text messages. Model lessons and extension resources will also be posted on our Early Childhood Facebook page.

4. **Description of plans to manage and monitor learning by pupils.**
Programs at Genesee Intermediate School District will all utilize an Instructor Daily Log which will document daily student/family interactions, which will be submitted to their building administrator every Friday.

**Center Programs for Special Education (ECPS, EKLC, MCIC, Transition Center, including Day Treatment and Project Choice Classrooms)**
GISD instructors will progress monitor student participation through parent/guardian feedback of student performance on assignments. Staff will maintain individual data sheets.

**Mott Middle College/Genesee Early College**
- Teachers will post the following to the Google classroom:
  - General School Student Schedule
  - Weekly Course Schedule including when and how face-to-face meetings will occur.
  - Modified Course Syllabus including participation/attendance expectations
  - Additional supports for digital platform use will be provided by the teacher
- Google Classroom Attendance
- Feedback and revision process for students to demonstrate growth and understanding on assignments
- Checks for understanding and questions during scheduled contact time: Face-to-Face Meetings
- Grading to maintain and/or improve the grade from the Wednesday, March 11 date.
- **Ways to connect with students to ensure engagement and well-being:**
  1. Teachers will monitor and report engagement of students through the established attendance system.
  2. If any student fails to engage with any classroom activities, the teacher will attempt to contact the student and encourage engagement.
    - **Second Attempt:** Teacher contacts student and encourages participation to engage student.
    - **Third Attempt:** Teacher refers student to the counselors for a contact to encourage participation and engagement
c. **Fourth Attempt:** Teacher and counselors refer the student to the administration Student Services Team for contact and follow-up.

3. Students demonstrating needs beyond the class must be immediately referred to the counseling department.

4. Teachers are mandatory reporters so it is crucial that we are attempting to maintain as much contact as possible with our students at this time.

**Genesee Career Institute**

GCI instructors will provide a weekly outline specific to outcomes for their CTE program. This outline will provide opportunities for student success with alignment to CTE standards, directions and expectations for student work, activities and resources available. Student participation will be monitored and documented by the instructor in the Synergy grade book with the opportunity to maintain or improve the student grade from the March 11, 2020 closure date.

**Great Start Readiness Program (GSRP)**

Instructional teams will monitor acquisition of skills when they check in two times per week with parents/guardians and students. Teachers will determine if students need lesson review or extension activities. Teachers will be capturing and documenting evidence of learning and skill. Parent/guardian input will also be noted.

5. **Budget outline estimating additional expenditures associated with the Plan and sources of revenue.**

The Genesee Intermediate School District board budget will be adjusted by line item to address additional costs associated with COVID-19.

A total of $387,666.00 will be spent for the implementation of this plan. Please see the document at the end of the plan for a budget breakdown.

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

The development of the Continuity for Learning Plan began from the lessons we learned from the two weeks we educated and provided services and programs to children and families prior to the Executive Order. The collaboration between all groups during this learning from a distance period has been nothing but amazingly strong. Everyone has worked together for one goal, student success. The administrators at all levels have provided the materials, technology, access, connections, and whatever else instructors and support staff have requested to reach students, parents, caregivers and others have needed to help for instruction. This preview of two weeks helped everyone see what was important and needed for the development of the plan. Teachers, support staff and administrators worked in groups to develop the plan together, mutually supporting one another in instruction, assessment, social emotional importance for the student and family as well as routine maintenance of the plan. Support staff who have carried our food distribution have had an important voice in the
plan development, as they have become experts in what works and efficiencies. Due to the variety of programs operated at the GISD, multitudes of groups were working simultaneously to develop our plan. Our expert teachers at the Genesee Career Institute and the administrator collaborated on a section of the plan for student success that involved the Career and Technical Education students. At times, we involved parents and students to see what may work best for each unique program. In addition, for the Center-Based special education program, several committees of special education instructors, para-educators, union representatives, administrators all worked hand-in-hand to create plans to best meet the needs of each unique individual student to the very best of our ability. For our three unique Early Middle Colleges, our teachers, union leader, administrator and higher education partners collaborate on how to successfully graduate the college students and help the remaining five hundred other students finish the year in a positive manner so they are ready for the fall semester. Finally, in our county wide GSRP preschool programs, our talented early childhood teachers collaborated on some very creative ways to continue engaging children and parents in the educational process. As an entire organizational system, we are all committed and engaged in our plan and ready to finish the 2019-2020 school year in a strong, steady fashion for all students and families.

Our board of education has been fully informed and supportive of the delivery of instruction and efforts to maintain relationships with families. They are supportive and approve of the plan. We also explained the plan at a board meeting to answer any remaining questions to the board and public.

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

   The Continuity for Learning Plan will be presented at our Board Meeting to share information and answer questions. Each building will also receive a letter to parents informing them of the plan and instruction as we have regularly communicated with parents. Furthermore, we will do a School Messenger call to inform parents that the Continuity of Learning Plan is available on our website for their reading and additional instruction, assessment is occurring. Our offices have remained open for contact at all times for parents, and this open communication will continue. Students will continue to be informed directly by their teachers, administrators of the expectations and opportunities. Additionally, building staff will notify families through phone calls and personal notifications.

8. **Estimate of the date on which the district will begin implementation of the Plan, no later than April 28th.**

   Genesee Intermediate School District will implement the plan on April 15, 2020.

9. **Provide assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under the Postsecondary Enrollment Options Act, in completing the courses during the 2019-2020 school year.**
Mott Middle College/Genesee Early College
The counseling department will be the priority support for students in college classes and will attempt to garner assistance from Student Services and Trio/SOS. Counselors as well as administration will be in contact with the Executive Director - Academic Operations & Dual Enrollment at Mott Community College, Delores Sharpe. Counselors are verifying access to the Internet and technology as they contact students. Additionally, administrators will be communicating needs to the President of Mott Community College as well as any other individuals or offices that may be of assistance to our students’ success at this time.

Additionally, counselors are heavily engaged in planning and scheduling for both high school and college courses for the 2020-21 school year. They will also continue assisting students with scholarship applications, college applications, FAFSA applications, Genesee GO applications, Common App assistance, and career exploration.

Mott Middle College and Genesee Early College staff have been in contact with students and encouraging communication with their respective higher education partners and inquiring how we might support access to technology or any other feasible.

Genesee Career Institute
Genesee Career Institute and Genesee County CTE Early Middle College staff will continue to collaborate with local colleges that provide coursework for students in specific programs. Local college (Mott Community College) has turned to online work for all courses, and GCI instructor and the GC CTE EMC coordinator is in continual communication with students. GCI instructors will continue to recommend students for articulated college credit through the CATEMA system.

10. **Continuation of food distribution to eligible pupils.**
Food distribution will continue through the remainder of the school year for all GISD students. Currently, we are serving food at six GISD sites throughout the county. Food is distributed Monday - Wednesday. Each student receives a breakfast and lunch each day on Monday and Tuesday and three breakfast and lunch meals on Wednesday. Our meal distribution sites and times are located on our website. Our website also lists the location sites for the local school districts as well; those sites may be more convenient for some of our students to access. If our schedule changes, we will notify our students and update our website accordingly.

Food will be distributed at the following six sites:

**Cathedral of Faith**
6031 Dupont Street, Flint
12:00 - 12:45 p.m.

**Early Learning Center**
5575 Van Campen Street, Flint
1:00 - 1:45 p.m.
**Educare Flint**  
1000 Gladwyn, Flint  
12:00 - 12:45 p.m.  

**Elmer Knopf Learning Center**  
1493 W. Maple Ave., Flint  
10:30 a.m. - 12:30 p.m.  

**The Learning Center**  
1181 W. Scottwood Ave., Flint  
1:00 - 1:45 p.m.  

**Transition Center**  
3136 Linden Road, Flint  
10:30 a.m. - 12:30 p.m  

Additionally, parents/guardians are to call (810) 591-4400 if they cannot access the food distribution sites due to transportation or other challenges. GISD staff will then deliver student meals to the homes of those families.

11. **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 Genesee Intermediate School District Board of Education and administrative leadership has been committed to paying school employees and redeploying school employees during this crisis. From before the crisis actually closed school, the administration and union met and agreed that together we would be stronger through this crisis and would support one another using a Win-Win spirit. That has been the case every step of the way. Staff has worked outside of their traditional responsibilities to fulfill anything that has been asked of them every day. Administration has gone above and beyond working 24/7 since March 11, 2020. This is a united team and it will be a united team committed to keeping all staff-serving children in the Genesee Intermediate School District Programs financially whole.

EL facilitators, with permission from their local school district administration, will maintain regular weekly contact and support students through a variety of ways including phone calls, email, Google classroom, office hours, Zoom and/or Google hangout. They will differentiate supports based on proficiency of students and needs. EL facilitators will work with students to support projects and assignments students may have at GCI and in their home school.

Staff expectations are laid out in the attached document at the end of this plan.

12. **Evaluation of Participation in the Plan by pupils.**  
Center Programs for Special Education (ECPS, EKLC, MCIC, Transition Center, including Day Treatment and Project Choice Classrooms)
Instructors will document all contacts in an electronic database with students/parents/guardians including: virtual meetings, phone, texts, online platforms, emails. Progress monitoring data collection tools will be used to document any work participation by students. In addition, teachers will document any participation in office hours.

**Mott Middle College/Genesee Early College**

a. Google Classroom Work Completion

b. Attendance Reports via Google Question and post in Synergy
   i. Create a Google Question labeled Attendance
      1. Include the Date
      2. Create a topic and label that topic attendance - this is crucial so that all attendance questions will be housed under a clear topic in your classwork section making it easier for you to keep track and provide accurate data
      3. Attendance must be posted in Synergy EVERY Friday
   ii. **C = Communication (day of positive attendance):**
      1. Two-way communication between the teacher and student (such as by telephone or electronic communication) - use the communication (positive) attendance code. This will count as a day of attendance.
   iii. **UE = Unexcused Absence:**
      1. The student does not respond to the teacher within the scheduled school day.

   c. Google Forms Survey Responses from Students
   d. Student Contact Logs
   e. Teacher Office Hour Participation
   f. Anecdotal observations from staff on quality and quantity of participation

g. **Ways to connect with students to ensure engagement and well-being:**
   a. Teachers will monitor and report engagement of students through the established attendance system.
   b. If any student fails to engage with any classroom activities, the teacher will attempt to contact the student and encourage engagement.
      i. **Second Attempt:** Teacher contacts student and encourages participation to engage student.
      ii. **Third Attempt:** Teacher refers student to the counselors for a contact to encourage participation and engagement
      iii. **Fourth Attempt:** Teacher and counselors refer the student to the administration Student Services Team for contact and follow-up.
   c. Students demonstrating needs beyond the class must be immediately referred to the counseling department.
   d. Teachers are mandatory reporters so it is crucial that we are attempting to maintain as much contact as possible with our students at this time.
Genesee Career Institute
Instructors will document all contacts in a contact log with students including: virtual meetings, phone, texts, online platforms, emails. Grades will be entered in Synergy Gradebook to document any work that is completed by students, and for any work that is not completed, students will be marked exempt. In addition, teachers will document any participation in office hours.

Great Start Readiness Program (GSRP)
Instructional teams will document all contacts in a contact log with families and Communicate weekly with the site coordinator regarding student/parent participation. In an effort to intervene as quickly as possible the following system has been developed:

<table>
<thead>
<tr>
<th>Interaction with Student/Family</th>
<th>Staff Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Easy to connect with, regular two-way communication occurring</td>
<td>Continue connecting as usual.</td>
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<tr>
<td>2. Engagement is inconsistent, but still getting some feedback and some two-way communication</td>
<td>Make additional contact to gather more information and work to increase the connection to school. Family engagement staff reach out as well.</td>
</tr>
<tr>
<td>3. Not hearing any feedback/acknowledgement</td>
<td>Convene a virtual whole child meeting and make a plan, ensuring someone is connecting and providing necessary support. “Whole child team consists of lead teacher, social emotional manager, nurse, site coordinator, and early childhood specialist.</td>
</tr>
</tbody>
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13. Mental Health Supports to pupils affected by a state of emergency or state of disaster Support from the efforts of the prompted by COVID-19.
We will promote our GISD mental health family support phone line to all of our students and families. Parents or students may call for support and talk to a licensed mental health provider. Providers are able to refer for crisis support if needed.

Center Programs for Special Education (ECPS, EKLC, MCIC, Transition Center, including Day Treatment and Project Choice Classrooms)
GISD teachers, teacher consultants, school social workers, school psychologist, and nursing staff will be making regular documented contacts by phone or email to assist students and parents with mental health supports including, but not limited to: PBIS strategies for the
home, mental health resources and outside agency contact information, GHS Navigator referral, Socio-emotional resources for parents and children.

Mental health resources flyer to be posted on Social Media pages with resources relative to mental health community contacts, food distribution, housing and other community contacts (www.211.org).

**Mott Middle College/Genesee Early College**

**Counseling Department Supports**

The counseling department will be using a tiered system of support laid out in a separate document for students that deal with high school academic needs, social and emotional health and well-being, navigating supports for college students, resolving EDP requirements, and resolving needs and providing support for graduating 5th years. Counselors will be maintaining regular documented contacts with the student body and attempting to provide resources and support as needed for the emotional and academic well-being of students.

Counselors will have scheduled office hours for support using a variety of methods:

a. Telephone
b. Email
c. Skype or Video Conference

de**Teacher Priority Communications with Students:**

a. Focus Leaders must attempt to make personal contact with each Focus student weekly. That personal contact can be any number of methods including: telephone, school email, Google Hangout phone, text, or video. This may also include Focus Fridays where a teacher may run a Google Hangout with the group.

   i. This communication is a priority.

   ii. The Focus Meet and individual contacts are intended to be highly focused on students’ physical, social, emotional well-being.

   iii. Students demonstrating need beyond the class must be immediately referred to the counseling department.

   iv. Teachers are mandatory reporters so it is crucial that we are attempting to maintain as much contact as possible with our students at this time.

b. Teachers will make one to one contact with students in content area courses as needed in addition to regularly scheduled Google Meets.

**Genesee Career Institute**

GCI Counselor will be available by phone or email to assist students and parents with mental health supports including, but not limited to:

1. Mental Health Resources flyer to be posted on Social Media pages with resources relative to mental health community contacts, food distribution, housing and other community contacts (www.211.org).

2. GCI counselor will have scheduled office hours for support using a variety of methods:
a. Telephone
b. Email
c. Skype or Video Conference

3. Provision of weekly Social-Emotional Learning supports for staff with MDE resources and TRAIL (University of Michigan), which will be sent out to students.

**Great Start Readiness Program**

We will promote our GISD mental health family support phone line to all of our students and families. Parents or students may call for support and talk to a licensed mental health provider. Providers are able to refer for crisis support if needed.

Our weekly instructional activities will include social emotional lessons and we post social emotional model lessons on our Early Childhood Facebook page. Mental health and social emotional resources have been made available to instructional teams to utilize with families in need. Our early childhood social emotional manager is providing reflective supervision sessions for staff, as a way to provide trauma support for staff so they can then disseminate to families. Instructional teams can refer families to the social emotional team to support families struggling with grief and stress.

14. **District support for Disaster Relief Care Centers:**

The Genesee Intermediate School District operates Early Head Start, Head Start, GSRP, Early On and early intervening services for Genesee County. We have seventeen sites of early childhood programs, over 170 classrooms with over 600 certified and licensed staff. Due to the Flint water crisis, we are fully prepared to open an overflow disaster childcare center if needed. Currently we are working daily with the Child Care Network and health care providers to ensure both sides have what they need. We have very strong collaborative relationships with all organizations related to these services and fully support these efforts. Additionally, we have a universal phone line (810) 591-KIDS that anyone in the county can use to secure resources in the county for children. If childcare is needed we connect that resource to the family in need.

15. **District plans to adopt a balanced calendar instructional programs for the 2020-2021 school year Center Programs for Special Education (ECPS, EKLC, MCIC, Transition Center, including Day Treatment and Project Choice Classrooms)**

Yes. The Genesee Intermediate School District is already approved to operate under a balanced calendar. We have operated under a balanced calendar for the past three school years.

**Mott Middle College/Genesee Early College/Genesee Career Institute**

These programs will operate utilizing their traditional calendar with an August start date.

**Great Start Readiness Program (GSRP)**

GSRP will maintain all program requirements.
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<thead>
<tr>
<th>Item</th>
<th>Reason for Need</th>
<th>Cost</th>
<th>Possible Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stipend plus regular hours worked for Food Service Employees</td>
<td>Staff to provide meals for Meal Distribution</td>
<td>$47,612.00</td>
<td>Food Service Fund, General Fund, Special Education Fund</td>
</tr>
<tr>
<td>Food/Packaging/Misc Supplies</td>
<td>Meal Distribution</td>
<td>$86,625.00</td>
<td>Food Service Fund, General Fund, Special Education Fund</td>
</tr>
<tr>
<td>Transportation</td>
<td>Delivery to meal distribution centers</td>
<td>$46,102.00</td>
<td>Food Service Fund, General Fund, Special Education Fund</td>
</tr>
<tr>
<td>Print cartridges for staff</td>
<td>For staff who print documents at home</td>
<td>$500.00</td>
<td>General Fund, Special Education Fund &amp; Career Technical Education Fund</td>
</tr>
<tr>
<td>Hot Spots &amp; service</td>
<td>Remote access for students &amp; staff</td>
<td>$14,000.00</td>
<td>General Fund, Special Education Fund &amp; Career Technical Education Fund</td>
</tr>
<tr>
<td>Chromebooks/2 carts</td>
<td>Student use</td>
<td>$18,000.00</td>
<td>General Fund &amp; Career Technical Education Fund</td>
</tr>
<tr>
<td>Books-Algebra Nation</td>
<td>Student use</td>
<td>$1295.00</td>
<td>General Fund</td>
</tr>
<tr>
<td>Notebook Computers</td>
<td>Remote access for students &amp; staff</td>
<td>$45,900.00</td>
<td>General Fund, Special Education Fund &amp; Career Technical Education Fund</td>
</tr>
<tr>
<td>Item</td>
<td>Description</td>
<td>Amount</td>
<td>Funds</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Postage</td>
<td>Parent communication, student work packets</td>
<td>$9,350.00</td>
<td>General Fund, GSRP, Special Education Fund &amp; Career Technical Education Fund</td>
</tr>
<tr>
<td>Printing/toner/paper</td>
<td>Student packets</td>
<td>$5,350.00</td>
<td>General Fund, GSRP, Special Education Fund &amp; Career Technical Education Fund</td>
</tr>
<tr>
<td>Letter envelopes/9x 12 envelopes</td>
<td>Student packets/parent communication</td>
<td>$2,050.00</td>
<td>General Fund, GSRP, Special Education Fund &amp; Career Technical Education Fund</td>
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<tr>
<td>Miscellaneous Office Supplies</td>
<td>Student packets/parent communication</td>
<td>$200.00</td>
<td>General Fund, Special Education Fund &amp; Career Technical Education Fund</td>
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<tr>
<td>Disinfectant</td>
<td>Protection of all stakeholders</td>
<td>$11,860.00</td>
<td>General Fund, Special Education Fund &amp; Career Technical Education Fund</td>
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<tr>
<td>Hand Sanitizer</td>
<td>Protection of staff</td>
<td>$5,200.00</td>
<td>General Fund, Special Education Fund &amp; Career Technical Education Fund</td>
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<tr>
<td>Tents for Food Distribution</td>
<td>Protection of staff</td>
<td>$636.00</td>
<td>General Fund, Special Education Fund &amp; Career Technical Education Fund</td>
</tr>
<tr>
<td>Contract Cleaning with GSRP/Out Ctrs. DM Burr</td>
<td>Protection of staff</td>
<td>$800.00</td>
<td>General Fund, Special Education Fund &amp; Career Technical Education Fund</td>
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<tr>
<td>Item</td>
<td>Description</td>
<td>Protection of</td>
<td>Cost</td>
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<tr>
<td>Materials to build Sanitizer Dispensers</td>
<td>Protection of staff</td>
<td>$400.00</td>
<td>General Fund, Special Education Fund &amp; Career Technical Education Fund</td>
</tr>
<tr>
<td>Alcohol Pads</td>
<td>Protection of staff</td>
<td>$108.00</td>
<td>General Fund, Special Education Fund &amp; Career Technical Education Fund</td>
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<tr>
<td>Masks</td>
<td>Protection of staff</td>
<td>$700.00</td>
<td>General Fund, Special Education Fund &amp; Career Technical Education Fund</td>
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<tr>
<td>Gloves</td>
<td>Protection of staff</td>
<td>$300.00</td>
<td>General Fund, Special Education Fund &amp; Career Technical Education Fund</td>
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<tr>
<td>Chlorine Wipes</td>
<td>Protection of staff</td>
<td>$3,203.00</td>
<td>General Fund, Special Education Fund &amp; Career Technical Education Fund</td>
</tr>
<tr>
<td>Electrostatic Cleaner</td>
<td>Protection of staff</td>
<td>$15,500.00</td>
<td>General Fund, Special Education Fund &amp; Career Technical Education Fund</td>
</tr>
<tr>
<td>Backpacks with school supplies</td>
<td>Educational Activities</td>
<td>$18,720.00</td>
<td>GSRP and Head Start Funds</td>
</tr>
<tr>
<td>Books</td>
<td>Educational Activities</td>
<td>$6,550.00</td>
<td>GSRP and Head Start Funds</td>
</tr>
<tr>
<td>Literacy Books</td>
<td>Students-Kindergarten through 6th grade</td>
<td>$50,000.00</td>
<td>General Fund</td>
</tr>
<tr>
<td><strong>TOTAL COSTS</strong></td>
<td></td>
<td><strong>$390,961.00</strong></td>
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</tbody>
</table>
### Specific Staff Expectations
Many staff have been deployed to assist with the learning plan in other duties outside of their job description.

### Center Programs for Special Education (ECPS, EKLC, MCIC, Transition Center, including Day Treatment and Project Choice Classrooms)

#### SAMPLE DAILY SCHEDULE – SPECIAL EDUCATION SERVICES

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
</tr>
</thead>
</table>
| 8:00 AM | Calendar and morning responsibilities  
Visual Schedule Reviews/Reminders  
Caseload Review |
| 9:00 AM | English Language Arts (ELA)  
Employability, Independence Activities  
Therapy Sessions  
Behavior Support  
Specially Designed Instruction – Individual Goal Instruction with progress monitoring |
| 9:30 AM | Sensory Break/Mindfulness Activity/Social Engagement, SEL Activities (Family Support) |
| 10:00 AM | Math  
Therapy Sessions  
Behavior Support  
Daily Living Skills  
Specially Designed Instruction – Individual Goal Instruction with progress monitoring |
| 10:30 AM | Sensory Break/Mindfulness Activity/Social Engagement, SEL Activities, Family Support |
| 11:00 AM | Written Expression  
Receptive and Expressive Language  
Therapy Sessions  
Specially Designed Instruction – Individual Goal Instruction with progress monitoring |
| 11:30 AM | Break and Lunch Instruction  
Functional Independence Activities  
Sensory Break/Mindfulness Activity/Social Engagement, SEL Activities, Family Support |
|----------|--------------------------------------------------------------------------------|
| 12:00-3:00 PM | Science, Social Studies, PE, Art, Music, and other Enrichment  
Staff Meetings, Department Level Meetings, Committee Meetings, Virtual Office Hours  
Lesson Plan Development, Targeted Case Management, Medicaid Logging, Professional Development, IEP Participation, Instructional Preparation (Support provided by Para Educators)  
Braille Material Preparation  
Administrator Lead Activities |

**Teacher Expectations:**
- Bi-Weekly Plan submitted in designated format to supervisor:
  - Outcomes/standards being met for each individual student
  - Activity, portfolio work, project, etc.
  - Resources needed including technology
  - Mode of instructional delivery per student
  - Collaboration with ancillary staff
- Communication with students
  - Twice weekly minimum
  - Format can be virtual meeting, email, text, phone or other online platform
  - Documentation necessary
- Assessments
  - Progress monitoring of student participation through parent/guardian feedback of student performance on assignments. Staff will maintain individual data sheets.
- Office Hours
  - Teachers will have designated office hours each week

**Speech and Language Pathologist Expectations:**
- Video or Phone Sessions - Consultative and Direct Service
- Collaboration with teacher for delivery of coordinated services
- Low/No Tech Activities
- CORE words

**School Social Worker Expectations:**
- Support Students & Staff Mental Health Needs
- Support parents of Students with significant behaviors
- Provide resources for families
- Provide PBIS Strategies for the home
● Collaboration with teacher for delivery of coordinated services
● Consulting with Students and Families using Trauma Informed Care resources

**Occupational Therapy and Physical Therapy Expectations:**
● Video or Phone Sessions - Consultative and Direct Service
● Provide Sensory Diets as appropriate
● Provide Mindfulness Activities & Resources
● Video or Phone Sessions - Consultative and Direct Service
● Parent contact as direct service
● Collaboration with teacher for delivery of coordinated services
● Equipment Needs

**Nursing Expectations:**
● Well Child Checks
● Obtain Physician’s Orders for SY20-21
● Health screening for active GISD sites as directed by the Health Department
● Provide resources as needed
● Maintain & distribute PPE for the district

**Adaptive PE / Art / Music Expectations:**
● Bi-Weekly Plan submitted in designated format to supervisor:
● Outcomes/standards being met for students
● Activity, portfolio work, project, etc.
● Resources needed including technology
● Mode of instructional delivery per students
● Collaboration with classroom and ancillary staff

**Para Educator Expectations:**
● Actively assist Teachers with the delivery of distance learning instruction
● Assisting with the creation and/or preparation of hands-on materials
● Participating in distance instruction, connecting with students
● Delivery of instructional supplies or materials
● Other duties as assigned
● Food distribution work assignments

**Mott Middle College/Genesee Early College**

**MMC Tentative Schedule**

<table>
<thead>
<tr>
<th>Times</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15 - 10:00 AM</td>
<td>Office Hours, Planning and Posting</td>
<td>Office Hours, Planning and Posting</td>
<td>Office Hours, Planning and Posting</td>
<td>Office Hours, Planning and Posting</td>
<td>Office Hours, Planning and Posting Attendance for the Week to Synergy</td>
</tr>
<tr>
<td>Time</td>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
<td>Thursday</td>
<td>Friday</td>
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</tr>
<tr>
<td>10:00 - 11:00 AM</td>
<td><strong>Planning and Posting</strong></td>
<td>1st Hour Meet 1 Post</td>
<td>1st Hour 1 Post Attendance Post</td>
<td><strong>Office Hours via Hangouts Planning and Grading, One to One Student Tutoring</strong></td>
<td></td>
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<tr>
<td></td>
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<td>4th hour Meet 1 Post</td>
<td>4th 1 Post Attendance Post</td>
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<tr>
<td>11:00 AM - 12:00 PM</td>
<td><strong>2nd Hour Meet 1 Post</strong></td>
<td>5th hour Meet 1 Post</td>
<td>2nd Hour 1 Post Attendance Post</td>
<td><strong>Focus Friday Priority Communication</strong></td>
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<tr>
<td>12:00 - 12:30 PM</td>
<td><strong>Lunch</strong></td>
<td><strong>Lunch</strong></td>
<td><strong>Lunch</strong></td>
<td><strong>Lunch</strong></td>
<td><strong>Lunch</strong></td>
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</tr>
<tr>
<td>12:30 - 1:30 PM</td>
<td><strong>3rd Hour Meet 1 Post</strong></td>
<td>6th hour Meet 1 Post</td>
<td>3rd Hour 1 Post Attendance Post</td>
<td><strong>Office Hours, Planning and Grading, One to One Student Tutoring</strong></td>
<td><strong>Office Hours, Planning and Grading, One to One Student Tutoring</strong></td>
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</tr>
<tr>
<td>1:30 - 3:45 PM</td>
<td><strong>Office Hours, Planning and Grading, One to One Student Tutoring</strong></td>
<td><strong>Office Hours, Planning and Grading, One to One Student Tutoring</strong></td>
<td><strong>Office Hours, Planning and Grading Staff Meeting Professional Development</strong></td>
<td><strong>Office Hours, Planning and Grading, One to One Student Tutoring</strong></td>
<td><strong>Office Hours, Planning and Grading, One to One Student Tutoring</strong></td>
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</tbody>
</table>

**GEC Tentative Schedule**

<table>
<thead>
<tr>
<th>Times</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-11:00 AM</td>
<td>Planning, Posting, and Grading. TA meetings.</td>
<td>Planning, Posting, and Grading. TA meetings.</td>
<td>Planning, Posting, and Grading. TA meetings. Attendance for the Week to Synergy (Monday/Wednesday classes)</td>
<td>Planning, Posting, and Grading. TA meetings. Attendance for the Week to Synergy (Friday Classes)</td>
<td></td>
</tr>
<tr>
<td>11:00-11:30 AM</td>
<td>Algebra 1 Meet *</td>
<td>Algebra II Meet *</td>
<td>Geometry Meet *</td>
<td>Spanish 1 Meet *</td>
<td>Spanish 2 Meet *</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Contact Time</td>
<td>Meet</td>
<td>Non-Contact Time</td>
<td>Office Hours</td>
</tr>
<tr>
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</tr>
<tr>
<td>11:30 AM - 12:00 PM</td>
<td>PreCalc Meet</td>
<td>Myers Office Hours</td>
<td>Myers Office Hours</td>
<td>Garcia Office Hours</td>
<td>Garcia Office Hours</td>
</tr>
<tr>
<td>12:00-12:30 PM</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:30 - 1:00 PM</td>
<td>Biology Meet</td>
<td>Chemistry Meet</td>
<td>US History Meet</td>
<td>World History Meet</td>
<td>RW II Meet</td>
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<tr>
<td>1:00-1:30 PM</td>
<td>Camaj Office Hours</td>
<td>Camaj Office Hours</td>
<td>Economics Meet</td>
<td>Robison Office Hours</td>
<td>Robison Office Hours</td>
</tr>
<tr>
<td>1:30-2:00 PM</td>
<td>Physics Meet</td>
<td>English 9 Meet</td>
<td>English 11 Meet</td>
<td>English 10 Meet</td>
<td>Focus communications</td>
</tr>
<tr>
<td>2:00-2:30 PM</td>
<td>Staff Meeting</td>
<td>Schade-Rhodes Office Hours</td>
<td>RW I Meet</td>
<td>Schade-Rhodes Office Hours</td>
<td>*</td>
</tr>
<tr>
<td>2:30-3:00 PM</td>
<td>Staff Meeting</td>
<td>*</td>
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</tbody>
</table>

**Teacher Expectations:**

1. **Online face-to-face/interactive component per week (30min) per class section.** This can happen either day for the assigned class during the class-time or both if needed for the particular lesson.

2. **Announcement/assignment/project/connection posts per week per class section.**
   1 Single hour of “office hours” per week during the afternoon or on Friday.
   Teachers will select a fixed hour during the week for their “office hour” (Possibly use the person’s current planning hour to do schedule by moving the time into the afternoon. I.E. if a person has first hour planning, their office hour becomes Monday or Wednesday from 12:30-1:30, second hour becomes Monday or Wednesday from 1:30-2:30, third hour becomes Monday and Wednesday from 2:30-3:30. fourth hour becomes Tuesday or Thursday from 12:30-1:30, fifth hour becomes Tuesday or Thursday from 1:30-2:30, sixth hour becomes Tuesday or Thursday from 2:30-3:30), possibly “Google-Hangouts” or “Zoom”
1 hour of Staff meeting per week.

Teacher Priority Communications with Students:
   a. Focus Leaders must attempt to make personal contact with each Focus student weekly. That personal contact can be any number of methods including: telephone, school email, Google Hangout phone, text, or video. This may also include Focus Fridays where a teacher may run a Google Hangout with the group.
      i. This communication is a priority.
      ii. The Focus meet and individual contacts are intended to be highly focused on students’ physical, social and emotional well-being.
      iii. Students demonstrating need beyond the class must be immediately referred to the counseling department.
      iv. Teachers are mandatory reporters so it is crucial that we are attempting to maintain as much contact as possible with our students at this time.
   b. Teachers will make one to one contact with students in content area courses as needed in addition to regularly scheduled Google meets.

Additional Staff Information:
*All GIEA contract employees are accountable for the 35 contractual hours of work over the course of the week. Per the Executive Order, individuals may be called upon by the district to perform tasks outside of their regular job description during non-contact times.

*Professional development and staff meetings can be scheduled at the discretion of administration within the afternoon office hours on any given day. PD and meeting times are flexible within the afternoon between 12:30 and 3:45 pm.

Genesee Career Institute

<table>
<thead>
<tr>
<th>GCI Daily Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Times/Sessions</strong></td>
</tr>
<tr>
<td>6:45 am – 8:45 AM</td>
</tr>
<tr>
<td>Session 1</td>
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<tr>
<td>8:50 am – 10:35 AM</td>
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<tr>
<td>Session 2</td>
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<tr>
<td>· Student announcements using online resources</td>
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<tr>
<td>· Other work as detailed in Planning Session</td>
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<tr>
<td>11:05 AM – 12:00 PM Planning Session</td>
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<tr>
<td>12:05 PM – 2:15 PM Session 3</td>
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<tr>
<td>9:00 AM – 11:00 AM Wednesday</td>
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</tbody>
</table>

**GCI Teacher Expectations**

- Weekly Plan submitted in Google Classroom or Plan Book with:
  - Goal for week with two assignments/posts minimum for students
  - Outcomes/standards being met – focus on critical/essential elements
  - Activities, portfolio work, projects, and other strategies such as:
- Encouraging behaviors/workplace skills as outcomes
- Workplace skill development for on-line skills, virtual field trips, remote conversations with a mentor or job shadow
- Preparation of demonstration videos for skills attainment in collaboration with instructor.
- Expectations for students
- Resources needed including technology, links, and other options for online and paper resources
- Alternatives for students that don’t currently have technology/access

- Communication with students
  - Twice weekly minimum
  - Format can be virtual meeting, email, text, phone or other online platform
  - Documentation necessary
  - Failing students require parent contact, and sending school contact
  - Contacts will serve as reminders of academic learning opportunities including enrichment and supplemental resources, food/resource updates, and mental health checks.

- Assessments
  - Final exam given for best interest of student, not required
  - Certification assessments should be given online if possible; looking toward summer completion if possible

- Office Hours
  - At minimum twice weekly for two hours each, or staggered to accommodate students in each session
  - Staff are available at any time but this would be dedicated time
  - Alternate times are available to meet student needs

- Staff Meeting
  - Wednesdays from 9:00 am – 10:00 am

- Professional Development
  - Required session – at least one session per week assigned by administrator
  - Optional sessions – specific to content or instructor need

**GCI Para-Educator Expectations**

- Assist instructors with Weekly Plan submitted in Google Classroom or Plan Book with:
  - Goal for week with two assignments/posts minimum for students
  - Outcomes/standards being met – focus on critical/essential elements
  - Activities, portfolio work, projects, and other strategies such as:
    - Encouraging behaviors/workplace skills as outcomes
    - Workplace skill development for on-line skills, virtual field trips, remote conversations with a mentor or job shadow
  - Preparation of demonstration videos for skills attainment in collaboration with instructors.
  - Expectations for students
  - Resources needed including technology, links, and other options for online and paper resources
  - Alternatives for students that don’t currently have technology/access

- Assist instructors with communication and documentation of student contacts:
  - Twice weekly minimum
  - Format can be virtual meeting, email, text, phone or other online platform
  - Documentation necessary
  - Failing students require parent contact, and sending school contact
- Contacts will serve as reminders of academic learning opportunities including enrichment and supplemental resources, food/resource updates, and mental health checks.
- **Staff Meeting**
  - Wednesdays from 9:00 am – 10:00 am
- **Professional Development**
  - Required session – at least one per week assigned by administrator
  - Optional sessions – specific to content or instructor need

### Great Start Readiness Program (GSRP)

<table>
<thead>
<tr>
<th><strong>Site Coordinator</strong></th>
<th>Weekly check in with all staff via Zoom, Microsoft Teams, FaceTime etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Review daily tasks and communicate with Managers/Coordinators any concerns</td>
</tr>
<tr>
<td></td>
<td>Personal classroom team check-ins weekly with ECS</td>
</tr>
<tr>
<td></td>
<td>Support staff in working toward goals set on professional development plan</td>
</tr>
<tr>
<td></td>
<td>Gather and send inspirational messages to teams</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Instructional Staff (Lead and Associate)</strong></th>
<th>At least two personal contacts with each family (Zoom, phone call, FaceTime, personal text, Google classroom etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Send at least one personal resource to families via email, text, Remind 101</td>
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<td>Develop at home learning activities, support and monitor learning.</td>
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<td></td>
<td>Connect with teaching team once a week for planning</td>
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<td></td>
<td>Document daily tasks and submit to Site Coordinator based on Site Coordinator timeline</td>
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<td></td>
<td>Communicate immediate family needs to FEA</td>
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<td></td>
<td>Connect with FEA, Health, SES, Site Coordinator once a week to gather resource info for families</td>
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</tbody>
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<thead>
<tr>
<th><strong>Classroom Support</strong></th>
<th>Weekly check in with Site Coordinator</th>
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<tbody>
<tr>
<td></td>
<td>Assist Site Coordinator with specific tasks</td>
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<td></td>
<td>Document daily tasks and submit to Site Coordinator weekly</td>
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<td></td>
<td>Assist classroom team in supporting families</td>
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<td></td>
<td>Complete recommended PD that is suggested from the ECS/Site Coordinator</td>
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<table>
<thead>
<tr>
<th><strong>Early Childhood Specialists</strong></th>
<th>Check in with Instructional staff once per week in collaboration with Site Coordinator-focus on staff goals</th>
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<tbody>
<tr>
<td></td>
<td>Provide individual PD topics to all instructional staff based on need (including support staff)</td>
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<td></td>
<td>Track assigned PD for each staff</td>
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<tr>
<td></td>
<td>Weekly check-in with Site Coordinator</td>
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<td></td>
<td>Document daily tasks and submit to Supervisor weekly</td>
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<td></td>
<td>Participate in personal PD topics</td>
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<tr>
<th><strong>Family Engagement</strong></th>
<th>Contact families referred by Instructional team (Zoom, FaceTime, phone calls)</th>
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<tbody>
<tr>
<td></td>
<td>2 Resources for all families</td>
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<tr>
<td></td>
<td>Connect with SES and Health team to gather family resource ideas</td>
</tr>
</tbody>
</table>
- Document family contacts
- PD as assigned and required by Site Coordinator and/or Manager
- Document daily tasks and submit to Site Coordinator and Manager based on established timeline
- Continue virtual enrollments & recruitment efforts

**Social Emotional Specialists**
- Weekly check in with families who have children who are at tier 2 or 3
- Communicate and share resources with FEA and Site Coordinator around trauma and SE health so that information can be given to families program wide
- Work as a team to develop additional PD content for staff
- Personal PD opportunities as instructed by Manager
- Document daily tasks and submit to manager weekly

**Health Team**
- Weekly check in with families who have children who are medically compromised
- Gather information on healthy habits, tooth brushing and physical activity ideas and communicate with FEA and Site Coordinator so that information can be given to families
- Participate in PD’s as directed by manager
- Document daily tasks and submit to manager weekly

Name of District Leader Submitting Application: Dr. Lisa A. Hagel, Superintendent

Date Approved: 4/14/2020

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

Date Submitted to Superintendent and State Treasurer: 4/15/2020

Confirmation approved Plan is posted on District/PSA website: Yes, 4/15/2020