

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

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

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

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

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

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

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

Guiding Principles

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

Keep Students at the Center

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

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

Design Learning for Equity and Access

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

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

Assess Student Learning

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

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

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

Date Submitted: April 12, 2020

Name of District: Kearsley Community Schools

Address of District: 4396 Underhill Drive, Flint, Michigan 48506

District Code Number: 25110

Email Address of the District: kwalthworth@kearsleyschools.org

Name of Intermediate School District: Genesee Intermediate School District

Name of Authorizing Body (if applicable): NA

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:

- Applicant assures that all student learning will take place under the direction of a teacher of record for each student enrolled in the district. **YES**
- 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. **YES**
- Applicant assures that the Plan was developed in collaboration with district administrators, school board members, teachers, and local bargaining units. **YES**
- Applicant assures that food distribution has been arranged for or provided for eligible students. **YES**
- Applicant assures coordination between applicant and Intermediate School District in which the District/PSA is located to mobilize disaster relief child care centers. **YES**
- 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. **YES**
- 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. **YES**



Kearsley Community Schools

Continuity of Learning and COVID-19 Response Plan

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

Date Submitted: April 12, 2020

Name of District: Kearsley Community Schools

Address of District: 4396 Underhill Drive
Flint, Michigan 48506

District Code Number: 25110

Email Address of the District Superintendent: kwalworth@kearsleyschools.org

Name of Intermediate School District: Genesee Intermediate School District

Name of Authorizing Body (if applicable): NA

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

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

Kearsley Community Schools Continuity of Learning Plan (COL) will provide learning experiences virtually via electronic devices such as Chromebooks, iPads, laptops both asynchronously and synchronously. The district has provided devices to families who need one; will support families in gaining access to reliable high speed internet; and/or provide an alternate method for accessing instruction through paper and pencil packets.

Online Learning and Access to Technology

- Kearsley Community Schools has taken steps to ensure that students have access to an electronic device. District teachers reached out and made contact through email and/or telephone to all of their students during the week of March 16th to complete a “wellness” check and to assess student access to both devices and internet connectivity. Elementary teachers contacted the homes of their class load while secondary teachers contacted the students in their first hour classroom.
- District staff distributed 607 district-owned devices to students and families in need.
- The district has communicated multiple resources available to parents for free internet access in the community and are working to secure hot spots to as many families as possible without internet access. If/when hot spots run out, school administrators are providing wireless access points for connectivity in some district parking lots so that students may be able to gain access and work from the safety of their vehicles.
- Technology support is provided to families, students and staff by our Kearsley Technology Department through either the district email helpline kearhelp@kearsleyschools.org or kearsleytechnologystaff@kearsleyschools.org

Instructional Packets

- Kearsley has been distributing the GISD instructional packets through our food distribution lines. Those packets are also made available on the Kearsley website for parents to download and print.
- Beginning April 13, 2020, Kearsley will be distributing packets created and aligned with our current curriculum for grades K-3. The middle school and upper elementary will continue to use the GISD instructional packets.
- Instructional packets will be mailed home to those parents without internet and without transportation weekly.
- Individualized instructional packets are mailed home weekly to EL students, special education students and GSRP students.
- Parents are asked to return packets to the building their child attends in the plastic bins by the front door so that employees can review the student work and provide feedback through email, phone or learning platform (i.e. Google Classroom, ClassDojo, etc.)

Primary Alternate Mode of Instruction

- **High School:** Grades 9-12 will primarily use online instruction through various means (virtual instruction such as Zoom, videos, slideshows, email, content specific district software, etc.) by teachers employed in the school district to provide instruction on the most essential standards identified for readiness for the next grade level. Pupils will need a device (Chromebooks are provided by the school district for High School students in 9-12 who have no devices at home) and internet access. The school district has surveyed families on their access to both devices and connectivity.

- **Middle School:** Grades 6-8 will also use the online instruction identified above, but will also have the opportunity to complete the GISD instructional packets. Pupils will need a device (Chromebooks are provided by the school district for Middle School students in 6-8 who have no devices at home) and internet access. The school district has surveyed families on their access to both devices and connectivity.
- **Upper Elementary:** Grades 4-5 will use online instruction identified above, but will also have the opportunity to complete the instructional packets developed by the GISD or developed by the district which aligns with the district adopted curriculum (Benchmark Advance for ELA and Bridges for mathematics). Pupils will need a device (iPads are provided by the school district for upper elementary students who have no devices at home) and internet access. The school district has surveyed families on their access to both devices and connectivity.
- **Lower Elementary:** Students in grades K - 3 will primarily be supported in their learning through instructional packets created by the district that align with the district adopted curriculum (Benchmark Advance for ELA and Bridges for mathematics). Instruction will be supported through a variety of communication platforms (Class Dojo, Remind, Bloomz, Zoom, etc.) along with email and phone communication. District created instructional packets will align with the learning targets delivered online.
- **GSRP:** Students in Pre-K are being supported with weekly instructional plans that are being mailed home. Those instructional plans include useful websites, book lists, name practice, letter and number practice and writing practice sheets. In addition, the teachers are calling home to all students weekly.
- **Summer Learning:** In addition to all of the alternative learning identified above, grade level specific Summer Bridge Activity workbooks will be mailed to the homes of all students in grades K-8 to help encourage summer learning.
- **Special Education:** Contingency Learning Plans will be developed for all students with disabilities in order to document the district's best effort toward meeting FAPE requirements as closely and as practicably as possible during school closure.
- **English Learners (EL):** The GISD EL liaison will check in with families to assure that students understand the expectations for remote learning and are able to access weekly packets, food distribution and connect remotely with teachers. Facilitators (tutors) will check in with students and connect to teachers to provide support while EL packets are mailed home.
- **Pupils will not fail or be held back for lack of participation in the Kearsley Community Schools Continuity of Learning Plan.**

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.

- Kearsley Community School educators are committed to providing social-emotional supports to students and families through our established relationships and maintaining frequent communication through this school year and through this crisis. During the first

week of the shutdown, Kearsley teachers reached out to every one of their students at the elementary level and to their first hour classes at the secondary level to complete a “wellness” check. In addition, it provided an opportunity for our teachers to assess the access to devices and connectivity in each home. Moving forward, teachers will be making weekly check-ins with students using a variety of methods such as Google Forms, virtual meetings, email, and phone calls.

- In order to address social-emotional learning, administrators, counselors and other staff are encouraged to continue to implement Positivity Project activities at the K-8 levels on a weekly basis, encouraging families to complete these activities together, if possible.
- Throughout the school shutdown period, families and students will be encouraged to participate in learning activities (if they are capable) to keep skills sharp and increase their readiness for the next school year.

Secondary:

- **Student Communication:** On Monday mornings and with the use of Google Classroom, all teachers will deliver the weekly learning targets and lesson plans for student activities. All teachers are expected to conduct virtual meetings with their students at least one time per week using platforms such as Zoom or Google Meet to allow student / teacher interaction to continue.
- **Parent Communication:** On Monday mornings, teachers will email all parents the weekly learning targets and lesson plans for student activities.
- **Curriculum:** By department and per course, essential objectives have been identified that will be covered during each of the remaining eight weeks of the fourth marking period. In addition, objectives that will not be covered this year have been determined to help modify pacing and curriculum coverage for the next school year.
- **Feedback:** Students will receive feedback weekly by the use of formative assessments.
- **Lesson Development:** Lessons will be developed to allow for flexibility in completion. Each day's lesson, including student work time, should be approximately 30 minutes per subject or 2.5 to 3 hours per day.
- **Teacher Availability:** Teachers are expected to be available to email, Zoom or call students between 7:30 a.m. and 2:30 p.m. Monday through Friday.

Upper Elementary (Grades 4-5):

- **Student Communication:** On Monday mornings and with the use of Google Classroom, all teachers will deliver the weekly learning targets and lesson plans for student activities. All teachers are expected to Zoom with their students multiple times per week to allow student / teacher interaction to continue.
- **Parent Communication:** On Monday mornings, teachers will communicate with all parents using either email or one other communication platforms which were previously used with parents (i.e. Class Dojo, Bloomz, Remind 101). Parents will be informed of the weekly learning targets and lesson plans for student activities.
- **Curriculum:** The district adopted curriculum through Benchmark Advance will be used for English Language Arts. ELA curriculum will be supported with Exact Path, Study Island and RAZ Kids. The district adopted curriculum through Bridges will be used for mathematics. Mathematics curriculum will be supported by Exact Path, Study Island

and Prodigy. By grade level and per course, essential objectives have been identified that will be covered during each of the remaining eight weeks of the fourth marking period. In addition, objectives that will not be covered this year have been determined to help modify pacing and curriculum coverage for the next school year.

- **Feedback:** Students will receive feedback weekly through Google Classroom. Teachers will be able to track how much work students are putting into ExactPath, Study Island, RAZ Kids and Prodigy. Grades will not be given as feedback will be the guiding force in learning.
- **Lesson Development:** Lessons will be developed to allow for flexibility in completion. Each day's lesson, including student work time, should be approximately 90 minutes at the upper elementary level.
- **Teacher Availability:** Teachers are expected to be available to email, Zoom, FaceTime or call students between 8:30 a.m. and 3:30 p.m. Monday through Friday.

Lower Elementary (Grades K-3):

- **Student Communication:** All teachers are expected to Zoom with their students weekly to allow student / teacher interaction to continue.
- **Parent Communication:** On Monday mornings, teachers will communicate with all parents using either email or one other communication platforms which were previously used with parents (i.e. ClassDojo, Bloomz, Remind 101). Parents will be informed of the weekly learning targets and lesson plans for student activities.
- **Curriculum:** The district adopted curriculum through Benchmark Advance will be used for English Language Arts. ELA curriculum will be supported with Exact Path, Reading Eggs and RAZ Kids. The district adopted curriculum through Bridges will be used for mathematics. Mathematics curriculum will be supported by Exact Path and Prodigy. By grade level and per course, essential objectives have been identified that will be covered during each of the remaining eight weeks of the fourth marking period. In addition, objectives that will not be covered this year have been determined to help modify pacing and curriculum coverage for the next school year.
- **Feedback:** Students will receive feedback weekly through Google Classroom. Teachers will be able to track how much work students are putting into ExactPath, Reading Eggs, RAZ Kids and Prodigy. Grades will not be given as feedback will be the guiding force in learning.
- **Lesson Development:** Lessons will be developed to allow for flexibility in completion. Each day's lesson, including student work time, should be approximately 60 minutes at the lower elementary level. Students are expected to also read 15-20 minutes per day.
- **Teacher Availability:** Teachers are expected to be available to email, Zoom, FaceTime or call students between 8:15 a.m. and 3:15 p.m. Monday through Friday.

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

Primary Alternate Mode of Instruction

- **High School:** Grades 9-12 will primarily use online instruction through various means (virtual instruction such as Zoom, videos, slideshows, email, content specific district software, etc.) by teachers employed in the school district to provide instruction on the most essential standards identified for readiness for the next grade level. Pupils will need a device (Chromebooks are provided by the school district for High School students in 9-12 who have no devices at home) and internet access. The school district has surveyed families on their access to both devices and connectivity.
- **Middle School:** Grades 6-8 will also use the online instruction identified above, but will also have the opportunity to complete the GSD instructional packets. Pupils will need a device (Chromebooks are provided by the school district for Middle School students in 6-8 who have no devices at home) and internet access. The school district has surveyed families on their access to both devices and connectivity.
- **Upper Elementary:** Grades 4-5 will use online instruction identified above, but will also have the opportunity to complete the instructional packets developed by the district which aligns with the district adopted curriculum (Benchmark Advance for ELA and Bridges for mathematics). District created instructional packets will align with the learning targets delivered online. Pupils will need a device (iPads are provided by the school district for upper elementary students who have no devices at home) and internet access. The school district has surveyed families on their access to both devices and connectivity.
- **Lower Elementary:** Students in grades K - 3 will primarily be supported in their learning through instructional packets created by the district that align with the district adopted curriculum (Benchmark Advance for ELA and Bridges for mathematics). Instruction will be supported through a variety of communication platforms (ClassDojo, Remind, Bloomz, Zoom, etc.) along with email and phone communication. District created instructional packets will align with the learning targets delivered online.
- **GSRP:** Students in Pre-K are being supported with weekly instructional plans that are being mailed home. Those instructional plans include useful websites, book lists, name practice, letter and number practice and writing practice sheets. In addition, the teachers are calling home to all students weekly.
- In addition to what has been provided above, special education students will be contacted by their caseload teachers weekly to help support their learning at their current level. Paper and pencil packets appropriate for the level of the learner may be mailed home weekly.
- Teachers will have virtual "office hours" to provide additional support for students through Zoom or email. All teachers are available to students during normal school hours for support and assistance.

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

Secondary Level

- Teachers will provide timely feedback to students on their assignments. For grades 6-12, student progress will be recorded in the school district's online gradebook that parents have access to.
- Teachers will reach out to students through email or phone to students who do not participate in weekly activities or formative assessments.
- For grades 6-12, all students will receive the grade they had earned as of March 12th as the minimum second semester grade. Teachers have both exempted work from students who were absent prior to March 12th and allowed for students to submit work that was assigned prior to March 12th to be graded before finalizing the pre-shutdown 3rd marking period grade.
- Moving forward, teachers will provide weekly learning targets to students and provide ongoing feedback to students through formative assessment. Work will be collected and graded weekly. At the end of the school year, a grade will be calculated and averaged with the March 12th grade to determine a semester grade. In no event will the students semester grade be lower than what had been earned prior to March 12th. Additional work completed after the mandated shutdown can only improve the student's final semester grade.
- No student will be penalized for an inability to participate or failure to participate, but every opportunity to engage students in learning will be used.

Elementary Level

- In grades K-5, a focus will be on formative, narrative feedback throughout the alternative learning time. A fourth marking period participation report which will include narrative comments regarding student progress on the identified standards from April - June.
- A Google sheet will be created at each building to track student participation in academic assignments. Participation will be tracked for student work in all online resources used as well as for social events run through Zoom, Kahoots, Flipgrid, etc. Student completion of instructional packets will be tracked as well.
- Parents are asked to return packets to the building their child attends in the plastic bins by the front door so that teachers can review the student work and provide feedback through email, phone or learning platform (i.e. Google Classroom, ClassDojo, etc.)
- No student will be penalized for an inability to participate or failure to participate, but every opportunity to engage students in learning will be used.

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

Budget Description	Est. Cost	Funding Source
Summer Bridge Activities workbooks will be purchased and mailed to all K-8 students. Cost estimates for this summer learning workbook distribution is 2000 students * \$15 = \$30,000.	\$30,000	General Fund or 31a
Additional summer programming will be needed for students who cannot participate in alternative learning in April - June. <ul style="list-style-type: none"> ● HS Credit Recovery: Teaching staff to oversee credit recovery options during June or July. additional 2 teachers approx \$8,000 ● MS Summer School: Teaching staff to oversee credit recovery options during June or July. additional 2 teacher approx \$8000; additional 2 paras approx \$5000 TOTAL: \$13,000 ● K-3 Summer Early Literacy Intervention Program: Additional 2 Teachers & 2 Instructional Aides per grade level; \$5000 teacher, \$4000 paraprofessionals: Incentives \$1000 TOTAL: \$10,000 ● Program Materials (copies, pencils, etc.) = \$750 	\$31,750	31a Funding, Title 1 and 35a(9)
Additional purchase of Chromebooks for student distribution. Cost estimates are \$250 * 200 devices = \$50,000	\$50,000	General Fund
Additional compensation for employees working the food distribution is estimated at \$24,758.96	\$24,759	Food Service Fund
TOTAL	\$136,509	

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

- District-level administrators met with building principals and department chairs (representing teachers and instructional leaders from all levels) to determine a plan for instruction.
- District-level administrators presented this Plan to both the teacher bargaining unit and the Board of Education for questions.

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

- The District will employ a variety of resources to communicate the Plan with pupils and parents/guardians. The Plan will be posted on the district website, along with the various resources available to both teachers and families during this time. In addition, the District will share the Plan through email communication and on all social media resources.
- Ongoing communication will occur with parents and students on every Monday through both email and Google Classroom.

8. Please provide an estimate of the date on which the district will begin implementation of the Plan, which must be no later than April 28, 2008.

If approved Kearsley Community Schools plans to begin implementation of the Plan on Monday, April 13, 2020. Professional Development opportunities will be available for teachers through EDUPaths.org, the GISD and additional work with Department Chairs, PLC groups, and Instructional Coaches.

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

- Joda Dailey and Jill Carter, HS school counselors, will remain in weekly contact with students enrolled in dual enrollment or early college courses. They will serve as the mentor teacher for communication with the colleges or universities.
- Hollie Hosler, Career Facilitator, is the mentor teacher for students taking courses through Michigan Virtual Academy (MVU) and will maintain weekly contact with students and MVU.

- Students in CTE courses housed at Kearsley High School will be communicated to by their classroom teacher weekly as defined earlier.
- Students in CTE courses offered through the Genesee Career Institute (GCI) will be communicated with and assisted in accordance with the *Continuity of Learning and COVID-19 Response Plan* offered by the Genesee Intermediate School District.

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

- The district has been offering three days worth of breakfast and lunches for students on Mondays and Thursdays. We are serving just over 9,000 meals per week at the current time. Preparation and distribution of the food has been on a voluntary basis by school employees. Beginning Monday, April 13th, the meal preparation and distribution work will be transitioned to a redeployment of food service, transportation and para-professionals.
- Beginning Monday, April 13th, food will be distributed from a single district site. Food will be put into the trunks of cars or the flatbed of trucks to protect from the spread of the virus.
- All recommended practices by the Genesee County Health Department including taking employees temperatures, completing a health assessment daily, wearing masks and gloves at all times and maintaining proper social distancing practices are all in effect.

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 has already planned to pay all school employees through this time. We plan to complete an expectation chart to outline the duties of all employees being paid at this time (where applicable) so that it is clear what everyone should be doing.
- During the duration of the *Stay Home, Stay Safe* order, staff will be expected to complete their responsibilities from home (where applicable). The only staff that will be redeployed is to support the food distribution program. Other staff may be redeployed in the future if the *Stay Home, Stay Safe* order is lifted.
- Memorandums of Understanding have been agreed to with all three union groups to support this plan.

12. Provide a description of how the district will evaluate the participation of pupils in the Plan.

- At the secondary level, weekly student progress will be recorded in the school district's online gradebook. Students who have not participated in weekly activities and the formative assessment will be contacted through email or phone during the next week.

- At the elementary level, a Google sheet will be created at each building to track student participation in academic assignments. Participation will be tracked for student work in all online resources used as well as for social events run through Zoom, Kahoots, Flipgrid, etc. Student completion of instructional packets will be tracked as well. Teachers will record the number of pupils that have participated in the learning activities weekly. Contact with those students that have not participated in any part of the weekly lessons will be expected.

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

- District social workers will be reaching out to students consistent with individual Contingency Learning Plans developed for students with disabilities.
- District counselors will continue to communicate with students through email and phone to assist with the mental health of students.
- Google Classrooms have been created by the counselors at each level for all students to access both academic and mental health resources :

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

The Kearsley Pumpkin Patch Center has been designated by the Genesee Intermediate School district to be a potential site for disaster relief child care should the need arise.

Optional question:

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

The district has applied for a waiver to start prior to Labor Day in previous years. The district administration and local Education Association had been in discussion prior to the school closure to start two weeks prior to Labor Day next year to create a more balanced calendar.

Name of District Leader Submitting Application:

Kevin Walworth, Superintendent

Date Approved: April 13, 2020

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

Date Submitted to Superintendent and State Treasurer: April 15, 2020

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