

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

Date Submitted: 4/8/2020

Name of District: Wakefield-Marenisco School District

Address of District: 715 Putnam St. Wakefield, MI 49968

District Code Number: 27070

Email Address of the District: gustafsonj@wmschools.org

Name of Intermediate School District: Gogebic-Ontonagon Intermediate School District

Name of Authorizing Body (if applicable):

This Assurance document needs to be returned to your Intermediate School District or, for Public School Academies, your Authorizing Body with your Continuity of Learning Plan and Budget Outline beginning April 8, 2020 to indicate that the District will adopt a plan to ensure continuous learning for all students through the remainder of the 2019-2020 school year.

Districts should submit a single district plan that relates to all of their schools.

The applicant hereby provides assurance it will follow the requirements for a Plan for the remainder of the 2019-2020 school year:

1. Applicant assures that all student learning will take place under the direction of a teacher of record for each student enrolled in the district.
2. Applicant assures that it will continue to pay school employees during the balance of the 2019-2020 school year under the same terms and conditions established prior to the school closure order period.
3. Applicant assures that the Plan was developed in collaboration with district administrators, school board members, teachers, and local bargaining units.
4. Applicant assures that food distribution has been arranged for or provided for eligible students.
5. Applicant assures coordination between applicant and Intermediate School District in which the District/PSA is located to mobilize disaster relief child care centers.
6. Applicant assures that to the extent practicable the District/PSA will in good faith provide students with IEPs/Section 504 Plans the opportunity to participate in learning consistent with existing plans.
7. Applicant assures that Continuity of Learning and COVID-19 Response Plan, Assurance Document, and Budget Outline will be posted immediately following approval to the District's/PSA's website.

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

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

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

Date Submitted: 04/08/2020

Name of District: Wakefield-Marenisco School District

Address of District: 715 Putnam St. Wakefield, MI 49968

District Code Number: 27070

Email Address of the District Superintendent: gustafsonj@wmschools.org

Name of Intermediate School District: Gogebic-Ontonagon Intermediate School District

Name of Authorizing Body (if applicable):

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

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

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

District/ PSA Response:

The Wakefield-Marenisco School District will continue to provide instruction to students in a variety of ways. The superintendent met with each teacher to discuss plans for instruction. Teachers will offer instruction virtually through digital platforms such as email, Zoom, StudiesWeekly.com, MobyMax, Class Dojo, and Google Classroom. Teachers have already reached out to families to ensure connectivity is adequate. Students who do not have access to devices will be allowed to borrow chromebooks from the school at no charge to the student. The school has also made its WiFi public to allow an additional access point. Students who are unable to be a part of virtual classrooms for any reason, will be provided with paper packets. Paper packets will be prepared by teachers and delivered every other week to students' homes. The paper packets will not be returned to school, but will include follow up phone calls to the students from their teachers.

Students who are unable to fully participate in this plan will not be penalized in any manner.

Students who received special education services in our resource rooms will continue to be in contact with their teachers. Special education teachers will communicate with their students through phone calls as well as virtual methods like Google Classroom and Class Dojo. All general education teachers have added the special education teachers as co-teachers in their virtual classrooms. This allows the special education teacher to have a clear understanding of what is happening in each general education classroom so they can better serve their students.

General education teachers also have copies of all of the IEP and 504 plans for their students. Teachers will use these as they determine what supports and expectations are in place for their students.

2. Please describe the methods the district will use to keep pupils at the center of educational activities, including outreach to continue building relationships and maintain connections, and to help pupils feel safe and valued.

District/ PSA Response:

Since the initial closure, our staff has continued to make students the center of educational activities. Our school has made a strong connection to families through facebook. Each day a staff member reads a children's book on facebook live. This has proven to be very popular for students of all ages. Each day our band director also plays a trumpet solo in the local park. This solo is also livestreamed and has proven to be very popular. Staff members have been posting a wide variety of activities on facebook and through paper packets. The activities have been well received. Staff members made a video where each staff member was holding a motivational sign for their students. This video was very popular. Some teachers have also met up with their students through Zoom just to touch base and to say hello.

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

District/ PSA Response:

As stated above, a wide variety of content delivery will be made available to students. In addition to paper packets, students will also receive content through phone calls, Zoom meetings,

facebook, Class Dojo, Google Classroom, Moby Max, and StudiesWeekly.com. Content will be available to all students.

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

District/ PSA Response:

The District will monitor all virtual learning (Zoom, Class Dojo, Studies Weekly, Google Classroom) directly through the online platform. All of these platforms allow for instant feedback and two-way dialogue. The learning by students who do not have access to the platforms listed above will be measured through paper packets. The packets will be delivered to students, but will not be returned for health reasons. Instead, the teachers will make phone calls to follow up with students who received packets. Teachers will access the learning through the phone conversations.

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

District/ PSA Response:

Our district has plenty of devices available for students. Our district is also currently saving on transportation by not running buses daily. We are also printing less each day, so we are saving on paper costs. For these reasons, we do not anticipate any additional costs from transitioning to remote learnings. The costs incurred will be offset by the budgeted items listed above, and will continue to be paid from our general fund.

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

District/ PSA Response:

This Plan was created through collaboration with the following stakeholders....

District Administration: Met to go over the Governor's order and to begin creating a plan that would work for our students. We discussed which students we knew of who do not have internet access.

Board Members: The superintendent contacted board members through email to discuss various aspects of the plan and the school's approach to overcoming any obstacles. Board members were given the chance to raise questions or concerns. Those questions were addressed by district administration.

Teachers: The superintendent held Zoom meetings with small groups of teachers. Each teacher was asked what ways they felt would work best to continue to provide education for their students. The union president was a part of these meetings.

The superintendent has provided frequent communication (minimum of 3 times per week) on what the planning process was looking like.

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

District/ PSA Response:

Students, staff, parents, and guardians will all be informed of the plan to continue to provide education to students while face to face education is not allowed. The superintendent will post the district's plans on the school website. The school secretary will mail a hard copy summary of the plan to every student's home address.

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

District/ PSA Response:

The District has been providing enrichment activities through paper packets and online opportunities since the initial school closure on March 16th. This plan moving forward is more formalized and in depth and is scheduled to begin on April 13th. This will allow for the district to still meet its requirement of 180 student contact days. Starting on April 13th (taking into account the 13 days forgiven for Covid19, and 3 snow days taken) will still allow us with 183 student contact days using our scheduled school year end date of June 4th.

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

District/ PSA Response:

All students who are enrolled in dual enrollment will continue to work towards their dual enrollment credits in online classes offered through Gogebic Community College. Students who are enrolled in career and technical education classes will continue to meet with their instructors for these courses through virtual means (primarily Moodle, Zoom, and Google Classroom)

Information provided from CTE Director:

Accounting Students will continue learning through Century 21 Accounting textbook and software that is used throughout the year. I am working with the district on whether we will provided paper packets or provide devices for CTE program. GOISD is prepared to have a drop off/pick up day for students that do not have a laptop readily available. Preferred Method of Communication: Email Online/Paper: Hybrid Budget: No additional costs

Agriculture Students will be provided resources to start their own at home garden. Each student will be mailed a paper packet with resources as well as two seed packets each. To submit assignments, students will take pictures and/or videos of their projects and send to the instructor via email. Preferred Method of Communication: Email Online/Paper: Hybrid Budget: \$240.00 for seed packets (53 students)

Business Management Learning will continue through Google Classroom. Instructor is preparing a budget challenge for juniors and seniors. I am working with the district if there is a need to provide devices for CTE program. GOISD is prepared to have a drop off/pick up day for students that do not have a laptop readily available. Preferred Method of Communication: Google Classroom Online/Paper: Online Budget: No additional costs

CADD Students will continue working on their quarter 4 project, which is sketching and designing a house. Paper packets will be sent home to students that include graph paper and resources. Projects will have to be completed at the appropriate scale assigned by the instructor. To submit assignments, students will take pictures and/or videos of their projects and send to the instructor via email. Preferred Method of Communication: Moodle Video, Email Online/Paper: Hybrid Budget: No additional costs

CNA Google Classroom will be used to cover the six remaining chapters. This will include lectures, voice over PowerPoint presentations, and assignments. Students will need a laptop, textbook, and workbook. GOISD is prepared to have a drop off/pick up day for students that do not already have their materials. Student Summer Lab Sessions – Summer lab sessions will be available in July and August (if needed). Students will be able to work with instructor one-on-one or in small groups to complete the remaining three skills needed for clinicals. Clinical Experience – Clinicals can take place as soon as students are granted access to local facilities. GCC is requesting a waiver to lower the amount of hours needed to 16 hours (from 40). Instructor will work with students to facilitate State test for CNA license. Preferred Method of Communication: Google Classroom, Remind 101 Online/Paper: Online Budget: No additional costs

Computer Programming/Robotics Students will have access to virtual robotic software through Robot Virtual Worlds. Students will continue with the programming language but will send codes to a virtual robot instead of the Lego robots. Minecraft servers will also be introduced to allow them to manage a Debian based Linux system and use the Java software development kit to create and manage their own Minecraft servers. This will require students to have access to a windows computer. GOISD is prepared to have a drop off/pick up day for students that do not already have access. Preferred Method of Communication: Moodle Video, Email Online/Paper: Online Budget: \$300 for virtual software licenses

Construction – Temporarily Postponed Due to Medical Emergency Students will be given assignments on reading blueprints, developing material lists based on blueprints, and technical math. Paper packets will be sent home to students that include blueprints, instructions, and resources. To submit assignments, students will take pictures and/or videos of their projects and send to the instructor via email. Preferred Method of Communication: Moodle Video, Email Online/Paper: Hybrid Budget: No additional costs

Health Careers Students can continue online lessons and assignments through Health Center 21. Students will need access to a laptop. GOISD is prepared to have a drop off/pick up day for students that do not have a laptop readily available. Job shadow experiences have already been completed this school year. Preferred Method of Communication: Health Center 21, Email Online/Paper: Online Budget: No additional costs

Welding Students in grades 9 and 10 will be covering welding measurements and angles. Grades 11 and 12 will focus on blueprint reading, welding symbols, and preparing for certifications. Paper packets will be sent home to students that include worksheets, instructions, and resources. We are also exploring the Miller Welding online program which will include virtual welding labs on MIG process, welding positions, and welding joint types. Student Summer Lab Sessions – Summer lab sessions will be available in July and August (if needed). Students will be able to work with instructor one-on-one or in small groups to earn welding certifications. Preferred Method of Communication: Google, Email, Phone Online/Paper: Hybrid Budget: \$300 weld symbol quick guide and resource cards (30 students)

Special Population Students in CTE Special population's coordinator will be providing a list of special population students for each program. That list will include accommodations and modifications per each student's IEP. Special population's coordinator will also work with CTE instructors to make sure we are following all accommodations and modifications to the best of our ability. Paraprofessionals in CTE Construction Paraprofessional – Will finish class project so we are able to put for sale as soon as possible. Additional duties will include maintenance, organizing, and inventory in construction shop (6 hrs/week) CTE Monitor – Working with OAS on possible maintenance and projects that can be completed in CTE building in Ontonagon. Will also be available to drive WIFI bus, if needed. (6 hrs/week). Welding Paraprofessional – Will complete equipment and shop maintenance in each welding lab. Will also organize and update inventory (2-3 days/week).

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

District/ PSA Response:

The Wakefield-Marenisco School District has been providing food to our students since the initial school closure on March 16th. Every Monday families are invited to pick up a grocery bag full of food from the main entrance of the school. The food consists of prepackaged breakfast and lunch foods. The food is being purchased with funds which have been donated by community members through the course of the school year. The food is not bought out of the general fund for the school. The grocery bag distribution will continue through the week of June 1st. The grocery bags are packed and distributed by the kitchen staff. The kitchen staff wears gloves while handling the groceries, and do not allow any parent or student in the building during pick up. The health department has done an inspection on this process in our school, and found us to be in total compliance.

11. Please confirm that the district will continue to pay school employees while redeploying staff to provide meaningful work in the context of the Plan, subject to any applicable requirements of a collective bargaining agreement.

District/ PSA Response:

The Wakefield-Marenisco School District has continued to pay all of its employees through the school closure period. Employees were not required to come into the building during the stay at home order unless absolutely necessary. All employees will be receiving full pay and working

in some capacity through the remainder of the school year (June 4th, 2020). All employees will be working within their usual job duties for the most part.

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

District/ PSA Response:

The Wakefield-Marenisco School district will monitor participation by students in virtual learning through the specific platforms being used (Google Classroom, Class DoJo, Studies Weekly, etc...) These platforms will allow for teachers to quickly see which students are engaged and which are not. Teachers will follow up with emails or phone calls to talk with students who are not engaging appropriately in their virtual learning. Students who continue their learning through the use of paper packets will receive phone calls from their teachers to ensure that each student is engaged in the learning process. The head teachers may also reach out to unengaged students if it is deemed appropriate and necessary to do so. Even though student work will not be graded, teachers will make the importance of completing the work clear to their students.

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

District/ PSA Response:

School Counseling Remote Learning Plan

Tier 1 Support – Core Curriculum Social/Emotional Learning: Lessons/resources will be posted 2-3 x/week to the appropriate Google Classroom website (K – 6 or 7 – 12). College/Career Exploration: Students in grades 6 – 12 can access Xello through their PowerSchool account. More information will be shared through Google Classroom. Additional resources will be shared 2-3x/week (e.g. scholarship information).

Tier 2 Support – Small Group Counseling Small group counseling will not occur through a remote learning platform (e.g. Google Meet) due to concerns regarding students' right to privacy and confidentiality.

Tier 3 Support – Individual Counseling Individual counseling can occur through either video conferencing using Google Meet, over the telephone, or through an analog method involving the creation of a student workbook packet. More information on the workbook packets below.

Students are asked to either call Mr. Switzer's school phone during normal working hours to set up an appointment, or to scheduling something over email.

Referrals Counselor, Mr. Switzer will continue to share resources over Google Classroom and email. He is available by phone or email in the event that parents/guardians/students are in need of additional supports available within the community.

NOTE: Mr. Switzer is able to put together "Mental Health Workbooks" for students that do not have internet access. Please notify Mr. Switzer if you (or your student) will require an offline/analog means of support. These packets will be individualized based on student need.

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

District/ PSA Response:

The Wakefield-Marenisco School District has a strong working relationship with the Gogebic-Ontonagon Intermediate School District. One child care center is currently available at a private school 7 miles away. There currently is not a need in our district for a disaster relief child care center. We realize this crisis is everychanging, and are willing to do whatever is deemed necessary by the State of Michigan and our ISD in regards to operating a child care center.

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?

District/ PSA Response:

The Wakefield-Marenisco School District does not plan to adopt a balanced calendar for either of the school years listed above. We do not feel our community would support this.

Name of District Leader Submitting Application: Jason Gustafson, Superintendent

Date Approved: 4/9/2020

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

4/14/2020

Confirmation approved Plan is posted on District/PSA website: