



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

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

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

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

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

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

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

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

Keep Students at the Center

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

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

Design Learning for Equity and Access

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

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

Assess Student Learning

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

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

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

Date Submitted: **April 13, 2020**

Name of District: **River Rouge School District**

Address of District: **1460 W. Coolidge Hwy, River Rouge, MI 48218**

District Code Number: **82120**

Email Address of the District: **derrick.coleman@riverrougeschools.org**

Name of Intermediate School District: **Wayne RESA**

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: **April 13, 2020**

Name of District: **River Rouge School District**

Address of District: **1460 W. Coolidge Hwy, River Rouge, MI 48218**

District Code Number: **82120**

Email Address of the District Superintendent: **derrick.coleman@riverrougeschools.org**

Name of Intermediate School District: **Wayne RESA**

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-CD.

District/ PSA Response:

Our district will utilize the following alternative modes of instruction in order to best meet the needs of all of our students during the time when in-person instruction is not an option.

- The district plans to use a hybrid model of instruction using hard copy instructional packets and online learning platforms. For those students that have internet access, but don't have a device, devices will be made available by request. Students without internet access will have access to instructional materials through instructional packets. All students will need access to materials such as paper, pencils, and crayons, which will be made available to families that don't have them. All students will have access to grade-level/course textbooks as needed to complete their work.
- Partnering with vendors: Google Classroom - access to classroom work, completely online, teachers can provide direct feedback
- Zoom Classroom - virtual small group and whole group lessons and individual conferring
- Supplemental Technology Programs (i.e. Lexia, Imagine Learning, RAZ Kids, Learning Farms, and Mystery Science) - individualized/personalized online learning

Our teachers will be encouraged to utilize the modes of learning that will work best for their students with considerations given to the age of the students and their overall familiarity with the tools needed to actively engage in the learning.

The following steps have been taken to ensure that all students have access to the forms of electronic instruction indicated.

- Student devices were distributed based on need
- This information was shared via telephone, text, email and social media.
- Families may also call the school's cell number to arrange a pick-up time that works with their schedule.

Internet access is available in designated district parking lots. Those accessing WIFI in these locations are asked to remain in their vehicles and/or maintain social distancing.

- Information regarding opportunities to obtain free or low cost Internet access was shared with families via district email, district letter, social media and robo-calls. We have always promoted Comcast Internet Essentials as a low cost internet provider for our

families as well as district provided lunches on **3/17/2020**. This information was also shared via automated phone messaging on **3/16/2020**, and is posted on all district and school websites.

- Whenever appropriate, teachers are asked to share instructional packets with students who may not otherwise have access. These materials are emailed by the teacher to administration who then print the packets monthly to make them available for pick-up or delivery.

Our teachers will be encouraged to utilize the modes of learning that will work best for their students with considerations given to the age of the students and their overall familiarity with the tools needed to actively engage in the learning.

Special education students will also use a hybrid model of instruction for the remainder of the 2019-2020 school year. These students will be supported by their special education caseload provider and their general education teachers. Every effort will be made to ensure their virtual assignments are modified per their Individualized Educational Plan.

Whenever appropriate, teachers are asked to share instructional packets with students who may not otherwise have access. These materials are emailed by the teacher to administration who then print the packets monthly to make them available for pick-up or delivery.

Although our district is making every effort possible to ensure that all students have access to high quality remote instruction, students will not be penalized if they are unable to complete the course work or participate in remote learning for any reason.

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:

River Rouge School District remains committed to keeping students at the center of all decisions made relative to our core values. The public health crisis has only strengthened our position. Our district is committed to educating the Whole Child. We have embraced the Whole School, Whole Community, Whole Child (WSCC) Model, which is the CDC's framework for addressing health in schools. We are intentionally focused on our students and emphasize the collaboration between schools, communities, public health, and health care sectors for the purpose of better aligning resources in support of the whole child.

Now, more than ever, we are striving to be even more effective in our outreach to continue building relationships and maintain connections with all stakeholders. We are committed to do all we can to help students feel safe and valued. To that end, we commit to the following:

- Plan for Student Learning: Building on individual strengths, interests, and needs and using this knowledge to positively affect learning.
- Develop a Weekly Plan and Schedule: Offering routines and structures for consistency and for the balancing of think time, work time, and play time for health and well-being.
- Contact Families: Partnering to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority. We have considered the [guidance from COSN](#) when creating this plan. We will provide translations as necessary.

Teachers are encouraged, and are expected to make contact with every student at least one time during the week. This will be done through the contacts in the instructional platform or other forms of district approved and secured media such as Remind, Class Dojo, Google Hangout, Zoom, etc. In some cases, phone calls may be a better option to connect with students personally. Zoom or Google Hangout will be utilized for student interaction as appropriate. The focus will be on two-way communication.

Utilizing Communication Devices: To ensure that we continue to build relationships and maintain connections that will help students feel safe and valued, schools will maintain open lines of communication that engage our families and promote collaboration. The goal is to ensure that we support the whole child and ensure the families are safe. The lines of communication that we use are as follows:

- School Notification System - To ensure updates are shared to the whole school via voice message, text message emails.
- Telephone Contacts/ Facetime - To conduct welfare checks, answer questions, share important information
- Emails - To share updates, student work, and answer questions
- Class Dojo/Remind 101- To share updates student work, and answer questions
- Zoom Conferences - Virtual face-time conferencing/conferring
- Facebook - To share updates, pictures, school highlights, and social activities
- In-Person - (Practice of Social Distancing) to conduct welfare checks, lift the spirits of our families, distributing academic work packets, etc.
- Project-Based- students will actively explore weekly real-world problems and challenges
- Academic Work Packets that focus on a review of content in all subject area and enrichments

We are also invested in supporting the social-emotional needs of students as outlined in Question 13.

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

District/ PSA Response:

Our district is prepared to deliver content in multiple ways in order to ensure that all students are able to access the learning in meaningful ways. In order to make this happen, we commit to:

- Leverage the instructional technology team to provide professional development so that teachers are ready and able to deliver content in multiple ways.
- Teach Content: Setting goals using knowledge of each student, content area standards, and the Michigan Merit Curriculum.
- Deliver Flexible Instruction: Considering 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.
- Endeavor to Engage Families: Communicating with families about engagement strategies to support students as they access the learning.
 - Knowing that families are critical partners, we will continue to provide translations as necessary.

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

District/ PSA Response:

Although children will not be penalized if they are unable to fully participate in the online learning opportunities, we still believe that monitoring student learning through a variety of assessments is essential. The assessments administered and the data collected will be used to determine next steps including:

- Planning necessary supplemental lessons and/or follow-up instruction.
- Determining the potential need for summer learning opportunities.

Despite the challenges of remote learning, teachers will still monitor student learning and check for understanding throughout the learning process. Additionally, teachers will ensure that comprehensive, actionable feedback is provided to students in a timely manner. In order to meet these expectations, teachers will engage in the following:

- Purposeful planning with department and/or grade level colleagues using a common planning schedule.
 - Implementation of effective feedback practices and ongoing formative assessments will guide reflection on effectiveness of instruction and determine next steps for student learning.
 - Grade level and content area teams will be encouraged to participate in weekly planning and debrief sessions where successes and opportunities for growth are discussed and feedback from the teacher will include differentiated work as needed along with examples to support student learning.
1. For students with technology, teachers will monitor student access and assignment completion on a daily basis within the instructional platform. Teachers will provide feedback to students on assignments through the instructional platform as they are completed (or on a daily basis). Teachers will differentiate instruction within the platform to meet each student's needs.
 2. Teachers will monitor student access and assignment completion on a regular basis within the instructional platform. Teachers will provide feedback to students on assignments through the instructional platform as they are completed (or on a daily basis). Teachers will differentiate instruction within the platform to meet each student's needs. Feedback may also be provided in the form of phone conversations as needed.

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:

In order to ensure that our students have access to adequate technology, during these extraordinary circumstances, our district will utilize Grant funds and General fund Dollars

- To purchase devices for student use to support student learning
- To purchase student devices such as iPads or Chromebooks

We have utilized Title IIA Funds in the following ways:

- To fund training and professional learning for our teachers to better prepare them to virtually deliver instruction and connect with students.
- To fund virtually delivered professional development opportunities to support goals identified within the district improvement plans.

We have utilized Title IV Funds in the following ways:

- To support technology, which includes devices, access, and materials for students and teachers.

In order to comply with reporting mandates, we will email our Regional Unit Manager with the Michigan Department of Education to inform him/her of the changes. We will note all changes and approvals for future audit purposes. Additionally, if further budget amendments are necessary, we will make changes to our local budget to reflect the actual expenditures.

Budget would include:

- Purchase of learning supplies such as paper, pencils, crayons, etc.
- Printing costs (paper and machine copy cost)
- Mailing costs (envelopes, postage)
- Fuel cost- mileage
- Cost of online instructional platform and any related software/websites if applicable
- Hot spots/connectivity
- Devices
- Maintenance of devices
- Increased WI-FI capacity

Budget for the Continuity of Learning would include:

| | |
|--|-----------|
| ● Learning supplies (paper, pencils, crayon, folders & notebooks) | \$50,000 |
| ● Printing costs (paper and machine copy cost) | \$50,000 |
| ● Mailing costs (postage, envelopes) | \$20,000 |
| ● Student Technology | \$100,000 |
| ● Hot Spots / Connectivity | \$12,500 |
| ● Maintenance of devices | \$10,000 |
| ● Sanitizing materials (disinfectant wipes, hand sanitizer, cleaning products) | \$25,000 |
| ● Protective wear (gloves, masks) | \$12,000 |
| ● Legal fees | \$5,000 |
| ● Communications | \$7,000 |

Sources:

- General funds
- Title IIA
- 31a
- 21h

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:

Our district values the opinions and ideas of all stakeholders. For this reason, we included each of the following groups as we worked to develop a comprehensive plan for providing continuity of learning.

Stakeholder group feedback included:

- Local School Board Members
- District Administrators and Staff
- Building Administrators (Elementary, Middle, and High School)
- Teachers (Elementary, Middle, High School, Core and Elective, English Learner, Special Education, etc.)
- Social Workers/Counselors
- Union Leadership
- Technology Department Staffers
- Parents
- Students

All stakeholders were involved in the development of the plan. Building administrators met with their building teachers for initial input. Administrators then met with grade level/content area teams to address the needs of each grade or content area. Building administrators brought this information back to district level administrators to collaborate. Before finalizing the plan, feedback was sought from board members.

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

District/ PSA Response:

To ensure all stakeholders are aware of the Plan, and that the Plan is executed well, we will develop a clear, consistent, concise, and accessible communication plan. Elements of our communication plan includes a variety of methods the district will use to notify pupils and parents or guardians of the Continuity of Learning Plan and keep them connected/engaged throughout the execution of the Plan.

Methods include, but are not limited to, the following:

- Direct Person-to-Person Telephone Calls
- Robo-Calls
- Regular US Mail – Letter mailed to families
- Email
- Virtual Home Visits
- Remind 101
- Class Dojo
- MISTAR-Q Parent Portal
- Text/Groupme Messages
- Flyers/Newsletters
- Social Media posting(s)
- Website posting

The plan will be communicated through a letter to each family. The plan will also be dispersed through email to those that have access. The plan will also be posted to the district website and other social media platforms as well. To ensure that everyone is aware that the plan has been developed and released, a phone call message will be sent to all parents.

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:

It is our goal to continue for our students' remote learning options. To that end, our district has committed to systematically and with fidelity rolling out this comprehensive implementation on **April 14, 2020**.

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:

State-Approved CTE Early/Middle College Dual Enrolled

Although some courses are held at our high schools, the majority of CTE dual enrolled or CTE Early/Middle College courses are held at community colleges. Our team is working to coordinate instruction between the school and the college. The colleges are responsible for providing:

- How will the postsecondary institution deliver instruction?
- How will grades and attendance be reported? Will report templates be compatible with the district needs to report into the Career Education Information System (CTEIS)?

State-Approved CTE

The academic/instructional portions of CTE courses will be moved to distance learning. The skills-based and work-based learning activities that require in-person practice or demonstration are on hold; work-based learning guidance can be found at [CTE Requirements During COVID -19 Closure](#). Teachers will utilize the [resources published by OCTE for online instruction](#). We are also providing teachers who may have questions about their specific program needs with the [2019-20 Career Cluster and CIP Codes by CTE Curriculum Consultants document](#) provided by OCTE.

Our CTE staff, along with other designated staff, will communicate with each student and family in order to ensure they fully understand the plan for moving forward. Specifically, the following information will be shared with families and students:

- OCTE's Dr. Pyles has indicated that the department will be applying for a waiver to excuse students from fulfilling the credential requirement for this year.
- Our district will share the specific plan for how we will address credential attainment if the waiver is not approved.
- Further, our district has decided to consider limited CTE facility hours in July/August (assuming that the guidance around social distancing has been relaxed). Summer hours would allow students to complete the required practicum and/or experiential hours.

Those working with CTE will utilize one of the contacts listed below, should they need additional support:

- Jason Evers - eversJ@resa.net
- Tirria Kendred - kendreT@resa.net

Other examples of responses could be similar to what has been provided in the MAISA GELN guidance document:

For our students in dual enrollment courses, we will be working with the provider to determine next steps. We will ensure that the students have the appropriate materials and support to complete those courses. The students will be given the option to convert their grade to credit or no-credit.

For students in CTE programs, we will work with the ISD CTE Director as well as state level CTE directives to ensure our students have the ability to complete these courses. When needed, the district will ensure the student has the necessary resources.

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

District/ PSA Response:

Within our district, 92% of students qualify for free or reduced lunch. During the public health crisis, all students have been eligible for food distribution. To date, we have served 3400 meals in-district; however, this number is not inclusive of the total number of meals distributed to our students through sites closer to their home.

Our current distribution plan includes 1 centralized site, River Rouge High School, Monday-Friday from 10:00 am to 1:00 pm. Students are provided with 1 breakfast and lunch Monday-Thursday and on Friday, students receive 2 additional breakfasts and lunches to cover the weekend.

Steps have been taken to ensure social distancing and protect district staff and families.

We will continue our food distribution at River Rouge High School, Monday-Friday from 10:00 am to 1:00 pm.

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:

We confirm that we 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 unit.

Paraprofessionals and other nonprofessional staff will support the implementation of the COVID-19 Plan by doing the following but not limited to (conducting phone calls or following-up with students, copy instructional packets and resources, and prepare materials for delivery and pick-up, etc.)

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

District/ PSA Response:

Our district will assign grades on student submission of assignments. Grades will be recorded in teacher's gradebooks. Final grades will be tallied for the end of 2nd semester.

In order to evaluate the participation of the students, teachers will engage in the following activities as appropriate:

- 1) Teachers will keep track of which students are completing the instructional packets. They will also keep a log of all communication with students and parents. Inconsistent completion and/or communication with a parent or student will be raised to the academic support team to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections if needed (DHHS, Behavioral Health, etc.).
- 2) If a student does not have access to technology, teachers will keep track of which students are completing the instructional packets. They will also need to keep a log of all communication with students and parents.
- 3) If a student has access to technology, teachers will use the instructional platform to monitor student wellness, engagement, and completion of assignments. Logs will be maintained with students and families. Inconsistent completion and/or communication with a parent or student will be raised to the academic support team to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections (DHHS, Behavioral Health, etc.).

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:

River Rouge School District is committed to providing ongoing mental health supports to pupils affected by our state of emergency or state of disaster prompted by COVID-19. We will provide several modes of support to all students. Staff and Parents will be provided a variety of resources that can be used with students to help explain our current reality, while easing fear and anxiety where possible.

Other means of supporting students will include, but will not be limited to, the following:

Social and Emotional/Wellness Hotline – staffed social workers, and counselors.

Regular check-ins with students (telephone calls/virtual conferences by teachers, social workers, counselors, administrators,)

Host groups with students (virtual circles to allow opportunities for students to have voice with a trained professional and/or facilitator weekly).

- [COVID-19 Resources for School Staff and Parents](#)

While teachers are making weekly phone calls, they will monitor and assess the needs of students and families. If a need is presented, the teacher will elevate that need to the principal or behavior specialist to ensure the necessary follow-up. The principal will hold weekly meetings with teachers to identify any additional students or families in need. Tele-health may be used to provide services when available for students that have technology.

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 follows it.

District/ PSA Response:

If needed, River Rouge School District will be in compliance and open a classroom (preferably one that has been licensed by LARA, and/or one where before and/or after school care is normally held) in one of your school buildings to support the child care for Essential Workers.

River Rouge School District stands ready to mobilize disaster relief child care centers by opening classrooms, when called upon for support, if necessary. We are aware of the coordinated efforts of Wayne RESA and are in contact regularly regarding the needs.

Wayne Regional Educational Service Agency (Wayne RESA) is working in cooperation with our local school districts, PSAs, and Community Based Organizations to coordinate emergency childcare for children birth-12 years old for the Essential Workforce that is working daily to support our community throughout the public health crisis. The Early Childhood Support Network (ECSN), United Way, 2-1-1, and the Great Start Collaborative are all working in concert with us to ensure childcare sites are open, safe, and following all DHHS licensing regulations as they provide care to the children of the Essential Workforce.

These efforts are being coordinated per Governor Whitmer's Executive Order on Expanded Child Care Access during the COVID-19 Emergency.

Essential Workers contact Wayne RESA using one of the options listed below:

Email a Wayne RESA Emergency Childcare Coordinator

- Lena Montgomery montgol@resa.net
- Kaitlyn Carpen carpenk@resa.net

Members of the Essential Workforce may go to the Essential Worker Child Care Intake Form (<https://www.helpmegrow-mi.org/essential>) and enter their information, which routes to a Wayne RESA Emergency Childcare Coordinator. A robust list is compiled and updated daily to document centers that are open, closed, and those that may be willing to reopen. Ages of children, hours, and type of care the center provides is shared with Essential Workers when they reach out for childcare support. ECSN workers directly connect Essential Workers to open sites. Currently over 100 families have been linked to care.

An Essential Worker is defined as:

Health care workers, home health workers, direct care workers, emergency medical service providers, first responders, law enforcement personnel, sanitation workers, child care workers (including any employees acting as child care workers in essential workforce child care centers), personnel providing correctional services, postal workers, public health employees, key government employees, court personnel, and others providing critical infrastructure to Michiganders. Critical infrastructure includes utilities, manufacturing, mass transit, and groceries or other essential supplies, goods, or equipment. We stand committed to support the health and wellbeing of young children, their families and all who care for, educate, and work on their behalf.

Optional question:

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

District/ PSA Response:

The district does not plan to adopt a balanced calendar for the remainder of the 2019-2020 school year. However, we will work with union leadership and the Board of Education to determine the balanced calendar options for the 2020-2021 school year.

Name of District Leader Submitting Application: Dr. Derrick R. Coleman

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State

Treasurer:

Confirmation approved Plan is posted on District/PSA website: