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

Application

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.
Date Submitted: April 8, 2020

Name of District: Concord Community Schools

Address of District: 405 S. Main St., Concord, MI 49237

District Code Number: 38080

Email Address of the District: dan.funston@concordschools.net

Name of Intermediate School District: Jackson County ISD

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 8, 2020

Name of District: Concord Community Schools

Address of District: 405 S. Main St., Concord, MI 49237

District Code Number: 38080

Email Address of the District Superintendent: dan.funston@concondschools.net

Name of Intermediate School District: Jackson County ISD

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: Concord plans to use a hybrid model of instruction using hard copy packets and online learning platforms. Students without internet access will have access to instructional materials through a weekly instructional packet that will be made available to students through our continuing lunch program. If needed, we will mail packets to families with no transportation. All students will have access to grade-level course textbooks as needed to complete their work. All 6th-12th grade students have school issued chromebooks at home with them. All PreK-5 students who do not have a device, will be given instructional packets as described above. A pupil will not be penalized for their inability to fully participate.

Concord Community Schools acknowledges that all of the students and families we serve are diverse, as are our students with disabilities. Because of this, learning opportunities will differ based on individual student needs. To the greatest extent possible, our District will strive in good faith, and to the extent practicable, to provide equal access to alternative modes of instruction to students with disabilities for the remainder of the 2019-2020 school year. Learning will be designed in collaboration between general and special education teachers, and special education service providers, in order to provide accessible options and materials that have been accommodated to meet individual student learning needs. Staff will be supporting students through multiple modalities, and multiple forms of resources will be utilized to ensure connections are maintained and that students are engaged in academic learning at their individualized level, as well as meeting their social and emotional needs during this time of crisis. This plan will be fluid in order to meet the unique needs of students and may be redesigned as we continue to support student learning in these unprecedented times.

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: We have been working hard to maintain contact with our students via Google Classroom, Email, and Phone. Our staff (teachers and instructional aides) will be expected to have contact with every student at least one time a week. This may be done through the use of technology (for those that have access) such as Google Meet or other forms of virtual meeting or through weekly phone calls. For students without technology access, teachers will include weekly notes to students in their instructional packets that focus on building relationships and maintaining connections. We will encourage students to communicate with classmates via email, Google Classroom, Google Meet, and or hand written letters. Our staff will track student contact and make notes on a Student Contact Sheet.

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

District/ PSA Response:
For students with technology, content will be delivered through Google Classroom, Email, and Other Social Media Sites. Teachers will be accessible to students via these platforms multiple times per week and will provide asynchronous instruction multiple times per week. Some teachers may choose to provide synchronous instruction as well.

For students without technology, students will be provided with a hard copy instructional packet each week. Instructional packets will be mailed to those without internet access on Fridays. Our plan will kick off on April 15th. We will start mailing packets by April 24th. This meets the state timeline and also allows us some time to determine for sure who needs packets mailed. This will be supplemented with phone conferencing to support instruction. Group phone conferencing may take place via Google Meet’s conference phone line feature.

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

District/ PSA Response:

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 throughout the learning process and as they are completed. Teachers will differentiate instruction within the platform to meet each student’s needs.

For students without technology, we will encourage families to submit photos of the student’s work via email. If families are unable to do this, we will provide means for students to submit their work to teachers. We will make weekly contact with the students/parents to discuss the work and provide feedback as appropriate. Students and families will be encouraged to return the work to their teacher in a digital format if at all possible via photos of the work or other means.

NOTE: We could do much more if the digital equity needs of our students could be met.

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:

We are already paying our employees as if we were in school from our General fund, Title 1, and 31a. The only additional costs not anticipated in our plan would be postage for mailing instructional packets and the purchase of books for our elementary school students. We will use general fund dollars to pay for any additional costs.

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 drafted by the superintendent from ideas discussed among our administrative team, teaching staff and school board. Finalizing this document took place collaboratively between our administrative team and our teacher association in a Google
Meet. The plan was then presented to the school board and entire staff for feedback prior to being submitted.

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

District/PSA Response: We will use multiple methods to communicate this plan to our community. A kickoff video with details of the plan will be created and placed on YouTube. This kickoff video will be texted, emailed, and posted on our website. In addition, a letter will be mailed to all of our families.

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: Our kickoff date is April 15th. On April 15th, our kick-off video will be sent out. The introductory letter will be mailed out on Friday of this week. Online learning will start on April 15th. Packets will be available on the first Friday (April 17th) of our plan. Families who have not yet picked up a packet or participated online will begin receiving packets via mail on April 24th.


District/PSA Response: For our students in dual enrollment courses, we will continue to work with the provider to determine next steps for our students. Currently, our dual enrollment students are all completing their coursework online through the affiliated university or college. We will ensure that the students have the appropriate materials and support to complete those courses.

Our Career and Technical Education students attend the Jackson Area Career Center, which is part of the Jackson County Intermediate School District (JCISD) programming. The JCISD's COL Plan will include information as to how learning will continue for these students. The JCISD Plan will ensure students that want to complete their certifications or credentialing will be provided the opportunity to do so either from a distance, or through in person instruction during the summer.

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

District/PSA Response: The district will continue to provide food distribution to our students through a drop and drive program already in operation on site. The district provides meals for each weekday.
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 district is and will continue to pay school employees and we will work with our associations to provide meaningful work for our employees that helps us implement this plan.

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

District/ PSA Response: If a student does not have access to technology, teachers will keep track of which students are completing the weekly instructional packets through their weekly communications with students and parents. If a student has access to technology, teachers will use the instructional platform to monitor student wellness, engagement, and completion of assignments. Teachers will keep a log of communication with students and families. Inconsistent completion and/or communication with a parent or student will be raised to the principal or counselor to develop a plan to connect with the student and family. Additional support agencies may be sought to make connections. We are committed to providing students with feedback during this time. Students will earn either a pass or incomplete for the 4th nine week grading period. A pass or incomplete determination will be made based on the student’s performance during this continuity of learning plan. Students who earn a pass will earn a semester grade equivalent to the grade the student possessed on March 13th. If 9th-12th grade students choose to have 4th quarter work scored they can work to improve the grade they had at the end of the 3rd nine weeks. Students should communicate with their teacher on this matter. Students enrolled in an A.P. class will be given a chance to take the advanced placement test using the college board’s online option.

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: While our teaching staff is making weekly contact with our students, they will monitor and assess the needs of students and families. If a need is presented, the teacher will elevate that need to a principal, counselor, or social worker to make the necessary follow-up. The principal will hold weekly meetings with the staff to identify any additional students or families in need. In addition, our counselors and social workers have and will continue to reach out to families to offer support.

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: We are not involved in this process because the district does not provide child care. Our vendor, ABC Academy, will have access to our facilities if needed; however, they are currently operating out of Jackson College.
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: No

Name of District Leader Submitting Application: Dan Funston, Superintendent

Date Approved: April 10, 2020

Name of ISD Superintendent/Authorizer Designee: Kevin Oxley

Date Submitted to Superintendent and State Treasurer: April 10, 2020

Confirmation approved Plan is posted on District/PSA website: Confirmed
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.

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- 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: 5/5/2020

Name of District: ABC Academy

Address of District: 3210 Lansing Ave. Jackson, MI 49202

District Code Number: 38000

Email Address of the District: andrea@abccademyjackson.com

Name of Intermediate School District: Jackson County 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.

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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.

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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: 5/5/2020

Name of District: ABC Academy

Address of District: 3210 Lansing Ave. Jackson, MI 49202

District Code Number: 38000

Email Address of the District Superintendent:

Name of Intermediate School District: Jackson County 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:

Based on the results of the Distance Learning Survey ABC Academy will connect with families via electronic communication along with telephone and mail for those who do not have access to internet. Families will need an electronic device, and internet connection, and basic materials found in their house to complete activities.
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:
The GSRP teachers will continue to plan activities to share with the children in the same manner they were shared in the classroom. They will base their instruction on the developmental needs and interests of individual children. Through Zoom Meetings, Tadpoles, Facebook, Classroom Padlets, Class DoJo, COR 360 Storyboard, classroom parent involvement calendars, email, telephone conversations, porch pick-ups, and mailing instructional packets, they will continue to build relationships and maintain connections with both the children and families. The GSRP teachers will present portions of their Daily Routine to provide the children with the structure and familiarity they were accustomed to in the classroom. The GSRP teachers will deliver instructional packets to the children to support the home to school connection. When the teachers see a need that a child or family has, they will connect with their Early Childhood Specialist to provide support for the family.

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

District/PSA Response:
The GSRP teachers are holding Zoom Meetings with their students regularly. During the Zoom Meetings, the teacher provides activities and instruction based on the developmental needs of the children in their classroom. The teachers have continued to gather COR notes and plan activities for areas in which the children need support. Each teacher is responsible for staying connected to their class through Zoom Meetings while completing curriculum based activities and providing the family with follow up activities to complete with their child after the Zoom Meeting. Tadpoles, an electronic parent communication system, is being used to send educational activities to the families to take part in at home. On the ABC Academy Facebook page, we are posting Read Alouds, curriculum based activities, and community resources for the families. Each classroom has created a Classroom Padlet which is being used to share activities, resources and recordings of their Zoom Meetings with the families. Some classrooms have also elected to utilize Class DoJo as a way to communicate with their families. COR 360 Storyboard can also be accessed by a family if they miss a Zoom Meeting. The family can access the storyboard to complete the activity with their child. Each classroom has developed a monthly parent involvement calendar to provide consistency for the child and their family. The calendar includes the time and content of the classroom Zoom Meetings along with the curriculum goals that the activity meets. The calendar provides time in the teacher’s schedule each Friday from 1:00-3:00 pm to offer office hours for ongoing communication and collaboration with the families. Teachers are also maintaining communication with their families through email and telephone conversations. Porch pick-ups have been scheduled to allow families to pick-up instructional material from the center at a scheduled time. Teachers will also mail packets to families that include activities to meet the child’s individual interests and needs.

Through the multitude of above mentioned methods of communicating with the families, we are able to connect with the children and families in a way that best meets their needs.
4. Please describe the district’s plans to manage and monitor learning by pupils.

District/ PSA Response:
Zoom meetings will be used to collect COR data on the children in each classroom. The teachers will look at the child’s current level of development as they plan their instructional activities. Teachers will document COR notes during the activity. They will enter the COR notes to complete the final COR period for the school year to be utilized during their final Zoom conference. The COR 360 Storyboard will also be utilized in collecting completed assignments from children.

For families who do not participate in the Zoom Meetings, the teachers will do weekly follow up calls. During these calls, they will ask questions pertaining to the children in order to collect COR data. Parents may choose to submit photos taken with their phone to the COR 360 Storyboard showcasing their child’s completed work. Teachers will suggest that parents return completed instructional packets when new packets are delivered.

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:
Mailing labels - 1000 labels = $32.76

Vista Print Postcards-250 postcards = $30.00
250 stamps = $87.50

Instructional Packets-200 envelopes = $49.20
Activity to add to Packet = $534.00

Delivery of Instructional Packets, (mileage) = $600.00
Delivery of Kindergarten Readiness Kits, (mileage) = $600.00
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:
Zoom meetings have been used to collaborate between the Jackson County Intermediate School District, administrators and teachers in developing these plans. Discussions have continued after the Zoom meetings on our staff communication platform, Basecamp. The teachers and administrators are taking part in Zoom check-ins throughout the duration of this plan to allow follow up and guidance for the teachers as they support the children and families in their classroom.

The Jackson County Intermediate School District sent a survey to the administrators and teachers to provide them with the knowledge they need to best utilize the technology necessary to implement the Continuity of Learning Plan.

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

District/ PSA Response:
ABC Academy will send this plan to the GSRP families through Tadpoles, a parent communication system. The plan will also be posted on the GSRP tab of the ABC Academy website.

Teachers will reach out to families they have not had contact with via telephone to ensure they are aware of the Continuity of Learning Plan. They will also ensure their needs are being met and to find out how we can best support them in their child’s learning.
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:
This plan will be put into place no later than May 7.


District/ PSA Response:
N/A
10. Please describe how the district will continue to provide or arrange for continuation of food distribution to eligible pupils.

District/ PSA Response:
ABC Academy has provided families with the information from the local school districts on their breakfast, lunch and dinner programs. ABC Academy continues to be an access point for food distribution.

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:
As a GSRP program, we work with the Jackson County Intermediate School District and will continue to pay our staff through funds from the current GSRP grant cycle. Our staff will be responsible for the following:

Classroom Coaches - Facilitate check-in Zoom meetings with teaching teams, provide guidance and instruction on the implementation of the Continuity of Learning Plan, collect necessary documentation for the program, collect and analyze survey data and COR data, provide social and emotional support for the team.

Lead Teachers, Associate Teachers and Teacher Aides work collaboratively as a team to complete the following tasks: plan and implement activities based on each child’s individual COR, data collection during Zoom Meetings, research activities that allow families to use materials they have at home with their child, record Read Alouds, plan and prepare packets and porch pick-ups.

Lead Teachers - Schedule and lead Zoom Meetings, create calendars that cover all areas of the curriculum and include at least four activities per week, schedule time to share the virtual music class provided by Jaime from Harmony Garden Music Therapy Services, guide the families with instructional activities to complete with their child following the Zoom Meeting, Record lesson plans to share on Facebook, design Padlets, Class DoJo and COR 360 Storyboards, make phone calls to families, research and provide social and emotional support for families, provide community resources, write class newsletters.

Assistant Teachers - Assist Teachers in leading their Small Group during Zoom Meetings, assist with guiding the families with instructional activities to complete with their child following the Zoom Meeting, Record lesson plans on Facebook, assist with the Padlet, Class DoJo and COR 360 Storyboards, assist in making phone calls to families, assist in researching and providing social and emotional support for families, assist in providing community resources.

Teacher Aides - Assist in the classroom of essential workers who were in the GSRP program, enrolled in online Professional Development Training, some are working on the completion of their CDA.

New Staff Hired at the onset of COVID-19 - Involved in ABC Academy’s onboarding process including online Professional Development Training, receiving instruction on ABC Academy’s policies and procedures, completing orientation, receiving instruction on the MDE implementation manual, collaborating with peers during Zoom Meetings.
12. Provide describe how the district will evaluate the participation of pupils in the Plan.

District/ PSA Response:
Teachers will be responsible for documenting weekly on the Family Contact Form all types of contact made with each family. In addition, teachers will share a second survey with the families evaluating family participation and support. For those families who do not participate, the teacher will contact the family via telephone to provide support and connect with the child and family. For those families not participating electronically, additional instructional materials will be sent in the mail and posted on the classroom Padlet. Parents will also be directed to locate learning activities on ABC Academy's Facebook page and website.

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:
ABC Academy provided the families with a Distance Learning Survey that included questions pertaining to the support needed for the parents. We were able to learn the needs of the families we serve and provide them with support based on their needs. In April, we held a Mental Health Support Zoom Meeting led by Melissa Tineervia, a Behavioral Health Program Director from Family Services and Children's Aid.

We have provided information about mental health pertaining to the children and families via Facebook and from the GSRP ISD Resource Padlet. We will continue to provide community resources to families. We will provide the families with 211 as a contact for resources.

If needed, the Early Childhood Specialist, Jean Allison, would be contacted to work with our team to direct them as to how to connect support to the family through community 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.

District/ PSA Response:
ABC Academy participates in regular communication with the Jackson County Intermediate School District. The intermediate school district will communicate directly with us if we need to open disaster relief child care.

As a child care and preschool we have remained open through the COVID-19 pandemic serving families who are considered essential workers. We have enrolled children of these workers during this time to ensure they are able to complete their essential jobs.

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:
N/A
Name of District Leader Submitting Application: Andrea McCabe & Mariann Gladstone

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website:
GSRP Continuity of Learning and COVID-19 Response Plan
ISD Review and Approval of Subrecipient Plans

Instructions: ISD GSRP Early Childhood Contact (ECC) or designee must complete one review and approval form for each subrecipient Continuity of Learning and COVID-19 Response Plan submitted. Maintain a copy of the plan with the completed approval form on file for each subrecipient. The plan covering GSRP may either be submitted as a part of a local district plan or be submitted directly to the ISD.

Review and approval of each subrecipient plan must assure, to the fullest extent possible:

• learning at a distance plan fosters active, participatory learning that is dependent on engagement among the teaching team, adult(s) in the home, and the child;
• learning experiences offered are personalized for the strengths, interests and needs of each child, in consideration of their family, community, and culture;
• all members of the teaching team participate in the plan and are engaged in supporting learning and communicating with families;
• every effort is made to reach every child and family for the duration of the plan, respecting and allowing for family choice regarding the level of participation. If a family should turn down the option to participate in the plan, the date of the parent optout should be documented;
• programs document learning from a distance including outreach efforts and family contacts (such as frequency, type, duration, and family response);
• each plan includes a year-end, “conference” with each family;
• if teaching team members have been assigned to work in disaster relief child care centers, consideration is given to allow for provision of learning at a distance; and
• GSRP funds are available to be used for staffing, purchasing needed supplies, equipment, and resources, to allow a staff member or a family to connect remotely, to provide families with home learning kits, books, supplies, or other resources needed to support their children’s learning.

Subrecipient Name: ________________________________

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<tr>
<th>Question</th>
<th>YES: ☐</th>
<th>NO: ☐</th>
<th>Comments:</th>
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<tbody>
<tr>
<td>Has the ISD reviewed the plan in its entirety and confirms plan assurances, including those specified above for GSRP for home learning, are met?</td>
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<td>Does the plan satisfactorily address how outreach/connections with children and families will be accomplished?</td>
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<td>Does the plan ensure that families and staff have/will have the needed supplies and resources to participate in/implement the plan?</td>
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<td>Has the ISD reviewed the plan for feasibility (e.g., approaches to required outreach and family connections are both sufficient and reasonable in scope – number, frequency, format, duration)?</td>
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<td>Does the ISD approve the plan?</td>
<td>YES: ☐</td>
<td>NO: ☐</td>
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<td>Date Approved:</td>
<td>Click or tap to enter a date.</td>
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<td>Name of ISD ECC/ECC designee:</td>
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