



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: May 5, 2020

Name of District: Phoenix Child Care and Academy

Address of District: 2511 Kibby Road Jackson, MI 49203

District Code Number: N/A

Email Address of the District: phoenixchildcareandacademy@gmail.com

Name of Intermediate School District: Jackson 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: May 5, 2020

Name of District: Phoenix Child Care and Academy

Address of District: 2511 Kibby Road Jackson, MI 49203

District Code Number: N/A

Email Address of the District Superintendent: phoenixchildcareandacademy@gmail.com

Name of Intermediate School District: Jackson 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:

Phoenix Early Learning Center will continue to provide developmentally appropriate content and activities for families to utilize at home with their preschool students. A combination of weekly Zoom meetings, weekly emails with resource links, weekly lesson plans, a Padlet resource and two video book recordings will be available. For those without internet access, a bi-weekly mailing will be sent with easy at home ideas! Staff will also make at least one personal connection with families each week and document.

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:

Phoenix Early Learning Center will continue to build relationships and maintain connections by reaching out to the families personally each week. Staff will also send a variety of age appropriate activities for families to engage in at home. Classroom Zoom meetings will be offered once a week per class for students to participate in. Video book recordings will be emailed each week and uploaded to our Padlet in order for our students to listen to their teachers read at any point during the week. Our monthly family calendar that is sent to families is full of daily curriculum based activities that are simple, quick and fun activities for families. Teachers and Administrators can be contacted Monday-Thursday from 8:00 a.m.-4:00 p.m. in order for families to reach out to staff for support by email or by phone. This learning plan will take place until June 5th in order to continue to support our GSRP students and their families.

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

District/ PSA Response:

Teachers called each family to survey availability of internet access. If families do not have access, teachers are required to come up with paper forms of resources. These resources are sent bi-weekly to each student that requires this form of distance learning. Each teacher will email the forms to the administration and the administration verifies the age appropriate information. The administration then mails the packet on Fridays, bi-weekly beginning on April 17th. Teachers follow up with the families by Wednesday the next week to ensure they received the packet and to see if they need any additional support.

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

District/ PSA Response:

Data will continue to be collected if and when it is appropriate. Data may not be 100% complete and may not increase in level during this period, but the staff will continue to collect it.

A monthly family calendar is sent out with age appropriate activities and ideas for home. Some of the days encourage families to text a picture to remind to show the teachers. Teachers can use these photos for data.

Lead teachers also upload activities to the Padlet every Thursday. Padlet activities are developmentally appropriate and will be original links or forms for easy access for families. These activities are titled with the learning objective that they meet. Activities added to the padlet are activities that strictly align with our High Scope curriculum.

Staff will also monitor learning during Zoom classroom meetings and take data where it is appropriate.

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:

Postage, envelopes and paper to send packets to those who need paper forms. This will be paid out of 110, 240 or 280.

Mileage for staff to deliver transition kits and classroom materials. This will be paid out of 110 or 240.

End of the year summer kits containing a summer fun book, pencil, white board, eraser, alphabet cards, and playdough will be purchased and put together for the families to help continue their learning through the summer! Additional supplies may be purchased as needs arise while completing this distance learning plan. This will be paid for out of 311.

Appropriate level books for each student in order to encourage reading. This will be paid for out of 311.

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:

Administration talked to the GSRP teaching staff to develop our plan based on the needs of our families. We also communicated the plan to East Jackson Public Schools in order to make them aware of how we are meeting the needs of their incoming kindergarten students. Our team has been supported by the Jackson County Intermediate School District Early Childhood Specialist team by participating in weekly teacher talks and supplying us with additional information.

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

District/ PSA Response:

The plan will be emailed out to families and will be posted to our website. Teachers will also make phone calls to inform families of the distance learning plan and answer any questions.

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:

May 7, 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:

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:

We are located in Jackson Public School District and East Jackson Public Schools.

Jackson Public School District is offering free meals for any child 18 and under on Monday-Friday at 10 different locations. At each site, each child can receive a breakfast, lunch and dinner. On Fridays, they are able to receive 3 breakfasts, 3 lunches and 3 dinners per child.

East Jackson Public Schools is offering a mobile food program for any child 18 and under on Monday-Friday at 5 different locations. At each location, each child can receive breakfast and lunch.

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:

Stephanie Denney, GSRP, Administration: Supporting teachers, maintaining learning plan, providing resources to families, mailing bi-weekly resources, updating Facebook/website.

Lead Teachers: Ashley Baldwin, Nataha Poling, Kay Stevens, Kristen Jonas
Making weekly personal connections, creating weekly lesson plans, recording at least one book video, sending out weekly emails, preparing resources, updating Padlet, connecting parents to resources and being available to answer questions when needed. Available 8-4 Monday-Thursday and 8-12 on Fridays to be able to complete requirements and be available for families.

Associate Teachers: Shania Mitchell, Celeste Pepiot, Taylor Wood, Melinda Spangler
Making weekly personal connections, helping with lesson plans, recording one book video, preparing resources and being available to answer questions when needed. Available 8-4 Monday-Thursday and 8-12 on Fridays to be able to complete requirements and be available for families.

Office/Additional Help:

Jalina Whitman- helping with GSRP documentation, training certificates, keeping up staff files, any additional mailings needed.

Maddison Kelly- helping to clean and organize GSRP rooms, gathering up student's personal items and making copies when needed.

Bus Transportation: Gary Summers, Barb Summers, Joy Eccelston, Deborah Hein
Available to deliver student's personal items and supplemental material when needed.

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

District/ PSA Response:

Staff will communicate with families to survey if the plan is being used by a majority of the families. Book videos are uploaded onto YouTube and the views can be tabulated. Staff will also take note of how many families are participating in Zoom each week and if they need to make changes. The Padlet can be monitored for the number of views each week as well. Staff will use the communication log to document conversations and how the plan is working for each family.

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:

Each family will be emailed or mailed the Jackson County Resource list. Families are also sent the Padlet link with Covid resources, the Whole Child Newsletter with resource information, the 211 call center and by connecting weekly with families to ask how each child is handling the situation. If teachers still need additional help finding resources, they will reach out to administration and the Early Childhood team to find additional support. A survey will also be given to the families over the phone to ask about additional needs and to find specific resources to support them.

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 administration participates in monthly admin meetings with the ISD Early Childhood Teams in order to get information and help support the ISD. The teachers also participate weekly in teacher talk meetings. Our main location is open and meeting the current demand for child care of Jackson's essential care workers.

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: Lisa and Karl Hunt

Date Approved: 5/7/2020

Name of ISD Superintendent/Authorizer Designee: Kevin Oxley

Date Submitted to Superintendent and State Treasurer: 5/7/2020

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