

<b>Submission Date</b> April 8 - April 28	April 16, 2020
<b>District</b>	Garden City Public Schools
<b>District Address</b>	1333 Radcliff, Garden City, MI 48135
<b>District Code Number</b>	82050
<b>Superintendent Name</b>	Derek Fisher
<b>Superintendent Email Address</b>	fisherd@gardencityschools.com
<b>Intermediate School District</b>	Wayne RESA
<b>Authorizing Body (If Applicable)</b>	Wayne RESA: Dr. Randy Liepa

## Continuity of Learning and COVID-19 Response Plan

### Garden City Public Schools



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.*

## **Elementary Continuity of Learning Plan**

### **Grade Level Classroom Teachers:**

- Platform resources:
  - ClassDojo- <https://www.classdojo.com/remoteteaching>
  - Bloomz- <https://freetrial.bloomz.com/coronavirus-schools/>
  - Google Classroom
- Teachers may rotate content area instruction among their grade level team, using a pre-recorded video of instruction, via Dojo (Memorial & Douglas), Blooms (Lathers), Google Classroom (Farmington) that provides a daily lesson in each of the following content areas:
  - Mathematics: Every Day Math Grades K-5, Big Ideas Math Grade 6 – a minimum requirement of four weekly lessons
  - Literacy: minimum requirement of four weekly lessons
    - Reading
    - Guided Reading can take place remotely using Pioneer Valley books resources. Teachers can register for free access to online to over 186 books to use with students: <https://pioneervalleybooks.com/pages/literacy-footprints-digital-reader>

- Professional development on teaching guided reading remotely: <https://pioneervalleybooks.com/pages/webinars>
    - Independent reading
    - Writing
    - Word work/Phonics/Sight Words
    - Read Aloud activities
  - Social Studies and Science
    - Social Studies and Science may be covered through reading and writing in K-6 buildings.
    - Amplify Science
- When possible, each lesson should have an enrichment link (or URL) included with it (ex., Khan, YouTube, etc.) for the content being taught on the given day, thus providing students/families with an opportunity “to go beyond” the day’s lesson.
  - Raz kids
  - Freckle
  - eSpark
  - IXL
  - Vooks, Epic
  - MobyMax
- Despite this “shared” approach to online instruction, each grade level classroom teacher will be responsible for the following:
  - Receipt and feedback of their classroom students’ work
  - Weekly office hours to assist and support students will be held in addition to daily virtual lesson.

### **Action Based Teachers (ABTs):**

- ABTs will provide one lesson per subject taught, per week, and per grade. As an example, if an ABT teacher teaches 1<sup>st</sup> grade PE, 2<sup>nd</sup> grade PE, and 5<sup>th</sup> grade Art, he/she will provide one lesson per week for each of these “courses,” and make it available to all of his/her assigned students for that “course.”
- When ABT teachers are not teaching lessons, he/she will assist classroom teachers with struggling students (keeping them engaged in the learning through phone calls, virtual visits, etc.)
- Each lesson will require some opportunity, in form, for students to demonstrate their learning (a project, paper assignment, or video of the student performing the task), through which ABTs will provide feedback in some form.

### **Reading & Math Interventionists:**

- Each interventionist will provide office hours to students on her respective caseload after collaboration with classroom teachers to determine best possible time.

- Interventionists will divide their respective caseloads into groups of four (4) to six (6) students, meeting with them at least twice a week or more.

### **Special Education Self-Contained Teachers:**

- Like grade level classroom teachers, special education self-contained teachers will design and provide a daily lesson in each content area for which they are normally responsible (i.e., if in-person instruction was still in session).
- Each self-contained classroom teacher will be responsible for the following:
  - Receipt and feedback of their classroom students' work
  - Weekly office hours to assist and support students.
  - Special Education self-contained teachers will maintain and facilitate IEPs and their respective deadlines for caseload students.

### **Special Education Resource Room Teachers/Teacher Consultants:**

- Each resource room teacher/teacher consultant will provide office hours to students on his/her respective caseload. Office hours will be held the very last hour or very first hour of each day (the principal will determine when this hour will be held), and depending upon the size of caseload, may require two or more "office hour" sessions each day.
- Resource room teachers/teacher consultants will divide their respective caseloads into groups of four (4) to six (6) students, meeting with them at least once a week or more.
- Resource room teachers/teacher consultants will maintain and facilitate IEPs and their respective deadlines for caseload students.

### **Peer Mentors/Counselors/Social Worker/Psychologist:**

- Each peer mentor/counselor will establish a forum through which students may set up times for appointments. Simply, students could set up appointments via email and then the peer mentor/counselor could send an invite via some platform (Google Meet, etc.) for the appointment.
- Pre-established groups, as of March 11, (or new groups, possibly) may run via some platform like Google Meet or Zoom.
- Social Emotional Learning may include, but is not limited to:
  - Social Stories
  - Lesson
  - Books
  - URLs
  - Social/Emotional Surveys
  - GoNoodle
  - Project/activities

### **Tutors/Paras/and Behavior Interventionist**

Individuals in these roles will assist with the following:

- Copies
- Phone calls
- Distributing and making supply packets (white boards, markers, magnetic letter sets, copies of letters, books, scissors, glue, crayons, pencils)
- Self-contained paras- make packets for the students within those rooms
- Online tutoring
- Reading with students or to students online

Sample K-4 Elementary Teacher Online Classroom Schedule:

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Week 1</b>	1:00-2:45	9:00-10:45	11:00-12:45	1:00-2:45	Planning
<b>Week 2</b>	9:00-10:45	11:00-12:45	1:00-2:45	9:00-10:45	Planning
<b>Week 3</b>	11:00-12:45	1:00-2:45	9:00-10:45	11:00-12:45	Planning

**ONLINE LEARNING**  
**Garden City Middle School**  
**Garden City High School**

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Content Delivery, Making Connections, and Communicating with Students

Schedule:

- Instruction Days = A, B, C (see sample schedule on the following page)
- Office Hours = a, b, c (see sample schedule on the following page)
- Every Friday will be used as a planning/posting day

Expectations:

- All staff will utilize *Google Classroom* to:
  - post assignments
  - distribute resources
  - share documents
  - update assignments on *Google Calendar*
  - provide feedback to students.
- Teachers are responsible for their classes and their class rosters.
- Teacher of record will provide feedback.
- Content will be the same for all like courses/subjects; collaboration is critical to success and continuity.
- Teachers will create a weekly checklist for each class to help students keep track of their work.
- Staff will hold regular video-conference sessions using *Google Meet* (formally known as *Google Hangout*).
- Teachers will use multiple modalities for instruction-
  - Text
  - Video
  - Images
  - Audio
  - Interactive White Board for Live Instruction (Math - Document Camera) and Screencasts (Recording available now in Google Meet + Google Presentations)
  - Other
- Update course for an existing website
- Special Education Teacher provides continued support during office hours; Teacher Consultants & Co-Teachers should participate in General Education teacher *Google Classrooms*
- Create a safe, supportive, learning environment
- Strengthen and build relationships
- Maintaining connections
- Mentoring
- Online discussions
- Chats
- Phone contacts

Sample HS Online Schedule:

	M	T	W	Th	F		M	T	W	Th	F		M	T	W	Th	F	
<b>Week 1</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>a</b>	<b>Plan/Post</b>	<b>Week 2</b>	<b>b</b>	<b>c</b>	<b>A</b>	<b>B</b>	<b>Plan/Post</b>	<b>Week 3</b>	<b>C</b>	<b>a</b>	<b>b</b>	<b>c</b>	<b>Plan/Post</b>	
9-10:45 am					Teachers use this time to collaborate with others in content and post for next week.	9-10:45 am					Teachers use this time to collaborate with others in content and post for next week.	9-10:45 am					Teachers use this time to collaborate with others in content and post for next week.	
11-12:45 pm						11-12:45 pm						11-12:45 pm						
1-2:30 pm						1-2:30 pm						1-2:30 PM						
	4/20	4/21	4/22	4/23	4/24		4/27	4/28	4/29	4/30	5/1		5/4	5/5	5/6	5/7	5/8	

### Staff Video Conferencing Best Practices

- Dress appropriately.
- Be sure you conference before or after you have eaten, and not while you are eating.
- Before opening your microphone and/or camera, be sure you have created a distraction free safe space.
  - One idea is to orient your camera so there is a wall behind you. This will prevent another person in your household from appearing on camera unintentionally.
- Be sure to choose a chair which allows your face to be easily seen in the camera of your computer. You do not want to have students looking at the top of your head, or under your chin, or the middle of your stomach the whole video.
- Remind participants to mute their audio and video capabilities.
- Establish a protocol which allows participants to ask questions and engage in discussion without talking over each other.
  - One suggestion is to use the comments function on *Google Meet*.

- Make sure ALL students have exited the video conference before you exit. This is the same as being the last person out of your classroom at the end of the hour/day.

### **Online Norms for Students**

Student participation and attendance to all online meetings is expected and will be monitored/recorded daily.

- All students have signed the appropriate technology usage form. The rules in that document still apply.
- Students will be dressed appropriately for online interactions with other students and teachers.
- Students need to be aware of their surroundings when interacting online as everyone in the meeting will be able to see the background.
- Students will mute themselves when they initially log into the Google Meet. They will use the chat feature to let the teacher know that they have a question. When called upon, they can unmute themselves to ask questions and interact with the teacher.
- Students will use appropriate language and have appropriate interactions with other students and teachers.
- If norms are not followed, the teacher has the ability to remove that student from the class at that time.

What about students that cannot regularly access online materials? For students that are unable to engage with online learning, paper packets will be created for distribution. District paraprofessionals will assist with this process. Paper packets will be created weekly and content will align with the online work.

## **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.**

Garden City Public Schools remains committed to keeping our students at the center of all that we do. The COVID-19 pandemic 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 intentional in our outreach to continue building relationships and maintain connections. 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 will be 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, InTouch, Blooms, Class Dojo, Freckle, Google Meet, Zoom, etc... In some cases, phone calls may be a better option to connect with students personally. Zoom or Google Meet will be utilized for student interaction as appropriate. The focus will be on two-way communication.

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

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, 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 provide translations as necessary.
  - Grade Level Buildings will continue to communicate with familiar platforms

that have been in use during the 2019-2020 School Year. These include: Blooms, Class Dojo, Freckle, Zoom and Google Hangout/Meet.

- For students that are unable to engage with online learning, paper packets will be created for distribution. District paraprofessionals will assist with this process.

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

While students 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 absolutely 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 (should these opportunities become available given the current COVID-19 crisis).

Despite the challenges of remote learning, teachers will 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 template](#) when appropriate.
- 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 instructional plans are created and revised to better meet the needs of students.
  - Special education and/or EL teachers will work closely with teacher teams in order to modify course work and scaffold instruction in order to better meet the needs of all students.
  - Special education and/or EL teachers will actively monitor and assess the learning of children on their caseload in order to provide suitable accommodations based on individual needs.
- Teachers will provide families with weekly updates regarding their child's academic progress. This may include:
  - Weekly summaries of content covered, current level of student understanding, and suggestions for extending the learning using

- evidence of learning.
  - Communication of any pertinent assessment data along with an explanation of next steps (if necessary).
  - Utilizing online gradebook reports, as provided by MISTAR-Q, to communicate assignments and/or progress.
- 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. 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.**

In order to ensure that our students have access to adequate technology, during these extraordinary circumstances, our district will utilize Title funds in the following manner, as outlined within the [Memorandum regarding Flexible Title Funds for Technology](#) from Deputy Superintendent Venessa Keesler, dated March 27, 2020:

**Title I Fund**

\$10,000 - Title I funds may be used to purchase Hot Spots and other internet access tools for students (new flexibility).

\$57,306 - Title I funds may be used for the purchase of student devices (computers, iPads, tablets) and other related materials (continued allowability).

**\$67,306 - Total**

**Title IIA**

\$10,063 - Digital eBooks about Online Learning, Title IIA funds may be used to support training for educators to help them learn how to deliver instruction and connect with students virtually (continued allowability).

\$10,000 - Teacher online professional developments, Title IIA funds may be used to support training for educators to help them learn how to deliver instruction and connect with students virtually (continued allowability).

\$50,000 - Already identified and approved professional development scheduled for summer until September 30.

\$17,000 - Teacher computers for professional development Title IIA funds may be used to purchase devices needed to support the teacher trainings (continued allowability).

\$20,000 - Transferred to Title IV for student computers

**\$107,063 - Total**

**Title IV (\$26,682 + \$20,000 Transfer from Title IIA)**

\$20,000 - Title IV well-rounded education opportunities may be expanded to support technology, which includes devices, access, and materials for students and teachers (continued allowability).

\$26,682 - Continue to spend on planned summer approved expenses.

**\$26,682 + \$20,000 (Transfer) = \$46,682 – Total**

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

Our district continues to value the input 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.

Examples of stakeholder groups and meetings include:

- District Cabinet met online to discuss and plan to the C.L.P. on April 2nd, April 3rd and April 7.
- Building Administrators met at both the secondary and elementary levels during the week of April 6 to develop and review the plan.
- District parents provided feedback on technology via a district wide survey that went out during the week of April 6.
- All Administrators met to discuss and provide input on the C.L.P. on Tuesday, April 7 and on Friday, April 10.
- Executive Administration provided documentation on the state of C.L.P. and on a staff entry plan to buildings consistent with the Governor's Executive Order to GCEA leadership on Friday, April 10.
- All district staff were sent a District Technology Survey on Friday, April 10.
- Executive Administration met online with GCEA leadership on Friday, April 10 and corresponded regarding additional input on Sunday, April 12 and Monday, April 13.
- Executive Administration met with Support Staff (administrative assistants and paraprofessionals) leadership on Monday, April 13, to discuss redeployment of support staff.

- Building Leaders held online meetings with their staff to review the plan for input and feedback particular to the District's framework and as it applies to their respective grade levels and/or content areas on Tuesday, April 14.
- Board Members were sent the draft document on Tuesday, April 14.
- GCEA leadership was sent the draft document on Tuesday, April 14.
- Representatives from PTA reviewed the C.L.P. and corresponded with the Superintendent on Wednesday, April 16 and Thursday, April 17.
- Executive Administration met with the GCEA bargaining team online via Zoom to review the C.L.P. on Thursday, April 17.
- All Administrators met via Zoom on Thursday, April 17 to discuss plan implementation.

**7.) Please describe the methods the district will use to notify pupils and parents or guardians of the Plan. District/ PSA Response:**

To ensure that all stakeholders are aware of the Continuity of Learning Plan, and that the plan is executed well, we will develop a clear, consistent, concise, and accessible communication plan. Elements of our communication plan include a variety of methods the district will use to notify students, parents and 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:

- The Wayne RESA ISD approved GCPS C.L.P. will be posted to the district website.
- Links to the district's C.L.P. will be sent out to parents over InTouch via text message.
- Links to the district's C.L.P. will be sent out to parents over InTouch via email.
- Links to the district's C.L.P. will be included on the MISTAR-Q Parent Portal.
- The C.L.P. will be posted to the district's Facebook page.
- A Robo-Call will be sent to all district households regarding the C.L.P.

**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, 2020.**

It is our goal to offer our students remote learning options as soon as possible. To that end, our district is committed to a thoughtful and systematic roll out of this comprehensive plan on Monday, April 20, 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.**

In regard to CTE courses, students participating in CTE programs, do so strictly at Garden City High School. Students enrolled in those programs will have the opportunity for continued learning through continued CTE instruction supported by their assigned instructor at Garden City High School.

In regard to those students who are currently participating in Dual Enrollment opportunities, counselors from GCHS will confirm enrollment of all students in postsecondary Dual Enrollment programs. Counselors will contact those students enrolled in Dual Enrollment that are specific to their caseload for progress checks. Counselors will confirm with representatives of the specific institution (Schoolcraft or Henry Ford Community College) that participating students have the needed support provided to complete the coursework and earn credit.

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

Within our district, approximately 60% of students qualify for free or reduced lunch. During the COVID-19 pandemic, all students have been eligible for food distribution. To date, we have served approximately 21,000 meals. Our current distribution plan includes two sites. We are utilizing both Farmington 5-6 Campus and Garden City High School as distribution points for meals. Geographically, these locations are optimal to serve students as GCHS is on the east side of the district and Farmington 5-6 Campus is on the west side of the district. Steps have been taken to ensure social distancing and protect district staff and families.

Continuation of district food service will remain supported by Aramark Food Services. Meals will be provided Monday through Friday (excluding holidays) from 10am - 1pm.

Each child will receive a breakfast and lunch (2 meals) Monday-Thursday. In an effort to provide meals over the weekend, on Fridays, a total of 4 meals (2 breakfasts and 2 lunches) will be provided. Weekly, a child will be able to receive a total of 12 meals (6 breakfasts and 6 lunches).

**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.**

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. All staff will continue to be paid consistent with their collective bargaining agreement through the established bi-weekly payroll cycle.

District paraprofessional staff will assist with plan implementation by copying packets for students who are unable to participate online.

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

In accordance with Executive Order 2020-35 and the Governor's focus on "do no harm", student grades will be no lower than they were on March 11, 2020. For students in grades K-6 with a Standards Based Report Card, Third Card Marking standards will be assessed as of 3/11/2020. Fourth Card Marking Standards will be introduced beginning on April 20, 2020. Students participating and engaging in the Continuity of Learning will receive an "R" (material delivered but not assessed) on their Fourth Card Marking Report Card. Students who do not participate in the Continuity of Learning will not have Fourth Card Marking Standards marked (they will be left blank). Teachers will provide feedback to students so that they are aware of progress being made. Elementary Report Cards will be issued at the end of the school year.

For secondary students in grades 7-12, second semester grades will be no lower than where they were on March 11, 2020. All students, including 12<sup>th</sup> graders, are encouraged to engage in the Continuity of Learning Plan. Teachers are encouraged to utilize Authentic Assessment, Formative Assessments, Online Participation and other measures to assess student progress and add to the grades reflected on March 11, 2020. Special attention and support will be given to those students that had a failing grade as of March 11, 2020 with specific guidance and instruction on how to earn a passing grade.

Teachers will record student participation and attendance of online/virtual meetings. Teachers will use the instructional platform to monitor student wellness, engagement, and completion of assignments. They will also 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 level to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections.

**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.**

We are committed to providing ongoing mental health supports to pupils affected by the COVID-19 pandemic. 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.

The district's Director of Student Services, will monitor a district created Mental Health email hotline and direct district families/students to the appropriate resource. Based on need, district/building ancillary staff that includes Social Workers, Psychologists and Mentor Coaches will work to make wellness checks via phone calls to families. The GCPS email hotline is accessible here:

[gcpsmentalhealthsupport@gardencityschools.com](mailto:gcpsmentalhealthsupport@gardencityschools.com)

**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 2020-35 or any executive order that follow it.**

Garden City Public Schools stands ready to mobilize disaster relief child care centers by opening classrooms for childcare, 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](mailto:montgol@resa.net)
- Kaitlyn Carpen [carpenk@resa.net](mailto: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.

**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?**

No, there is not currently a plan to adopt a balanced calendar for either the remainder of the current school year or the 2020-2021 School Year.