Continuity of Learning and COVID-19 Response Plan Application Template Including GSRP
Blue Water Community Action Head Start/GSRP Blend

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: 5/4/20

Name of Program: Blue Water Community Action

Address: 3403 Lapeer Road, Port Huron, MI 48060

District Code Number: 740000002

Email Address: psommerville@bwcaa.org

Name of Intermediate School District: St. Clair County RESA

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: 5/04/20

Name of Program: Blue Water Community Action

Address: 3403 Lapeer Road, Port Huron, MI  48060

District Code Number: 740000002

Email Address: psommerville@bwcaa.org

Name of Intermediate School District: St. Clair County RESA

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

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

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

District/ PSA Response: The district plans to use a hybrid model of instruction using activity packets that focus on hand-on learning activities, along with manipulative kits (ex. crayons, construction paper, playdough, scissors, chalk, literacy books) and online platform. Tablets are made available for families who need them and Family Advocate are providing families with resources to obtain free internet
services. Packets will be mailed to families unable to receive internet services, and to provide additional learning materials to those with virtual abilities.

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:

- Weekly voice to voice contact will be implemented with each family. Teachers and Family Advocate will rotate weekly. Resources and Mental Health Manager will be available if needed. Documentation of routine contact will be recorded in Child Plus.
- Daily learning activities will be provided via Zoom or Remind for children and families.
- Weekly lesson plans will include detailed implementation for each activity when sending lesson plans to families. Recommended books will include vocabulary words and how to implement vocabulary words at home.
- Remind will provide families with weekly lesson plans that aligned with the High Scope Curriculum and the Michigan State Standards. (Approaches to Learning, Social and Emotional Development, Language and Literacy, Cognition, Perceptual Motor and Physical Development). Included with Remind will be added information of videos, virtual stories, parent as partners and resources for families.
- Zoom will be used for whole group meetings with children and families. Zoom will include virtual reading, small and large group activities. Teaching staff will provide a minimum of two whole group meetings weekly with children and families.
- Monthly parent newsletter will be sent home. Newsletter will include birthdays, special events, special announcements and pertinent updates.
- Parent/Teacher conferences will be conducted through Zoom. Conference form will include: Family/Teacher goals, Suggested Activities, Summary of Conference, Parent Concerns/feedback. Teacher will sign and date the form and send a copy to the parent via Remind. Teachers will keep a copy and file it along with other documentation of each child.
- Weekly contact logs will be given to the supervisor on Thursday, no later than 4:30. Information will include the number of Zoom meetings, children attended, activities, date and time. Supervisors will be invited to attend all Zoom meetings. Supervisors will review contact logs to assess support teachers are providing to the families and supervisors will then provide staff support as needed based on findings.
- Continued support: School Readiness packets will be prepared and distributed to families. Packets will contain paper, scissors, glue sticks, rulers, construction paper, wipeable lined paper for practicing letter writing, a book and other materials will be added to further learning at home. A summer booklet of activities and additional kindergarten readiness resources will also be provided. Distribution of materials will be left at the doorsteps of each family. Families will be called prior to distribution.
- Teachers will meet on Zoom every Thursday at 10:00 for sharing of ideas, resources, webinars and support needed. Supervisors will be added in Zoom to answer any questions and concerns that may arise.
- In addition, all lesson plans, contacts, documentation, Child Plus communication, newsletters, conferences will be kept and filed for 5 (five) years.
- An access code and pin were sent to each family to access free eBooks from the FirstBook website.
- Families are receiving text messages through the Ready4K program
Please describe the district’s plans to deliver content in multiple ways so that all pupils can access learning.

District/ PSA Response: The primary mode of delivery will be through the use of technology tools noted above that focus on all domains of early childhood - literacy, mathematics, physical, cognitive, social-emotional. For families without technology, the instructional packets will be delivered through U.S. mail or porch drop off.

Please insert your tentative schedule of expectations for contact/content delivery here

<table>
<thead>
<tr>
<th>Schedule</th>
<th>GSRP</th>
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<tbody>
<tr>
<td>Family Advocate/Teacher Contact: Relationship building and connecting</td>
<td>1 times per week by phone or as needed, calls rotated bi-weekly by staff. Contact information recorded on ChildPlus so both parties are familiar with family information</td>
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<tr>
<td>Instruction:</td>
<td>Two times per week using Remind app, Zoom, email or mail.</td>
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<tr>
<td>“Office Hours”</td>
<td>Parent contact is available through phone, email or by Remind at anytime for Teachers and Family Advocates and they will answer within 48 hours. Messages may be left on the main office phone at any time and messages are forwarded daily to the appropriate staff.</td>
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Please describe the district’s plans to manage and monitor learning by pupils.

District/ PSA Response:

- Teachers are using zoom video conferencing and Remind app to keep in contact with families. These resources help to keep families engaged by providing virtual learning activities for parents to help support kindergarten readiness.
- Teachers send home weekly lesson plans that provide families with ideas of daily activities to do. The lesson plan provides the following: Literacy, Mathematics, Gross motor/yoga, Music, Story, Vocabulary word, Nursery Rhyme, Creative Arts, and Daily topic discussion.
- Teaching staff and/or family advocates communicate by phone each week checking in to see how families are doing. If needed, staff can help them find the resources they need. Discussions are based around child development, family support, and medical and nutritional care.
- Families are informed through Remind, phone calls and the agency Facebook page about local food distribution. Also sharing resources and services offered throughout the community.
- Blue Water Community Action also helps families with money management, utilities assistance, Homebuyer Education, mortgage foreclosure, weatherization, tax preparation, and homeless assistance.
- As appropriate, the agency will provide children and their families plans for the transition from GSRP to kindergarten. The outreach will include a virtual conference with the family. Outreach will be in the form of video conference or phone call. The district will complete all virtual visits: May 4 - 28, 2020 and will document for individual families using the BWCA End of Year Home Visit form.
Please attach a budget outline estimating additional expenditures associated with the Plan and sources of revenue to pay for those expenditures.

District/ PSA Response: Budget would include:

Purchase of learning supplies such as paper, pencils, crayons, literature books, chalk, scissors, etc.

Printing costs (paper and machine copy cost)  $11 x 96  = $1156

Mailing costs (envelopes, postage) 6 weeks x $1.00 x 96 = $96

Fuel cost- mileage  2 packet deliveries x 30 miles x .575 cents x 96 children= $3312

Total = $4564

Sources: GSRP and Head Start

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:
The development of the plan was a collaborative process between the ISD Director of Early Childhood Services, the BWCA Associate Director and the BWCA Education Manager.

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 communicated through an email and Remind or by phone if technology is not available.

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

District/ PSA Response: The plan was implemented on March 16, 2020

Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act of , as amended, MCL . to ., and Career and Technical Preparation Act, PA , as amended, MCL . to in completing the courses during the - school year.

District/ PSA Response: N/A for GSRP

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

District/ PSA Response: Families can receive food from the local school district meal program.
Information gained through a survey and parent contact allowed the district to arrange delivery for those without transportation. Parents receive up-dates on available food distributions. Staff are also picking up food at distribution sites for those in need and delivering.

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: All staff are receiving full pay until the end of the enrollment year.

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

District/ PSA Response:
Connecting with and caring for our students is our first priority. The teachers will document communications with children and parents, using the ChildPlus program. Program can also get reports from the REMIND system as well. When appropriate, community resources will be shared with the family. Community support agencies also may be sought to make these connections (DHHS, Behavioral Health, etc.) and support our families.

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:
Weekly phone calls with families include a list of questions to gain information on during communication. The family’s mental health is included in that list. Resources and information are provided as needed and referrals to the Mental Health Manager for contact. The Mental Health Manager is attending weekly Zoom meetings with families, to offer support as needed. A virtual family support group is being created by the Mental Health Manager.

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 - or any executive order that follow it.

District/ PSA Response:
St. Clair County RESA is coordinating childcare for essential workers at a county level. They have identified existing child care centers with openings and are filling those openings first. In the event additional childcare is required, SCCRESA will be working with Port Huron Area Schools and East China School District to open childcare centers which are in close proximity to our three local hospitals.
Optional question:

Does the District plan to adopt a balanced calendar instructional program for the remainder of the school year? N/A

Does the District plan to adopt a balanced calendar instructional program for the - school year?

District/ PSA Response: N/A

Name of District Leader Submitting Application: Pam Sommerville

Date Approved: 5/7/20

Name of ISD Superintendent/Authorizer Designee: Kevin D. Miller, Ph.D.

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

Confirmation approved Plan is posted on District/PSA website: 5/8/2020