Continuity of Learning and COVID-19 Response Plan Application Template Including GSRP
Kiddie Campus Early Learning Center, LLC

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: 4/27/20

Name of Program: Kiddie Campus Early Learning Center

Address: 675 Gratiot Suite #3, Marysville, MI 48040

District Code Number: 990004876

Email Address: jenniferljahn@gmail.com

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.

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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. Families without internet access will have access to instructional materials through a weekly instructional packet that focuses on learning games, songs, and read-alouds.
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 director will be expected to attempt to make contact with every child at least one time during the week. This may be done through the use of technology (for those that have access) such as FaceTime or Zoom, email, and/or weekly phone calls/texting. The director will place an emphasis on continuing to build relationships and maintain connections. If children do not have access to technology, teachers will connect via phone or include notes to families in their instructional packet that focus on building relationships and maintaining connections. We are very sensitive to the fact that children and families may not have regular schedules and/or regular access to devices during these uncertain times, and will be flexible in our approaches to connect with them.

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.

The director will offer instructional ideas one time per week using a variety of resources which may include pre-made videos, voice recordings, educational materials provided through public television, resources from curriculum program (Teaching Strategies). Content delivery will be intentional; with clear expectations, simple instructions and an appropriate amount of work required so as to not overwhelm children and families.

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

<table>
<thead>
<tr>
<th>Schedule</th>
<th>GSRP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director contacts: Relationship building and connecting X times per week using what tool</td>
<td>One time per week</td>
</tr>
<tr>
<td>Instruction: X times per week using what tool</td>
<td>One time per week</td>
</tr>
<tr>
<td>“Office Hours”: Opportunities for children/families and teachers to receive support, seek clarification etc.</td>
<td>Tue/Wed/Thur - 1.5 hours per day (AM, PM, and Evening options provided)</td>
</tr>
</tbody>
</table>

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

**District/ PSA Response:**
Connecting with and caring for our children is our first priority. It will be important to monitor the engagement and learning of our children in order to continue to provide support for both social-emotional and academic needs. The director will contact individual families to discuss the activities being done at home and provide feedback during their weekly phone call, virtual meeting, or email. The feedback will be positive and encouraging and may include examples to support further learning. Again, realizing that individual children may have unique needs due
to their circumstances, feedback will be given in multiple formats. In the event that a family is struggling to complete the learning activities, the director will work to connect with children and their families on a personal level. As appropriate, the district 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: 5/26/2020 to 5/29/2020 and will document for individual families using a countywide GSRP 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) $20 x 8 = $160
- Mailing costs (envelopes, postage) 6 weeks x $1.00 x 8 = $48
- Fuel cost- mileage 6 weeks x 60 miles x .57.5 cents = $207

Total = $415

Sources: GSRP

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 and the Director/Owner of Kiddie Campus Early Learning Center, LLC.

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, REMIND, and Facebook post. The director will follow up with a phone call to each family.

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 will be implemented no later than Tuesday, April 28, 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: N/A for a Community Based Organization. Families can receive food from the local school district meal program.

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 center will continue to pay the program director who is implementing the continuity of learning plan. These duties may include, but are not limited to:

1. Making calls to children and families to build connections and maintain relationships
2. Making calls to children and families to provide learning support
3. Assisting with copying and distributing packets
4. Gathering and distributing supplies

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 director will document communications with children and parents, using anecdotal notes, checklists, videos, photos, and work samples. 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: While the director is making weekly phone calls, she will check in with children and families. If a need or concern is presented/shared, the director will contact CMH infant and early childhood mental health specialist, Christina Howard, for additional support. Telehealth may be used when available for children that have technology.


https://www.pbs.org/parents/thrive/how-to-talk-to-your-kids-about-coronavirus
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: Jennifer Jahn

Date Approved: 5/7/2020

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: 5/7/2020