

Lincoln Consolidated Schools
Continuity of Learning and COVID-19 Response Plan (“Plan”)
Application Template
Submitted to WISD on Friday, April 10, 2020

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: *Friday, April 10, 2020*

Name of District: *Lincoln Consolidated Schools*

Address of District: *7425 Willis Road Ypsilanti, Michigan 48197*

District Code Number: *81070*

Email Address of the District: *www.lincolnk12.org*

Name of Intermediate School District: *Washtenaw 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: *Friday, April 10, 2020*

Name of District: *Lincoln Consolidated Schools*

Address of District: *7425 Willis Road Ypsilanti, Michigan 48197*

District Code Number: *81070*

Email Address of the District Superintendent: *jansenr@lincolnk12.org*

Name of Intermediate School District: *Washtenaw 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:

Lincoln Consolidated Schools' vision and mission are an essential part of who we are as a district.

Vision Statement: Lincoln Consolidated Schools will be a premier learning community whose students are consistently high achieving, compassionate, and inspired to make a difference

Mission Statement: Lincoln Consolidated Schools provides an exemplary educational experience where students develop the foundation for lifelong learning

We plan to live and implement this vision and mission throughout the Continuity of Learning and COVID-19 Response Plan.

The alternative modes of instruction that Lincoln Consolidated Schools is providing for the remainder of the 2019-20 school year to our families are two-fold. One is the use of virtual instruction taught by our certified staff which includes live video lessons, pre-recorded video lessons, as well as whole group, small group, and individual activities for students to engage in mastering the essential outcomes. The other is the use of instructional tasks through learning packets where students will have the opportunity to engage in mastering the essential outcomes through activities, projects, and support from staff via pre-recorded videos, telephone conversations, and feedback.

To ensure an equitable guaranteed and viable curriculum across the district, grade levels and/or departments created the [essential outcomes](#) using the R.E.A.L. (Readiness, Endurance, Assessed, Leverage) criteria. These are the most important [standards, skills, knowledge, and content](#) that students need to master for the remainder of the school year.

Since part of our plan relies on virtual instruction, we needed to assess our families' access to technology. We created an [elementary](#) and [secondary](#) survey to gauge if families had access to a technology device and internet. Based on these results, we scheduled times for our families to come and pick up an internet ready Chromebook if they did not have one or have enough for the household. For our youngest students, Chromebooks will be provided until iPads are secured. Students with technology access to computers and the internet were encouraged to use their own devices.

Our other means of instruction are instructional tasks through learning packets. These packets are being created by grade levels and/or departmental teams and will be available and distributed on a [bi-weekly schedule](#).

Our staff will be providing feedback to our students, however, through communications from the district, we are making sure our families understand that students will not be

penalized for their inability to participate in the learning packets nor the virtual instruction.

- 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:

It is our goal at Lincoln to keep all students at the center of educational activities, build relationships/maintain connections, and help them feel safe and valued. Our goal is to also engage all of our students so we have asked staff to try and connect with every family. With the assistance of our special education secretaries, the families that we have been unable to reach, will be targeted using supplemental resources.

Our district and building crisis teams have been mobilized to provide support to families that are impacted by this crisis and create guidance for our staff. Members of this team will also be a part of the equity and inclusion team that is being created to specifically address racial and cultural identities, identify gaps, and find opportunities to use those identities to foster positive outcomes by meeting the students' needs academically, socially, and emotionally.

Our school psychologists, counselors, and behavior specialists have created a [social-emotional folder](#) with resources for them to use in their lessons with students virtually and through learning packets as well as for staff to use with their families to specifically address their social emotional well-being. All of our staff are expected to reach out to our families via Google Classroom, Google Hangouts, office hours, individual phone calls, text messages, and/or contact through apps in order to support instruction and social-emotional well being. This contact will continue to build the relationships they have with their students so staff can help students process the impact of the pandemic. With the feedback staff receive from these contacts, they will be able to better assess the types of social-emotional interventions needed and allow students to have input in co-constructing their learning.

In order to seek family voice, we plan to conduct a formative survey for parental feedback in early May and participate in two way communication as we implement the educational plan.

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

District/ PSA Response:

To ensure equitable services to our diverse population and deliver content in multiple ways, our Plan includes [guidelines and expectations for distance learning](#) through virtual instruction as well as instructional tasks through packets. We have outlined expectations and guidelines for classroom teachers, special education teachers, EL teachers, specials' teachers, Title I and At-Risk staff, paraprofessionals, behavior specialists, and counselors. In doing this, we are ensuring that all of our students have access to their individual needs being met.

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

District/ PSA Response:

As a district, we understand the important need to monitor student learning. Our essential outcomes were created by our instructional staff who will communicate these to students and families so they understand what it is they should know, learn, and be able to do by the end of this distance learning school year.

Using the virtual instruction model, we will manage student learning through Google classroom. Staff received [professional learning](#) on how to set up their Google Classroom as well as how to add activities, lessons, resources, and videos for students to access. Instructional staff will monitor the participation of students through the use of Powerschool and monitor student learning through feedback. Although we are not formally grading, staff will be creating formative assessments (rubrics, quick checks, and written feedback) and using the results to make informed decisions about their next instructional steps. The feedback on these formative assessments will also assist in students monitoring their own learning. Virtually, staff will be able to provide feedback to students as they are hosting weekly meetings or through their designated office hours. For instruction through the use of learning packets, grade levels/departments will collaboratively create packets that will teach the essential outcomes through activities and projects. Staff will monitor participation and learning through feedback in the form of phone technology, phone calls, and office hours.

For both modes of instruction, grade levels/departments will collaboratively meet weekly to discuss student participation and learning, instruction, assessments, and next steps. This will allow for accurate, bias-resistance future planning and instruction.

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:

The expenditures that we have allotted are helping us reach every student by expanding the distribution of technology to the widest possible group and allowing our staff to expand their reach to students that otherwise could not be reached through any single instructional method. These expenditures amount to a total of \$973,360.00.

Purchasing/Distributing Technology

- The District will need to purchase iPads for our K-2 students to help with online instruction. We believe a quantity of 800 will be needed. The expected cost of this will be \$325,960, which will be covered by left over At-Risk funds.
- The District is providing laptops and Chromebooks to staff and students that were originally from our 1-to-1 bond purchase. These were originally not expected to be taken home and due to the number of units disbursed, there is an expectation that there will be damaged/misplaced items that will need to be replaced. An estimated cost of \$74,400, with general fund money to replace these devices.
- Disbursement of hotspots for students who do not have access to reliable internet. We estimate that the District will need approximately 275 hotspots available. The costs of these devices for 3 months is expected to be \$33,000. The District applied for a United Way grant which could fund about half of these expenses. The remaining about would be covered by Title, At-Risk, or general fund dollars.

Planning and Implementing for Learning

- Salaries related to paraprofessionals who are 100% special education and now doing general education work. The District Plan involves using these special education staff to help reach out to all students, which would result in these costs being General education. As a result, the District will not receive special education reimbursement from the State or ISD. The salary costs for this are expected to be \$115,000 for approximately 9 days of Gen Ed work (includes taxes and benefits). These costs would be paid with general fund money.
- Benefits related to the paraprofessionals working with general education students will cost approximately \$60,000 and be paid with general fund money.
- To prepare all of the devices the District had to hand out to students and staff, the Technology department has worked well over the number of regularly scheduled hours. This resulted in additional costs as this department is contracted out. This cost could be up to \$50,000 which is expected to be general fund money.

- Professional development for staff to support them for online instruction. \$15,000 paid for using Title II funds.

Sanitization and Cleaning

- By allowing staff to access the buildings on a regular basis to help prepare weekly lessons using District resources (copiers, paper, etc), there will be additional costs involved with disinfecting/sanitizing, procedures in place so employees can safely enter the buildings, and additional safety supplies. These costs are estimated to be \$30,000 which will be general fund money.

Addressing Needs of Students

- Salary costs of transportation to provide instructional packets for students who can not gain access to a device/internet or are otherwise unable to do online instruction or pick up packets at school. Costs not expected to exceed \$50,000 which will be covered by general fund money.
- Salary costs for compensatory education during the summer months to meet the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. This cost could reach up to \$40,000 which would be paid with At-Risk funds.
- Benefit costs of transportation to provide instructional packets for students who cannot gain access to a device/internet or are otherwise unable to do online instruction or pick up packets at the school. Costs not expected to exceed \$20,000 which will be covered by general fund money.
- LCS shall, to the extent practicable and necessary, make individualized determinations whether and to what extent compensatory services may be needed for pupils after the school closure period prompted by the COVID-19 state of emergency and/or state of disaster ends.
- Benefit costs for compensatory education during the summer months to meet the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. This cost could reach up to \$20,000 which would be paid with At-Risk funds.
- Supplies necessary for the creation of instruction packets for students who cannot gain access to a device/internet or are otherwise unable to do online instruction or pick up packets at the school. Costs not expected to exceed \$35,000 which will be covered by general fund money.
- Supplies/equipment to implement online learning specific to classes. \$15,000 paid for using At-Risk or general fund money.
- Purchase of applications and licenses to provide instruction for students with

severe disabilities. \$5,000 which would be paid with special education funds.

Other Costs

- Attorney fees related to guidance clarification for virtual learning and instruction along with special education at a budgeted cost of \$15,000 that would be general fund money.
- Purchase of software to convert varied District paper documents to electronic forms with electronic approvals to cut down the need for interoffice mail. This cost is expected to be \$20,000 which would be covered by the general fund.

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:

Lincoln Consolidated Schools is fortunate to have teams that are willing and dedicated to engage in the work of ensuring student success. Our Cabinet Team consists of our Directors and Interim Superintendent, the Administrators' Council consists of our building administrators, and we also have two teacher leader committees. The Curriculum Development Committee (CDC) and the Professional Development Committee (PDC) consists of classroom teachers from each level (early childhood, elementary, middle, and high), specials' teachers, special education teachers, a Title I teacher, a counselor, our instruction technology specialist, and two administrator representatives. Jointly, these teams created the Continuity of Learning and COVID-19 Response Plan. While in draft form, several others teams engaged in conversations about the Plan in order to receive feedback before final submission.

Weekly, the HR Director has been in contact with the Food Service Director to discuss the food distribution plan. On Friday, April 3, 2020, a meeting was held between our Interim Superintendent, Director of Human Resources, Director of Curriculum & Instruction, Director of Student Services, Administrator Union President, Teacher Union President, and Support Staff Union President to discuss potential issues, plan on potential redeployment of staff, and manage expectations with regard to our planned work. We also presented the initial thoughts of our Plan to our Board of Education's Executive Committee and will present the submitted Plan to the Board on April 13, 2020. On April 8, 2020, our teachers collaborated to develop Essential Outcomes which established the academic and socio-emotional learning for each grade level/content area and the week of April 6th, the Transportation Director contacted every employee to discuss how they can be a part of the Plan.

As we engage in ongoing revision and improvement of our Plan, the Director of Curriculum and Instruction will continue to meet with the CDC and PDC; the Director of Special Education will continue to hold meetings to discuss compliance and modified instruction; instructional leaders will continue to hold staff meetings and engage in conversations around the Plan; Cabinet members will continue to engage in conversations with colleagues; and grade levels/content area teachers will meet weekly in order identify and modify instruction as needed to achieve the best possible outcomes for our students. We will also give the Board of Education updates on the Plan and any necessary revisions, complete staff and community surveys, and hold individual meetings as necessary.

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

District/ PSA Response:

Due to Lincoln's diverse population, we have to have multiple ways to address our families. The district will use established communication tools to notify pupils and parents or guardians of the Plan. The channels include School Messenger for robo calls, texts, emails, our district website at www.lincolnk12.org, and social media channels (Facebook/Twitter). To ensure we reach our EL families, our communications are translated into Spanish and Arabic.

To help ensure that all of our district families are knowledgeable about our Plan, we will be sending a written letter discussing our Plan and specifically outlining the instructional tasks though packets' expectations, procedures, and timeline for completion. This letter will also be translated to reach our EL population.

Moving forward as the plan revises and improves, we will continue to update our families through these multiple modes of communication. We will continue to provide hotlines for families without access and offer additional device pick-ups as needed. We will also be providing a survey to our families in early May in order to receive feedback about the implementation of the Plan.

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:

April 16, 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:

Lincoln Consolidated Schools has dual enrollment students at various schools such as Ypsilanti, Washtenaw Community College, MIAT, Eastern Michigan, etc. and these schools have moved their courses online. The District is following up with students to make sure that they have access to complete these courses in that capacity. The District provided Chromebooks for students who need greater access.

For CTE, Lincoln is aligning efforts with consortium districts. This includes the ability for some of District “certificate bearing” CTE programs to operate online for part of their instructional model.

To help communicate this information to our families, the [SWWC/RCTC/MIAT Distance Learning During COVID-19](#) shutdown will be shared with all juniors and seniors via email. It has also been added as a page on the Lincoln High School website.

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

District/ PSA Response:

MDE has provided information that they will continue to reimburse meals served under the Unanticipated School Closure program until the originally scheduled last day of school in June.

Our food service department will provide breakfast and lunch 7 days a week. Families can pick up these meals through a drive thru method. We also offer a hotline in which families without transportation can have meals delivered.

To help support our families further with needed resources, we have also created a [community resource document](#) that offers several opportunities for families to access free food.

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:

We affirm that the District will continue to pay our employees while redeploying its staff to provide meaningful work in the context of the Plan in collaboration with its collective bargaining units. We have developed planned work that is related to the typical work provided by our support staff to ensure continuity of instruction and relationships with our students. We are also deploying devices to all staff members to ensure they are connected and can meaningfully communicate and participate in any meetings or conversations which require input from stakeholders. Where appropriate, the District is entering into and negotiating letters of understanding to reach an understanding regarding complex issues, and have regularly collaborated with our union leadership regarding potential redeployments of staff.

Below is a brief summary of the types of redeployments we are conducting in order to help with equity:

- [Instructional Staff](#) - Our instructional staff are transitioning to a distance based learning platform. From April 8th through April 14th, we will be conducting focused Professional Learning to ensure our instructional staff have the tools to deliver instruction remotely.
- [Paraprofessional Staff](#) - In collaboration with our support staff union, we have developed job duties which are student centric and allow for connection with students our paraprofessionals worked with prior to Governor Whitmer's Executive Orders.
- [Secretarial Staff](#) - In collaboration with our support staff union, we are shifting responsibilities to allow our secretarial staff to work from home.
- [Bus Drivers & Bus Aides](#) - In collaboration with our transportation union, our transportation group will assist with food delivery, development of training programs, begin routing for our summer school and fall programs, and assist with sanitization and cleaning of our buses.
- [Noon Supervisors](#) - We are working with our Noon Supervisor subgroup to assist in the provision of food to eligible students.
- [Maintenance](#) - We have established protocols which will allow our maintenance department to maintain social distancing while performing necessary maintenance work around the District.

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

District/ PSA Response:

In Lincoln, we understand the importance of evaluating the participation of students in our Plan. Participation, or lack thereof, will give us guidance in creating future learning opportunities for our students as well as provide additional contact opportunities.

Teachers will gauge participation virtually through students being engaged in the Google Classroom and instructional tasks through learning packets via phone contact in office hours as noted in our [guidelines and expectations for distance learning](#). Attendance records will be kept in Powerschool, however, this will not be used for grading purposes. Weekly, grade levels/departments will collaboratively meet to discuss student participation and learning, instruction, motivation, assessments, and next steps. This will allow for accurate, bias-resistance future planning and instruction.

Check-in surveys will be sent to families and as we receive the results, we will reach out to those students via student email, Google chat, Google meet, or Google voice. Individual student check-ins and outreach will be ongoing and students will be encouraged to reach out to their behavior specialist or school counselor if they have questions or need support. Counselors and behavior specialists will also be available to respond to student and parent questions and concerns on a daily basis.

For our identified students with IEPs, the special education staff will provide accommodations based on the instructional needs of students in conjunction with the limitations imposed by the Executive Order. As we return to face to face school in the fall, we will continue to work on ensuring equity within the IEPs goals and objectives for each student.

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:

It is our goal at Lincoln to provide mental health supports to students and families affected by a state of emergency or state of disaster prompted by COVID-19.

Our district and building crisis teams have been mobilized to provide support to families and create guidance for our staff. These teams will also be reaching out to our community partners for added wrap around services. Our school psychologists, counselors, and behavior specialists have created a [social-emotional folder](#) with resources for them to use in their lessons with students as well as for staff to use with their families

to specifically address their social emotional well-being. We have found that our [Second Step lessons](#) at the elementary level and the [TRAILS lessons](#) at the secondary level have been beneficial in these efforts.

All of our staff are expected to reach out to our families via Google Classroom, Google Hangouts, office hours, individual phone calls, text messages, and/or contact through apps in order to support instruction and social-emotional well being. With the feedback staff receives from these contacts, they will be able to better assess the types of social-emotional interventions needed and refer them to our [Lincoln Community Resources](#) if needed.

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:

Our district is located in Washtenaw County and we are in partnership with the Washtenaw Intermediate School District. All of our departments are in regular communication with members and/or teams of the WISD and as a district, we are committed to support their efforts in mobilizing a disaster relief child care center as described in the Executive Order.

The district has planned to utilize Model Early Childhood Center if the need arises for a disaster relief child care center. We have provided the facilities' highlights and a map of the location below.

Model Facility Highlights:

- 21 classrooms most with restrooms inside classrooms, other with restrooms in close proximity
- Secure entryway
- Gym
- Kitchen
- Indoor Play Area/Multipurpose room
- Large Media Center
- 2 fenced in exterior playgrounds
- Easy access off main road

Model Elementary Early Childhood Center

*8850 Whittaker Road
Ypsilanti, MI 48197*

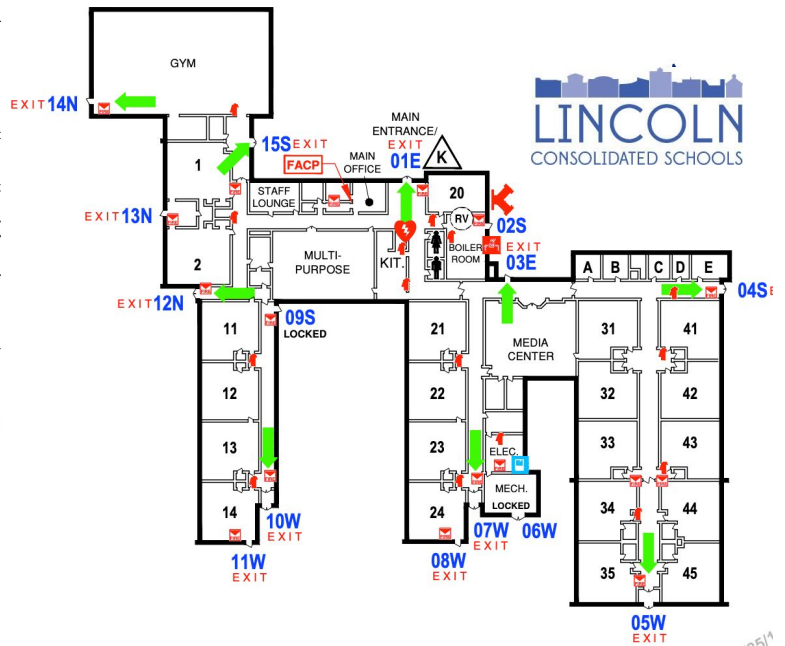
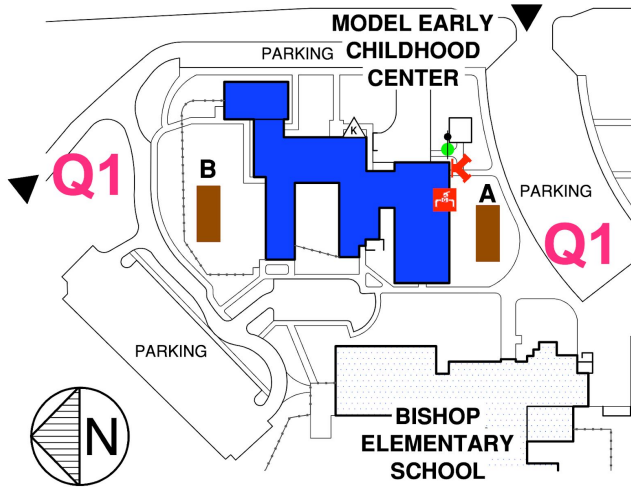
734-484-7045

Principal: Kerry Shelton

Director of Facilities:

Phil Bongiorno

734-732-8649



Optional question:

15. Does the District plan to adopt a balanced calendar instructional program for the remainder of the 2019-2020 school year? Does the District plan to adopt a balanced calendar instructional program for the 2020-2021 school year?

District/ PSA Response:

The District plans to meet its instructional obligations by June 12, 2020

Name of District Leader Submitting Application: Robert Jansen, Interim Superintendent

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website: