

Continuity of Learning and COVID-19 Response Plan (“Plan”) Assurances

Date Submitted: April 15, 2020

Name of District: Plymouth-Canton Community Schools

Address of District: 454 S. Harvey St, Plymouth, MI 48170

District Code Number: 82100

Email Address of the District: <https://www.pccsk12.com/>

Name of Intermediate School District: Name of Authorizing Body (if applicable): Wayne RESA

The applicant hereby provides assurance it will follow the requirements for a Plan for the remainder of the 2019-2020 school year:

- Applicant assures that all student learning will take place under the direction of a teacher of record for each student enrolled in the district.
- 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.
- Applicant assures that the Plan was developed in collaboration with district administrators, school board members, teachers, and local bargaining units.
- Applicant assures that food distribution has been arranged for or provided for eligible students.

- Applicant assures coordination between applicant and Intermediate School District in which the District/PSA is located to mobilize disaster relief child care centers.
- 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.
- 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.

Name of District Leader Submitting Application: Monica L. Merritt, Superintendent of Schools

Date Approved: April 15, 2020

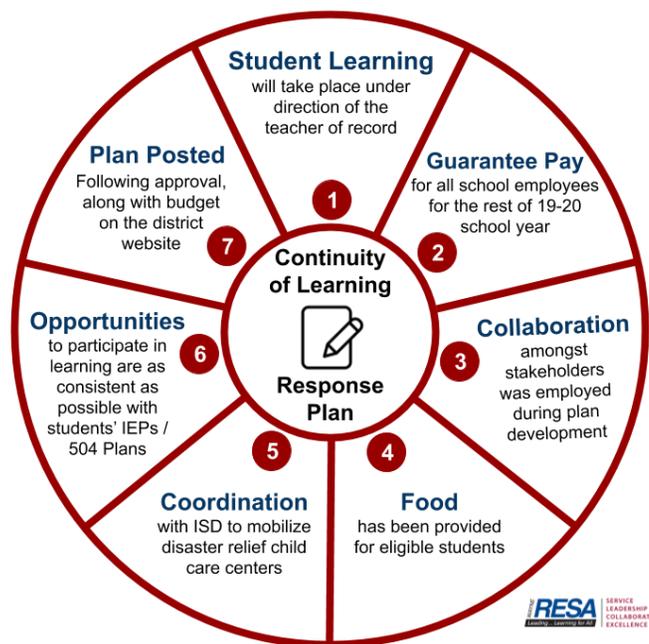
Name of ISD Superintendent/Authorizer Designee: Dr. Randy Liepa, Superintendent, Wayne RESA

Date Submitted to Superintendent and State Treasurer: April 15, 2020

Confirmation approved Plan is posted on District/PSA website: April 20, 2020

Continuity of Learning and COVID-19 Response Plan

Submission Date April 8 - April 28	April 15, 2020
District	Plymouth-Canton Community Schools (P-CCS)
District Address	454 S. Harvey St, Plymouth, MI 48170
District Code Number	82100
Superintendent Name	Monica L. Merritt
Superintendent Email Address	monica.merritt@pccsk12.com
Intermediate School District	Wayne RESA
Authorizing Body (If Applicable)	



Plymouth-Canton Community Schools (P-CCS) Plan

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

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P-CCS will be implementing a hybrid model of instruction, with the primary instructional delivery taking place through the use of one of three online learning platforms - SeeSaw, Google Classroom, or Moodle. Supplemental remote learning experiences will be supported through videoconferences; applications such as Remind, Class Dojo, and other similar resources; emails; phone calls; telephone communications through InTouch by Edulink; and communications through MISTAR. Instructional packets will be provided for students without Internet access.

The following steps have been taken to ensure that all students have access to the forms of electronic instruction indicated:

P-CCS 1:1 Chromebook Initiative

Prior to the mandated school closure, P-CCS families were able to opt into the district's 1:1 Chromebook initiative. Students participating in the program already have a district Chromebook at home. Families with a student who left their take-home device at school are able to contact their building principal to arrange for device pickup. All precautions are taken to ensure that CDC guidelines regarding social distancing are followed during the scheduled pickup times.

New Chromebook Issuance

Devices are available for students who do not currently have a district-issued Chromebook in their household. The following steps have been taken to support student access to a device they can use to engage in online educational content provided by P-CCS:

1. Targeted emails and robocalls were made on March 27-28 to all families not currently involved in the P-CCS 1:1 Chromebook Initiative. Information about Chromebook issuance was also posted on the P-CCS district website.
2. Families can sign up to take home a Chromebook using the [District Device Request Form](#); this has been communicated through emails, robocalls, and our [posting on the district website](#).
 - a. Families who need assistance with completing the form were/are asked to email chromebookhelp@pccsk12.com or call (734) 288-8121 for assistance. The support contact information was also included in our communications.
3. The first round of Chromebook issuance was on Wednesday, April 1, 2020 at Canton High School during food distribution.
 - a. Devices were also delivered by our transportation services to students who qualify for services under McKinney Vento programming.
 - i. All precautions are taken to ensure that CDC guidelines regarding social distancing are followed at all times during this (and future) device distribution.
4. A second round of targeted emails and robocalls was made on April 8-9, with device distribution scheduled for Wednesday, April 15, 2020.
5. P-CCS will continue to provide devices to students through a combination of pickup and delivery models over the remainder of this mandatory school closure period.
6. Additional devices may be made available during future weeks to families who have more than one student but currently only have one district-issued device in their home.

Technology Support to Students and Families

P-CCS continues to support families who need assistance with the digital content and physical hardware provided by the district.

- Information on how to receive technical assistance is posted on the district's [Parent Tech Resources page](#).
- Families who contact district support are provided with troubleshooting options. If the district is not able to troubleshoot an issue with district equipment, then a replacement is provided to the family and issued during scheduled Chromebook distribution times.

Internet Access

1. Internet access is available in all district parking lots and can be accessed by families when the Michigan "Stay Home, Stay Safe" order is lifted. Those accessing WiFi in these locations are asked to remain in their vehicles and/or maintain social distancing. Wifi signals have been boosted in all P-CCS buildings to support a wider range of online access for families.
2. Information regarding opportunities to obtain [free or low cost Internet access](#) was shared with families via inserts in all P-CCS

meals distributed on March 25, 2020. This information was also shared via automated phone messaging on March 27-28 and is posted on all district and school websites.

3. Wayne RESA is maintaining <https://sites.resa.net/infotech/personal-internet-access/> for Internet access options.

Instructional Packets

Students without Internet access will be provided access to instructional content through a weekly instructional packet that is housed on the [P-CCS Home Learning Hub](#) and distributed through either pickup during food distribution or mailing to homes. Distribution of weekly instructional packets for those without Internet access began on April 1, 2020 during food distribution and will continue throughout the school closure period. The first four weeks of packets (for the weeks of March 30th through April 20th) were created by P-CCS staff, where subsequent weeks' packets will be created by P-CCS staff or will utilize [Grade Level Packets](#) provided by Wayne RESA or the [Grade Level Weekly Packets](#) developed by the Genesee Intermediate School District, shared by GISD with permission granted to P-CCS.

Whenever appropriate, teachers are asked to share instructional packets with students who may not otherwise have access. These materials will be emailed by the teacher to our print shop, where staff will print the packets each week and make them available for pick-up or delivery. If delivery is needed, the weekly instructional packets for students without Internet access will be delivered to families by mail through the U.S. Postal Service or through a "door drop" delivery service provided by the P-CCS transportation department.

Students with IEPs

P-CCS will also provide the alternative modes of instruction identified in this plan to our students with Individualized Education Programs (IEPs). This applies to students with IEPs in both center-based and non-center based programs. Additionally, we will be working to implement the goals in student IEPs to the best extent possible.

Although P-CCS is making every effort possible to ensure that all students have access to high-quality Emergency Remote Learning, students will not be penalized if they are unable to complete the course work or participate in remote learning for any reason.

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

P-CCS remains committed to keeping our students at the center of our work. Our district is committed to educating the Whole Child, and we have embraced the [Whole School, Whole Community, Whole Child \(WSCC\) Model](#) from the CDC. We are intentionally focused on our students and will continue to 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.

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Now, more than ever, we are striving to be intentional in our outreach to continue building relationships and maintain connections. We are committed to doing all we can to help students feel safe and valued. To that end, we commit to the following:

- Planning for Student Learning: Building upon each student’s individual strengths, interests, and needs and using this knowledge to positively affect learning.
- Developing a Weekly Plan and Schedule: Offering routines and structures for consistency and for the balancing of think, work, and play time for health and well-being.
- Contacting Families: Partnering to support student learning through ongoing communication and collaboration.

We have considered the [guidance from COSN](#) when creating this plan, and we will provide translations as necessary to ensure access for all families.

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

District / PSA Response

P-CCS is prepared to deliver content in multiple ways to ensure that all students are able to access learning experiences. In order to ensure access, we commit to:

- Providing a hybrid model of instruction using available print and digital resources.
- Teaching content that includes essential content area and grade-level standards from the Michigan Merit Curriculum.
- Delivering flexible instruction that depends upon the tools and resources available to each student.
 - In addition to our online learning platforms, alternative modes of instructional support may include learning packets, videoconferences; applications such as Remind, Class Dojo, and other similar resources; emails; phone calls; telephone communications through InTouch by Edulink; and communications through MISTAR.
- Engaging families through communication about strategies for student engagement and support.
- Gathering feedback from families through virtual PFO and/or parent council meetings, as well as through parent surveys.

To support the development and delivery of remote content, we also commit to:

- Leveraging our technology integration specialists, instructional coaches, curriculum and instruction department, and teaching and learning team to provide professional development and support that assists teachers as they learn to implement remote learning in various ways.
- Providing guidance related to the effective use of remote tools, such as videoconferencing tips.
- Leveraging our assistive and integrated technology consultants to ensure that all students have access to the instruction provided by teachers.
- Having special education staff work collaboratively with classroom teachers to ensure that accommodations and supports are provided for students, focusing on the goals/objectives identified in IEPs.
- Ensuring ELD teachers work collaboratively with classroom teachers to support meaningful access to the curriculum for EL students.

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

District / PSA Response

Although students **will not be penalized** if they are unable to fully participate in the online learning opportunities, P-CCS believes that monitoring student learning is essential. The data collected will be used to determine the next steps including:

- Planning necessary supplemental lessons and/or follow-up instruction.
- Determining the potential need for summer learning opportunities.

Despite the challenges of remote learning, teachers will still 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 common planning time with department and/or grade level colleagues.
- Implementation of effective feedback practices and ongoing formative assessments.
- Reflection on the effectiveness of instruction to determine the 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 or 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 to meet the needs of all students.
 - Special education and/or EL teachers will actively monitor and assess the learning of students on their caseloads 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 one or more of the following:
 - Communication about the content covered, the current level of student understanding, and suggestions for extending the learning.
 - Communication of any pertinent data, along with an explanation of the next steps, where applicable.
 - Utilizing online gradebook reports - such as those provided in MISTAR-Q, other appropriate learning management systems, or district created progress monitoring forms - to communicate assignments and/or progress.

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For students with access to technology, teachers will monitor student access and assignment completion and provide feedback within the instructional platform.

For students without Internet access, learning packets will be collected each week during meal distribution or can be returned by mail to the school. Teachers will review the learning packets and provide feedback to students through one or more of the following methods:

- Phone calls.
- Written feedback in the packets, which can then be picked up by the student, parent, or guardian, or returned by mail through the U.S. Postal Service.

Teachers will review all completed work and provide feedback to students. Feedback from the teacher, whether for students engaging in online instruction or those completing instructional packets, will include differentiated instruction and examples to support additional student learning, where appropriate.

- *An example of differentiated instruction during feedback could be providing a student that is struggling with double-digit subtraction with additional practice and several written examples showing the appropriate steps for completion.*

Please attach a budget outline estimating additional expenditures associated with the Plan and sources of revenue to pay for those expenditures.

District / PSA Response

P-CCS will incur unexpected additional expenditures during the implementation of the Continuity of Learning Plan that were not planned for in the 2019-2020 budgeting process. Examples of these expenditures include:

- Additional costs for the distribution of printed instructional materials including paper, printing, print shop staff, transportation for delivery and/or mailing and postage. Estimated Cost = \$165,390 (General Fund)
- Added costs for professional development provided to K-12 general education teachers to support the implementation of remote platforms for learning. Estimated Cost = \$20,000 (General Fund; Title II, Part A Funding)
- Added costs for professional development provided to K-12 special education teachers and other specialized service providers to support the implementation of remote platforms for learning. Estimated Cost = \$20,000 (General Fund; Title II, Part A Funding)
- Costs for remediation and credit recovery during the Summer and Fall of 2020, including added costs for staffing, materials, tutoring, and social-emotional support for students who extend academic gaps during the school closure. Estimated Cost = \$152,648 (General Fund; 31a Funding)
- Added technology costs for remote learning:
 - Additional Personnel for technology device distribution and cleaning of equipment. Estimated Cost = \$6395.20 (General Fund)
 - Internet Hotspots. Estimated Cost = \$1500 (General Fund)
 - SeeSaw for Schools License. Estimated Cost = \$37,200 (General Fund)
- Added food service costs for meal distribution:
 - Additional food service staffing. Estimated Cost = \$145,102.68 (Food Service Fund Equity)
 - Custodial support: Additional maintenance and cleaning. Estimated Cost = \$188,980.47 (Food Service Fund Equity)
 - Refrigeration leasing. Estimated Cost = \$12,546.00 (Food Service Fund Equity)

Total Estimated Added Costs = \$749,762.35

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

District / PSA Response

P-CCS seeks out and values ideas from, and opinions of, all stakeholders. During the development of our Continuity of Learning plan, we worked collaboratively with, and elicited feedback from, representatives from the following stakeholder groups:

- P-CCS Board of Education members
- District Administrators and Staff
- Building Administrators (Elementary, Middle, and High School)
- Teachers (Elementary, Middle, High School, Core and Elective, English Learner, Special Education, etc.)
- Psychologists, Social Workers, Counselors, and others focused on Social-Emotional Learning
- Union Leadership, including the P-CEA President and our MEA UniServ Director
- Members of the Teaching & Learning Team and the Curriculum & Instruction Department
- Executive Director of Specialized Student Services (including Special Education and Assistive Technology)
- Director of Early Childhood Education
- Director of Diversity, Equity, and Inclusion
- Director of State and Federal Programs
- Members of the Integrated Technology Department
- Parents

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	<i>Please describe the methods the district will use to notify pupils and parents or guardians of the Plan.</i>
	District / PSA Response
7	<p>To ensure all stakeholders are aware of the P-CCS Continuity of Learning Plan, we will develop a clear, consistent, concise, and accessible communication plan. Elements of our communication plan will include a variety of methods the district will use to notify students and parents or guardians of this plan and keep them connected throughout its execution.</p> <p>Methods of communication we will use include, but are not limited to, the following:</p> <ul style="list-style-type: none"> ● Robocalls using the InTouch by Edulink system ● Email ● MISTAR-Q Parent Portal ● Social Media posting(s) ● Website posting <p>Translations of these communications will be provided through the use of Language Line (calls), Google Translate (website), and Talking Points (text messages). Additionally, we will have bilingual teachers and paraprofessionals available to answer questions from and provide support to our EL students, parents, and guardians.</p>

	<i>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.</i>
8	District / PSA Response
	<p>It is our goal to continue offering remote learning opportunities to students and families, even while we are in the process of developing this plan. With this in mind, P-CCS commits to a full roll-out and comprehensive implementation of this plan on April 20, 2020.</p>

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 MCL 388.1913, in completing the courses during the 2019-2020 school year.

District / PSA Response

For our students in dual enrollment courses with post-secondary institutions, we will be working directly with the providers to determine appropriate next steps. We will ensure that students have the necessary materials and support to complete those courses. The students will be given the option to convert their grade to credit or no-credit, whenever possible.

State-Approved CTE Dual Enrolled

For our students in dual enrollment CTE courses, we will be working with the provider to determine the next steps. We will ensure that the students have the appropriate materials and support to complete those courses, as well.

State-Approved CTE

The academic/instructional portions of CTE courses will be moved to distance learning. The skills-based and work-based learning activities that require in-person practice or demonstration are on hold; work-based learning guidance can be found at [CTE Requirements During COVID -19 Closure](#). In addition to current curricular resources, teachers will utilize the [resources published by OCTE for online instruction](#). We are also providing teachers who may have questions about their specific program needs with the [2019-20 Career Cluster and CIP Codes by CTE Curriculum Consultants document](#) provided by OCTE.

Our CTE staff, along with other designated staff, will communicate with students and families in order to ensure they fully understand the plan for moving forward. Specific information regarding assessments, certifications, and credentials will be provided by instructors. The district will ensure that students have the appropriate materials and support to complete CTE courses.

Those working with CTE will utilize one of the contacts listed below, should they need additional support:

- Jason Evers - eversJ@resa.net
- Tirria Kendred - kendreT@resa.net

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10	<i>Please describe how the district will continue to provide or arrange for the continuation of food distribution to eligible pupils.</i>
	District / PSA Response
	<p>Within our district, 19% of students qualify for free or reduced lunch. During the public health crisis, all students have been eligible for food distribution. To date, we have served 124,030 meals.</p> <p>Our current distribution plan includes providing food at five sites, once per week on Wednesdays. Students are provided with five breakfasts and five lunches at a time, with the exception of the week prior to Spring Break where students were provided with ten breakfasts and ten lunches. Steps have been taken to ensure social distancing and protect district staff, families, and all food distribution volunteers.</p> <p>We will continue our food distribution at the following sites every Wednesday from 11:00 a.m. to 1:00 p.m. (or until supplies run out), for the remainder of the mandated school closure period:</p> <ul style="list-style-type: none"> ● Salem High School, 46181 Joy Rd., Canton ● Discovery Middle School, 45083 Hanford Rd., Canton ● Liberty Middle School, 46250 Cherry Hill Rd., Canton ● West Middle School, 44401 Ann Arbor Trail, Plymouth ● Eriksson Elementary, 1275 Haggerty Rd., Canton

1 1	<i>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.</i>
	District /PSA Response
	<p>P-CCS confirms that we will continue to pay school employees while redeploying staff to provide meaningful work in the context of the Continuity of Learning Plan, subject to any applicable requirements of a collective bargaining unit.</p> <p>An example of our redeployment of staff includes having our non-instructional staff assist with the distribution of food and assembling instructional materials for our families that are unable to retrieve the information electronically. If needed, staff can be redeployed to deliver instructional materials to students' homes.</p>

12	<i>Please describe how the district will evaluate the participation of pupils in the Plan.</i>
	District /PSA Response
	<p>If a student has access to technology, teachers will use the instructional platform to monitor student wellness, engagement, and completion of assignments. For students who do not have access to technology, teachers will keep track of student completion of the weekly instructional packets.</p> <p>Teachers will keep a log of communication with students and families. Inconsistent completion of work and/or lack of communication from a parent or student will be reported to the assistant principal, principal, or counselor level to develop a plan for connecting with the student and family. Additional support agencies may be sought to make these connections, where appropriate.</p> <p>At all levels, teachers will record progress in MISTAR-Q, other appropriate learning management systems, or district created progress monitoring forms. Grading practices for each level will include the following:</p> <p>Elementary: Teachers will track student participation and provide feedback regarding academic progress using our standards-based reporting system.</p>

Middle school (6-8): All courses will grant one of the following for the **semester** grades:

- CR = Credit - No Grade (No impact to GPA)
- NC = No Credit - No Grade (No impact to GPA)

High School: All students in grades 9-12 will earn one of the following for the **semester** grade:

- CR = Credit - No Grade (No impact to GPA)
- NC = No Credit - No Grade (No impact to GPA)
- Option of taking a grade for the course instead of a CR or NC

The unique identifier codes of CR and NC will signify to post-secondary institutions that these “grades” took place during this unprecedented time in students’ educational careers.

We expect that the vast majority of our students will earn credit for their courses. A separate document will be created to keep track of any students not earning credit, and additional academic support will be provided during Summer 2020 and Fall 2020 to assist those students in earning these credits, where appropriate. Additional support will be identified and implemented based on individual needs.

Please describe how the district will provide mental health support to pupils affected by a state of emergency or state of disaster prompted by COVID-19.

District /PSA Response

P-CCS is committed to educating lifelong learners and removing the barriers that hinder educational equity and excellence for all of our students. While we navigate our “new normal” and what educational equity means during this unprecedented time, P-CCS is dedicated to responding to each student’s challenges, interests, and abilities, as well as providing them with the enrichment tools and resources needed to continue mental health wellness and educational growth.

Our Mental Health Team (counselors, social workers, behavioral specialists, behavior analysts, psychologists and the Social-Emotional Learning (SEL) Teams) will focus on supporting ongoing instructional support, while connecting with students, families, and staff. In addition to our academic focus, the Mental Health Team is working to meet our students’ social-emotional/mental health wellness and needs through enrichment resources for students, staff and parents, as well as ongoing communication and outreach where appropriate. Along with these supports, a Social and Emotional Wellness Hotline will be available that is staffed by members of our Mental Health Team.

The Mental Health Team will check in with staff to determine the current mental health needs for students and parents. Based on those check-ins, team members will reach out to individual students and families to determine what they may need and connect the family to resources and/or outside agencies to help meet their needs. While teachers are connecting with students, they will monitor and assess the needs of students and families. If a need is presented, the teacher will elevate that need to the principal or mental health team to ensure the necessary follow-up.

Staff, parents, and community members will also be provided access to a variety of resources that can be used with students to help explain our current reality and ease fear or anxiety. These resources can be found at our [Social Emotional link](#) on the Home Learning Resources Hub.

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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 follows it.

District /PSA Response

P-CCS stands ready to mobilize disaster relief child care centers by opening classrooms 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 from birth to 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 Wayne RESA 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:

1. Email a Wayne RESA Emergency Childcare Coordinator
 - Lena Montgomery montgol@resa.net
 - Kaitlyn Carpen carpenk@resa.net

2. 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 are 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.

Essential Workers are 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

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	<p>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.</p> <p>We stand committed to support the health and well-being of young children, their families and all who care for, educate, and work on their behalf.</p>
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Optional Question	
15	<p><i>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?</i></p> <p style="text-align: center;">District /PSA Response</p> <p>P-CCS does not plan to adopt a balanced calendar for the remainder of the 2019-2020 school year or the 2020-2021 school year.</p>

* Please forward completed forms to Wayne RESA Superintendent Dr. Randy Liepa by April 28, 2020.

