

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

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:****Name of District:** Grand Rapids Child Discovery Center**Address of District:** 409 Lafayette SE Grand Rapids, MI 49503**District Code Number:** 41921**Email Address of the District Superintendent:** Lisa Heyne,
heyne@childdiscoverycenter.org**Name of Intermediate School District: Name of Authorizing Body (if applicable):**
Grand Rapids Public Schools in Kent Intermediate School District

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

The goal of the Grand Rapids Child Discovery Center's Continuity of Learning Plan and COVID-19 Response Plan provides every student with alternative modes of instruction to help them stay on pace in their learning.

Our Continuity of Learning and COVID 19 Response Plan is guided by the following principles: promote a love of learning, center humanity, serve families.

Date Submitted:

Name of District: Grand Rapids Child Discovery Center

Address of District: 409 Lafayette SE Grand Rapids, MI 49503

District Code Number: 41921

Email Address of the District Superintendent: Lisa Heyne,
heyne@childdiscoverycenter.org

Name of Intermediate School District: Kent Intermediate School District

Name of Authorizing Body (if applicable): Grand Rapids Public Schools

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.

District/ PSA Response:

The Grand Rapids Child Discovery Center (GRCDC) is basing the instructional approach on the needs of the school population. A survey of all GRCDC families indicated that 99% have Internet access in their homes, leaving 3/277 with a need for connectivity. All families responded to the survey. Forty-five families indicated the need to use a school-owned Chromebook device. Most of these families had the means of staying connected through phones or tablets, but the devices were older and/or did not have the capabilities needed for consistent distance learning. Seventy families have more than one student attending the GRCDC and many others have siblings in other schools. Given the survey data, the GRCDC will loan out Chromebooks with a user agreement to 45 families; this will ensure that there is at least one laptop or desktop computer in each GRCDC family home so that students can access learning throughout the remainder of the 2019-20 school year. For families without Internet access, our Community Support Specialist is connecting qualifying families with offers for free Internet access. If that becomes a barrier, paper learning packets will be provided or the option of a temporary district provided hotspot.

Because of these survey results, the GRCDC will use an asynchronous approach based on familiar technology and varied in format to meet student and family needs. GRCDC teachers will design instruction to be accessible on the school website, grcdc.org. Teacher mini lessons, learning activities and cross-curricular projects will be on the website for families to access at their convenience. Assignments may include familiar online subscriptions to iReady Math, Headsprout, Raz Kids and MobyMax. Content will be posted for two weeks, archived and then refreshed with new content. Parents will need access to the Internet, a laptop or desktop computer, lined paper, white paper, markers, colored pencils or crayons, grade level texts, pencils and/or pens. Parents were surveyed about these materials and if they indicated a need was present, materials will be available for pick up/delivery the week of April 13 while adhering to guidelines from the U.S. Center for Disease Control and Prevention.

If technology becomes a barrier, families can request to receive a printed packet via mail or delivery at any time during the 2019-20 school year. Families opting for the non-technology approach will need to request a paper packet by contacting the student's classroom teacher. Phone calls with the teacher will be utilized instead of the mini lesson video content accessible on the web. Families using the

non-technology based approach would need lined paper, white paper, markers, colored pencils or crayons, grade level texts, pencils and/or pens. These will be available for pick up/delivery the week of April 13 while adhering to guidelines from the Center for Disease Control. The non technology approach will include the opportunity for “pen pal” communication with select classmates and the teacher for feedback and relationship building if phone calls are not possible.

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:

The GRCDC will maintain common, community building structures on a predictable schedule to help children and families feel safe and valued. These structures include:

- A biweekly **Community Meeting** is a familiar structure at the GRCDC. Typically it is a schoolwide gathering of children, staff and families. The structure of this meeting is based on the practice of Morning Meeting from Responsive Classroom, a student-centered, social and emotional learning approach to teaching and discipline. The Community Meeting will be translated into a video to be shared with the full school community via Remind app, email and Facebook.
- A **weekly scheduled online meeting hosted by each teacher**. These days and times will be staggered throughout the week so that families with one device and more than one student can all participate. If a child is unable to attend, the teacher will record the session and email it to the child’s parent or guardian along with a message that they were missed. Teachers will keep a communication log and track student participation, following up with those not in attendance.
- **Weekly social emotional learning lessons** will be shared at each grade level via video. GRCDC uses the social emotional learning curriculum called Empowering Education. These lessons will be delivered by a trusted staff member in the same manner they would be during face to face learning. The lesson video and an associated enrichment activity will be posted on each teacher’s school webpage. The Parent Extension component to each lesson will be included as well.
- **Social/Emotional Check-in Request survey**- There will be an open Google doc that parents can access at any time to request a social/emotional check in by our Community Support Specialist or other trusted adult at the school, as many students have identified preferred “safe people” in established plans and Behavioral Intervention Plans. This Google doc will be communicated to families in a variety of ways including the school website, Remind text, and Facebook and it will be monitored by the Principal and Community Support Specialist.
- **Mutual Aid Survey**- The district will create and have open continuously a Mutual Aid Survey where families can offer help or request help. This will be monitored and coordinated by the Executive Director and the Community Support Specialist with the purpose of continuing to strengthen and build our community.

- **Student Risk Screening Survey- Internalizing and Externalizing**--All teachers will be trained on the Student Risk Screening Survey- Internalizing and Externalizing and rate their students for baseline data prior to the plan beginning, and check in accordingly throughout the implementation of the plan.
- **Student learning at the GRCDC is rooted in project based work** under normal face to face instruction and this will continue under this Plan. These projects stem from the strengths, interests and curiosities of children. Instructional planning for these projects will respect families' current experiences and can help facilitate meaningful conversations among students and their families.
- **Weekly Plan and Schedule:** The GRCDC will offer suggested daily time frames to be engaged in learning, play, exercise and enrichment. A suggested weekly flow of activities will help preserve the feeling of a school week with opportunities for students to interact with one another and school staff.
- **Contact Families Weekly:** Teachers and paraprofessionals will check in with families weekly. This will be documented on a schoolwide communication log. Families who are unable to be reached will be routed to District Operations Team members (Superintendent, Director of Operations, or Community Support Specialist) to ensure contact is made. Needs that are identified by teachers and paraprofessionals will also be routed to the District Operations Team, who will then determine who the best staff person is to connect the family with resources to meet that need (Superintendent, Director of Operations, or Community Support Specialist).

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

District/ PSA Response:

Each teacher will have a webpage that will host up to two week's worth of content in the form of video links from accessible platforms like YouTube, Loom or Flipgrid. These videos will feature each child's teacher delivering mini lessons modeling a skill or thinking aloud to demonstrate and share strategies, process or new content. These videos will be directly connected to essential standards and the week's learning activities. Learning activities may be in the form of open ended prompts, cross curricular projects, tasks that children can complete with accessible materials or within familiar online subscriptions to iReady, Headsprout, Raz Kids and MobyMax. If technology becomes a barrier, families can receive a printable packet via mail or delivery. Phone calls with the teacher will be utilized instead of the mini lesson video content accessible on the web.

Based on family survey data, a large barrier is making sure content is available and accessible at all times; many parents of GRCDC families are working from home or working in an essential field. Parent availability will help increase access to learning for our elementary population, particularly in the younger grades. Given that, we will ensure content is available around the clock and with lots of flexible times so that families can design a schedule that works for them.

Each grade level team and the Instructional Leader collaboratively identified a set of prioritized Michigan standards in English Language Arts, Math and Science. Learning will incorporate the Michigan standards for Visual Arts and Physical Education as well as the Michigan Integrated Technology Competencies for Students. Educators responsible for these standards will work in partnership with general education and special education teachers to plan and support integrated, cross-curricular learning opportunities.

The GRCDC will communicate simple strategies to help families partner with their children and teachers to ensure all are successful. These strategies will be communicated in an easy to read format, translated as needed. Teachers and support staff will check in with families each week to understand levels of success and support as needed.

The GRCDC's Continuity of Learning and COVID-19 Response Plan centers on equity and access for all students; our special populations will be supported in the following ways.

Children with IEPs and 504 Plans:

The GRCDC will serve students with disabilities (IEPs and 504 Plans) to the greatest extent possible and practical by tailoring remote learning to meet individual needs. All decisions regarding special education and Section 504 will comply with guidance from the U.S. Department of Education and Michigan Department of Education and will be heavily informed by local procedures and guidance from the Kent Intermediate School District.

GRCDC will structure individualized remote learning for students with IEPs and 504 Plans. The GRCDC affirms that the practices used to do so will demonstrate that:

- All students can achieve growth in all capacities.
- Remote learning will be based on current IEPs and 504 Plans and in collaboration with families, will select the most appropriate format that provides the student access and the opportunity to be successful.
- The format of content delivery will be based on individual student needs.
- Families are our partners to help guide and adjust individual students' remote learning.
- Planning for structure and consistency will mimic familiar routines
- Strong relationships with school staff and peers can increase motivation.
- Weekly instruction will be mindful of the whole child and encourage access to enrichment, social emotional learning extensions and physical activities as provided to all students.

GRCDC special education teachers will collaborate with families to develop individual Contingency Learning Plans. They will document all communications with families, the format for delivery selected and the effectiveness of the Contingency Learning Plan. Weekly calls with parents or guardians and weekly office hours will allow for special education teachers to monitor the delivery method effectiveness, identify needs and plan for instructional changes.

To ensure individualized differentiation occurs, GRCDC special education teachers will communicate at least weekly with general education teachers, case managers, paraprofessionals and leadership to support students in accessibility and in meeting their IEP benchmarks and goals, as applicable. Online meetings and a communication log will be used to achieve this coordination.

GRCDC students with IEPs often receive services (e.g. speech, occupational therapy, social work, physical therapy) through itinerant staff from Grand Rapids Public Schools. GRCDC requested to work collaboratively with GRPS leadership to ensure that GRCDC students with IEPs receive these services to the greatest extent possible and in coordination with Contingency Learning Plans.

Children with housing insecurity:

- When a housing need is identified, our Homeless Liaison will partner with the Homeless Liaison office of the Kent ISD to determine support and resources for this family. Meal deliveries from the GRPS meal sites can be arranged, along with delivery of materials and assignments to the student. If a phone is not available to the student, a routine of dropping off and picking up assignments as well as notes, feedback, and letters can be established.

English Language learners:

- Teachers will provide opportunities for English Language Learners to utilize their home language whenever possible, especially in the four language arts domains: speaking, writing, reading and listening. When designing activities for English Language Learners, educators will keep in mind the language proficiency level of the students, both in English and the home language.
- Teachers will provide both asynchronous learning and synchronous opportunities for social connection to the classroom/school community. The balance between these two approaches is dependent on the student's language proficiency level. At GRCDC, our English Language Learner population would benefit from following the guidelines for Beginner and Intermediate English Language Learners: thematically-based learning activities, family engagement in the content in both the home language and English as appropriate as well as playing, telling jokes and stories and singing.
- GRCDC educators will plan learning opportunities that are:
 - Project based and encourage the arts as much as possible as they hold significant cognitive benefits and can be completed in any language.
 - Connected to science as it lends itself to meaningful, real-life connections.
 - NOT worksheet skill practice based. A small portion of instructional time could be devoted to skill practice (i.e. sight words, letter recognition, etc.), but most students will find too much of this rote work tedious and will not be motivated.
- Educators will encourage parents/guardians in their roles as the first and most important teacher. They will encourage families to spend time with each other and have conversations about topics.
- GRCDC educators will plan to communicate with families of English Language Learners in the home language as well as in English.
 - Directions/written materials sent in both English and home language
 - Paraprofessionals can hold extra time on calls or online meetings to help students with remote learning activities and also act as a resource when communicating with families.

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

District/ PSA Response:

The GRCDC plans to monitor learning through weekly formative assessment strategies, including, but not limited to: online meeting conversations, Google Form quizzes and feedback, photographs and videos sent via email to teachers, and iReady teacher assigned lessons. For students unable to access technology, teachers will conduct assessments orally over the phone.

Like always teachers will use formative assessments to guide and adjust instruction. Teachers will keep track of student learning outcomes on these assessments and participation in weekly online meetings; data will be kept by individual teachers in their classroom data spreadsheets, which will be monitored by the Instructional Leader and School Leader. Leadership will structure regular needs assessments for families to guide instruction schoolwide and be responsive to family needs in the areas of learning, mental health and basic needs.

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:

Based on the Grand Rapids Child Discovery Center's Continuity of Learning and COVID-19 Response Plan, the following [budget](#) outlines the expenses incurred or expected as a result of the implementation of the plan.

The GRCDC plan mainly uses technology that was already available to our school staff and families in order to make implementation of the plan easy and understandable both for staff and students. Our expenditures will be the possible replacement of fifty loaned out Chromebooks as well as school supplies.

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:

This plan was drafted by the District Operations Team (Superintendent, Instructional Leader, Director of Operations) with specific input during drafting from the Special Education Team Lead, the Community Support Specialist, Title I Coordinator and the Title III Coordinator. The initial draft was initially shared with two GRCDC Board Members, the Vice President and Treasurer, for feedback and revision. Simultaneously, it was shared with the GRCDC's teacher leaders on the Teacher Council and the staff leadership team, the A-Team. These committees represent the school's full spectrum of grade bands, as well as special education, elective teachers, and interventionists. Once the plan was revised with initial feedback from the leadership groups, every GRCDC Board Member and staff member had the opportunity to review and give optional input. All feedback was captured via Google Form Survey and used to make final revisions before submitting the final Continuity of Learning and COVID-19 Response Plan.

The plan is required to be reviewed by the GRCDC's authorizer, Grand Rapids Public Schools, for approval and to ensure adherence to the Grand Rapids Education Association agreement.

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

District/ PSA Response:

The GRCDC will use established communication protocols to inform families of the contents of the Continuity of Learning and COVID-19 Response Plan. The GRCDC will

email a letter to every household, send a Remind text to all families and post the letter on our Facebook page. The initial communication about the plan will require a response and families who do not respond to their child's classroom teacher will receive a phone call. During the phone call, the teacher will share information about the plan and solicit questions. These communication methods will also be used to share a synthesized, one page Family Guide with infographics. As soon as it is approved, the Continuity of Learning and COVID-19 Response Plan will be posted on GRCDC's website in its full form and the accompanying Family Guide.

8. Please provide an estimate of the date on which the district will begin implementation of the Plan, which must be no later than April 28, 2020.

District/ PSA Response:

- During the week of April 13, 2020, the GRCDC plans to communicate the Continuity of Learning and COVID-19 Response Plan with families, offer material pickup/delivery and provide professional learning to teachers and staff. Professional learning topics will include:
 - Understanding the Plan and Staff Guidelines for Implementation
 - Connection, Trauma Informed Practices and Mental Health
 - Curriculum and Instructional Planning
 - Student Engagement in Remote Learning
 - Supporting Special Populations
 - Assessment and Feedback
- The week of April 20th, teachers and staff will prepare learning content and establish new routines and new technological ways of working. Teachers will use common strategies for establishing connection with all students and families, including: hosting a Zoom meeting for their classrooms based on a staggered schoolwide schedule, one on one check-ins for each teacher and their students (5 a day for 10 minutes), and administering student and family surveys to assess overall wellness and needs. The emphasis this week between staff and families will be about establishing mindsets and common norms; no teaching and learning of new content will happen this week.
- On April 27, 2020 new learning activities aligned to essential standards will be the basis for content published on classroom websites, accessible to all families.

9. Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act glo of gppl, as amended, MCL inn.kgg to inn.khj, and Career and Technical Preparation Act, hkn PA hooo, as amended, MCL inn.gpog to inn.gpgj, in completing the courses during the 2019-2020 school year.

District/ PSA Response: Not applicable to Grand Rapids Child Discovery Center

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

District/ PSA Response:

The GRCDC is a public school academy, authorized by the Grand Rapids Public Schools (GRPS). Because of this relationship, the GRCDC contracts with the district for food services. GRCDC students are able to receive food through the GRPS meal distribution sites. GRCDC will continue to advertise these opportunities to families weekly, in a variety of formats, as well as keep families aware of any changes to the sites that GRPS communicates.

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:

GRCDC confirms that it 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 the collective bargaining agreement.

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

District/ PSA Response:

GRCDC teachers will be the primary evaluator of student participation in the Plan. They will use surveys and check-ins to monitor student wellness, engagement and completion of assignments. Teachers will keep a communication log and make at least one classwide personal contact per week (e.g. online, phone). If there is inconsistent assignment completion and/or communication with a parent or student, the teacher will raise concern for the student to the District Operations Team to develop a plan for connection with the student and family. Additional supports and agencies may be sought to support the child and family and help build opportunities for connections. If a student does not have access to technology, teachers will be calling weekly and can use the same communication log to elevate any concerns.

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:

The district will survey parents to determine current mental health needs. Based on those results the Community Support Specialist will reach out to individual students and families to determine what they may need. The Community Support Specialist will help connect the family to outside agencies to help meet their needs.

While teachers are making weekly phone calls or hosting weekly Zoom meetings, they will monitor and assess the needs of students and families. If a need is presented the teacher will elevate that need via the communication log to the District Operations Team to make the necessary follow-up.

The Superintendent and/or Community Support Specialist will hold weekly meetings with teachers to identify any additional students or families in need.

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 hoho-g1 or any executive order that follows it.

District/ PSA Response:

The GRCDC will serve as communicator of critical information to mobilize disaster relief child care and welcomes continued communication and direction from Ashely Karsten, Director of Early Childhood, Kent ISD. The GRCDC will communicate to all families via its established communication protocols (e.g. email, Remind, Facebook) that the Kent ISD Early Childhood department is helping essential worker families navigate and secure child care programs throughout the county, as needed. The GRCDC will promote information published by the Kent ISD to drive families to visit: <https://www.successtartsearly.org/help-me-grow/> and complete the Essential Industry Child Care form to be placed into childcare.

Optional question:

15. Does the District 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:

At this time the GRCDC is not planning to adopt a balanced calendar for the 2019-20 or 2020 school year. However, if a balanced calendar were adopted by our charter authorizer, Grand Rapids Public Schools, then the GRCDC would likely follow.

Name of District Leader Submitting Application: Lisa Heyne, Superintendent & Executive Director

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website:



Continuity of Learning and COVID-19 Response Plan Budget Outline

Based on the Grand Rapids Child Discovery Center's Continuity of Learning and COVID-19 Response Plan, the following budget details outlines the expenses incurred or expected as a result of the implementation of the plan.

| Expense | Cost | Fund Used |
|--|---|--|
| Chromebooks: Replacement or Repair of Loaned Chromebooks | \$10,000 | <ul style="list-style-type: none"> • \$8500 from 31A • \$1500 from General Operating Fund |
| Technology Insurance | \$448 | Technology Fund |
| Learning materials (paper, pens, etc.) for families | \$1500 | General Operating Fund |
| Paper packet creation and distribution | 0 | Paper and copier available at school site |
| Cell phone and hot spot for families, if needed | T-Mobile Hot Spot: \$100 12 month plan commitment for hot spot: \$20/month AT&T pay as you go phone: Phone: \$90 Monthly bill: \$30 (other providers have similar rates) | <ul style="list-style-type: none"> • 31A or Title I fund, if possible • Tech fun • General Operating fund |