

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

Date Submitted: April 13, 2020

Name of District: Delta-Schoolcraft ISD

Address of District: 2525 3rd Avenue South, Escanaba, MI 49829

District Code Number: 21000

Email Address of the District: dleisenring@dsisd.net

Name of Intermediate School District: Delta-Schoolcraft ISD

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: April 13, 2020

Name of District: Delta-Schoolcraft ISD

Address of District: 2525 3rd Avenue South, Escanaba, MI 49829

District Code Number: 21000

Email Address of the District Superintendent: dleisenring@dsisd.net

Name of Intermediate School District: Delta-Schoolcraft ISD

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:

Delta-Schoolcraft ISD provides a variety of programs for our local schools and community. The Learning Center is our center-based program for students with moderate-cognitive impairments. We have approximately 100 students at the Learning Center from age 3 to 25. There are no students set to graduate this year from the Learning Center. We offer a variety of Career and Technical Education (CTE) programs to approximately 600 students each day at our Escanaba and Manistique CTE centers. These 600 students attend one of our eight local high schools. There are a large number of 12th grade senior students in these classes and we will be collaborating with each local district to determine how they are grading seniors and providing opportunities to their seniors to bring up failing grades so they can graduate. We will follow the 12th grade policy of each student's home district. Our ISD coordinates the Great Start Readiness Program (GSRP) across our two counties. This four-year year old preschool program is hosted in a variety of locations by our local school districts and community partners. The following GSRP information is for the Small Wonders GSRP program which is located at DSISD's main office building at the address listed above. Regardless of the programs described below and the districts we are working with, no student will be penalized for their inability to fully participate in our distance learning plan.

CTE: All CTE teachers will reach out to families/students via phone to assess tech assets within the home. Two curriculums will be developed, one for online learners, and another for those with no technology within the home. Teachers will utilize Google Classroom to share teacher made content as well as share other content as it pertains to each CTE program for online learners, and create DVD's, paper packets, and correspondence methods with those with no technology in the home. We are coordinating access to technology with the student's high school.

Learning Center: All students will have access to learning packets that will be sent directly to the homes of the primary parent(s). The majority of students have access to internet services as well as mobile devices that can be used for virtual meetings - either individually, in small groups, or as a class. Those students who do not have access to a device will be provided with a device that can be assigned to them by their teachers and will allow them to be included in virtual activities and utilize online learning and applications. Students who do not have access to internet services will be provided with contact via home phone and additional learning materials (printed papers and DVDs) via mail.

GSRP: Families were surveyed to determine the availability of internet service and mobile devices. Those that do not have access will be offered a device that will be assigned to them to access the online opportunities offered by the program. The teacher will utilize Zoom for family meetings. Letters and printed activities will be sent home as well as the utilization of text messaging and Remind for general information and reminders of upcoming online events. Facebook Live and Google Hangout will also be used for online events that children can actively participate in.

Early On: DSISD continues to work with our partner agencies to facilitate contacts with our Early On families. Each of our service providers are actively engaged to provide on-line, telephone, packet or text communications to every family we serve in order to continue to deliver meaningful support to children and parents. Our occupational, physical, speech therapist, social worker, vision teacher, nurses and other service coordinators are in consultation with parents and foster parents to determine the best method of instructional support and delivery modes in accordance with the IFSP for each student. Much of this educational support is in the form of instructional packets or remote coaching via electronic means utilizing the phone, text, email, snail mail, Zoom or Google platforms.

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:

CTE: The CTE Center will contact each family/student and work out a plan to provide needed technology. Teachers will require weekly check-ins from students to ensure participation. The CTE center will place wireless routers in places where drive up access is an option. Should Google Classroom connections fail, teachers will use other means of communication such as phone calls, texting, and email to ensure students are at the center of their educational activities and all of their basic needs are met both personally and instructionally.

Learning Center: The principal, teachers, aides, and ancillary service providers will all continue to contact each family inquire about any outstanding needs for which they may need resources (food, transportation, mental health needs, etc.), how they prefer to be contacted, if they are able to participate in technology-based learning either live or recorded, and their learning priorities for their children through distance education. Every student will be offered a combination of contacts and instruction via technology or phone along with learning packets including developmentally appropriate enrichment activities designed to reinforce learning and build skills for continued learning. All families will also be provided with an extensive list of online resources that are free of cost. Given that all of our students have moderate to severe levels of physical, cognitive, and behavioral impairment, our first priority is for them to be healthy, safe, and actively learning within their home environment with our support. We will also be sending home pictures of all staff to all of our students/families as it is important for them to be able to connect to our faces, especially if we are unable to connect with them virtually.

GSRP: Due to the limited amount of online learning that can be done and the importance of social and emotional health and development at this age, our top priority is the safety and well-being of our children. The teacher will remain in contact with all families to ensure their needs, both basic (food, transportation and health) as well as learning needs (technology, materials etc) are being met. Students and families will be connected with community resources as needed, including food distribution. Families will be offered the opportunity to meet online as a group and the children will be able to see and talk with the teacher as well as their

classmates. The teacher has also given the families access to her cell phone number and can be reached via phone call or text.

Early On: In line with the mission of the Early On Program, all of our service providers are actively engaged to provide on-line, telephone, packet or text communications to every family we serve in order to continue to deliver meaningful support to children and parents. Our providers are implementing the IFSP where practicable or developing a Contingency Plan in consultation with parents. Resources to assist parents are being provided to address behavior, speech, physical wellbeing, and other needs, as applicable. Continued focus on relationship building is a paramount concern in addressing the needs of every family and child. Emphasis will be given to assessing each family's need for food, housing, physical and mental health, and transportation with connection to local resources as needed.

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

District/ PSA Response:

CTE: Through calling all families/students we will be able to assess each home's needs, those with internet access and a device will be provided internet based instruction through Google Classroom as well as other modes. Those with limited internet access will be provided mailed packets which will include papers, handouts, worksheets, DVDs and thumb drives with the necessary content to ensure students are learning and being successful.

Learning Center: The content provided to our students during the school year consists of highly engaging and supported activities which have become a part of their learning routines. All of our students rely heavily on these routines, which makes it especially important for us to engage in some of those learning routines virtually. Those students who are unable to access technology are able to speak to teachers by phone and all students will be sent pictures of our school staff for reference. The activities provided in packets align with the activities that are routinely completed in the classroom. We have also provided all families with communication boards and social stories to assist families in helping their children to better understand why they are unable to go to school. Every effort will be made to provide every child with content that meets their needs, delivery of instruction that will be most functional for the student/family, and weekly contact that provides adequate support for families to remain engaged in their child's education.

GSRP: The teacher will mail, email and post activities on the class Facebook page that are both age-appropriate and hands-on to maintain a participatory focus. The teacher will also schedule Zoom meetings, Google Hangout time, as well as a Facebook Live events for participatory learning opportunities. These events will include live storytime, virtual tours and activities.

Early On: Providers are in routine contact with the parents to determine the needs of the children and families. We are adapting methods to an online format, using phone, text, or video consultation as a means of communication to discern the best approach for each family. Providers are attempting to reach each and every family to deliver meaningful supportive services in a manner and capacity amenable to the parents. If parents choose to opt out of having

services, they will be recontacted monthly to verify they are still opting out during the Stay Home, Stay Safe order.

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

District/ PSA Response:

CTE: Teachers will check in with students via Google Classroom multiple times a week through their instructional delivery and expectations set forth in their instruction. Students receiving mailed instruction will be corresponded with through the mail and contacted via phone or other method at a minimum of once a week to ensure learning and comprehension.

Learning Center: All contacts with students, parents, providers, etc. by school staff will be documented throughout each week. Teachers will be collaborating with their instructional aides and ISD service providers, who will also be documenting their contacts if they are made outside of joint learning activities with students.

GSRP: A tracking document has been created to log all communication with each student and family. Families will also be encouraged to utilize ASQ online (Screening tool). The teacher will be able to access results and give the family feedback and activities to address areas of concern. Parental feedback and discussion will be utilized to gauge student progress.

Early On: Monitoring children and families progress will be conducted by the providers as they continue to meet remotely. Every attempt will be made to continue to collect data and progress monitor the achievements of the children in accordance with IFSP goals, in consultation with the parents. Entry and Exit COSF documentation will be compiled to measure child growth to the best of our ability utilizing all remote or electronic means possible in conjunction with the families. Additionally, providers will be tracking and documenting contacts and attempted contact with families to determine the level of participation. Follow up efforts will be afforded to those families that may initially deny services. Any child find assessments will be conducted to the extent possible in conjunction with the parents. Services to children will be rendered in cooperation with parents, in line with their input.

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:

CTE:

Technology for teacher home based instruction: 12 laptops - \$12000, Tripods for videos: \$60
Purchased Online Delivery methods: Careersafe Online: \$8000 - provides DOL approved 10
Hour OSHA credential certification
Mailing: \$500

Learning Center: Any additional technology needs for families will be provided by loaning out tablets or chromebooks with which the students are most familiar. In some cases, students will

be provided with simple, child-proof tablets that can be paid for by small grant funds, and any virtual learning platforms used will be those that are offered without cost.

Copies of activities for learning packets and postage for 105 students is estimated to be \$600.

GSRP- a grant has been secured to purchase technology if needed. Materials, copies and postage will be \$250.

Early On: \$2500 will be allocated for the purchase of supplies, materials and equipment to facilitate continued contact with families which may include the purchase of phones for providers to contact families, printing of shared materials or packets, purchased instructional brochures and educational materials, mailing, and postage.

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:

CTE: The CTE Department met multiple times virtually to assess whether each teacher/program needs to conduct a rich curriculum for the remainder of the school year. Then instructional staff called all families/students to assess tech assets in the home. Once that information was collected the instructional delivery plan was formulated and will be adjusted as needed to ensure student learning is at the center of the plan. The superintendent has collaborated with the three labor unions on the plan and school board members reviewed the components of our plan at our school board meeting on April 9.

Learning Center: Teachers have met virtually multiple times to discuss how to best engage with students and families in distance learning. All staff were in agreement that, for our student population, maintaining contact with our students will be crucial to their success at home and as the new school year begins. The social-emotional well-being of our students is also critical to learning without the physical contact and prompts that our students so often need to remain actively engaged in learning. We have collaborated with ancillary service providers to supply families with many options for engaging in sensory motor activities as well as physical exercises. Communication is the foundation for all of the learning that takes place at our school, so our speech and language therapist has been actively involved in planning with teachers and working with aides. The ISD administrative team has been a part of our discussion about the challenge of distant learning for our students with special needs and monthly reports are provided to the board for feedback. We have also solicited information from all parents via survey as well as through personal phone calls to identify different levels of engagement that will be needed to implement an equitable distance learning plan for all of our students.

GSRP: DSISD Early Childhood Contact created a DSISD plan as well as supporting documents and guidance to assist individual districts in creating plans. Zoom meetings will be held for GSRP teaching staff to collaborate and share ideas across the 2-county area. The Early Childhood Specialist will be assisting teachers in program content and provide on-going support.

Early On: The Early On team meets monthly to coordinate activities, problem solve, conduct case consultation and facilitate a provider community of practice. This ongoing activity helps the team to develop and coordinate the Continuity Plan. We continue to seek guidance from the Office of Special Education, and the Early On Training & Technical Assistance program to discern best practice and creative means of service delivery. .

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

District/ PSA Response:

CTE: CTE teachers and aides will call all families/students to notify students of the plan and assess which instructional method works best for each family/student.

Learning Center: Learning Center teachers will be contacting all students/families to share the plan along with contingency plans related to individual student IEP goals. Teachers will be asking for feedback and assessing and adjusting each student's plan to best meet their instructional needs.

GSRP: Preschool families will be individually called to notify them of the Continuous Learning Plan. The teacher will also assess family needs at the same time.

Early On: This plan will be posted on the DSISD website, Additionally, providers will be in regular contact with each family associated with the program through a variety of means to discuss and deliver support.

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:

CTE: CTE will begin the distance learning plan on Monday April 13th, 2020 with the first step ensuring the communication methods are understood by all staff, students, and families. Once the lines of communication are clear, and everyone knows how to effectively use the method, instruction will follow immediately.

Learning Center: As a school, we began contact with all parents via mail on March 13th as the students left our building for the anticipated duration of closure. By March 16th, we were making phone calls home to personally connect with families and inquire about their needs and concerns. By March 20th, packets for several classrooms were sent home and teachers began to explore the use of media with families. Communication via Remind was established for all families who chose to enroll. Virtual meetings with students, parents, and staff then began on March 23rd. The distance learning plan will officially start on April 13 but there has been weekly contact since the school closure started and will continue likely throughout the summer as needed.

GSRP: The teacher has been in contact with families since March 16. The plan for on-going learning was also initiated and continues to be updated as MDE announces requirements. The distance learning plan will officially start on April 13.

Early On: Our team attempted to maintain contact with families at the start of the shutdown orders. We are attempting to contact each of our participating families shortly after the April 13 initiation of the Continuity Plan, but no later than May 7th in accordance with executive orders.

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:

CTE: The CTE department has met to ensure that all dual enrollment content that was scheduled to take place will still take place in this new instructional method. CTE teachers have reached out to their post secondary counterparts to ensure this understanding and that students meet all necessary content. The Bay College Dual Enrollment and Early Middle College Coordinator, Ashley Rogers, will be contacting any students who fall behind and need assistance.

Learning Center: NA

GSRP: NA

Early On: NA

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

District/ PSA Response:

CTE: All of our CTE students are being provided food by their local district.

Learning Center: We receive funds from our Community Foundation for a weekend food program. At the time of closure, all of our funds were spent. The remaining food in our pantry was sent home with students on March 13th. Letters were sent to all families and contacts were made to ensure that everyone would have access to food through their local districts.

GSRP: The teacher will notify students and their families of the Food Distribution Program - days and times in the school district in which the child resides. The teacher will also connect families with outside resources for food if needed.

Early On: Consistent with the approaches listed above, the families participating in Early On will be directed to food distribution centers provided by our eight local school districts and other local food bank resources.

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:

CTE: Yes. All staff members are continuing to be paid during their regularly scheduled work hours. Aides are assisting teachers in contacting students and instructional delivery. Teachers are creating content to ensure all students have access to a rich curriculum. Office staff is assisting staff and students as needed.

Learning Center: All Learning Center staff will continue to be paid during their contracted hours or regularly scheduled hours. Aides will be working with teachers to develop content, participate in contacting students/families, and engaging in virtual activities, whenever possible. Aides will also be assisting teachers with the organization of classroom materials and cleaning. All staff, primarily our aides, will be provided with a list of professional learning that can be completed online to include topics such as Applied Behavior Analysis, Trauma and Resilience, First Aid/CPR, Augmentative and Alternative Communication, Autism Spectrum Disorders, and Instructional Coaching.

GSRP: The teacher will continue to be paid. She will provide instruction and support to her students and families.

Early On: The DSISD is committed to sustaining our partnership agencies and will continue to support the budget as established. The DSISD coordinates all Early On activities in partnership with local county agencies and will continue to do so.

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

District/ PSA Response:

CTE: Each teacher will set forth their communication expectations and monitor, evaluate, and change as necessary to ensure student learning. Should a student fall off of the plan, teachers will make necessary phone calls to the family/student to try to reduce barriers at home.

Learning Center: All teachers will develop lesson plans and document their contacts with families/students to monitor participation and assess progress toward engagement goals including use of materials provided for home use. Every effort will be made to ensure that we are engaging with all students utilizing a reliable and accessible format that can be individualized to meet the needs of the student along with their family, as families will be critical to student participation.

GSRP: The teacher will log contact with families and monitor participation in meetings, events and online activities to ensure that families are accessing the opportunities provided by the CLP

Early On: Documentation of participation will be conducted through standard means utilizing the existing systems in Illuminate (Student Contact Log) and Medicaid billing records.

13. 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:

CTE: CTE staff will continually monitor student mental health during instruction and utilize both LEA and DSISD staff as necessary. Our local principals are meeting with DSISD social workers, teacher consultants, and school psychologists to coordinate support across the ISD.

Learning Center: All teachers, aides, ancillary service providers from the ISD, and the school administrator will be assessing both student and parent mental health during every contact. The School Social Worker assigned to our school has been providing support to all families for whom both direct and/or consultative services are designated through student IEPs. The mental health of our students/families is a significant concern given challenging behaviors that interfere with student participation in both learning with peers at school and engaging in activities with the family.

GSRP: The teacher will monitor student mental health through conversations and emails with parents. Referrals and assistance will be made as needed to local community resources.

Early On: As providers are in contact with participating families via phone, text or other electronic means, we will monitor their physical and mental wellbeing consistent with standard practice and all legal requirements.

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 follows it.

District/ PSA Response:

CTE: NA

Learning Center: NA

GSRP: The teacher has offered to provide emergency child care services in the DSISD classroom utilized for preschool should the need arise.

Early On: Providers will assist families in seeking disaster relief child care in those situations that warrant support by directing parents to the appropriate resources.

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:

CTE: No

Learning Center: No

GSRP: No

Early On: The Early On program is a year-round program. Beginning July 1, 2020 specific personnel will be hired on a 195 day contract to facilitate year-round primary service provider model, facilitating services without interruption.

GSC/PC Continuity of Learning Plan

In response to the COVID-19 pandemic, GSC/PC will develop and utilize a **Continuity of Learning Plan**.

Date: May 6, 2020

Agency: Delta Schoolcraft Great Start

Director: Tara S. Weaver

Parent Liaison: Laurie Mold and Cheryl Demers

Address how you will implement the following principles for the GSC work:

1. GSC Committee members

- a. Describe how you will communicate with GSC committee members.
 - i. We continue to use email, Facebook and Zoom
- b. Describe how you will continue and support the work of the Action Agenda and Work Plan.
 - i. We are continuing with our GSC meetings virtually each month as well as committee team meetings. We are emailing important information and hosting online events as needed to accomplish items in our Action Agenda. Member organizations and agencies continue to be strong partners and are working in collaboration to ensure that families get connected to the resources that are needed. Members are sharing and distributing information as we build additional resources to benefit children and families across our 2-county area. The DSGSC will continue to move forward with all items in the Action Agenda and will modify activities to ensure that the planned goals are met.

2. Parent Coalition

- a. Describe how you will communicate with Parent Coalition members.
 - i. Direct outreach to individuals by Parent Coalition through call, texts, emails and social media outreach. Monthly Newsletters emailed to families and professionals and shared on social media. Targeted social media messaging based on the early childhood demographic and needs assessments gathered through by parent input at meetings, posts and events. We engage through partnerships with community contacts and are able to coordinate arrangements for families who have barriers to accessing resources (like food deliveries; text/phone calls if internet access is limited; vouchers for essential supplies) We offer incentives to participation to show we value their time.
- b. Describe how you will continue and support the work of the Parent Coalition.
 - i. We have parents serve as members, leaders and stakeholders in planning the work of the Great Start Collaborative and Coalitions. Parent members are in a private Facebook group to connect, share and plan Coalition work together. In response

to the COVID-19 crisis we are providing online experiences to connect and interact moving from in person monthly parent-child Fun Nights to weekly online Family Fun times. Families are invited to participate through many channels of communication. Through our connections and interactions we provide information and direct them to resources which meet their immediate needs. Our website is developed specifically for families of young children and those who serve them. It connects families to support and information including; current events, centralized community resource lists and directory, developmental screenings, as well as developmental and educational information. By providing parents and caregivers knowledge of best parenting practices and buffering parental stress; children are safer, know they have value and are better able to prepare for success in school and life.

3. 32P: Home Visiting

a. Curriculum Content Plan

- i. Describe your instruction delivery plan.
 - Parents as Teachers is establishing practices that have been put into place during closures and other preventative measures that are being enacted in order to mitigate the spread of Covid-19.
 - Virtual visits include visits with families through video conferencing and/or telecommunications visits via audio phone calls. Regardless of the type of visits, the purpose is to continue to support families through the delivery of the PAT model.
- ii. Describe the type of educational activities you will share with families.
 - We will share PAT activities and information with the families. We will provide interactive time through our Facebook Live Group Connection time. During this time we will do hands-on crafts, sing, and read stories.
 - Activities that are mailed to families will be participatory activities so families can learn together.
- iii. How will families receive at home activities, materials and support.
 - We will mail craft supplies, books and activity sheets. We will also provide live events and meetings for families to participate in together
- iv. What plan do you have for families who have barriers in accessing materials/activities?
 - We are providing Chromebooks to those families that need access to technology. We are also mailing supply packets and books
- v. Describe how you will engage families to support their child in the on-going access to learning?
 - Our goal is to check in with families weekly, however, some families have requested to limit services during this time. In this instance families are

placed on a hold, however parent educators are still checking in with the families to ensure that contact is maintained

- Group Connections have been established through a private Facebook page. Group Connections have been created for Facebook Live. We are holding weekly to bi-weekly online live visits with our families. All the materials needed for the Group Connection are mailed or dropped off a few days prior to the event. We offer a check in and hello to all children that are present through a song on our live connection. This is followed by a craft and a story. Once the children have completed their projects we have families and caregivers send their artwork via a text post, then we pick one child as our “artist of the week”. Their photo is placed as the cover photo of our private group that week. We have had a lot of positive feedback with our first live connection.
- We will utilize Zoom, Facebook, Messenger, Facebook Live events
- We will help families access resources for family well being. This includes books, crafts, chromebooks, food delivery, and referrals for other needed resources.

b. Individualizing and Supporting Family Wellness

- i. Describe how you monitor families learning and individualize for their success.
 - We will assess using methods provided by the PAT curriculum: PAT milestones, ASQ-3, ASQ-SE, PICCOLO. We will remain sensitive to the needs of families during the crisis, understanding that assessment needs to remain flexible and appropriate for each family’s situation.
- ii. Describe how you will evaluate families basic needs and support their access to help.
 - We performed an initial baseline assessment survey for all program participants that contained questions on health, safety and well-being as well as technology. We will repeat the assessment throughout the time that we are providing remote visits. At minimum every 30-60 days.

Name of District Leader Submitting Application: Doug Leisenring

Date Approved: April 13, 2020

Name of ISD Superintendent/Authorizer Designee: Doug Leisenring

A handwritten signature in blue ink that reads "Doug Leisenring". The signature is written in a cursive style with a large initial "D" and a long, sweeping tail on the "g".

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

Confirmation approved Plan is posted on District/PSA website: April 15, 2020

Plan updated to include EarlyOn, GSRP, GSC and reposted on District/PSA website: 5-7-2020