



## **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: April 15, 2020

Name of District: Livingston Educational Service Agency

Address of District: 1425 W. Grand River, Howell, MI 48843

District Code Number: 47000

Email Address of the District: N/A

Name of Intermediate School District: Same

Name of Authorizing Body (if applicable): N/A

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.

*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 15, 2020

Name of District: Livingston Educational Service Agency

Address of District: 1425 W. Grand River, Howell, MI 48843

District Code Number: 47000

Email Address of the District Superintendent: mike@livingstonesa.org

Name of Intermediate School District: Same

Name of Authorizing Body (if applicable): N/A

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:

**Early On:**

**Low-Tech Access:** Hard Copy of Lessons/Activities that will enable families to engage with students.

**Mid-Tech Access:** Remote learning from a distance instruction provided by teachers/providers to parents. Modeling instructional practices.

**High-Tech Access:** Remote Learning distance activities created for students directly with the support of an adult in the household (e.g., Read alouds from the teacher) in addition to families participating in discussions with teachers/providers.

- Will continue to be focused on the Primary Service Provider (PSP) coaching model to provide families with support in helping their children make developmental progress.
- Use of telephone communications (such as calls and texts), emails, videos (for modeling), and virtual meeting options (such as Zoom).
- For children who qualify as Michigan Mandated Special Education (MMSE) and require a higher level of support, we will navigate a combination of Zoom for group sessions with parents (to allow for discussions and questions/answer formats with SE staff/teachers) and video modeling (e.g., circle time, navigating one task/activity vs. traditional 3-4) in addition to coaching services traditionally provided through home visits.

### **Materials:**

**Low-Tech Access:** Visuals and schedules for the home environment. Agency/Transportation staff would mail or drop off resources.

\*Staff will work to explore the necessary accommodations for families who have limited or no internet access and/or cell phone coverage, Family also may need access to a Chromebook/IPAD.

**Mid-Tech Access:** Access to a telephone/data plan, and or internet access in addition to address families can receive mail. Agency/Transportation staff would mail or drop off resources.

**High-Tech Access:** Access to devices with cameras and microphones, internet, phone plans.

\*\*Agency consultants and service providers will be available to support all Tiers. Consultants include: Speech, OT, PT, Assistive Technology, SSW, and Literacy Coach.

### **Early Childhood Special Education (ECSE)**

**Low-Tech Access:** Hard Copy of Lessons/Activities that will enable families to engage with students.

**Mid-Tech Access:** Remote learning from a distance instruction provided by teachers to parents. Modeling instructional practices.

**High-Tech Access:** Remote Learning distance activities created for students directly with the support of an adult in the household (e.g., Read alouds from the teacher).

- For pre-k students receiving special education programming within Early Childhood Special Education (ECSE) programs, special education case managers (teachers) will use Google Classroom, videos, Zoom, and telephone communications to provide students and families with shortened instructional lessons focused on literacy and engagement.
  - Resource packets including visuals and visual schedules may need to be mailed for families without internet access (or with limited data plans).
- ECSE teachers will work together to create lesson plans targeting these two areas through methods of video modeling for activities caregivers can participate in with their children. Additionally phone conversations and virtual/electronic methods can be used to connect with

caregivers. This will allow teachers and providers to support direct and consultation services so caregivers can navigate providing language and literacy tasks with their children, as well as practice engaging with them for targeted lengths of time.

### **Materials:**

**Low-Tech Access:** Visuals and schedules for the home environment. Agency/Transportation staff would mail or drop off resources. Teacher Assistants (TA's) can support the preparation of materials for families who require hard copies to be mailed or delivered.

\*Staff will work to explore the necessary accommodations for families who have limited or no internet access and/or cell phone coverage, Family also may need access to a Chromebook/IPAD.

**Mid-Tech Access:** Access to a telephone/data plan, and or internet access in addition to address families can receive mail. Agency/Transportation staff would mail or drop off resources.

**High-Tech Access:** Access to devices with cameras and microphones, internet, phone plans.

\*\*Agency consultants, service providers, and interpreters will be available to support all Tiers. Examples include: Speech, OT, PT, Assistive Technology, SSW, and Literacy Coach.

### **GSRP / Head Start**

We will continue, and expand, the use of Ready Rosie with intentional and aligned connections to our Objectives for Teaching and Learning. There will be a different objective identified weekly that will be deliberately connected to the tools and materials in Ready Rosie. We will create a weekly asynchronous 5-15-minute lesson per objective that will be available via the Livingston ESA website and through YouTube. This lesson will complement the identified Ready Rosie content available to all families.

Recorded weekly Read Alouds with links emailed or sent via text to families.

Weekly phone check-in with all families

Weekly department communication to families with 1-2 different activity or resource links.

Talking Is Teaching: Talk, Read, Sing campaign materials shared via Facebook. All posts focus on Talking Is Teaching content that supports family engagement, require little to no materials, empower parents and families and put them as the central teacher/supporter of learning.

Teachers in all programs will engage in three methods of student and family engagement within weekly units.

All teachers will create videos of themselves leading lessons and activities that the family can access. This allows students to see their teacher and stay connected to them. Each teacher will engage in "live" interactions with their families and students at least one time weekly. Teachers will use FaceTime or Google Hangout so that the family can continue to be connected to their teachers, and the teacher teams can work on social-emotional needs as well. The teachers will also provide activities that parents facilitate. They will be related to the overall theme of the weekly unit and connect to all other lessons and activities the teachers include. Ancillary staff will help teachers create lessons within the unit and will include supports and activities that lend to sensory and writing needs, speech and language building and movement. Teacher teams (teacher and ancillary staff) will make contact with families at least two times weekly via phone, FaceTime or Google Hangout, email or telephone. This

will include one time from the teacher and one time from another member of the team. This will allow families to address any support needs they may have as well as academic work.

Families who do not want access to a computer will have materials provided to them in packet form.

**Materials:**

- Ready Rosie app that all GSRP and HS families have already been using since September.
- One pre-recorded lesson that supports the weekly objective
- Learning packets with materials and activity guides connected to the focus of the Ready Rosie lessons.
- Monthly Adopt A Classrooms books and parent talking cards delivered to bus stops for parent pick-up.
- Talking Is Teaching Facebook page

**Pathway Programs:**

Teachers in all programs will engage in three methods of student and family engagement within weekly units.

All teachers will create videos of themselves leading lessons and activities that the family can access. This allows students to see their teacher and stay connected to them. Each teacher will engage in “live” interactions with their families and students at least one time weekly. Teachers will use FaceTime or Google Hangout so that the family can continue to be connected to their teachers, and the teacher teams can work on social-emotional needs as well. The teachers will also provide activities that parents facilitate. They will be related to the overall theme of the weekly unit and connect to all other lessons and activities the teachers include. Ancillary staff will help teachers create lessons within the unit and will include supports and activities that lend to sensory and writing needs, speech and language building and movement. Teacher teams (teacher and ancillary staff) will make contact with families at least two times weekly via phone, FaceTime or Google Hangout, email or telephone. This will include one time from the teacher and one time from another member of the team. This will allow families to address any support needs they may have as well as academic work.

Families who do not want access to a computer will have materials provided to them in packet form.

**Materials:**

Students who need physical supports such as gait trainers and bikes as well as sensory supports including huggy vests and weighted blankets will get them for home use. Families will sign loan agreements for this equipment.

Families have been contacted regarding equipment needs. Six families will be receiving equipment from Pathway to support physical and behavioral needs. Approximately ten families need to get personal belongings for care of their child out of classrooms. All will have delivery by LESA buses.

Families have been contacted regarding technology needs. At this time seven students need computers [which we have] with one needing a hot spot. We need eleven iPads for students to be able to access instruction. Delivery of devices will be made by LESA buses.

Teachers in K-12 and SCI programs will need story books at their students’ interest and ability levels, incidentals such as glue sticks and scissors, and paper to make copies. Teachers will

need to access classrooms to get books, props for lessons and get copies made. For packets we will need large envelopes.

Fourteen teachers will need access to iPad to model engagement with websites and communication with students. Two teachers need cell phones to use with families. One teacher needs LessonPix - the online version.

We currently have 25 chrome books. The Parent needs document indicates that these computers will meet the current needs.

### **WAY+:**

Students in WAY+ will have access to materials, and experts in the content areas online through herols.com. WAY+ Staff will be available during normal lab times to be able to answer questions students may have and offer support. The math and social studies instructor will provide video conferencing sessions each week in order to ensure questions are being answered as they would have been in the lab. Online experts with the WAY program are still operating online as before to answer questions. Our Special Education TC will consult via phone/video in accordance with the weekly TC time written into our students IEPs. All students have been given a device and offered the internet.

### **Materials:**

Students will need access to the Chromebooks, which have been distributed to them. If students need to have a computer replaced, or need the internet they can contact the director in order to schedule a time to pick up a Chromebook or hotspot. If a student prefers writing the information this can be done by creating the handout by writing it out, or printing if it is accessible. If printed work is needed the director goes into the lab once a week to print and mail work to the students who requested it.

### **CTE:**

All programs except for Cosmetology will deliver content in an online format. Lab and practical requirements will be completed when allowed. Cosmetology requires students to have access to the lab (cosmetology) building and online instruction is not allowed per the state for instruction. Each instructor for each program has created a weekly goal sheet for students to work from until credential completion.

### **Materials:**

Computers and internet access are required.

All students have already communicated that they have a device and WIFI. Chrome books or hot spots are available for students if a need occurs.

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:

Addressed in response to Question #1.

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

District/ PSA Response:

### **Early On & ECSE:**

**Low-Tech Access:** Currently, we know of one Early On family who does not have internet access, and one ECSE family who does not have internet access. One ECSE family will require materials to be in Spanish and English in order for the parents to support the child. Hard copy materials will be organized next week for families who need them mailed or delivered.

**Mid-Tech Access:** Families who have access to devices but may not have a printer or have limited access to cell coverage and/or internet, staff will provide supports with a combination of hard-copy materials to be mailed and/or delivered, and by telephone and/or email.

### **High-Tech Access:**

- Current access methods will include access to the internet for Zoom discussions (primarily for parent connections and coaching), Google Classroom for ECSE services and programs as central place for accessing resources, telephone communications (i.e., voice and texts), and hard-copy resources for families with no or limited internet and printer access.

Agency consultants can be referred to for assistance in access for students/families who need Assistive Technology support (e.g., at least two ECSE students requiring iPads/programs for communication); at least two students with hearing difficulties who may need support with equipment and/or devices.

### **GSRP / Head Start:**

We will be using a mixed media approach in our plan. This includes electronic as well as hard copy or actual materials to support play or project-based learning at home. Delivery modes include:

- telephone and text
- US mail
- bus stop and/or household deliveries
- web based
- email
- Livingston ESA website
- Ready Rosie website and app
- Talking Is Teaching Facebook page

### **Pathway Programs:**

Students and families will have access to videos as well as “live” interactions on home computers, iPad, or iPhone. Personal contacts will be made through email, text, telephone including FaceTime, Zoom and Google Hangout. All families have, or will be provided computers or iPad to access the lessons.

There are three tiers of instructional support for students which allows for necessary flexibility which adapts to families’ individual needs. Teachers have made personal contact with families to talk about student goals and family needs and are providing the level of support most beneficial to the students and families.

### **WAY+:**

Students who enrolled in this program are aware of the online content and delivery methods that include videos, downloadable work, and creation of projects and products. Students are able to use Google Docs, download the work, or hand write the work, depending on what they prefer.

### **CTE:**

Google classrooms, moodle and zoom will be used to communicate curriculum and communicate with students. As well as email, phone calls and text messages.

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

District/ PSA Response:

### **Early On:**

- For families who require low-tech access such as hard copy resources and materials, staff will check-in via telephone to support understanding and access.
- Video modeling and resources will be provided to families each week/month (frequency dependent on current service plan). Staff will then check-in to provide coaching support to monitor each family and child's engagement with the tasks and strategies. For families whose children are eligible for a higher level of support under Michigan Mandated Special Education (MMSE), additional coaching and modeling will be available with video/telephone conferencing to allow for parent connections and discussions, similar to the play groups previously provided in-person.
- Engagement would be documented and monitored via videos, telephone conversations, and texts.
- Service/attendance logs would continue to be documented in order to monitor family participation with offered services.
- Assessments will be used that can appropriately be used to monitor developmental milestones and progress with parent input/observations.

### **ECSE:**

- For families who require low-tech access (i.e., resource packets and hard copy materials), teachers will check-in via telephone to ensure they are receiving materials, whether they have questions, and to inform instruction, and/or need support.
- Videos of students demonstrating skills or interacting with instructional activities could be shared with parent permission.
- Video modeling of teachers engaging with literacy activities and modeling use of visuals/schedules and engagement expectations. Video can be shared via the internet or through texts.
- Zoom discussions could facilitate check-ins with parents to answer questions, provide support with instructional activities, and allow for input. Sessions could be recorded so families who may not be able to "attend" at agreed upon time, can still access content. This feature also meets the program requirement of parent training.
- Service/attendance logs would continue to be documented in order to monitor family participation with offered services.

- Formative assessments will be used to monitor student progress with parent input and observations, at least twice per month.

**GSRP / Head Start:**

Assessing child engagement will be done using age appropriate methods:

1. Parent reporting during weekly phone calls
2. Ready Rosie Family Usage Reports
3. Conversations with children

**Pathway Programs:**

Students will engage with teachers using FaceTime, Google Hangout, Zoom or telephone. Teachers will encourage attention and participation in teacher led lessons as well as reciprocal communication. Students who use devices will also be able to practice communication skills in real time with their communication devices. Those who use speech will be able to practice verbal interactions.

Students who complete packet materials will be able to submit them for teacher review. Teachers will conference with family or caregivers to assess student understanding and participation in teacher provided activities the families implement.

Ancillary staff will be able to conference with caregivers to assess mobility progress, speech and language progress, and behavior changes.

Nurses will touch base with families to engage in conversation regarding medical changes and current medication.

**WAY+:**

As previously mentioned, in-lab math and social studies instructors will offer sessions each week that answers questions for students working in these subject areas. Monitoring of work and progress can be done through HERO, which is an online learning management system that has numerous downloadable reports showing log-ins, credit earned, and has a parent feature where they can monitor student work and progress. When students complete an assignment, feedback is given and students are able to redo work as needed until they are able to meet the expectations of the standard. This system does not change from what had been in place already.

**CTE:**

Students will participate 3-4 days a week to meet the credential requirements. Students wishing to not pursue the credential will participate in enrichment activities until May 20. Cosmetology will resume when hair salons reopen.

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:

**Early On / ECSE:** \$10,000 – Sources: Early-On Grant & State Special Education Funding

- Potential need to order subscriptions for professional Zoom accounts if the free version does not continue to allow educator accounts to have unlimited meeting lengths.
- Potential loaning devices for families and/or staff who do not currently have internet or cell coverage.

**GSRP / Head Start: \$0**

**Pathway: \$15,000 – Source: State Special Education Funding**

- There is a need to purchase 25 ipads [14 for teacher instruction and 11 for student access to lessons.] We have chromebooks available, but need to purchase one hot spot for a family.
- We also need one document viewer and microphone for a student to use at home.
- In making and providing packets for families, we will need to purchase glue sticks, markers, and envelopes [possibly scissors and construction paper]
- Pathway will copy packets and CORE boards for student use.
- Hearing Impaired Interpreter will be paid 10 - 15 hours weekly for planning and signing in teacher created videos and

**WAY+: \$1,000 – Source: See below**

There could be a need for more hotspots for students, in the case that they can no longer afford internet services. We will use WAY+ funds in order to fund these if necessary. If needed and changes occur to the plan parents will be notified as needed.

**CTE: \$1,000 – Source: See below**

Additional hot spots or WIFI connections could become needed. We will use CTE funds for this expense if students lose the internet or have problems connecting.

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:

Input was sought directly from each group and feedback was incorporated to the extent practical into associated aspects of the plan.

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

District/ PSA Response:

Notification to pupils and parents are noted separately for each program below. Communication with staff is also presented as that is an important route for information to pupils and parents.

**Early On / ECSE:**

**Staff Communications:**

- Weekly Zoom meetings will allow for ongoing discussions with each staff subgroup (e.g., Early On, ECSE, preschool contacts). This administrator also will support staff in starting virtual IFSP and IEP meetings as expectations are implemented and new platforms are explored.
- COVID-19 Share Drive Resource Folders will also allow for staff to access updated guidance documents and trainings
- Screencasts, webinars, power points, and online training will provide training around alternative modes for instruction such as Zoom.

#### Student/Parent Communications:

- Formal communications have been sent electronically (via email) and by phone to families up until this point. Both Early On and ECSE staff members will consistently communicate with families each week/month (via phone, email, text, Zoom, and/or videos).

#### **GSRP / Head Start:**

##### Staff Communications:

- Weekly email update from Sean and Candice to all staff
- Weekly phone check-in with all staff from immediate supervisor
- Department specific question and answer shared google document
- Weekly zoom meetings with leadership team

##### Parent Communications:

- Weekly family phone call from lead teacher or associate teacher
- Talking Is Teaching Facebook posts 2x weekly
- Weekly Ready Rosie texts or emails

##### Student Communications

- Check in during weekly family phone calls
- Weekly teacher read aloud videos

#### **Pathway Programs:**

##### Staff Communications:

- Supervisor and staff will meet virtually on 4/22 to discuss roll out of the first week of lessons and troubleshoot any issues that arise. Supervisor and staff will meet weekly thereafter in teacher teams [ATS, Adult SCI, PreK -elementary, Middle/HS] to discuss progress and assess needs. Supervisor and staff will help support with virtual IEPs and contingency plans if necessary.

##### Parent Communications:

- Teachers and ancillary staff will communicate with families at least twice weekly. Teachers are aware and support additional communication for families who need more support at the beginning of distance learning. Format for communication includes telephone, text, Zoom, Google Hangout.

Student Communications:

- Teachers will communicate with students two times weekly to reinforce lessons and to touch base at the social emotional level. This system will be discussed with families to determine what is best for students and families. Format includes, telephone, text, Zoom, Google Hangout

**WAY+:**

Staff Communications:

- Staff has been part of the development and implementation process in these communication features. Staff of WAY+ meets via Zoom as needed for updates.

Parent Communications:

- Once the plan of operation is approved parents will be made aware of the information through email, Remind App, posted on our HERO website, and if needed parents will be called via phone to inform them of the plan. If they are still unable to be reached, we will mail letters to the address we have been provided by the local district. In addition, parents will receive monthly progress updates on their students' credits earned, along with the monthly update with WAY+ events/happenings

Student Communications:

- Students will be made aware through an email in their HERO accounts, and posted as a pop-up message that cannot be ignored until read on their HERO login page. Students remain in contact with their mentor via online communication, text messaging, email, and phone as needed.

**CTE:**

Staff Communications:

- CTE administrators email and call CTE instructors of these programs weekly. Instructors have already shared with CTE administrators their plan to prepare students for their credentials.

Parent Communications:

- Once the plan is approved. Parents will be contacted by the instructors by email with the course of completion the student has chosen (credential or no credential)

Student Communications

- Once the plan is approved the students will be given the choice to pursue the credential or not and then will be given the requirements to complete their goals through email and follow up through phone calls to the student.

which must be no later than April 28, 2008.

District/ PSA Response:

**Early On / ECSE:**

Staff – April 14<sup>th</sup>

Student – April 20<sup>th</sup>

Finish – June 3<sup>rd</sup>

**GSRP / Head Start:**

Staff – April 13<sup>th</sup>

Student – April 13<sup>th</sup>

Finish – May 14<sup>th</sup> (June 10<sup>th</sup> for extended year classrooms)

**Pathway Programs:**

Staff – April 13<sup>th</sup>

Student – April 20<sup>th</sup>

Finish – Last packet distribution on May 29<sup>th</sup>

**WAY+:**

Staff – April 10<sup>th</sup>

Student – April 10<sup>th</sup>

Finish – June 30<sup>th</sup>

**CTE:**

Staff – April 10<sup>th</sup>

Student – April 10<sup>th</sup>

Finish – May 22<sup>nd</sup> for Seniors and June 2<sup>nd</sup> for Juniors.

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:

Not applicable. No students counted by the Agency are enrolled in dual enrollment courses.

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

District/ PSA Response:

Not applicable. No food programs are provided by the Livingston Educational Service Agency.

11. Please confirm that the district will continue to pay school employees while redeploying staff to provide meaningful work in the context of the Plan, subject to any applicable requirements of a collective bargaining agreement.

District/ PSA Response:

We confirm compliance with this requirement.

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

District/ PSA Response:

Participation will be summarized and submitted to the Superintendent.

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:

Behavior specialists are on staff and will be engaged upon referral.

14. Please describe how the district will support the efforts of the intermediate district in which the district is located to mobilize disaster relief child care centers as described in Executive Order 2020-16 or any executive order that follow it.

District/ PSA Response:

We are the intermediate district.

Optional question:

15. Does the District 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:

No response.

Name of District Leader Submitting Application: Dr. Michael Hubert

Date Approved: April 15, 2020

Name of ISD Superintendent/Authorizer Designee: Same

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

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