



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

Great Start Readiness Program (GSRP) and Early Childhood (EC) Addendum

Note: The term "district" also applies to public school academies and community-based organizations for the GSRP EC Addendum.

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**

***Great Start Readiness Program (GSRP) and
Early Childhood (EC) Addendum***

Note: The term “district” also applies to public school academies and community-based organizations for the GSRP EC Addendum.

Date Submitted: May 7, 2020

Name of District: Troy School District

Address of District: 4400 Livernois Road Troy MI 48098

District Code Number: 63150

Email Address of the District: ekeyser@troy.k12.mi.us

Name of Intermediate School District: Oakland Schools

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")**

***Great Start Readiness Program (GSRP) and
Early Childhood (EC) Addendum***

Note: The term "district" also applies to public school academies and community-based organizations for the GSRP EC Addendum.

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: May 7, 2020

Name of District: Troy School District

Address of District: 4400 Livernois Rd Troy MI 48098

District Code Number: 63150

Email Address of the District Superintendent: rmachesky@troy.k12.mi.us

Name of Intermediate School District: Oakland Schools

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-CD.

District/ PSA Response:

At the heart of the Troy School District model, the relationship with the teacher and student is paramount to any technology tool. At the preschool level teachers can select their preferred, age-appropriate technology platform that is most accessible and familiar to families. Some examples include email, phone calls, SeeSaw, and Zoom meetings. Prior to the Order, all GSRP families were set up with a Seesaw account and had demonstrated ability to use it via a home device. Students can access the tools with a district provided device if necessary.

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:

While the best method of instruction for our students is face-to-face with teachers, the TSD teachers will engage in methods with the above tools using a modified implementation of the High Scope curriculum supported by the Teaching and Learning Department and District Administration. Additionally, our school psychologists, social workers, ELD and Special Education Departments are working in partnerships with our teaching teams to support all learners.

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

District/ PSA Response:

GSRP Response:

GSRP teachers will

1. Send weekly plans to families with one literacy and math suggested activity per day with imbedded social emotional as well as inquiry and motor development
2. Send daily whole class communications via Seesaw
3. Engage in at least one "one-on-one" with each student weekly
4. Provide families with social emotional resources in support of the whole child
5. Provide access to preschool appropriate materials at safe pick up locations for all families

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

District/ PSA Response:

GSRP Response:

Preschool teaching teams will monitor student learning and interaction through daily lessons and weekly feedback. Based on student interest, ability and engagement, teachers will modify plans in order to connect with each student. Teachers are responsive to both student and family 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:

As per our district:

• Troy Preschool/Early Childhood: \$500,000 subsidy from General Fund to Preschool Fund due to loss of revenue. • Child Care: \$1,100,000 forfeiture transfer from our Community Service Fund to our General Fund due to revenue loss of our CARE Program. • Food Service Hero/Hazard Pay Subsidy: \$12,000 (\$2 per hour increase to our food service staff for Hero/Hazard pay who have worked during Executive Order 20-21) • Cleaning and disinfecting equipment and supplies: \$75,000 (Estimate) • Cleaning and disinfecting labor: \$150,000 (Estimate) • Technology Equipment and software required for remote learning: \$20,000 • Legal fees: \$10,000 (Estimate) Total Costs: \$1,867,000 Source: General Fund, Food Service Fund, Community Service Fund

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

District/ PSA Response:

GSRP Response:

TSD GSRP collaborated with:

- general ed preschool teachers
- special ed preschool teachers
- ancillary service providers
- Teaching and Learning representatives: Director, ELD, ELA, Math, Science & Social Studies
- Early Childhood Director
- Asst. Superintendent of Elementary Instruction

For our initial launch of Continuity of Learning. The GSRP teaching teams collaborate weekly with administration and one another for planning on an ongoing basis.

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

District/ PSA Response:

GSRP Preschool teaching teams select a preferred mode that is most accessible to families (email, phone calls, SeeSaw, etc.) This mode may vary based on each family's need.

Troy School District has been communicating with families multiple times a week via email and phone messages.

On Friday, April 10 families received an updated extended learning plan outlining the expectations for student learning as we move forward.

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 8, 2020.

Note: 5/7/2020 GSRP/EC

District/ PSA Response:

Preschool Date of plan implementation.

Phase I: March 16th Key staff met to co-create implementation plans for instruction. Staff conducted professional learning experiences that supported grade level teams in preparing for extended day plans.

Phase II: April 16th Key staff virtually reconvened to co-create long-term plans.

9. Not Applicable GSRP/EC

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

District/ PSA Response:

Troy School District is participating the Unanticipated School Closures SFSP Program by distributing grab and go breakfasts and lunches for all eligible children in the District. We began distributing meals on Tuesday, March 17th and have continued providing meals for everyday since then. To date, we have served approximately 25,000 meals. Our original plan included preparation of food at six (6) of our school building kitchens to be distributed at five (7) school buildings and five (5) community sites. Based on demand, we have revised our plan to prepare meals at four (4) of our school building kitchens for distribution at four (4) school buildings and four (4) community sites. Our Transportation department is partnering with our Food Service department to distribute meals at our community sites. We will continue this service through the end of the regularly scheduled school year and meals will be available for pick up at each site from 9:00 a.m. – 10:00 a.m. on Monday, Wednesday, and Friday. Additionally, we are running a “Bridge The Gap” food service program every Friday at Morse Elementary Schools for families in need of additional support. We have also partnered with Gleaners to have a food service truck at Morse Elementary to provide food for families in need. Our Communications Department has sent notifications to our community on a weekly basis to remind our community of our food service distribution plan.

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:

Confirmed. The District's GSRP Lead and Associate Teacher professional workforce are actively working with students. Special Education are working to still support students who qualify for supports and meet IEP goals. Secretarial staff and administrators are working remotely to continue with the day-to-day business operations of the school district. Troy School District will continue to pay school employees while redeploying staff to provide meaningful work within the context of the plan in compliance with the requirements within the governor's executive order.

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

District/ PSA Response:

GSRP Response:

Preschool teachers will monitor through daily interaction. Concerns with participation will be reported to the building principal or Early Childhood Director on a weekly basis. Student engagement is being monitored through our mixed media platforms. The special education team is also monitoring and documenting contact with students and their families. Students that have not yet engaged in learning will be contacted by their primary case manager or building administrator. If student participation drastically declines the primary case manager will contact the student and/or parent to collaboratively craft a plan to support the student. If these efforts are not effective the school psychologist will assist with making parent contact and checking on the welfare of the student in an effort to connect the student and teacher.

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:

GSRP Response:

Principal teams & Early Childhood Director will provide a series of social and emotional learning methods to share with families on an on-going basis. Additionally, School Social Workers and Psychologists will coordinate with staff to support students 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 2020-16 or any executive order that follow it.

District/ PSA Response:

TSD is committed to supporting any and all efforts related to child care as initiated by the Oakland Intermediate School District. To date, TSD has not been requested to open any sites for the purpose of child care.

Optional question:

15. Not Applicable GSRP/EC

Name of District Leader Submitting Application: Erin Keyser, Early Childhood Director

Date Approved: May 14, 2020

Name of ISD Superintendent/Authorizer Designee:

Kellye R. Wood, Ed. S., Oakland Schools Early

Childhood Contact

Date Submitted to Superintendent and State

Treasurer: 5/6/2020 Information Pending from MDE

Confirmation approved Plan is posted on District/PSA website:

5/6/2020 Information Pending from MDE: Post your approved plan on your organization's website.

32p/32p4 Continuity of Learning Plan

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-CD.

The Great Start Collaborative and Great Start Parent Coalition have offered continuation of services moving virtually and by phone. The first week the parent liaisons called parents by phone to connect and learn how parents wanted to participate. Moving forward the Parent Coalition has taken feedback from parents to continually adjust to the needs of participating parents. We have provided individual phone calls, small virtual meetings, larger event meetings and most recently Facebook live events which are topical, based parent feedback. The Great Start Collaborative moved immediately to develop systems to support essential workers including bringing in Help Me Grow to support directing essential workers to open childcare. We are also working daily with childcare providers to learn which providers are currently taking children. We are continuing to conduct collaborative meetings and workgroups virtually and offering call in options. Parents continue to participate in these as well.

Programming:

Great Start Collaborative Oakland, Oakland Family Services and Oakland County Health Division, will make a good faith effort to implement remote home visitation services for children prenatal to age 5 both to the extent possible under the current circumstances of COVID-19. A variety of alternate modes of instruction/ interaction will be used to implement all components home visitation. Possible modes include video conferencing, audio conferencing, sharing video recordings, telephone interactions, printed materials, email, text messages, postal delivery services, or a hybrid of multiple modes.

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.

Great Start Collaborative Oakland, Great Start Parent Coalition, Oakland Family Services and Oakland County Health Division, will work toward connecting with every family that had been receiving services before the stay home effort. They will continue to maintain regular connections with families during this time. They will also continue to take on new referrals and support families in any way possible to meet the family's needs.

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

Great Start Collaborative Oakland, Great Start Parent Coalition, Oakland Family Services and Oakland County Health Division, will work with each individual family to determine their own needs and or goals of the Home visiting program. They will develop the most appropriate mode of service delivery and the appropriate time of day and length of time for all services.

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

N/A

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

There are no additional expenditures for these plans.

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

Great Start Collaborative Oakland, Great Start Parent Coalition, Oakland Family Services and Oakland County Health Division, worked together quickly to ensure that there was little interruption in services. Since that time this plan has been shared with Great Start Collaborative, Parent Coalition groups and LLG groups and has been adjusted based on needs of the respective groups.

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

Great Start Collaborative Oakland, Great Start Parent Coalition, Oakland Family Services and Oakland County Health Division, connected with each of the families that they serve almost immediately to notify families of the changes in service. We also announced the changes at the Collaborative meetings, parent meetings and on social media and websites.

8. Please provide an estimate of the date on which the district will begin implementation of the Plan, which must be no later than May 7, 2020.

Great Start Collaborative Oakland, Great Start Parent Coalition began to implement this plan on March 16th. OFS implemented virtual home visiting on 3/19/2020. OCHD implemented phone and virtual visits 3-16-2020.

9. Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act 160 of 1996, as amended, MCL 388.511 to 388.524, and Career and Technical Preparation Act, 258 PA 2000, as amended, MCL 388.1901 to 388.1913, in completing the courses during the 2019-2020 school year.

District/ PSA Response: N/A

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

District/ PSA Response: N/A

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.

ISD Response:

All staff will continue to be paid and no adjustments are needed in staffing due to COVID-19.

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

ISD Response:

Great Start Collaborative Oakland, Great Start Parent Coalition, Oakland Family Services and Oakland County Health Division, will continue to keep a record of participating parents with services provided as well as meet model fidelity around parent goals.

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

Great Start Collaborative Oakland, Great Start Parent Coalition are supporting mental health through providing information including virtual meetings on mental health and self-care at least monthly. We are also creating material around the 6 components of wellness to distribute throughout our network of parents across the early childhood systems. We have received feedback from parents as this the biggest need, but many parents are overwhelmed by information. We are working with DPTV to create messaging around this need as well.

OFS is providing referrals to families with mental health needs to various behavioral health supports and providers. OFS is providing virtual behavioral health services during the COVID-19 crisis and available to our home visiting clients. In addition, the OFS early childhood department has an EC mental health specialist on staff who is available to provide support to families if needed. OCHD refers all clients in need of mental health services to Access line. As well as each home visitor has been trained and provided resources via Best Start for Babies Newsletter on how to help families cope with the COVID disaster.

Oakland Schools Early On Continuity of Learning Plan

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.

Oakland Schools Early On, which consists of all 28 LEAs and Oakland Family Services and Oakland County Health Division, will make a good faith effort to implement remote early intervention services for infants and toddlers with disabilities (both for children eligible for Part C Only and for children eligible for Part C and MMSE) to the extent possible under the current circumstances of COVID-19. A variety of alternate modes of instruction/ interaction will be used to implement all components of Early On, in accordance with federal Part C of IDEA regulations and the Michigan State Plan, including services, evaluations, assessments, initial and annual IFSPs, periodic reviews, and transition plans/conferences. Possible modes include video conferencing, audio conferencing, sharing video recordings, telephone interactions, printed materials, email, text messages, postal delivery services, or a hybrid of multiple modes.

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.

Early On is a relationship based service delivery model and service providers are dedicated to building strong relationships with the families they serve. Moving to distance learning will not change this emphasis. Early On providers will continue to connect with families regularly to maintain those important relationships and supports.

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

Early On service providers, together with families, will decide upon the most appropriate mode of service delivery and the appropriate time of day and length of time for all services. Connections will be weekly, bi-weekly or monthly based on the needs of the child, the services documented in the IFSP, and the frequency specified in LEA CoL plans. Any family that is not able to fully engage in online or remote learning will be given access to learning resources that focus on developmentally appropriate activities for the home setting.

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

Progress toward child and family outcomes will be assessed at least once every six months, or more frequently as needed, using the Periodic Review process. Periodic Reviews may be conducted virtually via telephone or videoconference.

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

Early On will require minimal changes to the federal budget. An amendment process will reallocate resources into the supply item to accommodate the purchase of virtual testing kits, evaluation protocols, and other office supplies.

Program Supplies: \$8000
Office Supplies \$2000

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

The Early On Continuity of Learning plan was developed as a collaborative process engaging multiple stakeholder groups. Input was elicited from partner agency managers, special education administrators, ISD staff in both Early Childhood and Special Populations, Early On service providers and families. The plan was refined by the SEAOC Birth to Five Support Team and supported by all Oakland County special education directors, OFS Director of Early Childhood Services, and the Chief Community Nursing Programs.

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

Early On service providers in all partner agencies began communicating with families March 11, 2020 with regular updates about the details within the continuity of learning plan. Multiple methods of communication have been used including email, phone, social media updates, texts, teleconferencing, and US mail.

8. Please provide an estimate of the date on which the district will begin implementation of the Plan, which must be no later than May 7, 2020.

Early On services resumed across Oakland Schools in accordance with the start date of instruction stated in each LEA's CoL plan. A review of the LEA CoLs identified April 13, 2020 as the earliest start date with all LEAs resuming instruction by April 28, 2020. The two agencies with whom Oakland Schools contracts for Early On resumed services on April 13, 2020.

9. Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act 160 of 1996, as amended, MCL 388.511 to 388.524, and Career and Technical Preparation Act, 258 PA 2000, as amended, MCL 388.1901 to 388.1913, in completing the courses during the 2019-2020 school year.

Not Applicable

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

Not Applicable

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.

All staff will continue to be paid and no adjustments are needed in Early On staffing due to COVID-19

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

Early On providers are documenting and monitoring all contacts with families including those services that are declined or cancelled. This detailed documentation will allow service providers to evaluate the participation of individual students in the remote learning plan. If a family has difficulty engaging in services as agreed upon, service providers will offer modifications to encourage meaningful family participation.

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

Included in Early Childhood Response above

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.

Included in Early Childhood Response above

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

Not Applicable