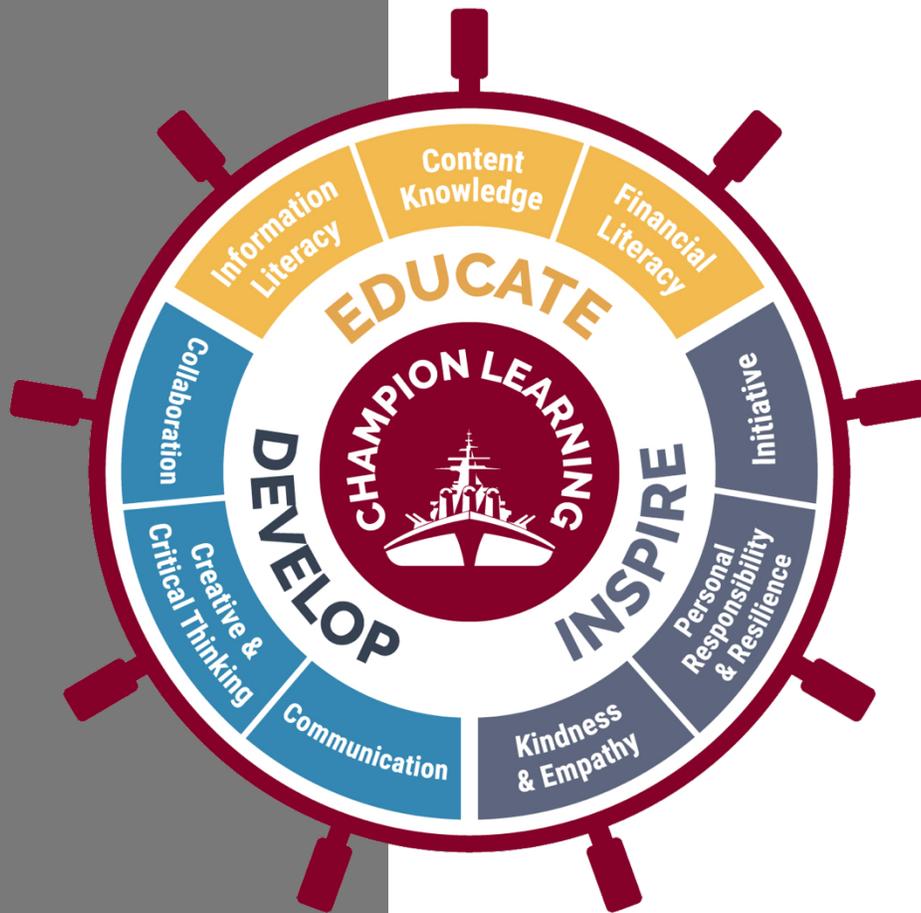




DEXTER
COMMUNITY
SCHOOLS



COVID-19 CONTINUITY OF LEARNING PLAN

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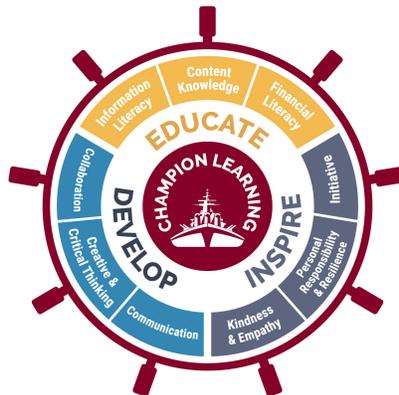
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CONTINUITY OF LEARNING AND COVID-19 RESPONSE PLAN

INTRODUCTION

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



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.



ASSURANCES**Date Submitted: April 10, 2020****Name of District: Dexter Community Schools****Address of District: 2704 Baker Road Dexter, MI 48130****District Code Number: 81050****Email Address of the District: www.dexterschools.org****Name of Intermediate School District: Washtenaw Intermediate School District****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

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 10, 2020

Name of District: Dexter Community Schools

Address of District: 2704 Baker Road Dexter, MI 48130

District Code Number: 81050

Email Address of the District Superintendent: timmisc@dexterschools.org

Name of Intermediate School District: Washtenaw Intermediate School District

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.



METHODS TO PROVIDE ALTERNATIVE MODES OF INSTRUCTION

The initial launch of the DCS Continuity of Learning plan is founded in Engagement and Enrichment of all students. This plan is outlined in the [**DCS Engagement and Enrichment Expectations Document**](#). We've defined Enrichment as "making something more substantial, or rewarding. Enrichment looks like students applying their knowledge and skills in new, creative, and personal ways beyond the core curriculum." Engagement has been defined as "To participate or become involved in. Engagement looks like students fully participating in their learning based on their interests." DCS is poised well for online learning with our extensive use of LMS systems such as Google Classroom, SeeSaw, Canvas, and Summit PLP. Our students and staff are familiar with a platform in every building, classroom, and/or team.

Starting on April 7, 2020, all families and students have been given a week's worth of learning from teachers and/or teams (depending on building). In our Young 5 - 4th grades, teachers are working as grade level teams to plan and facilitate learning. The students are beginning with daily reading, classroom engagement activities, and our [**DCS Profile of a Learner Challenge**](#). DCS has been working on a [**Learner Profile**](#) focused on development of student competencies. The Profile of a Learner Challenge will provide an opportunity to scale this work into homes in a manner that is engaging for all families and students. In Grades 5-8, teacher teams are working on either Summit, Google Classroom, or Canvas depending on the team. A sample of the [**Continuity of Learning Plan for Students/Families**](#) is included. At the high school, teachers are communicating directly with their students for each course using Canvas and Google Classroom. Core teachers are focused on their course work while elective teachers are focused on the DHS Competency Challenge.

Students with disabilities will continue to receive accommodations and modifications as outlined in their Individualized Education Plan (IEP) or 504 Plan. Students with IEPs will receive special education supports and services to the maximum extent possible through the distance learning model. The district shall, to the extent practicable, and necessary, make individualized determinations whether and to what extent compensatory services may be needed for students after the closure period promoted by the COVID-19 state of emergency and/or state of disaster ends.

DCS surveyed our entire community with respect to technology access and availability. Approximately 5% of our households do not have a device and approximately 5% of our households do not have internet. We offered loaner devices for pickup on March 26th and will distribute devices to any family who wants one again in April. Meanwhile, we've [**guided our families on internet options**](#) available in the community. We've also analyzed local broadband infrastructure data to identify where the only option is cellular. For these addresses, we've



secured Verizon Jet Packs that we will distribute and cover the cost for the remainder of the school year. Meanwhile, we reconfigured our building Wi-fi systems to access Wi-fi from any of our parking lots, provided a map to families for local hotspots available in the community through Comcast, and worked with the Dexter Library to open Wi-fi access outside of the building.

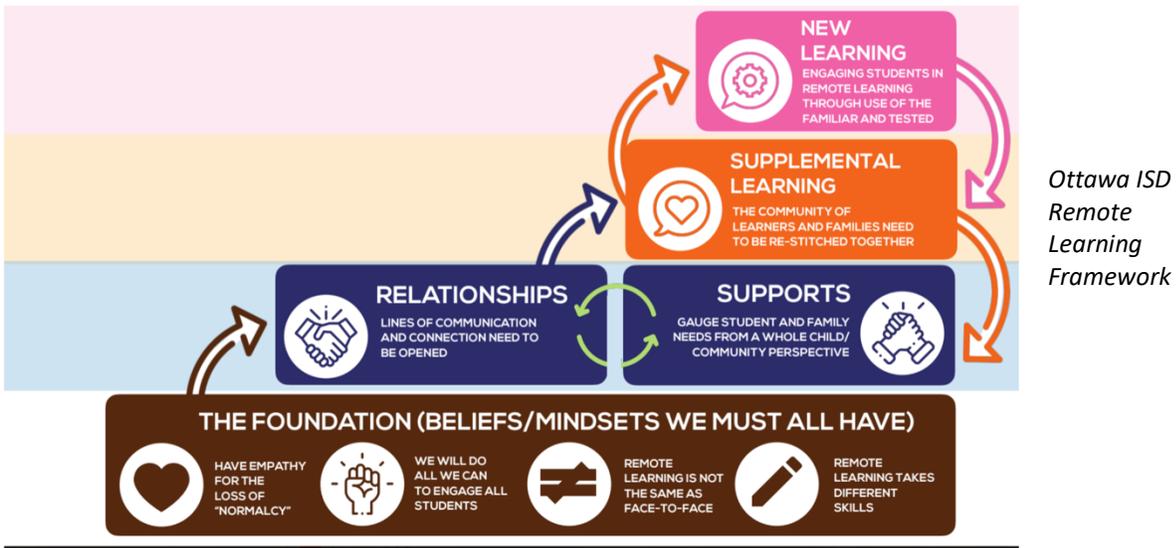
For families with no internet access or students with IEP/504 Accommodations where other learning resources are more appropriate, individual options are facilitated according to the IEP/504.

The Enrich and Engage plan will continue to integrate core instruction over the next two months along with the supports for ALL of our students.

- 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.

METHODS TO KEEP PUPILS AT THE CENTER OF EDUCATIONAL ACTIVITIES

DCS will utilize the Remote Learning Framework created by Ottawa Area ISD (below) as a guideline to provide learning opportunities for our Y5-12 students. Our main focus will continue to be maintaining connections and relationships, engaging students, and assisting with stability, support and care for well-being and learning. We will do all we can to provide supplemental learning that enriches and engages, leading to new learning. We know that teachers, students, and families need time to figure out their systems for life and learning, and skills will be utilized differently in remote learning. We are in partnership with families to provide access to food, health supports, technology, connectivity and learning resources.



DCS staff members have made a concerted effort to reach out to all DCS students and maintain connections and relationships. Each building has established shared inventories to document check-ins and interactions. Staff has used a variety of methods of this including but not limited to emails, phone calls, and communications through various learning platforms (Summit, Canvas, SeeSaw, and Google Classroom). Staff will continue to maintain these relationships and check in with students about their well-being during the closure. The focus of these communications has been to check on the students and their family's well-being during the closure. Teachers have been in regular communication with students and their families and also referred many students to our school counselors and social workers depending on needs.

DCS conducted a Thought Exchange Survey to gauge both **parent** and **student** concerns regarding the closure. Results from the survey have been instrumental in tailoring our distance learning approach to the needs of our community. The district has maintained frequent communications via text, email, apps, and phone calls with the community to keep them updated on the latest news and developments.

DCS staff are engaged in social and emotional support through a county-wide work group as well as school social workers and counselors connecting with students of concern or students who have reached out. Teachers have referred students to social work and counseling support based on communication with families using existing and/or modified processes for student supports.

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

MULTIPLE FORMS OF CONTENT DELIVERY FOR ALL STUDENTS

DCS has made extensive efforts to assess and expand internet access to all of its community members. In mid-March, DCS surveyed families regarding access to devices and the internet. This data was cross-referenced with data from the Washtenaw Broadband surveys along with an analysis studying coverages along district bus routes. As a result, DCS is very close to reaching complete access for all members of the community with students. After analysis of internet access options, DCS collected all of the available options for families within our district boundaries. This was communicated to families in order to assist them with research and availability. DCS also assigned an administrator for families who do not have internet access who will help guide them through free and low-priced options depending on where they live. For the families who do not have affordable access or who cannot afford service, DCS has collected internet hot spots from local donors with the intent of distributing them to families. In addition to the distribution of these hot spots several school buildings will increase their wi-fi



footprint to allow for parents to access the internet by staying in their cars in the parking lot. Lastly, a collection of available free wi-fi options that can be accessed through the community will be provided to families and have engaged the Dexter Library to provide access 24/7 outside of the library for anyone. A list of internet options is available at www.dexterschools.org/wi-fi.

Meanwhile, DCS is a 1:1 technology district and is distributing devices to any student who needs or would like to pick one up.

Teachers will provide learning opportunities for the overwhelming majority of students through online channels. Teachers will provide resources and communication through a variety of learning platforms, emails, phone, and videos. Teachers will also be providing hard copies for those students that cannot access the internet despite the district's best efforts above or those that need hard copies for other reasons (i.e., IEP/504 accommodations).

Teachers will develop a variety of activities that range from formative checks to large scale project-based learning. All students will be afforded the opportunity to guide the type of learning that is best for them as unique learners.

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

MANAGING AND MONITORING LEARNING

Teachers assigned to the student before the closure will be responsible for monitoring their learning. The management of learning will come from a teacher approach within grade levels, departments, and teams. Details are provided in the [Expectations Guidelines Document for DCS Distance Learning](#). For example, in the elementary schools, all second grade teachers will work together to provide the content and resources for learning while the original teacher of record will monitor their student's learning. This ensures that students are getting a common experience and also safeguards the student's learning in the event of a teacher illness. In 5th - 8th grades, teachers are working as teaching teams to help provide support for students and provide stability for families. At the high school, departments are coordinating learning experiences in their teams for students. Counselors and other support staff are communicating with students according to established processes and/or modified support systems.

Teachers will be reviewing work from students and providing feedback. Teachers will not be providing grades for the work but will be documenting progress of these learning opportunities. Teachers in grades 5-12 will be recording feedback/contact/learning in PowerSchool and/or the Summit platform, teachers in grades Y5-4 will be documenting student / teacher contact and feedback. Any opportunities that are provided after the closure will not factor into a student's

grade. However, teachers will regularly track, document and provide feedback to students related to these learning opportunities.

If there are students that are not engaging in the learning opportunities teachers will reach out to these students to check on them and their well being. Teachers will encourage students to engage in the learning opportunities provided by the district. If teachers, Social Workers, or Counselors are unable to keep engagement with students and families, other district staff who have relationships with families will make contact.

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

BUDGET

DCS is expending funds to add additional wireless access points for outside building access, purchasing hotspot device plans for student home who do not have internet access available, and paying for LMS licensing costs. In addition, we anticipate the need for assistive devices for one to one support of Special Education, Limited English Proficient Students, and students with a 504 plan. We also anticipate cost for materials to support accommodated distance learning for students, copying costs, workbook purchase costs, and postage costs. In addition, we anticipate some personnel stipend costs for additional duties and/or hours along with stipends owed for incomplete seasons in order to meet the assurances above.

DCS will also need to plan for replacement costs of lost/damaged technology sent to homes, the cost or redeployed employees or support for the continuity of learning plan, expanded summer school, food distribution costs, expanded ESY programming, and personnel costs for revenue dependent positions.

A full budget of \$1,525,000 is provided at [DCS Continuity of Learning Budget](#) .

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

COLLABORATION FOR PLAN DEVELOPMENT

The plan was developed collaboratively between all stakeholders involved with instruction and support at DCS. District administrators, teachers, and union representation began meeting on March 12th and met nearly 10 times as a full group prior to completion of this plan. In addition, breakout groups and work groups met in between each of these meetings. Board members have reviewed and provided feedback consistently throughout the process.

Meanwhile, all parents and students were surveyed to provide guidance for the plan. The survey results were processed, reviewed, and shared back with the community.

A **Zoom forum** was held with all DCS staff (including teachers, paraprofessionals, Food & Nutrition, Transportation, Community Education, Preschool, Buildings & Grounds, and all other staff) to provide opportunities for input on the plan.

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

METHODS TO NOTIFY PUPILS, PARENTS, AND GUARDIANS OF THE PLAN

DCS has worked for years to build communication infrastructure and systems to keep our community and parents informed. We are a community school district and embrace the word “community” in our name. All communication to families has been sent through phone call, text message, email, social media, and the DCS app. In addition, buildings and teachers have layered communication.

The plan is included in the Board Discussion for the April 13, 2020 meeting and a town hall meeting will be scheduled soon after.

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.**

IMPLEMENTATION DATE

DCS began implementing the first phases of the plan on March 23, 2020. Starting April 7, 2020, DCS staff began implementing the plan outlined in the [Expectations Document](#).

We are requesting that formal approval of this Continuity of Learning Plan is approved effective 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.**

ASSISTANCE TO DUAL ENROLLED AND CAREER/TECHNICAL EDUCATION STUDENTS

All dual enrolled courses were moved online in mid-March by the colleges and universities. The district has continued support of these students, per our established protocols, since the move to online courses.

CTE students will receive the same support as other students. Students will have access to course work from the South and West Washtenaw Consortium teachers via their website and through online instruction. Students will receive credit for completed classes but not a grade. DHS houses CTE courses for SWWC.

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

FOOD DISTRIBUTION TO ELIGIBLE STUDENTS

DCS distributed over 50,000 meals from March 17th through April 3rd. Starting on Tuesday, March 17th, DCS began offering breakfast and lunch to any child 18-years of age or younger who attends DCS or lives in the community. This includes children who are younger than 5-years of age. Special Education students under 26-years of age with a current IEP also qualify. Meals will be distributed as bagged meals with multiple days of food.

Drive-up pickup is held on Tuesdays and Fridays in the Mill Creek Parking Lot. Drive-up pickup will be held from 8:00 a.m. – 9:30 a.m. and 11:00 a.m. – 12:30 p.m. on Tuesdays and Fridays for the remainder of the year. Each pickup initially included breakfast and lunch for 5 days worth per child. DCS will soon move to distributing 7 days worth of meals in each pickup. If demand for food exceeds our estimates, we will host additional pickup days/times. Families can pick up on both Tuesdays and Fridays each week.

For families who cannot come in to pick up food or have special dietary needs, we have established a hotline number to call - 734-424-4186. Children do not have to be present with their parents to pick up food.

We are able to offer up to 2 meals per day for every child in our district through specific funding from the State of Michigan and the US Federal Funds. Please do not hesitate to participate in this opportunity. We will not deny any kids food and are prepared to support ANY child with at least two meals per day from now through April 6th. Please do not feel as if you are taking resources from someone else. This is a special program to support ALL kids at a challenging time for all families.

To date, we've served nearly 70,000 meals in 4 weeks to Dexter kids and will continue to do so.



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.

ASSURANCE OF DISTRICT PAY TO SCHOOL EMPLOYEES

DCS is continuing to pay all employees according to their normal salary. The District and local bargaining units have continued to work collaboratively to follow our commitment to our staff. Many staff responsibilities will be adjusted in order to support our plan. For example, bus drivers will be utilized for student/family check-ins and many paraeducators will continue working with their students depending on the student, IEP accommodations, etc.

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

EVALUATION OF PARTICIPATION OF PUPILS IN THE PLAN

Students will receive a grade-to-date from March 13, 2020 (last day before closure). Students have been and will continue to be allowed to complete work or assessments that they may have missed prior to March 13, 2020. Students can receive credit for these items and can improve their overall grade. Any learning opportunities offered after March 13, 2020 will not count towards a student's grade. At grade levels where records reflect a [traditional grade](#), students will be given a CR (Credit) or NRC (No Record COVID). Students will be given every option available in the Governor's Executive Order. Students will not be penalized if they are unable to fully-engage and find success in the Engage/Enrich plan. At the youngest levels, DCS will utilize the report cards as of the end of January with a notation stating the second semester was No Record COVID. DCS teachers will continue collaborating with Special Education staff to track progress on IEP goals.

Although opportunities offered after March 13 have not and will not affect a student's grade, they are and will continue to be monitored and reviewed. Students will also receive feedback, and given opportunities for revision. Teachers will work with students to demonstrate mastery rather than assigning a grade. Student work will be recorded in PowerSchool or Summit Platform for grades 5-12 as a manner of logging feedback and engagement. In grades Y5-4 teachers will record student work in their grade books per past practice. Grades will not be issued at any grade level. Students who do not reach mastery on an activity will be provided feedback and opportunities for revision. Students will not be penalized for being unable to participate in the learning opportunities. Many of our families are already encountering the financial and health strains that have come with the COVID-19 virus. We have, and will continue to have, a wide range in the ability of students to focus on school work during the closure.



The DHS Class of 2019 had a 99% 4-year graduation rate. This is only possible through a strong system of supports for students. This same commitment to ALL kids will continue through our Learning Continuity Plan.

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.

MENTAL HEALTH SUPPORT FOR STUDENTS

DCS will utilize existing support systems, appropriate for the age of the students, adapted for the virtual environment.

At the K-2 level: As soon as school ended on March 13th, Social Workers contacted (and have maintained contact) with families on their caseload. In addition, they continue to collaborate with teachers for any other families who need support. Resources from TRAILS, SRSLY, and Washtenaw County Health Department have been shared with all staff and families. Staff have continued to hold virtual classroom meetings with their students. Teachers have continued to use the Zones of Regulation with students and provide opportunities for self-management and self-regulation.

In grades 3 & 4: As soon as school ended on March 13th, Social Workers contacted (and have maintained contact) with families on their caseload. In addition, they continue to collaborate with teachers for any other families who need support. Resources from TRAILS, SRSLY, and Washtenaw County Health Department have been shared with all staff and families. In addition, counselors have been sending a newsletter to families with resources. Staff continue to reach out to families and students to support needs related to SEL and mental health. We are planning to include a SEL learning activity each week in our learning platform for students. We are also including health and wellness activities for students.

In grades 5 & 6: As soon as school ended on March 13th, Social Workers and the Creekside Counselor contacted (and have maintained contact) with families on their caseload. In addition, they continue collaborate with teachers for any other families who need support. Resources from TRAILS, SRSLY, and Washtenaw County Health Department have been shared with all staff and families. In addition, the Creekside social workers and counselor are connecting with students of concern or students who have reached out. Teachers have referred students to social work and counseling support based on communication with families. Special area and flex teachers are providing activities and resources related to SEL, mindfulness and yoga. All teachers are reaching out weekly to students to maintain personal connection with each student. Students have integrated



within their curriculum and utilize “Habits of Success,” which are habits directly addressing SEL concepts.

In grades 7 & 8: Families receive weekly communication from our mental health professionals offering resources and support for students and families. Mental Health School professionals are reaching out to families who have additional concerns or support needed. All Staff are hosting weekly mentoring check-ins / meetings with students for personal check-in, addressing fears, worries, and helping with coping skills. Mill Creek has a strong mentoring system in place and is integrating “Habits of Success,” which are habits directly addressing SEL concepts. In addition, our mental health school professionals continue to collaborate with teachers for any other families who need support. Resources from TRAILS, SRSLY, and Washtenaw County Health Department have been shared with all staff and families.

9th – 12th Grade Students: DHS Counselors, the School Social Worker and Teacher Consultants are monitoring students who may struggle during this time using current systems and modified systems of supports. In addition, the DHS support team are working with teachers to monitor and support any students who are of concern. Our elective teachers have given student options to complete their Competency Challenge to improve their Social-Emotional well-being. Resources from TRAILS, SRSLY, and Washtenaw County Health Department have been shared with all staff and families. In addition, the Michigan Covid-19 Pandemic Resource Guide was provided to all families and staff.

Everyone will be impacted in some way during this pandemic. We are also concerned about staff and are continuing to provide virtual wellness groups such as MoodLifters. Many of our students who were traditionally not students who would have been on our radar in need of supports, especially at the high school, have suddenly been impacted by a change in their identity. Prior to March 13th, they were planning for college, prepping for spring seasons, and/or fully-engaged in their active adolescent social lives. On March 14th, that suddenly ended. DCS will continue to work to support ALL of our students and staff through the pandemic.

DCS staff are engaged in social and emotional support through a county-wide work group as well as school social workers and counselors connecting with students of concern or students who have reached out. Teachers have referred students to social work and counseling support based on communication with families.

DCS will also immediately implement the **Michigan CARES** plan offered through MVU and utilize the mobile app for all parents, students, teachers, and staff in order to provide remote support for anyone. We will actively promote this option through our community and statewide.



- 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.**

SUPPORT TO MOBILIZE DISASTER RELIEF CHILD CARE CENTERS

DCS operates two preschool and childcare buildings serving approximately 300 children from 6-weeks of age through 12 years of age at Jenkins Early Childhood Learning Center and Bates School. We are fully-staffed and licensed to provide this service. All of our employees are working remotely and are anxiously waiting to work with children and serve the families of health care workers in our community. DCS has all of the necessary infrastructure and experience necessary to support children from birth through 12th grade and is prepared to support the efforts of the WISD to mobilize disaster relief child care centers.

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?**

BALANCED CALENDAR CONSIDERATIONS

At this time, DCS does not plan to adopt a balanced calendar instructional program.

DOCUMENTATION

Name of District Leader Submitting Application: Christopher Timmis, Ed.D.

Date Approved: 4/13/2020

Name of ISD Superintendent/Authorizer Designee: Scott Menzel

Date Submitted to Superintendent and State Treasurer:

Confirmation Approved Plan is posted on District/PSA website: 4/13/2020





**Continuity of Learning and COVID-19 Response Plan
Early Childhood Plan Addendum:**

On April 30, 2020 Governor Whitmer issued Executive Order 2020-65 rescinding and replacing Executive Order 2020-35. The new Executive Order expanded the provisions for K-12 education during the remainder of the 2019-2020 school year by including provisions for the Great Start Readiness Program (GSRP).

Executive Order 2020-65 reaffirms the suspension of in-person K-12 instruction, GSRP program delivery, and early childhood programs for the remainder of 2019-2020 school year.

In addition, the Executive Order requires that Continuity of Learning and COVID-19 Response Plans (CoL Plans) are to include addenda for early childhood programs.

To comply with Executive Order 2020-65, WISD will implement the following:

- The CoL Plan adopted by WISD pursuant to section II.6 of Executive Order 2020-65 will be amended to include a plan for state-funded early childhood services. The amendment will include the Great Start Readiness Program (GSRP), Early On, and all WISD programming funded under Section 32p, Section 32p(4), and 54d of the Michigan State School Aid Act (Public Act 84 of 2020) compliant with the requirements of section II.16 of Executive Order 2020-65 and guidance issued by the Michigan Department of Education on May 4, 2020.

For the Great Start Readiness Program (GSRP):

Washtenaw ISD's CoL Plan will include expectations for all GSRP sub-recipients including Local Educational Agencies (LEA), Public School Academies (PSAs) and Community Based Organizations (CBOs). These expectations were communicated in a document provided to all sub-recipients on April 22, 2020 called **Head Start and Great Start Readiness Program (GSRP) Updated Expectations for the 2019/2020 Program Year**.

This document addresses the following:

- That GSRP funds are available for staffing, purchasing needed supplies, equipment, and resources, to allow a sub-recipient staff member or a family to connect remotely, to provide families with home learning kits, books, supplies, or other resources needed to support their children's learning;
- That all sub-recipient teaching team members are engaged in supporting learning and communicating with families;
- That sub-recipient programs document learning from a distance including outreach efforts and family contacts (such as frequency, type, duration, and family response);
- That each sub-recipient provides a year-end "conference" for each family; and
- That every effort is made to reach every child and family for the duration of the plan, with respect and allowance for family choice regarding their level of participation. If a family should turn down the option to participate in the plan, the date of the parent optout is documented.

To ensure compliance with Executive Order 2020-65 and the Michigan Department of Education's Inclusion of the Great Start Readiness Program (GSRP) in Continuity of Learning and COVID-19 Response Plans Memo (5/4/2020), all WISD GSRP sub-recipients will:



- Continue to comply with the expectations laid out in WISD's updated expectations for GSRP dated April 22, 2020. In addition, sub-recipients will sign and return an Assurance Document to WISD's Executive Director of Early Childhood Programs.
- Sub-recipients will begin implementation of the WISD's GSRP Expectations and Early Childhood Plan Addenda no later than May 7, 2020.

For Early On and Section 54d:

Early On referrals, evaluations, and services will continue in a modified form. The provision of remote early intervention services has already begun and has already been addressed in WISD's Continuity of Learning and COVID-19 Response Plan.

Early On will ensure the continuity of services on a case-by-case basis and consistent with protecting the health and safety of the child, the child's family, and those providing services. Each family's service provider must determine if the child's needs have changed and determine whether the child's IFSP needs to be reviewed to determine whether changes are needed. Parents should be full participants in decision-making regarding any adjustments to the implementation of the IFSP.

As noted in the Michigan Department of Education's Memorandum dated May 4, 2020 for the Implementation of Early On® During Implementation of Continuity of Learning and COVID-19 Response Plan, the 45-day timeline begins on the earliest date the referral is received by Washtenaw ISD. If the response to the referral is delayed due to closure or to the backlog of referrals caused by the impacts of COVID-19, IFSPs will be late for an acceptable reason using "exceptional family circumstance".

For Section 32p and Section 32p(4):

WISD will continue programs and services funded by Section 32p and 32p(4) in a modified form. WISD and its sub-recipients will provide family services and supports at a distance using methods that meet the needs of families, including printed materials, phone contact, email, virtual visits, or a combination to meet child and family needs.

The program delivery plan for 32p and 32p(4) services will:

- Keep children and families at the center of service delivery by continuing to build upon relationships and maintaining connections to help children and families feel safe and valued.
- Child and Family Support: Build upon each child's and family's strengths, interests, and needs and use this knowledge to positively affect outcomes, supports, and services.
- Home Visitors and trusted advisors will continue to communicate regularly with families to ensure health and safety needs and expectations are being understood and implemented.
- Deliver supports and services in multiple ways so all children and families can access appropriate services, including translation supports if necessary.
- Work with other school and community partners to support child and family outcomes through ongoing communication and collaboration. This will be individualized and not necessarily look the same for every child and family—safety will remain the highest priority.
- Deliver content depending on tools and resources accessible to each child, family, and/or GSC/GSPC member, including translation services if necessary. Alternative modes of service delivery may include use of online visits/meetings, telephone communications, email, virtual meetings/visits, videos, slideshows, use of printed meeting/visit packets, or a combination to meet diverse child, family, and/or GSC/GSPC member needs.



Name of District Leader Submitting Application:	Alan Oman
Date Approved:	May 4, 2020
Name of ISD Superintendent/Authorizer Designee:	Scott A. Menzel, PhD
Confirmation Approved Plan is posted on District/PSA website:	www.washtenawisd.org

**Washtenaw Intermediate School District
Head Start and Great Start Readiness Program (GSRP) Updated Expectations for the
2019/2020 Program Year:**

Introduction:

Plans for continuity of learning in the home environment for Head Start and GSRP programs while classrooms remain closed should ensure the following:

- Emphasize care, safety, health, and overall well-being of all students, families, and staff
- Ensure continuity of essential learning through the end of the school year
- Provide consistent, meaningful, engaging, high-quality experiences that promote learning and growth
- Provide the most equitable and accessible learning experiences possible for all students.

In addition, all plans and activities for children must follow developmentally appropriate practices for prekindergarten aged children and ensure that the essential needs of enrolled children and families are being addressed and that regular communication is occurring with parents/guardians and children. Remote learning activities should align with guidance and directions provided by the Office of Head Start (for Head Start classrooms), the Michigan Department of Education (for GSRP classrooms), and both for Head Start/GSRP blended classrooms.

The following expectations are being provided to provide clarity and support for programs through the remainder of the program year:

Safety of Children and Families:

The safety of enrolled children and their families must be the primary concern for programs during the suspension of face-to-face classroom-based instruction. Every effort should be made to ensure that weekly wellness checks are made with every family to assess and help minimize the stress on children and families, ensure that families have access to basic needs including food and shelter and the ability to maintain communication with programs.

All staff members contacting families must be instructed by programs that they are mandated reporters and that any indications of neglect or abuse within the home must be reported to Protective Services.

Family Circumstances to Consider:

Please consider the follow questions when planning to meet the individual needs of each family:

- Is the family struggling to meet essential needs? What supports, resources, and community connections can be provided to the family? Helping families meet their essential needs must be the highest priority of programs.

- Is the family struggling to provide support for older children in the household with distance learning? Can the family be provided with strategies to support independent activities for the Head Start or GSRP child that align with the family's existing daily routine?
- Is the family able to spend dedicated time doing all activities with their child to support ongoing learning and development?

General Guidance for Communication with Families and Virtual Learning:

Weekly direct contact should be made with all families. This can be made by phone, text, or through secure remote video communication platforms such as Zoom or Google Classroom.

Ongoing activities should be provided to all families. This can be in the form of a newsletter, a mailed packet of ideas and materials, an email, use of Google Classroom, Zoom or other online platforms.

- YouTube and other means of sending videos are also appropriate, however, please make sure the privacy of staff, children, and families is maintained.
- To stay connected and to provide comfort and assurance for children and families it is beneficial to allow children to see their teachers through photos or videos. Consider whether there are parts of the daily routine that could be replicated via a recording or online "meeting" platform – activities such as greeting time and book reading may be the easiest times to consider.
- Consult your curriculum: High Scope and Creative Curriculum each provide numerous appropriate activities for children and families to do at home together.
- When choosing activities to share, consider each child's individual interests and the types of inexpensive materials families are likely to have readily available.
- Information and/or activities should include opportunities for two-way communication and feedback- responses from families and children.
- Consider including some developmentally appropriate activities for families to help young children understand why their classroom is closed because of COVID-19.

In partnership with your WISD Early Childhood Specialist, plan for ways to acquire and distribute free resources such as books, crayons, scissors, glue sticks, and paper to families.

Document and maintain a detailed log of all communication with families and children. Document children's progress that teaching staff or families observe if that information is available, using COR Advantage or TS Gold.

Ensure that an end-of-year parent teacher conference is conducted with every family. This can be conducted by phone or through a virtual meeting with families to discuss transition planning for the upcoming school year. This will provide an opportunity for closure of the school year, a chance to gather information about next steps for children (Kindergarten or return to prekindergarten for 3-year-old children). It is also an opportunity to discuss school readiness and allow teachers to provide information about summer learning activities.

Individualize Activities and Virtual Learning for Families and Children:

Teaching teams should attempt a minimum of 1-2 contacts with children/families each week, with at least one contact focused upon checking on the wellness of the family and child. Given the other existing stresses almost all families are facing, planning for daily virtual learning for children is not recommended unless additional contact is requested by the family.

Each teaching team should attempt to determine the most appropriate way to communicate with individual families and to ensure follow through with each family. This may include phone calls, emails, texts, regular mail or through a video communication platform.

If teaching teams have not already held a conference or home visit to discuss the transition plan or review the second reporting period or checkpoint, a conference should be planned with parents via phone or other means accessible to individual families.

Consider how to provide information and support related to the developmental level of individual children as you plan and develop activities and resources.

- If teaching teams are communicating with children and families through COR, it is simple to link your communication to individual parents or send out to a group using “moments” or “storyboards”.
- Use COR and TS Gold to individualize activities for children. Use the reports that are available to access each child’s development based upon the notes entered before classroom activities were suspended. Review School Readiness Goals to determine appropriate activities will be the most beneficial for each individual child.
- If teaching teams are using the e-DECA, please consider sending parents the link so that they can complete this tool for their child (even if it had already been completed by teachers during the year). Based on the results provided by parents, the e-DECA system can produce activities and suggestions specific to the needs of each child.

Limiting Screen Time:

Contacts with families may be done utilizing video-based technology but it is certainly not required. Regular, individualized contacts with families and children can be completed by other means. There is no requirement or expectation that programs must provide families with video enabled technology such as tablets, etc. to support ongoing contacts and learning opportunities.

The American Academy of Pediatrics recommendations limit screen use to no more than 1 hour per day for children ages 2 to 5 years and that parents should co-view all media with children.

Please remember that while children and families are confined to their homes, that amount of screen time most children are being exposed to has almost certainly increased. As much as possible, focus activities that are shared with parents on those that can be done with their child and that do not encourage more screen time use.

Additional Supports and Resources:

Washtenaw ISD Early Childhood Specialists will contact all program directors and teaching teams on a weekly basis to provide ongoing support and resources. If you have any questions regarding supports for staff or the expectations for continuing contact and learning opportunities for children and families, please contact your Early Childhood Specialist directly.

In addition to the above supports, the Office of Head Start has provided the following guidance related to supporting families during this time. This guidance is helpful for all prekindergarten families:

- **Support families by staying in touch.** Families have told us continued outreach from their Head Start staff was what helped them the most in other large-scale emergencies, such as hurricanes. Head Start programs can ensure that every family receives outreach and communication through phone calls, video chats, texts, emails, or other mediums. Offer support, ask parents how they are doing, take delight in connecting with children, and tell them you miss them. Offer a listening ear for caregivers who want to talk about parenting challenges, behavioral health issues, and other challenges that may emerge or be exacerbated by current conditions.
- **Provide Food, Diapers, and Formula.** Many programs are meeting critical needs by delivering food, diapers, and formula, while following guidelines for social distancing, to enrolled children and families. Some programs have partnered with food pantries to distribute food to adults as well as children. Head Start programs can partner with local diaper banks to distribute diapers for siblings of enrolled children.
- **Provide information on community supports as adversity can increase during this time.** Assisting families with navigating community supports can greatly contribute to relieving some of their stress and burden. Provide parents and caregivers with any needed resources, such as food or online resources for family health information. When social distancing is encouraged, families who feel unsafe in their home environment may be particularly vulnerable. Provide families with telephone numbers to local domestic violence shelters, child protective services, and local community mental health centers that have moved to telehealth appointments. If a family needs immediate behavioral health services, consider using the Substance Abuse and Mental Health Services Administration's ([SAMHSA](#)) [National Helpline](#) and the [National Suicide Prevention Lifeline](#).
- **Help families stay connected virtually.** Social distancing should not mean social isolation for Head Start and Early Head Start families. Help families stay connected virtually. There are a number of vendors offering free Wi-Fi at this time. Help families take advantage of free video platforms so they can stay in touch with family, friends, trusted providers, and, possibly, other Head Start families.
- **Encourage parents to establish routines at home.** Provide some examples of what a daily schedule might look like. Routines help children feel safe and know what is expected. Routines can include times for eating, washing up, playing, learning, and sleeping. Teachers and home visitors can help parents make a visual, daily schedule for children. Cut pictures from magazines or make simple drawings. This looks different for different families and can be done individually.
- **Support parent-child relationships.** Remind parents that their main job is to take care of themselves and to keep children as safe and secure as possible during this time. Point families to child-family activities by offering easy, low stress activities to do with

children. Consider conducting parent cafes or parenting curricula groups with video platforms so parents can connect with each other.

- **Push out positive messages to parents on social media and texting platforms.** Show families you believe in them during this time. Resources on [Using Social Media to Engage Families](#) and [Social Media Essentials for Getting Head Start Programs Connected](#) are available on the Early Childhood Learning and Knowledge (ECLKC) website. The ECLKC has many other resources staff can use to connect with parents.
- **Support child development virtually.** If Head Start teachers and families have access to technology, teachers can post videos of themselves online or use direct video messaging. Teachers and home visitors can reassure children of all ages with simple and consistent messages. Use children's names, and do a familiar greeting, song, or finger play. There are many examples to draw from online. Remember that many families are under enormous stress. They do not need to duplicate all the educational experiences that happen at a center. They should focus on keeping themselves and children safe and healthy.
- **Take advantage of the OHS MyPeers Community.** Connect with staff from around the country to exchange ideas and share resources on the [OHS MyPeers virtual learning network community](#). Grantee agencies may set up a grantee staff workgroup to support internal communication and work functions during telework. There are regularly scheduled [orientations for new users](#).

Maintaining Enrollment:

- All children enrolled in Head Start and GSRP programs as of March 13, 2020 are to be retained as enrolled until the end of the current program year unless there is direct communication and approval from Washtenaw ISD to disenroll the child.
- Please notify Erika Huizenga at ehuizenga@washtenawisd.org of any Head Start and GSRP family that your program has been unable to make contact with for a period of more than 14 calendar days.

Fiscal Expectations for the Remainder of the Program Year:

Washtenaw ISD expects all Head Start and GSRP programs to continue to pay **all program** staff during the suspension to alleviate potential financial instability and hardship for employees. Employees should continue to be paid through the period identified in each program's originally approved budget.

If Head Start and GSRP team members are unable to work due to issues such as personal illness or caring for a sick family member, etc.) please notify your program's Early Childhood Specialist immediately. If teaching team members or family support staff members are unable to work, an alternate plan to support the children and families from that classroom must be developed and approved by your Early Childhood Specialist.

Washtenaw ISD recognizes that the suspension of face-to-face activities may require budget adjustments to be made from some originally planned line items (travel, field trips, etc.) to items such as technology to support remote working by teaching teams, resources for home activities, etc. We will make every effort to approve all reasonable budget adjustment requests. All



requests for budget adjustments should be emailed to both Erika Huizenga at ehuizenga@washtenawisd.org and Alan Oman at aoman@washtenawisd.org.

Reimbursement requests will continue to be processed and approved requests will be paid as part of Washtenaw ISD regularly scheduled check distributions. In order to process requests, please email completed reimbursement forms and scanned copies of all required back up documentation to Erika Huizenga.



WISD'S CONTINUITY OF LEARNING AND COVID-19 RESPONSE PLAN FOR GREAT START READINESS PROGRAM (GSRP) SUB-RECIPIENTS:

FROM: Alan Oman, Executive Director of Early Childhood Programs
TO: All Great Start Readiness Program (GSRP) Sub-Recipients
DATE: May 4, 2020
RE: Executive Order No. 2020-65 and Michigan Department of Education Guidance for GSRP Programs

Introduction:

On April 22, 2020, Washtenaw Intermediate School District (WISD) issued updated expectations for GSRP programs in the document called: Head Start and Great Start Readiness Program (GSRP) Updated Expectations for the 2019/2020 Program Year.

On April 30, 2020 Governor Whitmer issued Executive Order No, 2020-65 rescinding and replacing Executive Order 2020-35. The new Executive Order expanded the provisions for K-12 education during the remainder of the 2019-2020 school year by including provisions for the Great Start Readiness Program (GSRP). On May 4, 2020 the Michigan Department of Education (MDE) issued a memorandum on Inclusion of the Great Start Readiness Program (GSRP) in Continuity of Learning and COVID-19 Response Plans.

Executive Order 2020-65 ~~also~~ reaffirms the suspension of in-person K–12 instruction, GSRP program delivery, and early childhood programs for the remainder of 2019–2020 school year.

In addition, the Executive Order requires that Continuity of Learning and COVID-19 Response Plans (CoL Plans) are to include addenda for early childhood programs.

To comply with Executive Order 2020-65, WISD will implement the following:

- The CoL Plan adopted by WISD pursuant to section II.6 of Executive Order 2020-65 will be amended to include a plan for state-funded early childhood services. The amendment will include the Great Start Readiness Program (GSRP), Early On, and all WISD programming funded under Section 32p, Section 32p(4), and 54d of the Michigan State School Aid Act (Public Act 84 of 2020) compliant with the requirements of section II.16 of Executive Order 2020-65 and guidance issued by the Michigan Department of Education on May 4, 2020.
- The Early Childhood Plan will be incorporated as an addendum to WISD's original CoL Plan and will include the requirement that GSRP sub-recipients ensure compliance with the updated expectations for GSRP dated April 22, 2020.

WISD's Early Childhood Plan will ensure that:

- GSRP funds are available for staffing, purchasing needed supplies, equipment, and resources, to allow a sub-recipient staff member or a family to connect remotely, to provide families with home learning kits, books, supplies, or other resources needed to support their children's learning;
- all sub-recipient teaching team members are engaged in supporting learning and communicating with families;
- sub-recipient programs document learning from a distance including outreach efforts and family contacts (such as frequency, type, duration, and family response);
- each sub-recipient provides a year-end "conference" for each family; and
- every effort is made to reach every child and family for the duration of the plan, with respect and allowance for family choice regarding their level of participation. If a family should turn down the option to participate in the plan, the date of the parent optout is documented.

For all WISD GSRP Sub-recipients:

- Sub-recipients must continue to comply with the expectations laid out in WISD's updated expectations for GSRP dated April 22, 2020. In addition, Sub-recipients must sign and return the attached Assurance to Alan Oman, Executive Director of Early Childhood Programs aoman@washtenawisd.org by **May 7, 2020**.
- Sub-recipients must begin implementation of the WISD's GSRP expectations and Early Childhood Plan Addenda no later than May 7, 2020.

If you have any questions related to the expectations identified in this memo, please contact Alan Oman at aoman@washtenawisd.org



**CONTINUITY OF LEARNING ASSURANCES FOR WASHTENAW INTERMEDIATE SCHOOL DISTRICT GSRP
SUBRECIPIENTS:**

WISD is the approved grantee of Great Start Readiness Program (GSRP) funding under sections 1632d and 1639 of the School Aid Act, MCL 388.1632d and 388.1639. On April 22, 2020, Washtenaw Intermediate School District (WISD) issued updated expectations for GSRP programs in the document called: Head Start and Great Start Readiness Program (GSRP) Updated Expectations for the 2019/2020 Program Year.

On April 30, 2020 Governor Whitmer issued Executive Order No. 2020-65 rescinding and replacing Executive Order 2020-35. The new Executive Order expanded the provisions for K-12 education during the remainder of the 2019-2020 school year by including provisions for the Great Start Readiness Program (GSRP). Executive Order 2020-65 reaffirms the suspension of in-person GSRP program delivery for the remainder of 2019–2020 school year. The Executive Order requires that WISD’s Continuity of Learning and COVID-19 Response Plan (CoL Plan) include an addendum for early childhood programs.

To comply with Executive Order 2020-65, WISD is implementing the following:

- The existing CoL Plan has been amended to include a plan for the Great Start Readiness Program (GSRP) compliant with the requirements of section II.16 of Executive Order 2020-65 and guidance issued by the Michigan Department of Education. The Early Childhood Plan has been incorporated as an addendum to WISD’s original CoL Plan and includes requirements that GSRP sub-recipients comply with the Head Start and Great Start Readiness Program (GSRP) Updated Expectations for the 2019/2020 Program Year document issued on April 22, 2020.

The GSRP sub-recipient agrees to the following:

- Our organization will continue to comply with all the expectations identified in WISD’s Head Start and Great Start Readiness Program (GSRP) Updated Expectations for the 2019/2020 Program Year document issued on April 22, 2020 as stated in WISD’s updated Continuity of Learning and COVID-19 Response Plan (CoL Plan) Addendum for Early Childhood Programs.
- Our organization will begin implementation of the WISD’s GSRP expectations and Early Childhood Plan Addenda no later than May 7, 2020.

FOR THE GSRP SUB-RECIPIENT:

Signature

Superintendent

**FOR WASHTENAW INTERMEDIATE
SCHOOL DISTRICT:**

Signature

Executive Director





Title

5/6/2020

Date

Title

5/4/2020

Date

