



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

As a result of COVID-19 and the closing of school buildings for the 2019-2020 School Year, school districts must submit a Continuity of Learning and COVID-19 Response Plan (“Plan”) in order to continue to receive state aid for operations. Although schools are closed and not providing in-person instruction, teaching and learning must continue. Michigan educators have been called to provide our students with continued learning.

There are varied states of readiness to provide continuity in learning among districts. Even within districts of multiple school sites, there are varied states of readiness. It is expected that schools will provide instruction at a distance using a variety of methods that meet local needs, including printed materials, phone contact, email, virtual learning, or a combination to meet student needs. We should avoid assuming that continuity in learning can only occur through online means.

While many educators have been providing distance learning opportunities, the Governor’s Executive Order ([EO 2020-35](#)) requires all schools to begin providing learning opportunities for all students no later than April 28, 2020. Districts who are able to begin their plans earlier are encouraged to do so.

Each District shall submit a single completed Assurance Document, Budget Outline, and Continuity of Learning Plan to its Intermediate School District. Each Public School Academy shall submit a completed Assurance Document, Budget Outline, and Continuity of Learning Plan to its Authorizer. A single Application should be filed for the district rather than multiple applications for individual schools within a district. The following items are required for the application which may be submitted beginning April 8, 2020:

1. Assurances Document
2. Continuity of Learning Plan
3. Budget Outline

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

Guiding Principles

As Districts and Public School Academies complete the Assurances and Continuity of Learning Plans, they should consider utilizing the following principles to guide their work:

Keep Students at the Center

Intentional outreach to continue building relationships and maintain connections.

Help students feel safe and valued. At minimum, plan to do the following:

- Plan for Student Learning: Build on each student’s strengths, interests, and needs and use this knowledge to positively affect learning.
- Develop a Weekly Plan and Schedule: Offer routines and structures for consistency and for the balancing of think time, work time, and play time for health and well-being.
- Contact Families: Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority. Provide translations as necessary.

Design Learning for Equity and Access

Plan and deliver content in multiple ways so all students can access learning.

- Teach Content: Set goals using knowledge of each student, content area standards, and of Michigan Merit Curriculum.
- Deliver Flexible Instruction: Consider how to deliver content depending on tools and resources accessible to each student. Alternative modes of instruction may include use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a combination to meet diverse student needs.
- Engage Families: Communicate with families about engagement strategies to support students as they access the learning. Families are critical partners. Provide translations as necessary.

Assess Student Learning

Manage and monitor student learning and plan what’s next for learning including the potential need for summer and supplemental learning.

- Check Student Learning: Use a variety of strategies to monitor, assess, and provide feedback to students about their learning.
- Make Instructional Adjustments: Use formative assessment results to guide educators’ reflection on effectiveness of instruction and to determine next steps for student learning.
- Engage Families: Communicate with families about assessment results in order to inform next steps and the potential for supplemental summer learning. Provide translations as necessary.

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

Assurances

Date Submitted: 4/27/2020

Name of District: *Montcalm Area Intermediate School District (MAISD)*

Address of District: *621 New Street, Stanton, MI 48888*

District Code Number: *59000*

Email Address of the District: *rthelen@maisd.com*

Name of Intermediate School District: *Montcalm Area Intermediate School District*

Name of Authorizing Body (if applicable): *n/a*

This Assurance document needs to be returned to your Intermediate School District or, for Public School Academies, your Authorizing Body with your Continuity of Learning Plan and Budget Outline beginning April 8, 2020 to indicate that the District will adopt a plan to ensure continuous learning for all students through the remainder of the 2019-2020 school year.

Districts should submit a single district plan that relates to all of their schools.

The applicant hereby provides assurance it will follow the requirements for a Plan for the remainder of the 2019-2020 school year:

1. Applicant assures that all student learning will take place under the direction of a teacher of record for each student enrolled in the district.
2. Applicant assures that it will continue to pay school employees during the balance of the 2019-2020 school year under the same terms and conditions established prior to the school closure order period.
3. Applicant assures that the Plan was developed in collaboration with district administrators, school board members, teachers, and local bargaining units.
4. Applicant assures that food distribution has been arranged for or provided for eligible students.
5. Applicant assures coordination between applicant and Intermediate School District in which the District/PSA is located to mobilize disaster relief child care centers.
6. Applicant assures that to the extent practicable the District/PSA will in good faith provide students with IEPs/Section 504 Plans the opportunity to participate in learning consistent with existing plans.
7. Applicant assures that Continuity of Learning and COVID-19 Response Plan, Assurance Document, and Budget Outline will be posted immediately following approval to the District's/PSA's website.

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

The goal of a Continuity of Learning Plan and COVID-19 Response Plan is to ensure that each District or Public School Academy is providing, to the best of its ability, each student with alternative modes of instruction to help them stay on pace in their learning. This application recognizes that there is no “one-size-fits-all” solution; multiple means of engaging students and supporting families may be necessary that may vary by grade level, school building, or student population served.

For the purposes of the Plan, “district” refers to school districts and public school academies.

Date Submitted: 4/27/2020

Name of District: *Montcalm Area Intermediate School District*

Address of District: *621 New Street, Stanton, MI 48888*

District Code Number: *59000*

Email Address of the District Superintendent: *rthelen@maisd.com*

Name of Intermediate School District: *Montcalm Area Intermediate School District (MAISD)*

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:

The district plans to use a hybrid model of instruction using hard copy instructional packets, online learning platforms and/or tele intervention. For those students that have internet access, but don't have a device, devices will be made available. Students without internet access will have

access to instructional materials through a weekly instructional packet. All students will need access to materials such as paper, pencils, and crayons, which will be made available to families that don't have them. All students will have access to developmentally appropriate/grade-level/course textbooks as needed to complete their work.

Our career center staff is using Google Classroom to post work for students to do while at home. Google classroom is a platform that students used while in class, so there will be very little learning curve to continue using that platform. We have ensured that each student has a device and internet access at home. For those students that don't have reliable internet, we are mailing packets to their homes weekly.

Our early college teachers are using Canvas, which is the platform that early college students are familiar with. They will also be assigned practice time on Khan Academy. They were using it previous to the shut down, so they already have accounts and are familiar with how to use it. The Internet is less of an issue for our early college students because their parents were aware from the beginning of the program that internet at home is almost essential for college students, and they made sure they obtained that many months ago. We surveyed our students, and they are all able to get work through that medium. Students will not be penalized for their inability to fully participate.

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:

MAISD will facilitate continuity of learning that prioritizes relationships with students and families as foundational. Supplemental, enrichment, and reinforcement learning opportunities will be provided to students and families after the relationships and resources to support academic growth are established through information finding. We will build student-centered and specific Contingency Learning Plans (CLP) for each student with an IEP. A few examples of "methods" to keep students, families and relationships at the center include a remote learning student/family contact log, individual student activity and documentation logs, phone calls, Google check-in and check-outs. School Messenger specific alerts will also be utilized to maintain connections with students and families. Special Education teams will be expected to make contact with every student as identified through the student's CLP or Individualized Family Service Plan. This may be done through the use of technology (for those that have access) such as Google Hangout, through an alternate form of virtual meeting or through weekly phone calls. For students with technology access, teachers will also make sure to communicate multiple times each week through the instructional platform (Google Meet, Google Classroom, Zoom, private Facebook groups), with an emphasis on continuing to build relationships and maintain connections. If students do not have access to technology, teachers will include weekly notes to students in their instructional packet that focus on building relationships and maintaining connections.

We will encourage relationships between students by positive staff interactions and staff "reach outs" to students and families. Through staff activities, MAISD will keep social emotional connectedness and restorative practices at the center of all interactions.

CTE and early college staff are keeping a contact log to record their phone calls, emails, Facebook messages, text messages, and other contact types with their students and families. The early

college staff is also using Microsoft Teams to have face-to-face meetings with their mentees on a weekly basis.

Both the career center staff and early college staff are working hard to keep those personal connections with students so they can remain aware of each student's mental and emotional health. The weekly Microsoft Teams meetings with mentees are strictly to chat and check in on them. They are not being used for presentation of material. That is being done through the online platform.

MAISD MACC GSRP Summary of Activities Required for Continual Learning Strategies during COVID-19 School Building Closure

MACC GSRP staff will provide continued coaching opportunities for all families enrolled in GSRP MACC classroom including but not limited to

6 weeks of lesson plans with daily learning opportunities identified and will be provided to families in at least 2 formats to each GSRP family weekly. Supports included within these lesson plans are as follows: video sharing specifically on “How to do activities in the lesson plan for each day”, child as lead activities and examples which includes parent question examples for “Daily Question” support, resource information of where to find more to dos and high quality at home learning information. Monthly support calendars (literacy and Conscious Discipline) will also be provided to each family. Supports for speech, literacy, and OT are embedded into each of the lesson plan opportunities. Daily Journal activities will be provided with options for learning and how the child can demonstrate mastered skills. Scholastic supports are promoted as well (calendar and literacy at home reading program).

MAISD MACC GSRP teaching team will provide lesson plans for 20 minutes a day/4 days a week/ for a 6 week timeframe. Plan of support for all GRSP students is in place for the timeframe of April 27th through June 1st; 2020. Learning Kits were mailed which included Talking is Teaching Math at home activities, 3 high quality books, and a copy of the MACC GSRP 6 week lesson plans. These plans include learning opportunities for parents at 20 minutes per day; 4 days a week. Materials needs identified with each family were provided in the Learning Kids as well (the materials provided were dependent upon families unique needs and could be paper, scissors glue, pencils etc.). Teaching teams have used the week of April 20th to conduct needs assessments with families, problem solve technology issues, and share messaging about what expectations are for the next 6 weeks of GSRP instruction virtually.

All MACC GSRP Teaching Team members will participate in posting recorded Read Alouds during the week. Lesson Plans include the Read Aloud activities and is a regular part of the lesson plan assignment. Teaching Teams will start out with a Read Aloud once a day and tapering off toward the end of the school year.

One virtual support activity is being conducted via Zoom virtual platform. MACC GSRP's plan is to do a Zoom dance party with all families on May 15th, 2020. Attendance will be recorded in the Attendance tab in Drop Box 2019-2020 file.

Virtual Office Hours are scheduled on every Friday from 1pm – 2pm

All teaching team members will capture (via virtual experiences) and record evidence in My Teaching Strategies tool. Teaching teams will continue to ask parents to send evidence such as photos in texts, emails, phone calls, and newsletters. Teaching team will continue to send a weekly newsletter to all families with local resources and requests for documentation participation to support student progress and growth documentation. Activities will focus on partnering with parents to support reliable data in order to conduct assessment activities to measure student growth and program effectiveness. Teaching Teams will have one Data Team meeting to support conversations around student, teacher, and classroom growth for the 2019-20 school year.

Teaching teams will continue to communicate with families using several modalities. Teaching teams will call and text families who are not able to engage with scheduled online learning opportunities. Part of this process will be ongoing needs assessment to address barriers to learning. Text messaging is being used successfully. So far there are no barriers to technology that we have not found solutions for. We did provide a hotspot to one family. Teaching teams will continue to follow up with those families that are not connecting.

Early Childhood Contact will make efforts to obtain Kindergarten through 2nd grade feedback form "K-2 partners". Any information that is able to be gathered will be submitted via Drop Box.

MACC GSRP teaching teams will support transition to Kindergarten and other preschool placements as decided in collaboration with the parent. Teaching teams will acquire and provide contact information for families identified districts for Kindergarten schools of choice and kindergarten registration, specifically school of choice information as identified. Virtual Home visit focus will be following up with parents to see what they need for a successful Kindergarten transition. IEPs have been scheduled for all students. All contingency plans are done. Joint Recruitment applications are done for all eligible students. Joint Recruitment applications will be processed at the community level.

MACC GSRP teaching team's work will be documented in lesson planning documents, My Teaching Strategies anecdotal record keeping activities, videos, posts, virtual event attendance recorded, and communication log documentation. This information will be provided in the End of Program report to be included in the binder turn in process to ECC. The EOY report will be provided from ECC to program directors on May 1st, 2020. All teaching team members' activities to support continued learning must be documented. Current teaching team members participating. Kristi, Suzanne, Monique, Andrea, & Matt, (ECS support: Mary Shallman) MSDS information must be submitted in google doc spreadsheet on or before the determined end of program date (June 2, 2020).

All MACC GSRP teaching team members will complete on line **identified professional development in My Teaching Strategies (MTS) and Creative Curriculum**. This means that both Lead and Associate Teachers must have a certificate of completion for Creative Curriculum and reliable rater status for My Teaching Strategies. Copies of certificates of completed trainings specific to these identified curriculum and assessment tools must be in the end of program report provided to the ECC via the binder. At this time there are no needs identified in this area. MI Registry 4 hour trainings will be completed for all teaching team members before the end of program (June 2, 2020).

MACC GSRP teaching team will conduct a virtual End of the year home visit with each child and family. Zoom will be used and documentation will occur using the Home visiting form. This family connection will focus on kindergarten transition support, support to parents as their child's first and best teacher, summer learning kit review, provide parents data based feedback on child's growth, and other educational components as deemed necessary by the teaching team to support a successful Kindergarten transition. Scheduled for end of May/beginning of June.

MACC GSRP Required Elements Checklist

<i>Provide Coaching:</i>	<i>Used template to document parent contacts.</i>
<i>Lesson Plans</i>	<p><i>Monday-Thursday Lesson plan. Teaching team decided to use the resources; we have shared on Facebook and pair it with MTS. Use 4 activities for the week. Add a weekly movement and a weekly outdoor activity with it.</i></p> <p><i>Starting week of April 27 thru the week of June 1 to send out lesson plans to parents.</i></p>
<i>Read Aloud</i>	<i>We have enough material to send out two a week. Determined that YouTube was the best way to share those videos.</i>
<i>Conduct one virtual Support</i>	<p><i>Dance Party – using go noodle</i></p> <p><i>Date: May 15</i></p>

<i>Office Hours</i>	<i>Friday 1:00-2:00</i>
<i>Capture and Record MTS</i>	<i>Remind parents that they can send pictures and notes. Also, Parents can upload observations to MTS.</i>
<i>Call/Text</i>	<p><i>Ask families if online a barrier is and make a plan for those families.</i></p> <p><i>Use Remind app/text message/email for those who do not have Facebook.</i></p>
<i>Efforts to obtain Kindergarten</i>	<i>Survey: Mary is looking into this one.</i>
<i>Support transition to Kindergarten</i>	<p><i>Get info assignments:</i></p> <p><i>Central Montcalm – Monique</i></p> <p><i>Vestaburg – Matt</i></p> <p><i>Greenville: Kristi</i></p> <p><i>Lakeview – Kristi</i></p> <p><i>CCC – Kristi</i></p> <p><i>Ask at Home Visit what supports they still need for transition to Kindergarten</i></p>
<i>Capture work</i>	<i>Email plans to Cari (plans include what video was sent out and what objectives connected to Lesson plans)</i>
<i>Compete online PD</i>	<i>Look at training that is on MTS and any that are deemed needed go ahead to do them and send certificates to Monique.</i>

Virtual Home Visits	<p>Two weeks ahead of time make a schedule with parents.</p> <p>Monique will support with General Education Students</p> <p>Suzanne will support with Special Education Students</p>
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For additional GSRP Continuous Learning Plan information, please contact:

Cari O'Connor, Early Childhood Director, Montcalm Area Intermediate School District
coconnor@maisd.com

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

District/ PSA Response:

For those students without technology, the main mode of delivery will be through hard copy instructional packets. This will be supplemented with phone conferencing to support instruction. The instructional packets will be delivered either through mail, or "door drops"

For students with technology content will be delivered through the online platforms, email, and other social media sites (Facebook, Remind, etc.). Teachers may be accessible through synchronous instruction multiple times per week and/or asynchronous instruction through pre-made videos multiple times per week.

Based upon existing resources, technology, training, and curriculum, as well as the circumstances presented by any state of emergency or state of disaster, the MAISD plans to provide equal access to alternative modes of instruction to students with disabilities from Birth through age 26 via each student's CLP or an IFSP/IEP for the remainder of the 2019-2020 school year. This includes a plan for the provision of auxiliary services to Non Public Schools within the district. In addition, the district will be in compliance with guidance from the United States Department of Education, including its Office of Civil Rights and Office of Special Education and Rehabilitative Services, and the Department concerning the delivery of alternative modes of instruction to students with disabilities in light of the impact of COVID-19. The district will make individualized determinations whether and to what extent compensatory services may be needed for pupils after the school closure period prompted by the COVID-19 state of emergency and/or state of disaster ends.

For our early college students, we are using Canvas to deliver materials to students. We have ensured through surveying our students that they have access to the internet at home. Students and staff are also keeping in close contact through email when a question arises about the content of the work.

The career center staff is delivering content using Google Classroom. For those students that don't have reliable internet access at home, the staff is mailing packets home to students.

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

District/ PSA Response:

For students without technology access, learning packets will be collected through self-addressed stamped envelopes and/or "door drops". Teachers will review the learning packet and provide feedback to the student during their scheduled phone call(s), virtual meeting, or email. Learning packets with written feedback in various ways (pictures, emails, and/or returned to the student the next week). Feedback from the teacher may include differentiated work as needed, along with examples to support student learning. An example of this may be providing a student that is struggling with double-digit subtraction additional practice and several written examples with the steps. A phone call would also be used as a follow-up if needed.

For students with technology, teachers may monitor student access and assignment completion on a daily basis within the instructional platform. Teachers will provide feedback to students on assignments through the instructional platform as they are completed (or on a daily basis). Teachers will differentiate instruction within the platform to meet each student's needs.

In order to manage and monitor learning by pupils, we will utilize individual staff/student connection logs that will document progress with students on an individual basis. We will document assignment completion and utilize parent feedback, among other methods including phone calls, emails, and other technology based means.

MACC GSRP classroom will use My Teaching Strategies assessment tool in partnership with parents.

Students will have many options for returning work to teachers at the career center and at early college. They can upload things into their respective platforms, they can take pictures and text or email the pictures to their teacher, they can send paperwork back through the mail, or if they are using Khan Academy, the teacher can see by logging in what the student has been doing and how many minutes they have been on Khan Academy practicing. Teachers will then provide feedback in many of those same formats. They can email the student, make corrections right on Canvas or Google Classroom, or mail documents back to the student with feedback on them.

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: *(Estimated)*

Hot Spots: SE \$2,000 CTE \$400 total 2,400

Postage: SE 2,000 CTE 1,000 total 3,000

Supplies: SE 1,000 CTE 1,000 total 2,000

Technology replacement: 3,000 SE and CTE

Grand total: 10,400

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:

The plan team included input and feedback by the special education supervisor team, the associate superintendent of special education, review and input from a certified staff survey regarding needs/barriers and potential solutions from instructional staff, and review and feedback from the associate superintendent of curriculum. In addition, program specific Google meetings were conducted to share information and gather feedback.

Special Education Administrators & Ancillary staff, , Early Childhood Specialists, Early Childhood Teacher Consultants, MDE consultant, and GSRP teaching team members participated in the development and feedback process in the development of this classroom plan.

The planning teams included staff from early college and career and technical education, the associate superintendent of CTE/early college, a special education consultant, and review and feedback from the associate superintendent of curriculum.

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

District/ PSA Response:

The Special Education plan will be communicated through a letter to each family. The plan will be dispersed through email to those that have access. The plan will also be posted to the district website and other social media platforms as well. To ensure that everyone is aware that the plan has been developed and released a phone call message will be sent to all parents.

The Career Center/Early College plan will be communicated through a letter to each family, and students will be notified by their respective teachers through either email or phone. The plan will be posted on the district website.

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

District/ PSA Response:

MAISD will implement for special education students on 4/14/2020, for CTE students on 4/20/2020 and for GSRP classrooms April 27th, 2020 through June 2nd, 2020 (6 weeks of virtual instruction). Early College has been ongoing in alignment with Montcalm Community College.

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

District/ PSA Response:

For our students in dual enrollment courses we will be working with the provider to determine next steps. We will ensure that the students have the appropriate materials and support to complete those courses. The students will be given the option to convert their grade to credit or no-credit. For students in CTE programs we will work with the ISD CTE Director as well as state level CTE directives to ensure our students have the ability to complete these courses. The district will ensure the student has the necessary resources.

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

District/ PSA Response:

MAISD is accessing food for students through Greenville Public Schools. Families have the option to pick up the food as outlined through GPS or to have it delivered by MAISD staff or students have access to their local school district food services. If changes are made, families will be communicated with through email, School Messenger and social media platforms. Additionally, MAISD is promoting and providing information to families and the public through various food resources/banks/trucks around the county. MAISD is also providing information to families to various county-wide/state-wide resources via our district website and various building/program specific communications.

Facilitation and promotion of over 20 food truck mobile food pantries will occur during this timeframe. Resource and support information will be provided to families weekly via newsletter as well as posted to the MAISD website.

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:

MAISD will continue to pay all regularly employed and regularly contracted staff at their pre-shutdown rate, consistent with any collective bargaining unit provisions provided that individuals demonstrate an effort to provide continuity of learning and operations.

MAISD will continue to pay GSRP teaching team staff that are providing classroom support in an ongoing manner consistent with pre-shutdown class schedule.

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

District/ PSA Response:

If a student does not have access to technology, teachers will keep track of which students are completing the weekly instructional packets as collected via process described in #4. They will also need to keep a log of all communication with students and parents. If a student has access to technology, teachers will use the instructional platform to monitor student wellness, engagement, and completion of assignments. They will also keep a log of communication with students and families. Inconsistent completion and/or communication with a parent or student will be raised to

the supervisor level to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections (DHHS, Behavioral Health, etc.).

Teachers will be maintaining a log of all contact with students as well as maintaining a gradebook for the purpose of noting participation in distance learning. The early college staff will also have week teams meetings with students and will log the participation in those meetings as well.

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:

On an ongoing basis and through staff student interactions as described in the CLPs, the district will monitor and gather information from all students/parents during regular, identified contacts to monitor any observable or parent/student report needs related to their current mental health status. Based on the information, the appropriately assigned service provider(s) (31n, SSW, counselor, supervisor, etc.) will reach out to individual students and families to determine what they may need. The service provider will help connect the family to outside agencies to help meet their needs. While teachers are completing student/family contacts, they will monitor and assess the needs of students and families. If a need is presented the teacher will elevate that need to the supervisor or service provider to make the necessary follow-up. The supervisor may hold weekly meetings with teachers to identify any additional students or families in need. Telehealth may be used when available for students that have technology.

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

District/ PSA Response:

Process the MAISD is employing to support child care for essential worker's families in Montcalm County:

- Essential workers register at the [Help Me Grow](#) site. Once on the site essential worker fills out the intake form. This information is sent to the Montcalm Area ISD spreadsheet. once a day; seven days a week MAISD staff check the MAISD spreadsheet to review for new essential worker sign ups. .*
- For each family that identifies needs the Montcalm Area ISD staff will give the family several options for care near their home or near their work.*
- An email with those options will be sent to the family for them to make a selection that best meets their families child care needs. .*
- Families will contact the child care provider about enrollment directly.*
- Two days after Montcalm Area ISD sends the email, MAISD staff will contact the family to make sure they found a placement.*
- If no placement is found we will match the family to more child care providers.*
- Currently, there is no additional funding to support this emergency child care response effort as existing MAISD staff are handling all referrals and supports needed at this time.*
- Weekly contact is made with identified local private child care providers to determine capacity and unmet needs. Needs are matched with local resources.*

- *Weekly support kits are mailed to private child care providers to support their efforts by MAISD staff.*

Name of District Leader Submitting Application: Stephanie O'Dea, Associate Superintendent of Instruction

Date Approved: 4/27/2020

Name of ISD Superintendent/Authorizer Designee: Roger Thelen

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website: Yes

MAISD 32P Continuity of Learning Plan for 2019-2020 Work Plan Configuration

Outcome 1 Children are born healthy.

Goal #1 Advance health equities for families with young children.

Support Families to ensure children are developmentally on track at the time of kindergarten entry.

Families have access to physical and mental health information and resources.

Facilitate an annual Community Baby Shower initiative. This event was canceled due to the COVID-19 Stay at Home order. Virtual activities have been used to connect families to these resources.

Target Dates (When will each be completed?) July 1, 2020

Measurement: Number of parent connections

Progress:

Wellness Committee & Parent Coalition will continue to brainstorm ways to connect the specific resource tools acquired for the Baby Shower event and facilitate ways to connect with families that have registered a need for these items. Door drop deliveries will be considered as needed keeping social distancing and staff safety at the forefront.

We have continued to provide connections via virtual supports to families via Facebook, community newsletter, email, phone, and website.

Outcome 2 Children are healthy, thriving, and developmentally on track from birth to third grade.

Goal #1 Advance health equities for families with young children.

Promote maternal depression materials with families of young children through partnership in the community.

Access & support better understanding by early childhood providers and parents that referral to services and supports is a part of our role in the community.

Target Dates (When will each be completed?) What needs to be completed by September 30, 2020 to meet this strategy?)

Measurement: Number of contacts made & presentation evaluations

Progress:

Continue to reach out to the Social Work department at United Lifestyles. Spectrum Health Hospital team virtually.

Continue to distribute materials to MCGSC board members for promotion via electronic and virtual platforms. Newsletter listserv will be a key tool that we will utilize for this activity

3. Newsletter and Facebook campaign continued.

4. MCGSC Board presentation on local data Infant Mental Health and Montcalm Care Network partnership scheduled for June virtual MCGSC meeting.

5. Establish evidenced based practices support for Welcome Baby providers. "Talking is Teaching" presentation will be completed virtually to support this endeavor.

Wellness Committee, MCGSC Director, and Parent Liaisons will continue to find new ways to connect virtually to families and service providers.

Outcome 3 Children are developmentally ready to succeed in school at the time of school entry.
Goal #1 Increase access to high quality early care and education services and supports.

Facilitate a school readiness advisory committee, which meets regularly and is comprised of required and recommended members representing the diversity of the GSC/GSPC area, to advise the Great Start Readiness Program staff.

Parents are involved in their child's developmental learning.

1. Use of joint recruitment and enrollment by families increases.
2. Enhancements are made to GSRP based on input.

Target Dates (When will each be completed?) To be completed by September 30, 2020

Measurement: As of May 1, 2020 Number of parents involved in SRAC. All Free State and Federal preschool programming is utilized through the joint recruitment process. Annual preschool community report results.

Progress:

1a. ECC and Parent Liaisons will continue to recruit parents, providers, and community members who represent the diversity of the area and programs and services, to ensure equal representation and engagement for our virtual activities provided.

1b. ECC and Parent Liaisons will continue to engage new and previously connected families, childcare providers and community partners to discuss and potentially impact the current availability and/or need for wrap around care (i.e. child care) or care that is outside of traditional hours (summer, weekends, 2nd and 3rd shift, inclement weather days, illness, before/after school, etc.) for all children.

Continue to manage and market Great Start to Quality and Help me Grow Essential Worker childcare resources to parents and licensed childcare providers

Target Dates: When will each be completed?) To be completed by September 30, 2020

Measurement: Number of parent contacts, number of childcare providers, social media reach data, WRRRC data trajectory

Progress:

Social media campaign: Facebook one post daily about GSTQ and Help Me Grow Website.

Parent Coalition virtual promotion weekly using virtual formats and mail for material distribution.

Prioritize material distribution to food pantries: also support Emergency Food and Shelter food truck and food pantry supports. Coordinate food supports for families within Montcalm County. Promote 211 weekly. Summer bag activities identified in the work plan will be transitioned to food pantry/food truck/Meet up and Eat activities as they occur in order to connect with families in their communities.

The Early Education Committee will continue with planning for the annual Early Childhood conference locally for providers and parents with potential virtual option and or location alternatives.

MCGSC Director will conduct radio interview promotion for preschool enrollment and Joint recruitment in May 2020.

Outcome 4 Children are prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade.

Support prenatal to third grade evidenced based programming opportunities.

Maintain Universal Supports for families with children prenatal to three years of age.

Progress:

Complete website update and revamp for more parent friendly supports with a (Talking is Teaching focus).

Completed MCGSC Board presentation. Conduct two Talking is Teaching virtual presentations focused on: Early On and Welcome Baby staff.

Virtual promotion of CONNECTIONS and DPIL focused interactions as a tool for connectivity for families during the stay at home orders.

Grant writing and identification to support Early Childhood/MCGSC initiatives will continue.

Specifically to support the sustainability of funding DPIL

Continue Talking is Teaching promotion & material sharing to any and all EC programming.

Completed an educational schedule of Parent Coalition educational topics with current PC members and transitioned to virtual PC meetings through June. PC opportunities have been increased on Facebook live to support social emotional needs identified by PC members.

Continue to advocate for consistent messaging between parents and early childhood providers through shared training opportunities, social media tools, and earned media.

Conduct a family heritage survey with PC members in May.

Facilitate conversations about family and community culture at virtual PC meetings with documentation.

Target Dates: When will each be completed?) To be completed by September 30, 2020

Measurement: PC participation, CONNECTIONS enrollment, DPIL enrollment, Facebook data and website data as available.

Strengthening Families Assessment

Goal #1 Support parent driven educational opportunities for parents and child care providers in Montcalm County.

We will continue to increase the GSPC opportunities to work together to design and organize opportunities for parent-led discussions that reflect on effective interactions with children and parent/child relationships, explore parenting issues, and try out new parenting strategies via our virtual platforms. Parent Coalition members will continue to have virtual options for communicating and supporting each other provided through MCGSC.

32P Early Childhood Programing Continuity of Learning Plan

Welcome Baby will continue to support healthy starts, and healthy family behaviors using a variety of virtual formats in an attempt to connect with existing and new clients. It will also support virtual early childhood health risk factors identified and support access for families with birth to three year olds. Rural isolation and social emotional risk factors will be the priority. Healthy Parents for a Healthy Baby, virtual tools have been obtained and will be critical in providing ongoing support to families in this program. Vital Support stated April 1, 2020.

Great Start Parent Playgroup Activities CELL Implementation will continue virtual activities. Planning for this occurred during April with full implementation beginning on May 4th, 2020 and scheduled until mid-June. Alternatives plans for possible virtual summer options are in planning stages and will be implemented following safety guidelines demining if in person or virtual playgroup activities will occur. This continues to be a partnership between Early On, Early Head Start, and MCGSC.

Early Childhood Love and Logic parenting class opportunities have all been transitioned to virtual as the official Love and Logic site is offering free training opportunities for all via their website. Promotion of these options has accrued via Facebook and using our food pantry partners. MCGSC will continue to promote this parent support on our social media and virtual platforms.

MCGSC board meetings and committee meetings (Parent Coalition, Wellness, and Early Education) will continue to be held based on the 2019-20 meeting schedule virtually to complete the identified goals and objectives. Community activities that were identified in our original work plan may be altered to achieve desired results due to cancelations. We recognize that new barriers may exist and adjustments to budgets will need to be made in order to support the new reality. We will be reviewing our 32P to date spending to identify reallocations that are needed. This will occur by May 31st, 2020 in cooperation with MAISD business office. Parent Liaisons and MCGSC Director have been identified as essential staff in order to support child care providers and parents during COVID 19.

Name of District Leader Submitting 32P information: Cari O'Connor, Montcalm County Great Start Collaborative Director

Date Approved: 5/7/2020

Name of ISD Superintendent/Authorizer Designee: Roger Thelen/ Stephanie O'Dea

Date Submitted to MAISD: 5/7/2020

Confirmation approved Plan is posted on MAISD website as part of the ISD Plan: 5/12/2020