



Continuity of Learning and COVID-19 Response Plan (“Plan”) 2019-2020 School Year

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.

Date Submitted: April 17, 2020

Name of District: Lenawee Intermediate School District (LISD)

Address of District: 4107 North Adrian Highway, Adrian, Michigan 49221

District Code Number: 46000

Email Address of the District: Mark.Haag@lisd.us (Superintendent)

Name of Intermediate School District: Lenawee Intermediate School District

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 participate fully.**

LISD Response: The Lenawee Intermediate School District (LISD) operates educational programs and provides educational services on behalf of and in support of our 11 constituent local school districts. LISD employees will support the implementation of our constituent local school districts' continuity of learning plans through alternative modes of instruction and related services such as teletherapy and provision and support of feasible student accommodations.

LISD operated cooperative education programs (LISD TECH Center, JC/LISD Academy, LISD PREP Academy, and the LISD's center-based special education

programs) will support student engagement and learning through a variety of means based on the availability of equipment, materials, and internet service, as well as the individual skills and abilities of the student. Each LISD program/classroom instructor has developed a program/classroom specific learning plan that provides and allows for both digital and non-digital means of instruction, learning, and engagement.

For those students who have access to a device and internet service, student learning and engagement will occur through the provision of digital instruction in the form of instructional videos, video conferencing, online lesson delivery, and online assignments and assessments. Students who are able will be provided with educational activities through online learning management systems, which provide students with targeted, differentiated learning. Students will also be encouraged to participate in project-based learning activities that allow for independence, while still making progress toward important learning goals.

For those students who do not have access to a device or internet service, and for whom the LISD was unable to provide a device or internet service due to such not being feasible under the circumstances, student learning and engagement will occur through the provision of written instructional materials, written assignments, and follow-up telephone calls between the student and instructor (or in some cases a learning or teaching assistant). Written instructional materials will be distributed to parents/guardians via either mail or another delivery service, dropped off on the student's porch, or made available for pick-up utilizing proper social distancing measures.

LISD staff will maintain frequent communication with LISD students through both digital and written means (when a student does not have access to a device and/or internet service). These include email, learning management systems, Google's Education Suite tools, video conferencing, and telephone. A priority has been placed on student engagement and connection with LISD personnel as well as other students with a goal of supporting the whole-child through these challenging times.

The LISD will provide pencils, pens, crayons, markers, paper, and similar supplies to those students who do not have the materials that are necessary to actively participate in their program/classroom's learning plan.

To the extent allowable under applicable law and guidance, the LISD may provide opportunities for LISD TECH Center students to complete necessary requirements to earn certifications and, for LISD students enrolled in 200-day and balanced-calendar programs, those programs may be reopened for students beginning in July of 2020.

The LISD wishes to encourage student engagement and participation in all instructional and learning activities, however, the LISD will not penalize a student due to that student's inability to fully participate in any activity because the student does not have access to a device or internet service.

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.

LISD Response: The LISD's Continuity of Learning Plan was designed with the varying needs, skills, and abilities of all students in mind. The LISD understands that the uncertainty surrounding COVID-19 can at times be overwhelming. In recognition of this, District leadership have emphasized that LISD staff should focus their educational programming on student engagement and connection both between themselves and the student and between students.

With an intense focus on the social-emotional wellbeing of students, LISD instructional staff, administration, and support staff will provide numerous opportunities for students to connect with and engage with District staff and other students. These will include opportunities to participate in video conferencing and instructor-facilitated discussion groups. School-to-student (family) connection will also occur in the form of emails, telephone calls (for those students who do not have access to a device or internet service), social media updates, and program/classroom or school newsletters. LISD staff will also share opportunities and resources for students to engage in self-help and other personal wellness activities while at home that will assist them in maintaining personal wellness.

Students (or parents/guardians on behalf of their child) who express a need for additional support will be referred to a school counselor, social worker, or school psychologists. Where feasible and appropriate, teletherapy will be offered to those students who demonstrate a need. Students demonstrating needs beyond the capacity of the LISD may be referred to Lenawee County Community Mental Health or another service provider.

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

LISD Response: Each LISD program/classroom has developed an individual program-specific learning plan for the remainder of the 2019-2020 school year that will focus on imparting and developing those skills and competencies deemed most important by the individual program or classroom instructor. Each plan will provide for student instruction, engagement, and completion of assigned tasks and assessments in various means to allow both students of varying skills and abilities to participate and complete assigned work. Students who do not have access to a device or internet service will be provided with written materials and teacher-student interaction will occur via telephone as opposed to through digital means. Both digital and written materials will be developed in a manner to provide for differentiated and targeted instruction and learning based on each student's individual needs and skills.

Each LISD program/service area has conducted a survey of students and families to determine whether they have an internet ready device and internet service that is capable of supporting digital learning and communication platforms. For those students/families who have indicated that they do not have access to a device or internet service, the LISD has sought to provide such to them. In some cases, it has not been feasible to obtain additional devices and/or internet service (such as hot spots) due to the current demand for such both within Michigan and beyond. If students are not able to access digital instruction, learning modules, or other educational activities, the LISD will provide written instructional materials in the form of learning packets comprised of information and tasks/activities for the student to complete. In some instances, students may be asked to perform various tasks around their home and report on their experience.

As implementation of the LISD's Continuity of Learning Plan occurs, adjustments will be made where necessary and feasible to ensure and promote the maximum participation and engagement of all students.

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

LISD Response: The LISD is focused on encouraging student engagement and participation. LISD instructional staff will provide feedback to students on student work. Feedback may be written or may be in the form of a video conference or telephone call between the instructor and student. The goal of feedback will be to provide each student with information about how they could have improved their performance on a particular task or activity.

The program instructor will monitor student participation and engagement in program activities and completion of assigned tasks. Students who are not maintaining active participation and engagement will be contacted by their instructor for the purpose of determining why they are not participating in learning activities and to encourage participation. To the extent that this does not address the issue, the instructor will make contact with the student's parent/guardian to inform them that the student is not actively participating or engaged in program activities. If the issue persists, a school administrator will make contact with the student's parent/guardian for the purpose of encouraging participation.

In many cases, LISD students enrolled in a center-based cooperative education program receive credit and their grade from their resident local school district. The LISD intends to provide each local school district with a written summary describing the student's participation, engagement, and performance in learning activities during the distance learning period. For those LISD students who are typically graded, students will be given their letter grade as of March 11, 2020 for both their marking period and

semester grade. Students who were failing on March 11, 2020 will be given the opportunity to improve their grade through the balance of the 2019-2020 school year.

For those LISD students who do not typically receive a grade, the LISD will provide feedback to students and will provide students with a summary of their performance during the distance learning period.

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

LISD Response: The following expenses were unanticipated, non-budgeted items which arose as a result of COVID-19 and/or the suspension of in-person instruction for the remainder of the school year. The total estimated costs are: \$132,000.

Personnel Costs Associated with Student Certificate Achievement During Non-Contract Time - \$37,000

Personal Protective Equipment - \$10,000

Devices for Student and Staff Use - \$15,000

Internet Service (hotspots) - \$10,000

LISD Employee Expense Reimbursement (business use of personal cell/home phone, home internet service, supplies/materials) - \$30,000

Mailing/Delivery Expenses - \$10,000

Printing of Instructional Packets - \$10,000

Digital Learning Software - \$10,000

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

LISD Response: Individual LISD program/classroom teachers worked to develop instructional plans for their program area for the remainder of the 2019-2020 school year. The individual program plans were combined into LISD school/program/service area plans by working teams consisting of LISD teachers (including union leadership), itinerants, support staff, and administrators. The school/program/service area plans were combined into this single District-wide plan, which was written by District administrators and reviewed by members of the LISD Board of Education for input. Additionally, this written plan was shared with District program administrators for feedback to ensure its consistency with individual program/service area and school plans.

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

LISD Response: The LISD informed LISD students, parents/guardians, and staff via Blackboard Connect Instant Alert messaging on Tuesday, April 14, 2020 that the District was working on creating this Continuity of Learning Plan. The message indicated that the Plan would be posted to the LISD website (www.lisd.us) no later than 5:00 PM on Friday, April 17, 2020. The LISD will provide another notice to LISD students, parents/guardians, and staff via Blackboard Connect Instant Alert once the plan has been posted to the website.

The LISD will email a final copy of the Plan to all LISD employees, students, and parents/guardians for whom the LISD has an email address. A letter/postcard will also be mailed to the home addresses of all LISD students providing them with a link to the Plan on the LISD's website and providing details for how someone who does not have a device or internet service can access the plan (by calling the LISD and requesting a written copy, which will be mailed to them).

The LISD will also coordinate with its local constituent school districts to engage local media in providing a news article/release making the public aware of the existence of the continuity of learning plans and directing people to either visit the school districts website or contact the district's superintendent's office to obtain a written copy of the plan.

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.

LISD Response: The LISD intends to begin implementation of this Continuity of Learning Plan on April 20, 2020. For those LISD constituent districts who are beginning implementation of their Plan at a different time, the LISD will support the implementation of their plan in accordance with their elected start date.

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.

LISD Response: The LISD will provide individual support to those LISD students who are currently enrolled in a postsecondary course in accordance with the distance learning procedures adopted and deployed by the relevant postsecondary institution. The JC/LISD Academy and LISD TECH Center counselor and career preparation coordinators will conduct periodic check-in with students to assess their progress and determine if they require any assistance from the LISD in completing their postsecondary courses during the remainder of the 2019-2020 school year.

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

LISD Response: LISD students are generally eligible to participate in and receive food service from their resident local school district. LISD constituent school district food service distribution information is available on the LISD's website at www.lisd.us/covid19. Individuals who do not have access to a device or the internet may contact the LISD at 517-265-2119 for additional information about food service options.

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.

LISD Response: The LISD is committed to the continued payment of all LISD employees through the duration of the 2019-2020 school year in accordance with any applicable collective bargaining agreements. The LISD is working to identify opportunities for work within the LISD's continuity of learning plan for those LISD employees whose typical duties are not occurring as a result of students not receiving in-person instruction at school. The redeployment of LISD employees will be done in accordance with the terms of any applicable collective bargaining agreements.

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

LISD Response: The program instructor will monitor student participation and engagement in program activities and completion of assigned tasks. Students who are not maintaining active participation and engagement will be contacted by their instructor for the purpose of determining why they are not participating in learning activities and to encourage participation. To the extent that this does not address the issue, the instructor will make contact with the student's parent/guardian to inform them that the student is not actively participating or engaged in program activities. If the issue persists, a school administrator will make contact with the student's parent/guardian for the purpose of encouraging participation.

In many cases, LISD students enrolled in a center-based cooperative education program receive credit and their grade from their resident local school district. The LISD intends to provide each local school district with a written summary describing the student's participation, engagement, and performance in learning activities during the distance learning period. For those LISD students who are typically graded, students will be given their letter grade as of March 11, 2020 for both their marking period and semester grade. Students who were failing on March 11, 2020 will be given the opportunity to improve their grade through the balance of the 2019-2020 school year.

For those LISD students who do not typically receive a grade, the LISD will provide feedback to students and will provide students with a summary of their performance during the distance learning period.

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.

LISD Response: With an intense focus on the social-emotional well-being of students, LISD instructional staff, administration, and support staff will provide numerous opportunities for students to connect with and engage with District staff and other students. These will include opportunities to participate in video conferencing and instructor-facilitated discussion groups. School-to-student (family) connection will also occur in the form of emails, telephone calls (for those students who do not have access to a device or internet service), social media updates, and program/classroom or school newsletters. LISD staff will also share opportunities and resources for students to engage in self-help and other personal wellness activities while at home that will assist them in maintaining personal wellness.

Students (or parents/guardians on behalf of their child) who express a need for additional support will be referred to a school counselor, social worker, or school psychologists. Where feasible and appropriate, teletherapy will be offered to those students who demonstrate a need. Students demonstrating needs beyond the capacity of the LISD may be referred to Lenawee County Community Mental Health or another service provider.

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 2020-35 or any executive order that follow it.

LISD Response: The LISD is ready to mobilize disaster relief child care centers as described in Executive Order 2020-16 as local community needs dictate. The LISD has a number of classrooms and certified staff that could be utilized for this purpose if needed. Currently the demand for early child care centers for critical workers is being handled through private providers in Lenawee County.

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?

LISD Response: The LISD, in coordination with its 11 constituent local school districts does not intend to adopt a balance calendar for the remainder of the 2019-2020 or the 2020-2021 school years at this time. The LISD does intend to begin the 2020-2021 on August 31, 2020.

To the extent allowable under applicable law and guidance, the LISD may provide opportunities for LISD TECH Center students to complete necessary requirements to earn certifications and, for LISD students enrolled in 200-day and balanced-calendar programs, those programs may be reopened for students beginning in July of 2020.



Continuity of Learning and COVID-19 Response Plan (“Plan”) Early Childhood Programs Addendum 2019-2020 School Year

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.

Date Submitted: May 8, 2020

Name of District: Lenawee Intermediate School District (LISD)

Address of District: 4107 North Adrian Highway, Adrian, Michigan 49221

District Code Number: 46000

Email Address of the District: Mark.Haag@lisd.us (Superintendent)

Name of Intermediate School District: Lenawee Intermediate School District

In accordance with Executive Order 2020-65 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.**

LISD Response:

Great Start Readiness Programs (GSRP)

Our Great Start Readiness Program (“GSRP”) provided each GSRP family with the option of continuing their educational program through one of the following options: (1) the use of electronic means (i.e. technology) requiring the use an electronic device and access to the internet; (2) the use of written materials, which would generally consist of

paper packets and related supplies/materials that described educational activities that children can complete at home; and (3) a combination of electronic and written means.

For those families who elected to receive educational programming through the use of technology, programs are using Ready Rosie, a video literacy subscription that accompanies the Creative Curriculum; Ready4K a text subscription for parents with developmentally appropriate activities for parents to use at home with their children; custom messages are sent to parents providing developmentally appropriate learning games that are part of the GSRP curriculum. Additionally, developmentally appropriate activity kits are being created and dropped off at student's homes (exercising proper social distancing), and kindergarten transition bags are being provided for those children who will be transitioning into kindergarten during the 2020-2021 school year.

Child and family engagement will occur at least twice each week through the use of video conferencing technology services for those families who have elected to receive programming via electronic means. For those families that do not have access to technology or who have otherwise elected to not participate in digital activities, a GSRP representative will contact the family via telephone. Communication is also occurring through the use of email and other electronic messaging systems. Families that receive written materials will receive written communications included with their packets to supplement the phone call conversations between the GSRP representative and child. A priority has been placed on child/family engagement and connection with GSRP personnel as well as other children (through the use of video conferencing, when available) with a goal of supporting the whole-child through these challenging times.

The GSRP will provide pencils, pens, crayons, markers, paper, and other supplies/materials to those students who do not have the materials that are necessary to actively participate in the learning plan.

No children/families will be penalized for their failure to be able to participate in any GSRP educational activity due to their inability to access an internet-capable device or due to insufficient or no access to internet service.

Early On Services

LISD staff are providing Early On services to qualifying students in accordance with the requirements of the student's Individualized Family Service Plan (hereinafter, "IFSP") to the extent that such is feasible under the circumstances. A variety of alternate modes of instruction/interaction will be used to implement all components of Early On, in accordance with federal Part C of IDEA regulations and the Michigan State Plan, including services, evaluations, assessments, initial and annual IFSPs, periodic reviews, and transition plans/conferences. For example, Early On personnel are connecting with families via video conference where the family has access to an electronic device and

internet service. If the family does not have access to a device and/or internet service, Early On personnel are connecting with the family via telephone.

Therapy services are being provided in accordance with the IFSP through the use of teletherapy. Parents/guardians are being asked to assist the child as he/she participates in the session while being coached by the LISD therapist. Therapies are being provided to the extent possible through the use of distance/remote technology.

Evaluations of children are occurring through the use of video conferencing when possible. Those evaluations which are not able to be performed through the use of video conferencing will be scheduled for a later time when in-person evaluations are able to be performed. For those students who are unable to have an evaluation performed remotely, services will be provided in accordance with the student's IFSP.

Early On will provide pencils, pens, crayons, markers, paper, and other supplies/materials to those students who do not have the materials that are necessary to actively participate in the child's IFSP.

No children/families will be penalized for their failure to be able to participate in any Early On educational activity due to their inability to access an internet-capable device or due to insufficient or no access to internet service.

32p Home Visit Services

LISD personnel will continue the provision of monthly home visits with families through the use of video conferencing. Services will continue to utilize the Parents as Teachers home visiting curriculum. For those families who are unable to participate due to not having access to a device and/or internet service, services will resume when in-person visits can resume.

No children/families will be penalized for their failure to be able to participate in any home visit due to their inability to access an internet-capable device or due to insufficient or no access to internet service.

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.

LISD Response:

Great Start Readiness Program (GSRP)

This Continuity of Learning Plan was designed with the varying needs, skills, and abilities of all children and families in mind. We understand that the uncertainty

surrounding COVID-19 can at times be overwhelming. In recognition of this, all GSRP's are emphasizing that GSRP personnel should focus programming on child/family engagement and connection both between themselves and the child, the child and his/her parents/family, and between children, to the extent feasible.

With an intense focus on the social-emotional wellbeing of children, GSRP programs are providing numerous opportunities for children to connect with and engage with GSRP personnel and other children. These include opportunities to participate in video conferencing and GSRP-facilitated group activities such as story or music times where children are able to see their peers. GSRP-to-child (family) connections are occurring through the use of the GSRP learning management system(s), in the form of emails, telephone calls (for those students who do not have access to a device or internet service), social media updates, and program/classroom or school newsletters. GSRP personnel are also sharing opportunities and resources for children and their families to engage in self/group-help and other personal/family wellness activities while at home that will assist them in maintaining personal and family wellness.

Children (or parents/guardians on behalf of their child) who express or demonstrate a need for additional support will be referred for additional support. Where feasible and appropriate, teletherapy will be offered to those children who demonstrate a need. Students demonstrating needs beyond the capacity of the GSRP may be referred to Lenawee County Community Mental Health or another service provider.

Early On Services

This Continuity of Learning Plan was designed with the varying needs, skills, and abilities of all children and families in mind. We understand that the uncertainty surrounding COVID-19 can at times be overwhelming. In recognition of this, all Early On personnel are focusing programming on child/family engagement and connection both between themselves and the child and the child and his/her parents/family to the extent feasible.

Early On services are being provided in accordance with the child's IFSP with an emphasis on supporting the whole child. Services that support the child's and families' health and wellbeing are being prioritized and Early On personnel are regularly monitoring child and family wellbeing and are providing additional services and/or making referrals when necessary and appropriate.

Children (or parents/guardians on behalf of their child) who express or demonstrate a need for additional support will be referred for additional support. Where feasible and appropriate, teletherapy will be offered to those children who demonstrate a need. Students demonstrating needs beyond the capacity of the LISD may be referred to Lenawee County Community Mental Health or another service provider.

32p Home Visit Services

LISD personnel will continue the provision of monthly home visits with families through the use of video conferencing. Services will continue to utilize the Parents as Teachers home visiting curriculum. For those families who are unable to participate due to not having access to a device and/or internet service, services will resume when in-person visits can resume.

Home visit services are emphasizing support of the whole child through parent education. Services that support the child's and families' health and wellbeing are being prioritized and LISD personnel are regularly monitoring child and family wellbeing and are providing additional services and/or making referrals when necessary and appropriate.

Children (or parents/guardians on behalf of their child) who express or demonstrate a need for additional support will be referred for additional support. Where feasible and appropriate, teletherapy will be offered to those children who demonstrate a need. Students demonstrating needs beyond the capacity of the LISD may be referred to Lenawee County Community Mental Health or another service provider.

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

LISD Response:

Great Start Readiness Program

Our Great Start Readiness Program ("GSRP") provided each GSRP family with the option of continuing their educational program through one of the following options: (1) the use of electronic means (i.e. technology) requiring the use an electronic device and access to the internet; (2) the use of written materials, which would generally consist of paper packets and related supplies/materials that described educational activities that children can complete at home; and (3) a combination of electronic and written means.

Educational programming and learning activities that are being provided by the GSRP include, but are not limited to the following:

- Twice weekly video conferencing sessions where students are able to receive/participate in a lesson delivered by a familiar face (GSRP personnel), or, for those children who do not have access to technology and/or the internet, twice weekly phone calls between the child and his/her GSRP teacher or another program representative that the child knows;

- The GSRP is encouraging families to read daily with their children and is providing books and access to electronic means that families can use as needed;
- A consistent weekly “check-in” time has been established between a GSRP representative and each family/child. During this time GSRP personnel are available to answer questions and provide support, guidance, and resources.
- GSRP personnel are providing strategies for families to use during play and reading that encourage critical thinking, which may include open-ended questions or prompts to encourage families to talk with children about their interests, plans, and experiences.

Each of these activities is being customized to the extent possible to provide for individual child needs, skills, and abilities.

As implementation of the Continuity of Learning Plan occurs, adjustments will be made where necessary and feasible to ensure and promote the maximum participation and engagement of all children and families.

Early On Services

LISD staff are providing Early On services to qualifying students in accordance with the requirements of the student’s Individualized Family Service Plan (hereinafter, “IFSP”) to the extent that such is feasible under the circumstances. Early On personnel are connecting with families via video conference where the family has access to an electronic device and internet service. If the family does not have access to a device and/or internet service, Early On personnel are connecting with the family via telephone.

For those families with access to a device and internet service, developmentally appropriate activities and/or therapies will be provided to the child and family through the use of video conferencing. Additionally, Early On personnel may suggest digital resources, such as on-line educational programs that the family can use on-their own time. All activities will be customized based on the individual needs and capabilities of the child and his/her family.

For those families who do not have access to a device or internet service, developmentally appropriate educational materials will be provided via written (paper) packets. These packets will be delivered to families via mail or another delivery service, will be delivered to the families home (exercising proper social distancing), or will be made available for pick-up at the LISD’s Porter Educational Center (exercising proper social distancing). Follow up will occur between Early On personnel and the family via telephone.

As implementation of the Continuity of Learning Plan occurs, adjustments will be made where necessary and feasible to ensure and promote the maximum participation and engagement of all children and families.

32p Home Visits

LISD personnel will continue the provision of monthly home visits with families through the use of video conferencing. Services will continue to utilize the Parents as Teachers home visiting curriculum. For those families who are unable to participate due to not having access to a device and/or internet service, services will resume when in-person visits can resume.

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

LISD Response:

Great Start Readiness Program (GSRP)

Our GSRP's primary focus is encouraging child and family engagement and participation in provided activities. To the extent appropriate, GSRP personnel will provide feedback to children and will suggest learning activities/exercises that may help a child to further develop those areas of need. Feedback may be written or may be in the form of a video conference or telephone call between the GSRP teacher, child, and the child's parent/guardian. The goal of feedback will be to provide each child with developmentally appropriate information and resources that can be used by the family to support the child's continued growth and development.

GSRP personnel interaction with children and their families will be logged using a spreadsheet. The "contact logs" are submitted to the GSRP Early Childhood Specialist each week. The contact log details whole group contacts as well as individual contacts with children/families as well as all supplies/materials drop-off activities and/or paper packets that are mailed to homes.

Early On Services

LISD Early On personnel will work to maintain a regular line of communication with the families with the goal of continuing to implement the IFSP to the maximum extent possible under the circumstances. Developmentally appropriate activities will be provided for children and Early On will monitor child/family progress visually through the use of video conferencing (for those families who have devices and internet service) or through verbal and written feedback from those families who do not have access to technology. Developmental activities will be customized in accordance with the IFSP based on the individual child's progress as observed by LISD personnel.

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

LISD personnel are logging all interactions with Early On families.

32p Home Visits

LISD personnel will continue the provision of monthly home visits with families through the use of video conferencing. Services will continue to utilize the Parents as Teachers home visiting curriculum. For those families who are unable to participate due to not having access to a device and/or internet service, services will resume when in-person visits can resume. LISD personnel are logging all interactions with families.

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

LISD Response: The following expenses were unanticipated, non-budgeted items which arose as a result of COVID-19 and/or the suspension of in-person instruction for the remainder of the school year.

\$1168.75 to purchase the Ready Rosie (literacy, math, social emotional and parent activities) subscriptions for each classroom. The LISD purchased the subscription and gave each classroom their log in/set up for the local district parents.

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

LISD Response:

Great Start Readiness Program

The GSRP early childhood specialist and early childhood contact met via video conference to discuss the development of the continuity of learning plan. It was decided to use research and evidence based options that are inclusive of the Creative Curriculum, Teaching Strategies GOLD, Michigan Pre-K essentials, and conscious discipline. It was determined that keeping the plan simple for families, with a particular focus on encouraging and supplementing reading and play at home would be the priority. The GSRP will supplement at-home activities through the provision of developmentally appropriate activities that the parent can implement with the child. Additional video conferences were conducted with lead GSRP teachers to gather their input and ideas. All GSRP teachers were asked to complete a survey to describe their technology use with families and delivery system after they spoke with their families.

Early On Services

Early On Services administrators collected input from Early On personnel related to the development of this continuity of learning plan. The plan was developed through their input as well as guidance from the Michigan Department of Education. LISD administrators have worked with Early On personnel to ensure that they are adequately equipped to provide Early On services to families through remote means, or, if this is not possible, the LISD is providing work space within an LISD facility while requiring that proper social distancing is practiced.

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

LISD Response: This Continuity of Learning Plan represents an addendum to the District's previously approved Continuity of Learning Plan, which was posted to the District's website at the time of approval. This Plan will be added to the LISD website (www.lisd.us). The LISD will provide notice to all parents/guardians of children enrolled in or receiving services from an LISD early childhood program and LISD personnel via email, instant alert messaging, and other means once the plan has been posted to the website.

The LISD will email a final copy of the Plan to all GSRP/Early On personnel and parents/guardians for whom the LISD has an email address. A letter/postcard will also be mailed to the home addresses of all GSRP/Early On families providing them with a link to the Plan on the LISD website and providing details for how someone who does not have a device or internet service can access the plan (by calling the LISD and requesting a written copy, which will be mailed to them).

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

LISD Response:

Great Start Readiness Programs

The LISD's and all community based GSRP programs began implementation of this plan on March 23, 2020.

Early On Services

Early On services have resumed across the Lenawee Intermediate School District in accordance with the start date of instruction stated in each school district's continuity of learning plan.

32p Home Visits

Home visiting services have occurred throughout the Lenawee Intermediate School District since mid-April, 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.

LISD Response: Not applicable.

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

LISD Response: GSRP/Early On/32p children are generally eligible to participate in and receive food service from their resident local school district. Lenawee County school district food service distribution information is available on the Lenawee Intermediate School District's website at www.lisd.us/covid19. Individuals who do not have access to a device or the internet may contact the LISD at 517-265-2119 for additional information about food service options.

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.

LISD Response: The LISD is committed to the continued payment of all LISD employees through the duration of the 2019-2020 school year in accordance with any applicable collective bargaining agreements. The LISD is working to identify opportunities for work within the LISD's early childhood and/or LISD's general continuity of learning plan for those employees whose typical duties are not occurring as a result of students not receiving in-person instruction at school. The redeployment of LISD employees will be done in accordance with the terms of any applicable collective bargaining agreements.

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

LISD Response:

Great Start Readiness Program

GSRP participants do not receive letter or other grades related to their participation and/or performance in the GSRP program. Child participation and engagement is intended to encourage the age-appropriate development of children so as to prepare them for success in school and in life. Despite the inability to provide services in-person, our GSRP is committed to continuing to support the appropriate development of our children through enhanced partnerships with families and distance learning/engagement activities.

Our GSRP's primary focus is encouraging child and family engagement and participation in provided activities. To the extent appropriate, GSRP personnel will provide feedback to children and will suggest learning activities/exercises that may help a child to further develop those areas of need. Feedback may be written or may be in the form of a video conference or telephone call between the GSRP teacher, child, and the child's parent/guardian. The goal of feedback will be to provide each child with developmentally appropriate information and resources that can be used by the family to support the child's continued growth and development.

If GSRP personnel feel as though a child is not participating or being allowed/able to participate to the extent appropriate under the circumstances, a GSRP representative will contact the child's parent/guardian to determine what barriers are preventing maximum participation and engagement and will work to mitigate those barriers to the extent feasible.

Early On Services

Children receiving Early On services do not receive letter or other grades related to their participation and/or performance in the program. Child participation and engagement is intended to encourage the age-appropriate development of children so as to prepare them for success in school and in life, while also providing special education services and support when appropriate. Despite the inability to provide services in-person, Early On is committed to continuing to support the appropriate development of our children through enhanced partnerships with families and distance learning/engagement activities.

The primary focus of Early On personnel is to encourage child and family engagement and participation in provided activities with the goal of continuing the child's development to the fullest extent possible under the current circumstances. To the

extent appropriate, Early On personnel will provide feedback to children and will suggest learning activities/exercises that may help a child to further develop those areas of need. Feedback may be written or may be in the form of a video conference or telephone call between the Early On staff member and the child's parent/guardian. The goal of feedback will be to provide each child with developmentally appropriate information and resources that can be used by the family to support the child's continued growth and development.

If Early On personnel feel as though a child is not participating or being allowed/able to participate to the extent appropriate under the circumstances, an Early On representative will contact the child's parent/guardian to determine what barriers are preventing maximum participation and engagement and will work to mitigate those barriers to the extent feasible.

32p Home Visits

Children receiving 32p home visit services do not receive letter or other grades related to their participation and/or performance in the program. Parent education activities are intended to encourage the age-appropriate development of children so as to prepare them for success in school and in life. Despite the inability to provide services in-person, the LISD is committed to continuing to support the appropriate development of our children through enhanced partnerships with parents and families.

The primary focus of 32p home visit personnel is to provide parent education with the goal of continuing the child's development to the fullest extent possible under the current circumstances using the Parents as Teacher curriculum. To the extent appropriate, LISD personnel will provide feedback to parents and will suggest learning activities/exercises that may help a child to further develop those areas of need using the Parents as Teachers curriculum. Feedback may be written or may be in the form of a video conference or telephone call between the LISD staff member and the child's parent/guardian. The goal of feedback will be to provide parents with developmentally appropriate information and resources that can be used to support their child's continued growth and development using the Parents as Teachers curriculum.

If LISD personnel feel as though parents are not participating or being allowed/able to participate to the extent appropriate under the circumstances, efforts will be made to determine what barriers are preventing maximum participation and engagement and will work to mitigate those barriers to the extent feasible.

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.

LISD Response:

Great Start Readiness Programs

With an intense focus on the social-emotional wellbeing of children, GSRP programs are providing numerous opportunities for children to connect with and engage with GSRP personnel and other children. These include opportunities to participate in video conferencing and GSRP-facilitated group activities such as story or music times where children are able to see their peers. GSRP-to-child (family) connections are occurring through the use of the GSRP learning management system(s), in the form of emails, telephone calls (for those students who do not have access to a device or internet service), social media updates, and program/classroom or school newsletters. GSRP personnel are also sharing opportunities and resources for children and their families to engage in self/group-help and other personal/family wellness activities while at home that will assist them in maintaining personal and family wellness.

Children (or parents/guardians on behalf of their child) who express or demonstrate a need for additional support will be referred for additional support. Where feasible and appropriate, teletherapy will be offered to those children who demonstrate a need. Students demonstrating needs beyond the capacity of the GSRP may be referred to Lenawee County Community Mental Health or another service provider.

Early On Services

This Continuity of Learning Plan was designed with the varying needs, skills, and abilities of all children and families in mind. We understand that the uncertainty surrounding COVID-19 can at times be overwhelming. In recognition of this, all Early On personnel are focusing programming on child/family engagement and connection both between themselves and the child and the child and his/her parents/family to the extent feasible.

Early On services are being provided in accordance with the child's IFSP with an emphasis on supporting the whole child. Services that support the child's and families' health and wellbeing are being prioritized and Early On personnel are regularly monitoring child and family wellbeing and are providing additional services and/or making referrals when necessary and appropriate.

Children (or parents/guardians on behalf of their child) who express or demonstrate a need for additional support will be referred for additional support. Where feasible and appropriate, teletherapy will be offered to those children who demonstrate a need. Students demonstrating needs beyond the capacity of the LISD may be referred to Lenawee County Community Mental Health or another service provider.

32p Home Visits

LISD personnel will continue the provision of monthly home visits with families through the use of video conferencing. Services will continue to utilize the Parents as Teachers home visiting curriculum. For those families who are unable to participate due to not having access to a device and/or internet service, services will resume when in-person visits can resume.

Home visit services are emphasizing support of the whole child through parent education. Services that support the child's and families' health and wellbeing are being prioritized and LISD personnel are regularly monitoring child and family wellbeing and are providing additional services and/or making referrals when necessary and appropriate.

Children (or parents/guardians on behalf of their child) who express or demonstrate a need for additional support will be referred for additional support. Where feasible and appropriate, teletherapy will be offered to those children who demonstrate a need. Students demonstrating needs beyond the capacity of the LISD may be referred to Lenawee County Community Mental Health or another service provider.

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 2020-35 or any executive order that follow it.

LISD Response: The LISD is ready to mobilize disaster relief child care centers as described in Executive Order 2020-16 as local community needs dictate. The LISD has a number of classrooms and certified staff that could be utilized for this purpose if needed. Currently the demand for early child care centers for critical workers is being handled through private providers in Lenawee County.

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?

LISD Response: Not applicable.