



## Newaygo County RESA Early Childhood Continuity of Learning and COVID-19 Response Plan ("Plan")

(Building Bridges Preschool programs including 3 yr. old and GSRP and CBO, NCDCC, Parents as Teachers, Great Start Collaborative and Parent Coalition, Early On)

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 the 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:** Click or tap to enter a date.

**Name of District:** NC RESA

**Address of District:** Click or tap here to enter text.

**District Code Number:** Click or tap here to enter text.

**Email Address of the District:** Click or tap here to enter text.

**Name of Intermediate School District:** Newaygo County RESA

**Name of Authorizing Body (if applicable):** Click or tap here to enter text.

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 childcare 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:** Click or tap to enter a date.

**Name of District:** Click or tap here to enter text.

**Address of District:** Click or tap here to enter text.

**District Code Number:** Click or tap here to enter text.

**Email Address of the District Superintendent:** Click or tap here to enter text.

Name of Intermediate School District: Newaygo County RESA

Name of Authorizing Body (if applicable): [Click or tap here to enter text.](#)

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- instruction, that may include, without limitation, partnerships with other districts or intermediate districts or community colleges or institutions of higher education, use of vendors, use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a hybrid of multiple modes of learning that still promote recommended practices for social distancing to mitigate the spread of COVID-19.**

**District/ PSA Response:**

Our district plans to use a combination of hard-copy media and technology-based platform for remote learning, based on our county's K-12 technology survey results below:

White Cloud Student Internet and Device Survey

- 21 percent of students in White Cloud indicated they have Internet access that would support some form of virtual learning in the home (e.g. enough reliable bandwidth to stream 2-3 videos simultaneously).
- 18 percent of students in White Cloud indicated they have a personal or school device (Chromebook, laptop, iPad, tablet, or desktop) that they could engage in some form of virtual learning (formal or informal) at home.

Newaygo Student Internet and Device Survey

- 34 percent of students in Newaygo indicated they have Internet access that would support some form of virtual learning in the home (e.g. enough reliable bandwidth to stream 2-3 videos simultaneously).
- 32 percent of students in Newaygo indicated they have a personal or school device (Chromebook, laptop, iPad, tablet, or desktop) that they could engage in some form of virtual learning (formal or informal) at home.

Hesperia Student Internet and Device Survey

- 29 percent of students in Hesperia indicated they have Internet access that would support some form of virtual learning in the home (e.g. enough reliable bandwidth to stream 2-3 videos simultaneously).

- 28 percent of students in Hesperia indicated they have a personal or school device (Chromebook, laptop, iPad, tablet, or desktop) that they could engage in some form of virtual learning (formal or informal) at home.

#### Fremont Student Internet and Device Survey

- 29 percent of students in Fremont indicated they have Internet access that would support some form of virtual learning in the home (e.g. enough reliable bandwidth to stream 2-3 videos simultaneously).
- 24 percent of students in Fremont indicated they have a personal or school device (Chromebook, laptop, iPad, tablet, or desktop) that they could engage in some form of virtual learning (formal or informal) at home.

#### Grant Student Internet and Device Survey

- 20 percent of students in Grant indicated they have Internet access that would support some form of virtual learning in the home (e.g. enough reliable bandwidth to stream 2-3 videos simultaneously).
- 21 percent of students in Grant indicated they have a personal or school device (Chromebook, laptop, iPad, tablet, or desktop) that they could engage in some form of virtual learning (formal or informal) at home.

As a county, 28 percent or 1 out of 3 families, indicated they have monthly data caps. This means we will not be educating children via live video streams as this will incur huge costs for families who have limited data.

#### **Building Bridges Preschool and NCDCC-**

For all Building Bridges and NCDCC preschool students, a paper copy of learning resources and materials will be available for their continued learning this school year. We will provide a book bag for every child to put their paper materials, any needed manipulatives, and writing utensils in with their name on the front pocket for ease of access at lunch locations. For families that are not coming into lunch locations at their local school district, their materials will be dropped off at the doorstep by a member of their classroom teaching team (teacher, assistant, or ancillary staff person) of their homes or mailed when appropriate. For families who request an electronic copy of materials and communicate this to their teachers through their wellness connection phone calls, an email with the resources will be sent or delivered through the online COR Advantage or Teaching Strategies portal or through school email. All families will have the same minimum learning materials whether printed or electronic. Teachers will still be allowed to provide additional enrichment materials or activities as needed by each individual family upon request. The members of the teaching team will use telephones to call families for wellness checks using the Preschool Wellness Checklist and to coach and support families in their individual child's learning outcomes for the remainder of the school year. Open-ended family project learning will be the basis of learning for all preschool families with coaching support from the teaching team on how to integrate learning into the family project based on the learning outcomes (COR or Teaching Strategies). Teachers will use video to create a classroom community ritual through a 'Morning Meeting Message' incorporating a high quality read aloud for children and their families.

#### **Early On-**

Early On staff will use telephone calls and teletherapy using the virtual Microsoft Teams platform with families to continue their regular weekly/monthly schedule with Early On families according to their IFSPs. Staff will send additional instructional materials through the mail or drop off at doorsteps when needed. Staff will use the NC RESA Early Childhood YouTube channel to send video links to families to work on specific therapeutic skills or activities.

### **Parents as Teachers-**

Parents Educators will use virtual communication (telecommunication or videoconferencing) with each family on their caseloads according to their regular weekly and/or monthly schedules. Parent educators will safely drop off home learning materials, literature and supplies, using Parents as Teachers evidence-based curriculum and resources on family's doorsteps when needed.

### **Great Start Collaborative and Parent Coalition-**

The Great Start Parent Coalition will connect regularly with families to provide support to resources and child development materials. The GSPC will hold virtual parent coalition meetings/parent cafes through a secured virtual platform. The Great Start Collaborative will continue to hold collaborative and/or sub-committee meetings through a secured virtual platform in order to continue GSC work as described in the early childhood action agenda. GSC coordinator and parent liaison will continue to attend ECSN, MDE, OGS, GSTQ, and local collaborative partner's virtual meetings. They will continue to be active members and support these partners' efforts to provide support for families (food/diaper/formula distribution, utility assistance, childcare assistance, health & well-being services, etc.).

**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:**



Teachers and their teaching teams will maintain meaningful connections, with the “whole child” in mind. A member of each classrooms teaching team will connect with every student and/or family at least one time during each week at a minimum to ensure that each child and family feels safe and valued. The teaching team will take the family's unique needs into consideration and ensure that each family can access the communication in a language or format they can understand and that is best for them (ex. Phone, email, COR or TS Gold platform, etc.). We will utilize the communication plan below to sustain connections between teaching teams and children and their families. We

recognize that in some cases, phone calls will be the best option to connect with students personally and will be utilized. To the greatest extent possible, teachers will offer ways for children to maintain their connections with each other.



### **Preschool:**

Teachers will utilize the following communication methods to make meaningful connections with their students and families and to share relevant and important information: Microsoft Teams, Remind, Class Dojo, NCRESA approved Facebook pages, school or Skyward email, printed newsletters, video, etc.. The focus will be on two-way communication between the teaching team and the child/family. Communication expectations will be clearly defined by each teacher including how they will be communicating with each family and the anticipated number of times each week they will be in communication with the family at a minimum. Teachers will 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. Teachers priority will focus first on family needs. (Maslow's Hierarchy of Needs)

Teachers will offer weekly meaningful classroom connections to students and utilize the following methods (student to student) such as writing letters to each other, Microsoft Teams, Zoom, Remind, Marco Polo, videos texted or emailed etc.

### **Early On-**

Early On staff will maintain connections with each child and family using the whole child approach. Staff will focus on each family's safety and overall health and well-being using the Early Childhood Wellness checklist. Staff will use phone calls, texts, Microsoft Teams, sending videos or sending paper handouts through the mail to maintain connections and communication according to the family's regular schedule indicated in the child's IFSP. Staff will ensure that additional phone calls are made to families at higher risk to support them in meeting their immediate needs. Staff will refer all families that need additional support to the respective resource using the Early On Directory of Services and the Trusted Advisors from the Family Information Service Hubs.

### **Parents as Teachers-**

Parent Educators inherently use materials that attend to the whole child via the evidence-based PAT curriculum. During the pandemic, they will provide home visiting services virtually (telecommunication and/or videoconferencing). Staff will follow Parents as Teachers national center guidance documents and training regarding visits during COVID crisis. Staff will capture children's milestones after each visit and will use a virtual coaching model designed to help notice if a family is struggling with basic needs. Staff will use trauma-informed practices and will support the family as a whole, providing local resources for safety, security, health and wellness.

## **Great Start Collaborative and Parent Coalition-**

The GSC and GSPC will regularly shares information about early childhood development, resources, census completion, COVID-19, etc. to the families and GSC partners using a variety of communication methods: email, phone calls, group text, newsletters and Facebook. The GSC will continue to send regular updates and sharing of community information in email and reports that go out to the GSC members. They will continue to collaborate with GSC partners and utilize a variety of communication methods (texts, email, phone calls and virtual meetings) to continue progress for the work described in the early childhood action agenda.

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

#### **District/ PSA Response:**

##### **Preschool:**

We will use hard copy instructional packets for all families as our main mode of instructional delivery, offered to ALL preschool children and their families. These packets will include weekly plans, home learning commitments, social emotional learning ideas from Conscious Discipline, Outdoor Learning ideas, multi-age hands on activities for the family, and specific skill pages for the HighScope COR or TS Gold learning outcomes. This will also be supplemented with phone conferencing, virtual meeting spaces that children and families can access (Microsoft Teams, Zoom, etc.) where children can participate in the Morning Meeting and interact with each other or a video can be sent to the family if they do not have the internet access to participate.

For families preferring the use of technology, content can be delivered through the online platform, COR Advantage or TS Gold. This platform can be used to share all the instructional packet information referred to above, as well as to serve as a platform for two-way communication through sharing of videos, pictures etc.

The teaching team will schedule a regular time each week for parents and children to have one- on-one access to the teacher to ask questions and discuss their needs. Teachers will focus on the individual learning needs of every child and coach/support families in integrating COR learning outcomes into the content of each week at home.

##### **Early On-**

Early On staff will provide the regular scheduled visits according to the child's IFSP by calling the family on the phone or connecting through Microsoft Teams. Staff will use videos to model strategies for families and send them the link to the video from our Early Childhood YouTube Channel library. Staff will text families as needed as well as send them additional materials through the mail or drop them off at their doorstep when needed. Staff will continue to focus on the whole child and family first when connecting with families in their preferred method by utilizing the Wellness Checklist. Staff will continue to schedule IFSPs with each family when a change needs to be made to the IFSP or the family is wanting a change due to the unprecedented time of COVID-19 or when the Review or Annual IFSP are scheduled. Staff will provide their 'best faith effort' in all areas of providing Early On evaluations and services to families with their full consent and support. Staff will send documentation through the mail to share with families and to obtain signatures or use the Adobe signature feature to obtain parental signatures when needed.



## **Parents as Teachers-**

Parent Educators will use materials emailed, mailed by postage and/or dropped off at the home, online PAT curriculum activities and lessons, quality early literature and technology that meets the needs of each family (virtual visits using secure video conferencing or telecommunication). Each home visitor will contact families on their caseload informing them of the governor's order and the plan to continue services during this extended time away from in-person visits. Parent Educators have access to additional early childhood resource materials for families as well as an Early Childhood Social and Emotional Toolkit created by the NCRESA Early Childhood department.

## **Great Start Collaborative and Parent Coalition-**

Valuable content and resources will be delivered to families in a variety of ways. Materials will be mailed, emailed, and/or delivered to porches of GSPC members. Families will be given access to some online materials (Talking is Teaching, Conscious Discipline, Love and Logic, etc.) Resource connections, parenting tips, educational activities, and services will be posted regularly on the GSPC Facebook pages and shared with community partners.

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

#### **District/ PSA Response:**

##### **Preschool:**

For planning purposes, we will utilize the MAISA weekly lesson templates to guide weekly lessons for all preschool classrooms. All teaching teams will complete their lesson plan assignments by Friday for the following week. All preschool teachers in the Building Bridges Preschool program and NCDCC will be using the same format and basic activities for each family to create continuity across the county for all preschool families.

Teachers will check in on family access and completion of activities on a weekly basis within the COR Advantage platform. Teachers will differentiate instruction within the platform to meet each student's needs. Weekly learning targets will be clearly identified, and activities prioritized to meet that target. Teachers should make clear to parents how and when feedback will be given and how parents can implement this feedback for the success of the child.

Teachers will use COR Advantage or TS Gold to keep track of activities completed and record proficiency on the COR Advantage or TS Gold learning outcomes. This will be helpful in the district knowing which children may require reteaching in the fall and those children who may not be accessing the optional learning proposed during this time of school closure.

For children with IEP's, the IEP teams will collaborate with the teaching team and families to determine what supports are needed to assist children to continue making progress toward their IEP goals and to engage in the general education curriculum. Early Childhood Specialists and Speech Therapists will support classroom learning assignments with ideas for scaffolding or providing inclusive learning supports. Early Childhood Specialists and Speech Therapists will coach and support families of children with IEPs in the weekly activities by providing one contact with each family per week.

IEP teams will document their plans, during this period of emergency closure, on the NCRESA provided Emergency Contingency Plan document. (see attached). All teaching teams will document student and family engagement using the student tracking spreadsheet in SharePoint.

For students with disabilities, the IEP teams will collaborate with members and families to determine what supports are needed to assist students continue making progress toward their IEP goals and to engage in the general education curriculum. IEP teams will document their plans, during this period of emergency closure, on the NCRESA provided Emergency Contingency Plan document. Providers will also document student and family engagement using the student tracking spreadsheet.

### **Early On-**

Early On staff will continue to coach and support families through virtual visits and utilize a variety of assessments typically used for evaluative measures to the best of their abilities through virtual means. Staff will connect with families according to the scheduled services on each child's IFSP and will update goals and objectives each virtual visit with the family and document that in the coaching service log. Staff will ask for feedback from families on the goals and progress of their child and staff will use those opportunities to coach and support families in creating realistic plans within their daily routines for strategies for the child.

### **Parents as Teachers-**

Parent Educators will continue to coach families through virtual visits and utilize a variety of assessments (as family technology and implementation allows): Ages & Stages Questionnaires, Ages & Stages-Social/Emotional Questionnaires, milestones. PAT staff will record visits and vital information in the Penelope database system (lessons, family goals, developmental milestones, health screenings, etc.). They will also utilize the families' observations to help record development of the children. Parent educators will meet monthly with PAT supervisor to provide feedback and progress of PAT work.

### **Great Start Collaborative and Parent Coalition-**

The GS and GSPC staff will meet weekly to provide feedback on the progress of GSC/GSPC work and communication with families. Weekly update logs will be kept as a record of the work of the GSC and GSPC during COVID-19. Meeting agendas will be kept for virtual GSC and/or GSPC meetings. Logs will be kept of connections made with families and the resources that they were directed to.

**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:**

Preschool Budget would include: Purchase of learning supplies such as paper, pencils, crayons, manipulatives, and supplies for families, etc. Sources: GSRP grant funding. Please use the provided [spreadsheet](#) for this section.

Early On Budget would include: copy and mailing costs to send instructional materials to families using the Early On Part C state funding.

Parents as Teachers budget would include potential laptop computers for three Parent Educators from the FACH PAT grant.

GSC and GSPC do not anticipate any additional costs at this time.

**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:**

**Preschool-**

To ensure a comprehensive and responsive plan, all stakeholders were involved in the development of the plan. The Director of Early Childhood & Elementary Learning Services and the Preschool Instructional Coach met to review the template and provided a draft for all preschool teachers and the teaching teams to review and give feedback. Input was considered and integrated into the plan. The Plan was given to the Superintendent for review and feedback. The plan was shared with the NC RESA board members.

**Early On-**

To ensure a comprehensive and responsive plan, all stakeholders were involved in the development of the plan. The Director of Early Childhood & Elem. Learning Services reviewed the template for the plan, integrated guidance from the Office of Great Start and EOTTA into the plan. Shared the plan with Early On staff and asked for further input with experience and feedback from their families. The Plan was given to the Superintendent for review and feedback. The plan was shared with the NC RESA board members.

**Parents as Teachers-**

Parents as Teachers staff were involved very early in the process along with the administration in deciding how visits would be delivered, when visits and family check-ins would occur and what materials could be delivered to families to allow the continuation of home visiting services via virtual and phone visits with guidance from the National Parents as Teachers office. Families were each contacted by phone to determine the best method to reach each family for a virtual visit as well as their level of technology access in the home. The supervisor of the PAT program shared the progression of the information learned and continued plan with the Director of Early Childhood & Elementary Learning Services to collaborate on the development of the plan. The Plan was given to the Superintendent for review and feedback. The plan was shared with the NC RESA board members.

**Great Start Collaborative and Parent Coalition-**

The Great Start Collaborative Coordinator and Great Start Parent Liaison collaborated with members to create this plan. The GSC shared the outline of the plan with the Director of Early Childhood & Elementary Learning Services to complete this COL. The Plan was given to the Superintendent for review and feedback. The plan was shared with the NC RESA board members.

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

**District/ PSA Response:**

**All Early Childhood programs and services:**

The plan will be communicated through the parent preferred method; mail, email, telephone call or virtual visit. The plan will also be posted to the NC RESA website. To ensure that families are aware of

the posted plan, staff will make phone calls to each family to notify them of where the plan is located and how it will be delivered.

**8. Please provide an estimate of the date on which the district will begin implementation of the Plan, which must be no later than April 28, 2008.**

**District/ PSA Response:**

**Preschool Instructional Packets: 03/14/20/2020**

**Early On-**

Initial plan for PAT was implemented beginning March 16, 2020.

**Parents as Teachers-**

Initial plan for PAT was implemented beginning March 16, 2020.

**Great Start Collaborative and Parent Coalition-**

Initial plan for GSPC was implemented beginning March 16, 2020.

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

**District/ PSA Response:**

**Early Childhood Programs:** Not applicable

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

**District/ PSA Response:**

Preschool partners with each local district to support all preschool children and their families with the food delivery program. All early childhood staff will share the food distribution site locations with all families in Preschool, Early On, and Parents as Teachers.

**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:**

Our district will be paying all employees during the remaining of the 2019-2020 school year. Each building will be determining the redeployment plan for non-teaching staff during the time of emergency closure. The following is a list of nonprofessional staff and their intended deployment.

**Preschool:**

- Classroom Assistants will work with their classroom teacher for guidance on how to support the creation of learning packets to be sent home. They will work together with teachers to the extent possible to provide videos, participate in the morning meeting, make weekly phone calls to families and participate in the classroom virtual meetings.
- Early Childhood Administrative Assistant will support the teaching team with any technical aspects of the COR Advantage Platform, coordinate the collation of the learning packets, coordinating the needed copies by student receptionist, provide mailing addresses for families, and taking phone calls from families.
- All Parent Educators will continue to serve their PAT families according to their caseloads using the methods described above.

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

**District/ PSA Response:**

**Preschool:**

Teachers will use the COR Advantage or TS Gold platform and phone calls, emails etc. to monitor family wellness, engagement, and completion of activities. They will also keep a log of communication with children and families. Inconsistent completion and/or communication with a parent or student will be referred to the Director of Early Childhood and Elementary Learning Services to develop a plan to connect with the family. Additional resources/agencies may be sought to provide needed supports to the family.

Specific feedback will be given by the teacher to the child/family towards the COR Advantage learning outcomes including areas of strength for each child and areas of continued growth towards learning.

**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:**

**Preschool:**

The district will survey all families to determine their current mental and physical needs using the Preschool Wellness checklist. The teaching team will help connect the family to partnering agencies and resources to help meet their needs.

While teaching teams are making weekly phone calls they will monitor and assess the needs of children and families. If a need is presented, the teacher or staff person will share that need to the Director of Early Childhood and Elementary Learning Services to plan for needed follow-up.

Our district will provide a social emotional learning component for families each week:

- Commitments for learning at home
- Conscious Discipline stories and activities that engage families in social emotional learning

- Morning Meeting that includes socially engaging activities
- Optimistic closure family event at end of year/summer (virtually if social distancing is still present)

### **Early On-**

Early On staff will use their prior learning from the trauma informed practices trainings to inform their practices during this time of uncertainty for families. Staff will use the Wellness checklist to make informed decisions about additional referrals needed for the families and will follow up the next week with any family that is at higher risk of needing further support. Staff will send handouts on social and emotional health and COVID-19 information to families through the mail or email. Staff will continue to support families in the implementation of Conscious Discipline strategies and information for the home and use the Conscious Discipline toolkit as a reference when needed.

### **Parents as Teachers-**

Parent Educators will use their learning from the trauma informed practices training as professional development to inform their instruction and coaching conversations. Parent Educators will utilize the social and emotional materials from the PAT curriculum as well as the additional materials in the Early Childhood Social and Emotional toolkit. Staff will call families weekly to check in and ascertain wellness with PAT curriculum materials. They will also utilize the Wellness Checklist for mental health support and resources.

### **Great Start Collaborative and Parent Coalition-**

The GSC and GSPC will provide mental health support to families during COVID-19 through weekly check-ins and dissemination of mental health resources. Resource materials will be distributed directly and through virtual formats. The parent Liaison will speak with families individually as needs arise. GSC coordinator and parent liaison will assist with more severe needs from families in the community by referring to the appropriate agency.

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

#### **District/ PSA Response:**

Should NC RESA need to mobilize additional disaster relief childcare centers, we will provide the staff, lesson planning, materials and supplies to effectively provide a quality learning experience for children.

*Optional question:*

**15. Does the District plan to adopt a balanced calendar instructional program for the remainder of the 2019-2020 school year? Does the District plan to adopt a balanced calendar instructional program for the 2020-2021 school year?**

#### **District/ PSA Response:**

Not applicable

Name of District Leader Submitting Application:

Click or tap here to enter text.

**Date Approved:** Click or tap to enter a date.

Name of ISD Superintendent/Authorizer Designee: Click or tap here to enter text.

**Date Submitted to Superintendent and State Treasurer:** Click or tap to enter a date.

Confirmation approved Plan is posted on District/PSA website: Click or tap here to enter text.