



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

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

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

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

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

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

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

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

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

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

Keep Students at the Center

Intentional outreach to continue building relationships and maintain connections. Help students feel safe and valued. At minimum, plan to do the following:

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

Design Learning for Equity and Access

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

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

Assess Student Learning

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

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

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

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

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

Date Submitted: May 8, 2020

Name of District: Birmingham Public Schools

Address of District: 31301 Evergreen Road, Beverly Hills, MI 48025

District Code Number: 63010

Email Address of the District: LTinsley@birmingham.k12.mi.us

Name of Intermediate School District: Oakland Schools

Name of Authorizing Body (if applicable):

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

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

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

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

Document, and Budget Outline will be posted immediately following approval to the District's/PSA's website.

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

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

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

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

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

Date Submitted: May 8, 2020

Name of District: Birmingham Public Schools

Address of District: 30301 Evergreen Road, Beverly Hills, MI 48025

District Code Number: 63010

Email Address of the District Superintendent: mdziatczak@birmingham.k12.mi.us

Name of Intermediate School District: Oakland Schools

Name of Authorizing Body (if applicable):

In accordance with Executive Order 2020-35 a Plan must include all of the following parts:

1. Please describe the methods the district will use to provide alternative modes of instruction other than in-person instruction and a summary of materials each pupil and the pupil's parents or guardians will need to access meaningfully the alternative modes of instruction included in the Plan. If the Plan relies on electronic instruction, the Plan must ensure to the extent feasible that pupils have access to a connected device capable of accessing the electronic instruction and must not penalize a pupil for the pupil's inability to fully participate.

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

District/ PSA Response:

Birmingham GSRP will provide alternative modes of instruction that include online class meetings *at least* twice per week. Teachers will plan lessons and activities that include all domains of child development, considering the Key Developmental Indicators from the HighScope curriculum. Children will be encouraged to participate in active learning sessions that are developed from ideas teachers gather from children's interests. In addition, the GSRP teaching team will design email communication that includes developmentally appropriate activities families can implement, using materials they have at home. Email communication will include recorded videos of teachers demonstrating activities, as well as strategies parents can use to help their child practice important learning skills. Teachers will record themselves reading, singing songs, sending personal messages and sharing activities they are also engaged in during this time (i.e. modeling looking for signs of spring outside). These recordings will be shared with families at least once per week.

GSRP teachers connected with parents at the beginning of the school closure to assess who had devices for online learning, discovering all students had at least a phone, iPad or computer to access learning digitally. Families are also given the option to receive paper materials sent through the mail.

GSRP teachers will also maintain ongoing communication, utilizing multiple modes of delivery, to maintain connections with families. Teachers will contact families, at least once per week, via phone call, text, email and direct message through our online HighScope COR communication tool. They will send 'snail mail' messages to students and encourage students to return messages to share their ongoing learning through pictures, videos, etc.

GSRP teachers will conduct end of the year parent-teacher conferences to review current developmental observations as well as suggest additional activities based on individual student needs. Resources for families will be shared from a variety of sources including Oakland Schools, HighScope, NAEYC, as well as other early childhood research-based organizations.

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:

As written in the Birmingham Public Schools' Continuity of Learning Plan, the GSRP program goals will align with the following district practices:

“Primary interactions with students will focus on whole-child wellness. Social-emotional connections will be emphasized and teachers will provide weekly synchronous connections with students. Teachers will use these opportunities to check in on the wellbeing of students, interact with students, and provide students with connections to their peers...Each building has crisis protocols to support families and staff who may experience loss.”

As mentioned in #1 above, GSRP teachers are connecting with families at least once per week. Messages will assure families that we are here to support them. Each email communication reminds families to focus on well-being, as well as mental health during this time. Resources are shared to help support families in this area. The BPS early childhood social worker and school psychologist are also available if families need additional support, and offer regular office hours.

The focus of HighScope principles and philosophy is to plan lessons and activities with children's interests in mind. GSRP teachers draw upon knowledge of student and class favorite interest areas, songs, books and materials as they implement and share ideas with families. During online class sessions, activities are planned with this focus and flexibility to follow children's lead as a regular routine. Children are encouraged to be active participants and teachers gather feedback from students during sessions. Each child is given ample time to share and participate.

As GSRP teachers reach out to families individually, they are often also talking with students. Celebrating accomplishments, sending birthday messages, as well as engaging in regular conversation with children helps maintain relationships that were established during previous in-school routines. Also, as teachers record themselves reading books and doing other activities, they are using a method that encourages children to participate in reading/singing/dancing “with” them, virtually!

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

District/ PSA Response:

As written in the BPS CoL Plan: "Technology will provide opportunities for students to learn through posted lessons that include at-home activities, reading, exploring within the home environment, listening/viewing material online, engaging with interactive websites...or other virtual classroom environments...As needed, paper packets will be provided to students. Email or phone contact will be encouraged where students may need additional support to access learning."

GSRP students with an Individualized Education Plan (IEP) will receive additional communication and contact with their interventionists, on a weekly basis. These services will be based on the goals as documented in their service plans. Early interventionists will participate in online class meetings, consult with GSRP teachers and communicate with families to support individual student learning needs. IEP team meetings will be conducted virtually, as needed.

As stated in this plan, the GSRP teachers will deliver content in multiple ways that include, but are not limited to:

- Online class meetings, digitally
- Email communication and newsletters with ideas and resources attached
- Recorded videos of stories, songs, activities, etc.
- Materials sent through mail, if necessary
- Conversation with students and families by phone, or through digital tools
- Provide resources to interactive online learning sites

Methods and modes of communication will be altered according to individual student and family needs.

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

District/ PSA Response:

GSRP teachers will utilize the HighScope resources and goals to plan lessons and activities, monitoring that all developmental domains are included and supported. These plans are made accessible to the Early Childhood Specialist (ECS) assigned to the program. As with in-person learning, observational data is recorded regarding student learning. GSRP teachers will utilize this method, taking notes during online class meetings, as well as with individual interactions by phone, video, etc. with children. In addition, as families share pictures and videos of children's work teachers can informally assess evidence of learning. These observations are documented and entered into the online COR assessment system. This assessment can be used to provide families with feedback, especially during parent-teacher conferences.

Attendance in online class meetings, and participation through other modes of two-way communication and learning will be consistently documented. If GSRP teachers have not been able to reach families, or note that students are not attending online class meetings, detailed documentation will be kept of attempts to reach families by phone, email, etc. Teachers will also monitor how often parents are accessing the emails sent through COR, as the system can provide teachers with information about how often families are opening documents. Teachers will remain sensitive to reasons that families may not be able to participate and offer support so children have a chance to be included in activities and information.

Families will be invited to share pictures, videos, email messages or verbal account of child learning. Teachers will share pictures of this learning, with family permission, in their email communication.

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:

All Birmingham GSRP expenditures are outlined in the annual budget submitted to Oakland Schools, using allotted annual funds from the state. No additional expenditures are expected to execute this plan. If, at any point, we expect a difference in spending from our original budget, we will notify Oakland Schools to review for approval, prior to moving forward.

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:

This plan was developed by the BPS Principal of Early Learning, in collaboration with the GSRP teaching team and early childhood specialist. After review of the Birmingham Public Schools' Continuity of Learning plan for ECSE and K-12 grade levels, created by the BPS Teaching & Learning Department, plans were developed to align to district practice, with the focus on the developmental needs of young children as well as the unique requirements of the GSRP program. Oakland Schools' guidance was an important support system to developing specific components of the goals for this plan.

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

District/ PSA Response:

The BPS Principal of Early Learning, Laura Tinsley, and GSRP teaching team notified families of the plan through a variety of methods including email, messages sent through the COR system, and telephone calls. The GSRP teaching team also mentioned it during an online class meeting.

We understand families have the right to opt out of participation in this Continuity of Learning plan. If a family communicates this to our program it will be documented and kept on file in the child's GSRP record's folder.

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

Note: 5/7/2020 GSRP/EC

District/ PSA Response:

The BPS GSRP Continuity of Learning Plan began implementation on March 16, 2020.

9. Not Applicable GSRP/EC

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

District/ PSA Response:

GSRP Families were notified through classroom and district communications, sharing information as stated in the BPS CoL plan: “All children under the age of 18 and Special Education students under the age of 26 are eligible to receive a bagged breakfast and lunch for the duration of the school closure. Children do not have to be registered with Birmingham Public Schools to participate or be present with the adult.

Birmingham Public Schools began distributing breakfast and lunch meals to eligible children on March 16, 2020. We started with serving 5 days a week with weekend food being given on Friday to ensure each child had 7 breakfast and 7 lunches for the week. Once Governor Whitmer put the "Stay Home, Stay Safe" executive order into act we changed it to 3 days a week on Monday, Wednesday and Friday. We distribute multiple days at a time to help with the Governor's executive order, but still ensure that each child receives 7 days of food.

Currently, meals are distributed three days each week from Groves High School, Derby Middle School, West Maple Elementary and Huntley Square Apartments. Trained Chartwells team members in food preparation prepare and package meals, and meals are distributed by Chartwells team members who have received training in the safe distribution of prepackaged meals. BPS Food Service Director Pattie Guck performs an Oakland County Health Division Staff Screening Checklist for Businesses with her team members every morning before their shift begins. She also has posted all necessary Emergency Order (2020-5) for Control of Pandemic signs required by the OCHD. The Chartwells Team follows a 6 foot social distancing procedure while preparing the food and distributing the food. The district will continue to provide breakfast and lunch meals as necessary until June 12th 2020 per the MDE.

The School Messenger notification system, which includes emails, text, and phone messages, is used to communicate with families about the food service program. Initial communications were provided in English and other languages. Other communication tools include the district’s social media sites, BPS Food Service social media sites, Fox 2 News Detroit, and the district’s website. As an added effort to enhance communications, building administrators also reached out to families to ensure all children who need food service were aware of the program.”

GSRP Families were also notified of an out-reach program through one of our high-school clubs, who provide gift cards to families weekly to help with expenses. GSRP teachers reached out to families, by phone, to generate an interest in receiving this support and the family was given information with details to receive the gift cards.

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:

Birmingham Public Schools has continued to pay GSRP teaching staff (lead teacher, associate teacher, and lunch aide) while deploying staff to provide meaningful work within the context of the plan, in accordance with the Governor's executive order 2020-65. GSRP staff are not members of the BPS collective bargaining unit.

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

District/ PSA Response:

Student participation in the Plan is monitored and evaluated by the GSRP teaching team. Efforts to communicate and connect with children and families is kept in log records to document frequency, type, duration and family response.

Family engagement is also monitored through the email communication system, COR, where teachers can see how often families are opening the communication documents. GSRP teachers will encourage two-way communication with families and record frequency of participation through online attendance, as well as the return of evidence of learning through shared photos, videos and messages.

When lack of participation is noted, GSRP teachers will reach out individually with families to connect with them and see if they are in need of extra support.

Dates and notes will be recorded to detail families who opt out of further participation.

13. Please describe how the district will provide mental health supports to pupils affected by a state of emergency or state of disaster prompted by COVID-19.

District/ PSA Response:

The GSRP teaching team regularly reaches out to individual families to continue to nurture the strong relationships established during the prior in-school instruction period. Through these relationships, they identify needs of families and children. Teaching staff are prepared to refer families to available mental health supports.

The BPS early childhood social worker and psychologist are available to all BPS early learning families, and hold regular office hours. A list of resources was developed to share with families, as needed, for support in a variety of ways. Resources include articles, as well as contact information of appropriate agencies who can assist families.

In addition, Oakland Schools has gathered resources, including mental health supports that are available to the GSRP teaching team to share with families. The GSRP teaching team may reach out to their early childhood specialist, mental health consultants and/or Help Me Grow Care Coordinators to gather and stay up to date on available support information for families. The GSRP teachers include available resources, often, in the email communication as well as in phone conversations with families.

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

District/ PSA Response:

As documented in the Birmingham Public Schools' Continuity of Learning Plan: "Oakland Schools is working in cooperation with our 28 local school districts and community partners to coordinate emergency child care for children birth through 12 years old for Essential Workers on the front lines supporting our Oakland County community during the COVID-19 pandemic. All of these efforts stem from the Governor's Executive Order Expanding Capacity for Disaster Relief Child Care Services for Essential Workforce and we have carefully advertised the contact number to 844-456-5437 with questions around this request from Oakland Schools.

Currently, Oakland County ISD Early Childhood is working to navigate essential worker families to childcare programs around the county. We have not yet needed to open our own classrooms in Birmingham to support this effort; however, we have indicated Midvale Early Learning as an available, licensed site should the need arise. BPS Early Childhood Directors and Principals have administered the community survey of needs and volunteers associated with the Governor's Executive Order."

Optional question:

15. Not Applicable GSRP/EC

Name of District Leader Submitting Application:

Date Approved: May 14, 2020

Name of ISD Superintendent/Authorizer Designee:

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

Childhood Contact

Date Submitted to Superintendent and State Treasurer:

Treasurer: 5/6/2020 Information Pending from MDE

Confirmation approved Plan is posted on District/PSA website:

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

32p/32p4 Continuity of Learning Plan

1. Please describe the methods the district will use to provide alternative modes of instruction other than in-person instruction and a summary of materials each pupil and the pupil's parents or guardians will need to access meaningfully the alternative modes of instruction included in the Plan. If the Plan relies on electronic instruction, the Plan must ensure to the extent feasible that pupils have access to a connected device capable of accessing the electronic instruction and must not penalize a pupil for the pupil's inability to fully participate.

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

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

Programming:

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

2. Please describe the methods the district will use to keep pupils at the center of educational activities, including outreach to continue building relationships and maintain connections, and to help pupils feel safe and valued.

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

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

Great Start Collaborative Oakland, Great Start Parent Coalition, Oakland Family Services and Oakland

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

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

N/A

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

There are no additional expenditures for these plans.

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

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

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

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

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

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

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

District/ PSA Response: N/A

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

District/ PSA Response: N/A

11. Please confirm that the district will continue to pay school employees while redeploying staff to provide meaningful work in the context of the Plan, subject to any applicable requirements of a collective bargaining agreement.

ISD Response:

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

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

ISD Response:

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

13. Please describe how the district will provide mental health supports to pupils affected by a state of emergency or state of disaster prompted by COVID-19

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

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

Oakland Schools Early On Continuity of Learning Plan

1. Please describe the methods the district will use to provide alternative modes of instruction other than in-person instruction and a summary of materials each pupil and the pupil's parents or guardians will need to access meaningfully the alternative modes of instruction included in the Plan. If the Plan relies on electronic instruction, the Plan must ensure to the extent feasible that pupils have access to a connected device capable of accessing the electronic instruction and must not penalize a pupil for the pupil's inability to fully participate.

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

2. Please describe the methods the district will use to keep pupils at the center of educational activities, including outreach to continue building relationships and maintain connections, and to help pupils feel safe and valued.

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

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

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

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

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

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

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

Program Supplies: \$8000
Office Supplies \$2000

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

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

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

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

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

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

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

Not Applicable

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

Not Applicable

11. Please confirm that the district will continue to pay school employees while redeploying staff to provide meaningful work in the context of the Plan, subject to any applicable requirements of a collective bargaining agreement.

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

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

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

13. Please describe how the district will provide mental health supports to pupils affected by a state of emergency or state of disaster prompted by COVID-19

Included in Early Childhood Response above

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

Included in Early Childhood Response above

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

Not Applicable