

## 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 6, 2020**

**Name of District: South Lyon Community Schools**

**Address of District: 310 North Warren, South Lyon, MI 48170**

**District Code Number:**

**Email Address of the District: lloydm@slcs.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 6, 2020**

**Name of District: South Lyon Community Schools**

**Address of District: 310 North Warren, South Lyon, MI 48178**

**District Code Number:**

Email Address of the District Superintendent: [heitschg@sles.us](mailto:heitschg@sles.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:**

The GSRP will provide instruction through multiple outlets. The teachers created extensive packets that were copied and mailed to the homes of the families on April 13, 2020. Another packet will be mailed the week of May 11, 2020. The GSRP staff has been and will be using the Remind app as a primary method of communicating with their families. The teachers have been and will continue to provide assignments from the packets and other activities for the children through the Remind app. For example, teachers have suggested activities such as writing letters in sand or shaving cream. At a minimum, four activities a week are provided to the families. The teachers are also sending videos of themselves performing read alouds, morning message, small group lessons, and virtual meetings. The GSRP teachers have also shared kindergarten readiness activities with the families. The staff has made suggestions to parents to help them structure the day to provide consistency for the children. We are strongly encouraging reading on a daily basis and our Parent Advisory Board is providing a book for every child.

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

GSRP Response:

The GSRP population is one of the most vulnerable groups in the district. Our priority has been to maintain a connection with the GSRP families since the executive order that closed school on March 13. We have several families who have requested assistance in obtaining food. We have connected those families with our free lunch program, Blessings in a Backpack, and provided resources for the families to access food through other local community organizations. The needs have varied among the families so we have developed an individualized approach to providing resources. The approach of individualizing our support has been successful since schools were closed.

The teachers have been providing at home learning since the school closure and the participation was low. The teachers called the individual families who did not respond or participate in the electronic exchanges that took place. The GSRP staff will hold office hours each week where they are available for parents to contact them. We will also survey the GSRP families each week to check in on their overall wellness and assess what support they may need.

The GSRP staff has provided families with daily routines to help ease children's anxiety so they know what to expect each day.

The families have indicated that the phone calls, videos, and virtual meetings have boosted the spirits of the children.

3. Please describe the LEA/PSA/CBO's plans to deliver GSRP content in multiple ways so that all pupils can access learning.

GSRP Response:

The GSRP staff is providing learning content based on the HighScope curriculum. Packets were mailed home that include HighScope activities. Resources and activities are also shared through the Remind app that are HighScope friendly. The feedback from the parents is that they are not able to work with their children all day. Therefore the teachers have provided educational resources that include ABC Mouse, PBS Kids, and Letter Factory. The resources that have been provided to families are flexible and meet the needs of children with IEPs. We have offered to provide materials in different languages, but the families are fluent in English and have not requested materials to be translated.

4. Please describe the LEA/PSA/CBO's plans to manage and monitor learning by GSRP pupils.

GSRP Response:

The learning packets will be completed by the children with the support of an adult or older sibling. Due to concerns about materials travelling between student homes and school, packets will not be collected back from families but feedback will still be provided by check ins with the teacher. Teachers will check in with families via phone or email to review the learning packet, identify if there are any challenges, and to discuss assignments. The families have enjoyed sending pictures of their children's work to the GSRP staff for review. End of year parent teacher conferences will take place at the end of May or the beginning of June. The teachers have been in contact with the ECS and have shared strategies that are being used to support families. Teachers are logging daily interactions with families in a spreadsheet created and monitored by the principal.

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

GSRP Response:

Our plan does not include any additional costs to implement. If we incur costs greater than 10% of a subtotal, we will notify the ISD and attain review and approval before moving forward.

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

GSRP Response:

The Continuity of Learning plan was developed with the input from several different stakeholders. The GSRP teachers and assistants worked with the building principal to design a format that would be engaging for families. The plan has been updated to include feedback from the parents. The principal and GSRP staff meet once a week to review the implementation of the plan and make adaptations for moving forward. The teachers have participated in professional development opportunities provided by the district. The principal has been in contact with the Assistant Superintendent of Curriculum, Instruction, Technology, and Assessments to align GSRP at-home learning with the district plan. The Superintendent has also reviewed the CoL plan.

7. Please describe the methods the LEA/PSA/CBO will use to notify GSRP pupils and parents or guardians of the Plan.

GSRP Response:

The plan will be sent through an email from the principal and the teachers will share the plan through the Remind app.

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

GSRP Response:

The main components of the plan were implemented during the week of April 13, 2020. The full plan will be implemented May 7, 2020.

9. Not Applicable

10. Please describe how the LEA/PSA/CBO will continue to provide or arrange for continuation of food distribution to eligible GSRP pupils.

GSRP Response:

The GSRP children will be included in the district food distribution plan. The district plan is included below:

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 South Lyon Community Schools to participate.

South Lyon Community Schools began distributing food on Wednesday March 18, 2020. The food service department prepares bags that contain 7 breakfasts and 7 lunches in each bag. The bags of food are being distributed once a week on Wednesdays to families that need food. There is a central pick up location at South Lyon High School where families in need can come and pick up food bags from the district. Busses are loaded with these bags and transported to other areas in the district with the highest needs for families to pick up. Staff trained in food preparation prepare and package meals, and meals are distributed by food service staff, non-food service district employees and volunteers. The district will continue to provide breakfast and lunch meals as necessary until the date the executive order expires.

The School Messenger notification system, which includes emails, text, and phone messages, has been used to communicate with families about the food service program. Other communication tools include the district's social media sites 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. District food service staff will continue to prepare these meal bags and distribute to families on a weekly basis until June 12, 2020.

11. Please confirm that the LEA/PSA/CBO will continue to pay GSRP 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.

GSRP Response:

The district has committed to include GSRP staff in the payment of employees. The staff has been paid since the executive order to close schools on March 13, 2020 and they will continue to be paid through the scheduled 120 days.

12. Provide describe how the LEA/PSA/CBO will evaluate the participation of GSRP pupils in the Plan.

GSRP Response:

The GSRP staff will monitor which families are participating and which families are not participating in the packet and other activities provided. Each week, the teachers will call families who are not participating. A list of children who did not participate will be sent to the principal each week through a Google Form.

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

GSRP Response:

Once a week, the principal will survey families to evaluate the needs of the families. The GSRP staff has also communicated with families about their needs during this time. We have worked with the district and local organizations to provide resources to support our GSRP families. The staff has established trusting relationships with families and they will provide resources for mental health or other situations.

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

GSRP Response:

South Lyon Community Schools will provide child care at the Early Childhood Center, if requested by the Intermediate School District. We will email Kids Club and preschool staff asking for volunteers to provide child care. If we do not have enough volunteers, we will assign individuals under the age of 60, who do not have any underlying health conditions, who do not have any symptoms nor have been in contact with anybody diagnosed with COVID-19.

An employee will be designated to evaluate all people who enter the building for symptoms of respiratory infection, which includes fever, cough, shortness of breath, sore throat, or contact with someone in the past 14 days who was in contact with a person who has a confirmed case of COVID-19. Parents will not enter the building. A staff member would escort children from the parents to the classroom and at pickup, from the classroom to the parents.

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:

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 16<sup>th</sup>. 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