



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

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

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

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

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

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

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

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

Keep Students at the Center

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

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

Design Learning for Equity and Access

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

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

Assess Student Learning

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

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

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

Date Submitted: April 17, 2020

Name of District: Bay-Arenac Intermediate School District

Address of District: 4228 Two Mile Rd., Bay City, MI 48706

District Code Number: 09000

Email Address of the District: www.baisd.net

Name of Intermediate School District: BAISD

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”)

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

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

Date Submitted: 4/17/20

Name of District: Bay-Arenac ISD

Address of District: 4228 2 Mile Rd. Bay City MI 48706

District Code Number: 09000

Email Address of the District Superintendent: kadishd@baisd.net

Name of Intermediate School District: Bay-Arenac ISD

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-19.

District/ PSA Response:

Special Education Part B and MMSE 18-26:

Bay-Arenac ISD plans to use both low and/or high tech models of instruction using hard copy instructional packets and online learning platforms. For those students that have internet access, but don't have a device, all attempts will be made to make devices available. Students without internet access or for students who online learning isn't functional, these students will have access to instructional materials through monthly or weekly instructional packets mailed or materials dropped off to the home of the student. All students will need access to materials such as paper, pencils, and crayons, which will be made available to families that do not have these materials.

Early On/Starting Strong HV:

Bay-Arenac ISD plans to use both low and/or high tech models of instruction using virtual home visiting, online learning platforms, and hard copy monthly activity calendars for family engagement. For those students that have internet access, but don't have a device, all attempts will be made to make devices available.

Starting Strong:

Starting Strong is an evidence-based home visiting program with a national purveyor, Parents As Teachers National Center (PATNC). PATNC guidance during the COVID-19 pandemic has been timely and prescriptive. PATNC has produced resources and other tools to enable PAT affiliates to institute virtual and telecommunication visits for continuity of services/learning to all families. Starting Strong will institute these prescribed practices beginning Monday, April 20, 2020.

Moreover, PATNC has brokered a partnership with Brookes Publishing and other training vendors. They are supporting virtual ASQs and PICCOLOs for on-going screening and assessments. PATNC is also part of a national Rapid Response-Virtual Home Visiting collaborative (RR-VHV) See here:

<https://institutefsp.org/covid-19-rapid-response>

As an ISD and to ensure that we're meeting all student/family privacy, staff are currently making preparations using the following resources:

https://docs.google.com/document/d/1mm0a_3Rsuf2AWX3BqJrHbaQLKgcFKSWVr6C-fuHZoEg/edit#heading=h.4bdurdqcqhk

Career Center:

The BAISD Career Center will provide a mixed media mode of instruction using hard copy instructional packets and online learning platforms. For those students that have

internet access, but don't have a device, devices will be made available. Students without internet access but within range of a tower will be provided a hotspot. Students without internet access will be provided instructional materials, including text and written packets and materials to support completion of their work.

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:

Special Education Part B and MMSE 18-26:

A central contact person will be identified for each student. This may be a teacher, a support staff or a related service provider. The central contact person will be expected to make or attempt to make contact with every student or family at least 2 times per week.

- One student contact time will be counted as material or support distribution to the student. Distribution of materials/support must be made at the beginning of the week (no later than Tuesday).
- The second contact will be made by the end of the week (through the families preferred mode of communication) in person/via text/email/or online platform.
- More contacts may need to be made based on parent request and/or student need.

For students who will use technology for remote learning - Material distribution may be done through the use of technology (for those who have access) such as Google Hangout or other forms of virtual meeting, email, texts or through weekly phone calls. The central contact person will want to put an emphasis on continuing to build relationships and maintaining connections with the family and student.

For those students using hard copies for remote learning - material distribution will occur through mailing or dropping off (family preferred spot of drop off i.e. porch) packets of materials 2-4 weeks at a time. The number of materials mailed at one time should be agreed upon by the central contact person and the family. Completed materials will not be returned to the central contact person. Instead the family is encouraged to take pictures of completed work or discuss with the family how the student did on the work. Documentation will be taken based on the parent report during the 1 x per week contact with the family. Having discussions with the families on the work completion will help gauge how much work the family is able to complete, what they need assistance with, how much more support the family will need. Teachers may provide feedback using the parents preferred mode of communication. Staff are not encouraged to drop materials off to families but to use the US mail. Staff choosing to participate with in-person drop off of materials must follow the Executive Order guidelines of no person-to-person contact, wear a mask (if available), stay a minimum

of 6 feet from the family and use hand sanitizer upon departure. Should staff choose to drop off materials the porch should be considered.

In order to build relationships and maintain connections the central contact person may want to include weekly personal notes to students in their instructional packet or written into the online platform.

For students who are not consistently responding to the central contact person's communication and/or are not consistently completing content assignments, a building/program support person (ex: social worker) will reach out to ensure student safety and well-being. This will occur by the central contact person sharing the student name with an administrator so that the administrator can assign the student to a support person for contact. A feedback loop will occur back to the administrator and teacher. All attempts to contact families must be documented.

Early On/Starting Strong HV:

A central contact person will be identified for each student. This may be a teacher or a related service provider. The central contact person will be expected to make or attempt to make contact with every family in accordance with their current plan (Early On Only: bi-weekly virtual visit and weekly access to online platform, Early On MMSE Eligible: weekly virtual visit and weekly access to online platform.)

Continuous Learning without access to technology (phone, computer, texts, etc) for Virtual Home Visits or a desire for home visits: For families who choose this option and for families that are not able to immediately access virtual home visit services:

1. Monthly Calendars with age appropriate activities in all developmental domains will be developed and sent via text, email or mail, depending on the parent's preferred communication method.
2. Resources for basic needs and developmentally appropriate activities will be offered and supplied as needed.
3. Option of virtual home visiting will be re-visited and re-offered on a monthly basis, at a minimum

Starting Strong:

Starting Strong is an evidence-based home visiting program with a national purveyor, Parents As Teachers National Center (PATNC). PATNC guidance during the COVID-19 pandemic has been prescriptive. PATNC has produced resources and other tools to enable PAT affiliates to institute virtual and telecommunication visits for continuity of services to all families. Starting Strong will institute these prescribed practices beginning Monday, April 20, 2020.

Moreover, PATNC has brokered a partnership with Brookes Publishing. They are supporting virtual ASQs and PICCOLOs for on-going screening and assessments. PATNC is also part of a national Rapid Response-Virtual Home Visiting collaborative

(RR-VHV) See here: <https://institute4sp.org/covid-19-rapid-response> As an ISD and to ensure that we're meeting all student/family privacy, staff are currently making preparations using the following resources: https://docs.google.com/document/d/1mm0a_3Rsuf2AWX3BqJrHbaQLKgcFKSWVr6C-fuHZoEg/edit#heading=h.4bdurdqcqhk

Career Center:

Students will be contacted by their teacher at the beginning of the process to gauge their instructional, technology, and personal needs. Social/emotional needs will take precedence over instruction with a focus on relationships and wellbeing. Weekly two-way communication will be maintained with all students. Teachers will utilize Google, Remind, Canvas, and Moodle as a way to engage students with technology accessibility. Instructional packets will be provided to students without access to technology. Student Support Specialists will engage students through conversations and written notes. The focus will be on supporting student needs and building relationships. Our counselors will support work with students by sending weekly informational blasts, provide lessons that engage learners in social-emotional wellness and will reach out to students via email and phone calls. The Career Center teacher consultant will support student needs through reaching out via phone and email. Work Based Learning will offer opportunities for students to engage online or through phone calls to support "Essential" skills such as communication and critical thinking.

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

District/ PSA Response:

Special Education Part B and MMSE 18-26:

For those students without technology, or for students who online learning isn't functional - the main mode of delivery will be through hard copy instructional packets individualized to that student and may include activities, notes, work examples, and practice documents. This will be supplemented with phone conferencing to provide feedback and support instruction. The instructional packets will be delivered via the US mail, drop-off, or pickup, though drop-off and/or pickup is not recommended and should only be done with extreme caution.

For students with technology - content may be delivered through an online platform, email, other social media sites, video conferencing, Google Classroom, Facebook classroom, through hard copy instructional packets, or a combination of any of the above. The central contact person will be accessible through synchronous instruction no less than two times in one week (one in person, one through material/support distribution) during published "office hours" and asynchronous instruction through pre-made resources (screencasts, linked videos, electronic documents, ...).

Families/students will be given resources on the use of online platforms when requested. The need will be identified during parent contacts.

Office Hours - It is highly recommended that staff members establish office hours in order to be clear and transparent with parents/families and other staff members as to when they will be available to respond to parent questions. Some educators may not feel the need to establish office hours but it may be appropriate for others. If the established office hours do not work for families, it is recommended that individual appointments are made.

Our Early Childhood home visiting programs will support families through virtual Primary Service Provider visits. These visits will be weekly for students eligible for special education, and bi-weekly for Part C students and Starting Strong families. These visits will utilize technology (video conferencing) or support via phone, text, mail. For families that do not have access to technology, we will make every attempt to provide them with devices and access. For those families where virtual visits are not feasible we will provide families with monthly calendars containing daily age appropriate activities in all developmental domains. We will also conduct weekly communication with families. Feedback will be provided to families during the visit or via the weekly check in.

Early On/Starting Strong HV:

For those families without technology, monthly calendars with age appropriate activities in all developmental domains will be developed and sent via text, email or mail, depending on the parent's preferred communication method. This will be supplemented with phone conferencing to provide feedback and support instruction. The instructional packets will be delivered via the US mail, drop-off, or pickup, though drop-off and/or pick up is not recommended and should only be done with extreme caution.

Our Early Childhood home visiting programs will support families through virtual Primary Service Provider visits. These visits will be weekly for students eligible for special education, and bi-weekly for Part C students and Starting Strong families. These visits will utilize technology (video conferencing) or support via phone, text, mail. For families that do not have access to technology, we will make every attempt to provide them with devices and access. For those families where virtual visits are not feasible we will provide families with monthly calendars containing daily age appropriate activities in all developmental domains. We will also conduct weekly communication with families. Feedback will be provided to families during the visit or via the weekly check in. Families will also be able to access a virtual playgroup once weekly. This will be available to all Early On (Part C and MMSE Eligible) and Starting Strong families weekly. The virtual playgroup will contain activities to enhance infant and toddler development.

Career Center:

Teachers will reach out to students to find their preferred method of instruction, the technology resources available to them and their individual needs. Delivery of instruction/engagement will be based on individual student's needs. All required instruction/engagement will be deliverable based on a student's need. Students without technology will be mailed packets, supported with weekly phone conversations and text messages. Students with technology accessibility will receive delivery through online platforms, email and social media sites. Teachers will provide videos and engagement multiple times per week.

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

District/ PSA Response:

Special Education Part B and MMSE 18-26:

For students without technology access, or for students who online learning isn't functional - packets will be discussed with families during the direct contact made by the point person weekly. Feedback from the central contact person will include consideration of differentiating the work provided as needed, how a parent might complete the packet, other resources available, other staff members to assist such as a related service provider input etc.

For students with technology - the central contact person will monitor student participation within the instructional platform. The central contact person will provide feedback to students on assignments through the instructional platform, virtual meetings, email, or phone calls as they are completed. Educators will differentiate instruction within the platform to meet each student's needs.

Administrators will check in and touch base with each staff member they supervise at a minimum of 1 time every other week or upon request by the employee. The administrator will assist the staff member in answering questions, provide professional development, hold a staff meeting, review documentation logs and support the staff member in any other way they may need. Administrators will be available via phone, text or email for questions as they arise.

Early On/Starting Strong HV:

For families without technology access, or for families who online learning isn't functional, monthly calendars with age appropriate activities in all developmental domains will be developed and sent via text, email or mail, depending on the parent's preferred communication method. Activities will be discussed with families during the direct contact made by the point person weekly. Feedback from the central contact person will include consideration of differentiating the work provided as needed, how a

parent might complete the activities, other resources available, other staff members to assist such as a related service provider input etc.

For students with technology the central contact person will monitor student participation within the instructional platforms (virtual playgroup and virtual home visits). The central contact person will provide feedback to families on enhancing student growth through family daily routines via the instructional platform, virtual meetings, email, texts, or phone calls as they are completed. Educators will differentiate instruction within the platform to meet each student's needs.

Administrators will check in and touch base with each staff member they supervise at a minimum of 1 time every week or upon request by the employee. The administrator will assist the staff member in answering questions, provide professional development, hold a staff meeting, review documentation logs and support the staff member in any other way they may need. Administrators will be available via phone, text or email for questions as they arise.

Starting Strong:

PATNC has provided clear and prescribed guidance on how to conduct virtual and telecommunication visits, including Personal Visit Plans (lesson plans) and documenting the provision of services via the Personal Visit Records. PATNC has also brokered a partnership with Brookes Publishing. They are supporting virtual ASQs and PICCOLOs for on-going screening and assessments. PATNC is also part of a national Rapid Response-Virtual Home Visiting collaborative (RR-VHV)
See here: <https://institutefsp.org/covid-19-rapid-response>

Career Center:

Teachers will be documenting their two-way communication with students with a focus on social/emotional needs. Students who complete engagement activities and coursework will be considered to have met expectations. We will not be grading in the traditional sense so we will not be monitoring learning through grading.

Students without technology access will have weekly communication via phone or text, during which feedback will be given. Students have access to instructors through phone and text and will be able to reach them as needed. Feedback from the teacher will include differentiated work, along with examples to support student learning.

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

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:

Special Education Part B and MMSE 18-26 budget would include:

- Purchase of learning supplies such as paper, pencils, crayons, etc. **\$1000**
- Printing costs (paper and machine copy cost) \$1500 per week X 10 weeks not to exceed **\$15,000**
- Mailing costs (envelopes, postage) - 300 students X .55 stamp X 10 weeks not to exceed **\$1650. 00**
- Staff mileage for meal delivery and material drop off (if material drop off is needed) **\$2000**
- Cost of IPAD devices for student communication where student had been sharing or using districts - **\$10,000**
- Cost of LAMP communication system for Ipads **\$3000**
- Cost of cases, straps and keyguards for ipads **\$3000**
- Cost of internet/wifi/hotspot internet connections for both students and staff. \$1600

- Cost of internet, cell phone stipend for staff reimbursement - 200 staff X \$250 stipend for 6 months of work from home. **\$50,000**

TOTAL: \$87,250

Early On/Starting Strong HV, Early On:

- Purchase of learning supplies such as paper, crayons, paint, etc. \$1000
- Printing costs (paper and machine copy cost) \$1000
- Mailing costs (envelopes, postage) \$1500
- Cost of devices \$1500
- Cost of internet/wifi/hotspot internet connections for both students and staff. \$1500
- Cost of phone cards for families that don't have minutes to support the visit. \$2000

TOTAL: \$8500

Starting Strong: no additional budget needs

Career Center:

1. Hotspots - \$500.00
2. Mailing of content - \$1,000.00
3. Printing of content - \$1,000.00
4. Purchase of any software as needed for the plan. - \$2,000.00
5. Misc. supplies - \$500,00
6. IDS cost to deliver to home schools. - \$500.00
7. Purchase of books to be sent home - \$1,500.00

8. Cell phone cost - \$2,000.00
9. Internet cost - \$2,000.00

TOTAL: \$11,000

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:

Early On/Starting Strong HV/Special Education:

Bay-Arenac ISD created the Continuity of Learning workgroup that consisted of administrators from the instructional departments across the ISD, Instructional Technology consultants, Educational Consultants, IT department, Human Resources, School Improvement Team members, union leadership and volunteer staff members.

The initial actions will be to reach out to students and families to continue fostering relationships.

Staff will make contact with each family to determine their access to the internet and devices, also if they have to share the devices to assist with identifying the methods of learning that could be provided. This will be completed through a direct contact discussion with key talking points.

We then moved to designing instructional support.

It is requested that the point person reach out to administrators when a family is not responding or when they need more support than the point person is able to provide. The administrator will assist in developing more support for the individual family.

Prior to implementing mixed media learning, staff will determine critical content, and/or critical IFSP/IEP goal areas, for the remainder of the year. They will also collaborate to determine methods, instructional activities, and resources for students. The BAISD Continuity of Learning workgroup will continue to meet regularly to collaborate and support our internal programs throughout the remainder of the school-year.

Starting Strong:

PATNC as the purveyor of the evidence-based program has already prescribed and established protocols for the institution of a Plan for virtual and telecommunication visits.

Career Center:

Building administrators have had multiple meetings with the superintendent who has been in communication with the school board about this plan. Building administrators have participated in multiple meetings with representatives from local school districts and ISD central office staff. Teachers have been consulted and are developing their individual plans based on the questions in this template. Surveys were used to identify needs of both students and staff to better develop a plan of implementation. Counselors are providing Post Secondary planning to students through the use of phone calls, video, Google, Remind, and emails. Work Based Learning are continuing to offer lessons on Essential Skills through video and class lessons.

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

District/ PSA Response:

Early On/Starting Strong HV/Special Education:

The plan will be communicated through a letter mailed to each family, shared through email and/or school messenger to those that have access and posted to the district website and other social media platforms as well. In addition service providers will review the plan as they reach out to each family.

Career Center:

The Career Center will be utilizing a phone home system to notify all parents. Individual teachers are also responsible to communicate their individual plans to students and parents through phone and email communication. The Plan will be posted on the BAISD website.

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

District/ PSA Response:

Early On/Starting Strong HV/Special Education and Career Center:

The instructional component for all programs will start the week of April 20th, 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 On/Starting Strong HV/Special Education and Career Center:

Not related to SE, EO, or SS

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

District/ PSA Response:

Early On/Starting Strong HV/Special Education and Career Center:

The majority of our student population is being offered food through local district distribution plans. Bay-Arenac ISD has collaborated with local school districts to provide food distribution to families that could not access local distribution locations and has participated in meal delivery. BAISD staff will continue to deliver food to families in need until the closure of this school year.

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:

Early On/Starting Strong HV/Special Education and Career Center:

All ISD staff will continue to receive compensation as we transition to our continuity of learning plans and contingency of learning plans. We are in the process of determining how roles and responsibilities will change as we make this transition.

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

District/ PSA Response:

Early On/Starting Strong HV/Special Education:

All staff members including administration will be given guidelines and expectations for documentation. Documentation logs will be shared with all administrators and administrators will review staff data logs to allow for trouble shooting for students and families that are not engaging.

If a student does not have access to technology, or for students whose online learning isn't functional, the central contact person will keep track of which students are participating in functional/instructional materials/activities through conversations with

families. They will also be required to keep a log of all communication with students and parents.

If a student has access to technology, the central contact person will use the instructional platform to monitor student wellness, engagement, and participation in assignments/activities. They will also be required to keep a log of communication with students and families.

Inconsistent participation and/or communication with a parent or student will be raised to an administrator who will assist in leveraging other staff to make connections to families via alternative methods including but not limited to social media and written communication via the postal service. The administrator and additional staff members will develop a plan to connect with the student and family. This plan must also be documented. Additional support from outside agencies may be sought to make these connections.

Starting Strong:

PATNC has provided clear and prescribed guidance on how to conduct virtual and telecommunication visits, including Personal Visit Plans (lesson plans) and documenting the provision of services via the Personal Visit Records. PATNC has also brokered a partnership with Brookes Publishing. They are supporting virtual ASQs and PICCOLOs for on-going screening and assessments.

Career Center:

If a student does not have access to technology, teachers will keep track of which students are completing the instructional packets. They will also to keep a log of all communication with students and parents. If a student has access to technology, teachers will use the instructional platform to monitor student wellness, engagement, and completion of assignments. They will also keep a log of communication with students and families. Inconsistent completion and/or communication with a parent or student will be raised to the counselor level to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections (DHHS, Behavioral Health, etc.).

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:

Early On/Starting Strong HV/Special Education:

The central contact person will hold ongoing conversations with all students and families to determine their current physical and mental health needs. Based on those conversations, staff will help connect the family to relevant service providers including

outside agencies to help meet student needs. While the central contact person makes their weekly phone contact they will monitor and assess the needs of students and families. If a need is identified, the central contact person will elevate that need to the administrator who will then assign that family or students need to a relevant service provider or outside agency. The service provider or outside agency will report back to the administrator and central contact person once contact/support was given to ensure a feedback loop of information. The administrator will hold regularly scheduled meetings with BAISD staff to identify any additional students or families in need. BAISD SSWs and School Psychologists will be available as the personal to assist in learning and resources for educators, families and students.

Career Center:

Our counselors are still available to support students and we are also able use the 31N funded counselors as well. We will continue to work with The Rock Center for Youth Development to provide programming for students to support the whole child.

Counselors are sending weekly emails to students and using REMIND and Social Media as a way to support the Social/Emotional growth of students. Social/Emotional lessons are available and shared with teachers for implementation. Counselors will refer to outside services as needed.

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:

Early On/Starting Strong HV/Special Education and Career Center:

BAISD is available to support any disaster relief child care centers as they are needed in the community. At this time, none of the local districts nor BAISD are open for childcare. The Child care needs of the community are being managed through the Regional Resource Center in collaborations with the Early Childhood department at BAISD. Should a need arise for additional child care needs, BAISD will support the Regional Resource Center in mobilizing a disaster relief child care center.

Optional question:

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

District/ PSA Response:

Early On/Starting Strong HV/Special Education and Career Center:

The district plans to follow the local district calendars for all programs as it does every year.

Name of District Leader Submitting Application: Deborah Kadish

Date Approved: 4/20/20

Name of ISD Superintendent/Authorizer Designee: Deborah Kadish

Date Submitted to Superintendent and State Treasurer: 4/21/20

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