

Great Start Readiness Program 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 (GSRP Subrecipient) 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, public school academies, **and GSRP Sub recipients.**

GSRP Subrecipient Name: Treasures To Grow On, Inc.

Address of GSRP Subrecipient: 13060 S US Hwy 27, DeWitt, MI 48820

District Code Number (if applicable): n/a 990005092

**Name of District/Subrecipient Leader Submitting Application: Mary Lou Smith,
Director/Site Supervisor**

Email of District/Subrecipient Leader: smith@treasurespreschool.org

Name of Intermediate School District: Clinton County RESA

Date: May 5, 2020

Each GSRP Subrecipient plan must assure, to the fullest extent possible:

- Learning at a distance plan fosters active, participatory learning that is dependent on engagement among the teaching team, adult(s) in the home, and the child;
- Learning experiences offered are personalized for the strengths, interests and needs of each child, inconsideration of their family, community, and culture;
- All members of the teaching team participate in the plan and are engaged in supporting learning and communicating with families;
- Every effort is made to reach every child and family for the duration of the plan, respecting and allowing for family choice regarding the level of participation. If a family should turn down the option to participate in the plan, the date of the parent opt out should be documented;
- Programs document learning from a distance including outreach efforts and family contacts (such as frequency, type, duration, and family response);
- Each plan includes a year-end, "conference" with each family;
- If teaching team members have been assigned to work in disaster relief child carecenters, consideration is given to allow for provision of learning at a distance; and
- GSRP funds are available to be used for staffing, purchasing needed supplies, equipment, and resources, to allow a staff member or a family to connect remotely, to provide families with home learning kits, books, supplies, or other resources needed to support their children's learning.

Please ensure that your responses to the 13 items below address all of the assurances listed above. Note: Items #9 and #15 are marked "Not Applicable" and are maintained only so the numbering system is consistent with previously approved LEA and ISD Continuity of Learning Plans.

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

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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.

GSRP Subrecipient Response: Treasures To Grow On, Inc, a GSRP sub-recipient, is a preschool located in a private facility in the community of DeWitt. We housed a half-day GSRP program with 8 children enrolled. We started our alternative mode of instruction in late March, because our last day of school was suppose to be May 13, and we did not think it was prudent to wait until May 7 to start instruction. Our alternate modes off instruction included two Learning KITS and two learning PACKETS. The KITS and PACKETS either provided the materials needed and/or required materials that can be commonly found in the home. In case parents did not happen to have common items in their home, suggestions for alternative materials were given. The Learning PACKETS provided for a learning activity for four days a week, for several weeks. The Learning KITS provided hands-on materials (all materials included) and parent guides. The final KIT of the school year includes social story books, activities, book lists, and parental resources to help families facilitate the transition to kindergarten. The instruction did NOT include electronic instruction and/or a device.

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.

GSRP Subrecipient Response: In addition to the KITS and PACKETS prepared and delivered to children, the school used the following methods of outreach: emails, US Mail (personal cards and notes), and phone calls. A home visit will be attempted if social distancing and stay-safe rules allow for it. If a home visit cannot be completed, then a year-end "conference" will be completed by delivering a packet with a follow-up conversation.

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

GSRP Subrecipient Response: The learning KITS and PACKETS were made available to families at four different times over the 8 week school closure. Parents had 3 choices of how to obtain the materials: 1. Pick up the materials in a safe location in the vestibule of preschool ; 2. Have the materials delivered to their doorstep/porch/garage; 3. Have the materials mailed to them via the Post Office.

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

GSRP Subrecipient Response: The GSRP staff made themselves available by phone and/or email to assist parents with their at-home-learning experience. The staff made contact with the parents 16 times over the 8 week closure, an average of two times per week. Each contact included the opportunity to reach out to the staff for support. Contacts included: Group emails, individual emails, individual phone calls and texts, communication through the US Mail (cards and notes), and a face-to-face contact will be arranged after the 15th of May, IF social distancing allows for that opportunity.

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

GSRP Subrecipient Response: The preschool had already purchased some of the materials because we prepare home-learning kits throughout the school year for our students. The cost of postage was billed on the April GSRP invoice. The rest of the costs associated with the learning plan was absorbed by the school's non-GSRP budget.

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

GSRP Subrecipient Response: We have just 2 staff people - the lead teacher and the site supervisor. The site-supervisor is a cancer patient and therefore is at high risk for adverse outcomes if infected by the COVID-19 virus. Therefore, we collaborated mostly by email. We did meet on 3 occasions at the school to coordinate the tasks we were working on separately, being careful to practice social distancing.

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

GSRP Subrecipient Response: The primary means of notification was by email. All of our parents responded well to the initial emails and were aware of the plan in March.

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.

GSRP Subrecipient Response: We began the implementation on March 25, 2020. Our last day of school was slated to take place on May 13. We did not think it was prudent to start the continuity of learning plan in May. We will continue to carry out the plan through at least May 13, 2020.

9. Not Applicable.

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

GSRP Subrecipient Response: Does not apply. We are a half-day program and did not provide any meals. We provided resources to our families to connect them to food pantries and other avenues to receive free meals.

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.

GSRP Subrecipient Response: We had written direction from MDE to continue to pay our GSRP staff as planned, and as the budget allowed through the end of the original last week of school, and we are doing just that.

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

GSRP Subrecipient Response: We are evaluating the participation of students by initiating regular contacts with the families as described above, and by making staff available to answer questions, offer suggestions, and provide materials and guidance as needed. Many parents have emailed the school with feedback on the activities and materials provided.

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.

GSRP Subrecipient Response: We have offered several resources to our parents on more than

one occasion to inform them of the support available in the community. In addition to mental health resources, we have also provided articles on topics related to helping children understand coronavirus.

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 follows it.

GSRP Subrecipient Response: The need for childcare for essential workers in the community of DeWitt has not come anywhere near capacity or exceeding it. The daycare centers in DeWitt are only half full since the executive order to only serve children of essential workers. If the demand were to exceed the availability of the current centers in DeWitt, Treasures To Grow On would consider offering our facility to meet the overflow needs. It does not look like that is likely to happen as the curve continues to flatten.

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15. Not Applicable.

Date Approved: May 7, 2020

Name of ISD Superintendent/Authorizer Designee: Wayne Petroelje

Date Submitted to Superintendent and State Treasurer: July 9, 2020

**Confirmation approved Plan is posted on District/PSA website:
www.ccesa.org**