



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 21, 2020

Name of District: Tuscola Intermediate School District

Address of District: 1385 Cleaver Road, Caro, MI 48723

District Code Number: 79000

Email Address of the District: gpierce@tuscolaisd.org

Name of Intermediate School District: Tuscola Intermediate School District

Name of Authorizing Body (if applicable): N/A

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: April 21, 2020 & updated May 26, 2020

Name of District: Tuscola Intermediate School District

Address of District: 1385 Cleaver Road, Caro, MI 48723

District Code Number: 79000

Email Address of the District Superintendent: gpierce@tuscolaisd.org

Name of Intermediate School District: Tuscola Intermediate School District

Name of Authorizing Body (if applicable): N/A

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:

Highland Pines School will be creating student packets. In the packets there will be a monthly calendar with daily lesson plans that align with student goals. The cover page will include the following: teacher name, address, phone number with extension, and personal phone number was an option. Website links will be provided as a supplemental support. Materials needed to complete daily lessons will be provided to students in need. Items may include, but not limited to, AAC devices (If required by IEP), pencils, crayons, scissors, glue, etc.

Every student at HPS is a student with an IEP. Because of this fact, teachers and related service providers have developed contingency plans together to cover the unique needs of each student.

Tuscola Technology Center instructors will provide remote instruction via email and online resources. They will use platforms such as Google Classroom, Xello, E2020, Moodle, Class Dojo, etc. The primary focus of remote instruction will be to prepare students to earn industry-based certification if at all possible. Beyond that, remote instruction will focus on providing enrichment activities to maintain and refine technical skills developed in the CTE program. Students and parents will need a computer, tablet, or other electronic device with access to wi-fi and the student's school email account. All of our students are enrolled in local high schools which have a plan in place to provide access as needed. In cases where the home school cannot provide the needed resources, we have provided laptops. As needed, printed materials will be made available. Any student who is not able to engage with the instruction for whatever reason will not be penalized.

Wolverine Education Center (WEC) will provide alternative modes of instruction other than in-person instruction by the ten special education teachers facilitating both Edgenuity courseware and Odyssey programs electronically to the students in their assigned classroom/unit through March 13, and any new students who entered their unit. The physical education teacher will facilitate learning through both Edgenuity courseware and Odyssey programs to all students in the school in any and all aspects of health, as well as create lesson plans in which Wolverine Human Services (WHS) staff may use (along with the PE department's equipment) for recreation. Due to the nature of the facility and one-to-one technology, all students in the unit will have access to computers and educational staff for four hours each day in which paraprofessionals will be on line with students for 2 hours each day. Enrichment activities will be provided weekly based on a schedule by essential staff who will enter the building for the purpose of copying, creating activities, and distributing the materials.

Early On/Early Childhood Special Education will use a variety of approaches to make sure that we can reach all of our Early On and Early Childhood Special Education students and families. The District assures contingency plans will be developed for students between the ages of 3 to 6 with IEPs. In addition, we assure that the special education providers will be coordinating with the families to ensure that the needs of all students with IFSPs and IEPs are considered.

Early On Students: Children and families who qualify for Early On services will continue to receive services from their Primary Service Provider, as written in their IFSP. Providers will provide coaching activities aimed to meet the needs of each student/family as well as the IFSP outcomes. These activities will be shared via email, the Remind App, or mailed home, depending on the needs of the family and student. Online coaching sessions will be offered through Google Meet or Zoom. If this is not an option for families, coaching via the telephone or Remind App will be utilized. Every provider is required to track communication with families within the child's Illuminate profile.

Early Childhood Special Education Students: Children, ages 3 to 6, who qualify for Early Childhood Special Education programs and services will continue to receive special education programs and services from their special education providers as outlined in the child's Contingency Learning Plan. Providers will provide activities and coaching sessions aimed to help the child master the goals and objectives listed on his/her IEP. These activities will be shared via email, the Remind App, or mailed/delivered to the child's home, depending on the needs of the family and student. Every provider is required to track communication with families within the child's Illuminate profile.

Great Start Tuscola will continue to communicate with families and board members, through the Great Start Collaborative and the Great Start Parent Coalition of Tuscola County, via emails, social media, newsletters, and virtual meetings. The Great Start staff will be safely dropping off Early Learning at Home kits to parent coalition members with young children. Staff will also provide folders to families in need of resources and supports for basic needs.

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:

Highland Pines School: Social Work services are provided weekly via video outreach. Breakfast and lunch are being supplied to all students who opted for the service by partnering with local school districts. All teachers are contacting families weekly. In addition, some teachers have created video messages and will provide instruction via YouTube, Google Classroom, Hangout App, etc. A teacher has chosen to visit each of her student's homes with a poster board message encouraging and reassuring them that the change is ok. Supplemental schoolwide activities will be posted via Facebook.

Tuscola Technology Center: Instructors will make contact with students primarily through their TISD email and reach out via telephone to those who do not respond to email. E-blasts via phone and email have been sent to parents and students to notify them of the plan. Letters will be sent to parents via regular mail with the same information.

Instructors are using social media to highlight student success and are providing direct feedback to students/parents through email and phone contacts.

Paraprofessionals will reach out specifically to the students with special needs who are assigned to their program to make sure they have the support that they need in accordance with IEPs and 504s.

Wolverine Education Center: Teachers will remain in contact via telephone, text, Google Hangout/Meet for continued communication between principal, school social worker, teachers, school secretary, paraprofessionals, WHS administration, and clinical teams in order to best serve the students. WEC staff will engage in daily/weekly meetings, and the principal will engage in meetings with subgroups weekly. Teachers and paraprofessionals will interact Monday through Friday regarding the students they are working with. The school social worker will provide social work sessions to students upon request communicating via Edgenuity email or Skype or FaceTime when a student is with his WHS worker. The chat feature allowing students to communicate with staff will be opened up due to COVID-19.

TISD will provide services for students in GSRP and Early On as directed by the state when guidance becomes available.

Early On/Early Childhood Special Education will establish scheduled times to connect with each child and family to ensure that both family and student's needs are being met.

Great Start Tuscola continues with weekly updates and sharing of community information. Conscious Discipline positive parenting messages are delivered to families via social media. This evidence-based parenting program focuses on social and emotional support. We will include these materials in the Early Learning at Home kits and on messages shared through emails and newsletters.

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

District/ PSA Response:

Highland Pines School: Paper packets will be sent home for each student. In addition, teachers will be contacting families weekly to inquire about student progress, needs, and concerns.

Tuscola Technology Center: In addition to the online platforms of delivery, hard copies of printed materials will be made available as needed. Paraprofessionals will make sure that students with special needs will continue to receive the necessary supports outlined in IEPs and 504s.

Wolverine Education Center: All students at WEC will be assigned up to five Edgenuity courses depending on their individual needs and based upon grade level, age, credits accumulated, and anticipated discharge date. Students will engage physical education/gym/rec and transition. Transition will consist of Edgenuity courseware and enrichment packets. Students who are at an academic level in which Edgenuity courseware may be inappropriate, the Odyssey program will be used.

TISD assures that the special education staff will be coordinating with the general education staff to ensure the needs of all students with IEPs and 504 plans are considered. The district assures contingency plans will be developed for students with IEPs. The district assures the 504 coordinator will work with the teaching staff to ensure the needs of students with 504 plans are considered.

Early On/Early Childhood Special Education will use electronic options whenever possible. If this is not an option for the family, activity packets will be mailed or delivered to the family's home.

Great Start Tuscola: A variety of methods will be used to reach families with young children, including social media, emails, phone calls, virtual meetings, and home deliveries.

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

District/ PSA Response:

Highland Pines School: Teacher and itinerants will log each contact with families/students. Minimum of weekly contact will be logged. The log will include date, time, method of contact, and detailed account of services provided. Teachers will also monitor progress on goals and objectives during these contacts.

Tuscola Technology Center: As assigned student work is returned electronically or otherwise, individual instructors will monitor learning and assess student work on a credit/no credit basis.

Wolverine Education Center: Edgenuity's reports platform allows educators to monitor their students' attendance, grades on assignments and tests, and progress in the curriculum. The reports platform allows administrators to additionally see recent actions performed by teachers.

Early On/Early Childhood Special Education will provide meaningful feedback and encouragement to the families via Google Meet, Zoom, phone call, or Remind to assist the children in meeting their IFSP outcomes/IEP goals and objectives.

Great Start Tuscola: Meaningful feedback and encouragement will be provided to Parent Coalition families via emails, phone calls, zoom meetings, and social media.

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:

Highland Pines School: Staff members were given the option of printing from home. At this time, none have chosen this option. \$1,000.00 will be set aside for any expenditures that may occur.

Tuscola Technology Center: The only anticipated additional expenditures will be for bulk mailing of letters to parents, sending certificates to students instead of being able to hand them out in school, and sending work packets as needed to students who do not have access to the online resources.

Wolverine Education Center: At this time, Team Viewer licenses were the only expenditure.

Early On/Early Childhood Special Education: N/A

Great Start Tuscola: N/A

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:

Highland Pines School: A Google Hangout Special Education Administration meeting was held on 4/7/2020 to discuss developing plan for special education students in the local district and also center-based school. A Google Hangout Administration meeting was held on 4/9/2020 to discuss what the local and TISD plans would look like. A two-hour Google Hangout meeting was held on 4/9/2020 with teachers and Itinerants to discuss updates and the Executive Order plans. Parents were contacted for input as well.

Tuscola Technology Center: The Principal and Assistant Principal worked with office staff, instructors, counselors, paraprofessionals, and IT staff to develop the plan during weekly virtual staff meetings. Weekly staff meetings will continue as we assess, evaluate, and adapt the plan as needed. Local districts were included in discussions about the Continuity of Learning Plan

Wolverine Education Center: The Principal of WEC communicated remotely via Google Hangouts with other Section 53 leaders in the district first, met with local district leaders to discuss drafting this plan, met with tech department lead after connecting with facility manager of Wolverine Secure Treatment Center. Also, met with the special education department. All information was communicated directly to WEC's school improvement committee to ask for assistance with developing the plan. Virtually met with the entire WEC staff on 4/7/20 to address the plan and their needs. On 4/8/20, based upon input of the School Improvement Committee, the plan was drafted and shared through a PDF for additional input. The Continuity Plan was revised with input via text, email, and a virtual meeting on Hangouts/Meet on 4/14/20. The plan was distributed to the board members and discussed at the board meeting on 4/20/20 for input.

Early On/Early Childhood Special Education: Administration worked with the Early On Primary Service Provider Team, Special Education providers, and local district special education coordinators in developing the plan.

Great Start Tuscola: The Great Start Executive Board worked on developing the plan.

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

District/ PSA Response:

Highland Pines School: A letter was sent home to each family informing them packets will be sent home and contact numbers for questions and concerns. A Skylert message will be sent the week of 4/20/2020 to inform families their packets will be delivered within the week.

Tuscola Technology Center: Students have been notified by their instructors through their individual school email. Students, parents, and guardians have also been notified through e-blasts via phone and email, and through a letter sent by regular mail.

Wolverine Education Center: The plan will be posted on the Tuscola Intermediate School District's website and the Wolverine Human Services' website. Parents will be notified via USPS mail or email if we have a signed consent form to communicate via email. WHS will be notified via Principal in person and email. Students will be informed by Principal and WHS staff.

Early On/Early Childhood Special Education: School webpage: www.tuscolaisd.org

Great Start Tuscola: School webpage: www.tuscolaisd.org

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 2020.

District/ PSA Response:

Highland Pines School: Delivery date is planned for April 14, 2020, or sooner.

Tuscola Technology Center: We began implementing the plan on April 14, 2020.

Wolverine Education Center: The plan will begin implementation on April 14, 2020, if approved by all parties.

Early On/Early Childhood Special Education: Our ISD has been implementing this plan since May 4, 2020.

Great Start Tuscola: Our ISD has been implementing this plan since May 4, 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 i388.1901 to 388.1913, in completing the courses during the 2019-2020 school year.

District/ PSA Response:

Highland Pines School: N/A

Tuscola Technology Center: Mid-Michigan College courses (including dual enrollment courses) have moved their content to a Learning Management System known as Moodle. The content and the instructor is the same, the material is just being taught using a different modality.

Mid-Michigan College instructors are also using the Retention Management System (RMS) to communicate with counselors, principals, and Mid-Michigan Mentors about students who may be struggling so that support services can be provided.

A team of Mid-Michigan College employees has scheduled Zoom meetings with all dual enrollment partners to see how we can provide dual enrollment students.

Mid-Michigan College has provided a Student FAQ on a Coronavirus (COVID-19) Response Page and a FAQ for Dual Enrollment Sites: COVID-19 Response that provides updates and information on how students can access the Library, Tutoring, Information Technology, and other critical support services.

Wolverine Education Center: Due to the secure nature of the facility, no students attend Career and Technical Preparation courses or centers. No students who are enrolled in the school are enrolled in any dual enrollment courses.

Early On/Early Childhood Special Education: N/A

Great Start Tuscola Great Start Tuscola: 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:

Highland Pines School: A partnership was set up on March 16, 2020, with our local districts with the understanding that it will continue for the remainder of the school year.

Tuscola Technology Center: Food distribution is handled by the local districts during the regular school year, and it is continuing to be provided by local districts.

Wolverine Education Center: Wolverine Human Services provides for the continuation of food for all students who attend WEC at Wolverine Secure Treatment Center.

Early On/Early Childhood Special Education: Children who are eligible for Early On and Early Childhood Special Education programs and services are able to access the food distribution at their local school districts.

Great Start Tuscola Great Start Tuscola: 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.

District/ PSA Response

Highland Pines School: Staff will continue to be paid per their contract. Online or Google Meet training will be set up for staff to be completed during the remainder of the 2019-2020 school year. Any staff without internet access will be given paper information to complete training.

Tuscola Technology Center: District employees will continue to receive pay and staff will be redeployed as needed within the context of the plan.

Wolverine Education Center: Teachers will continue to educate students via Edgenuity or Odyssey, only will do so remotely. The school social worker will continue to meet with students virtually. Teachers will communicate with all stakeholders as they would have prior to remote learning only now using Hangouts/Meet, text, email, or telephone.

Paraprofessionals will interact with students in their groups in a similar manner as teachers utilizing their areas of expertise. The Career and Transition Paraprofessional will continue to provide resources and activities in the form of packets. The secretary will continue to enter and exit students, create report cards and transcripts, and track special education. Principal will continue to monitor students and educators using the reports in Edgenuity. Principal will also provide needed professional development to all staff at least weekly. Principal will monitor special education through Illuminate. Principal will communicate with all stakeholders weekly, if not daily.

Early On/Early Childhood Special Education: The ISD will continue to pay all Early On and Early Childhood Special Education providers per their individual and bargaining contracts.

Great Start Tuscola: Great Start staff has continued to work remotely and receive payment.

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

District/ PSA Response:

Highland Pines School: District will evaluate pupil participation by weekly teacher and itinerant contact.

Tuscola Technology Center: Seniors who had a passing grade as of March 13 will have earned credit for their CTE course for the last marking period or trimester of the 2019-20 school year. Instructors will provide opportunities for those seniors who did not have a passing grade as of March 13 to complete additional work and, upon satisfactory completion of that work, earn a passing grade for the final marking period or trimester.

All other students will receive whatever grade they had earned for the 3rd marking period/2nd trimester prior to the closing of school. Student work during remote instruction will be evaluated on a pass/credit basis for the final marking period/trimester. Students may boost the 3rd marking period/2nd trimester grade depending on the quality of their work during remote instruction.

Wolverine Education Center: All students will earn credit based upon the relative grade in Edgenuity. Attendance, course progress, and grades will allow educators to evaluate student participation in the Plan.

Early On/Early Childhood Special Education: Our goal is to have 100% of our students participate in continued education. We plan to evaluate our students through provider feedback and documentation.

Great Start Tuscola: N/A

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:

Highland Pines School: Teachers have been in touch with families since March 16, 2020. This has been done by phone or virtual contact with students. This will continue with teachers and ancillary staff, such as OT, PT, Speech, Social Work, Music, etc.

Tuscola Technology Center: In addition to the mental health support available through the local districts, Tuscola Technology Center counselors will reach out to students and parents via e-blasts (phone and email) to let them know that the counselors are available to assist with accessing local mental health resources.

Wolverine Education Center: Students will be allowed to use the chat feature in Edgenuity so they may communicate with their educational staff. They may also request individual sessions with the school social worker.

Early On/Early Childhood Special Education: Early On and Early Childhood Special Education providers will be in direct contact with families to ensure that needs are being met. If outside resources are needed, they will assist the family in getting the help they need.

Outside Resources: Tuscola Behavioral Health Systems (TBHS) has set up a COVID-19 support line through their main phone number 989.673.6191. This phone line is available Monday through Friday, 8:30 a.m. – 4:30 p.m. for individuals not currently receiving Community Mental Health (CMH) services. The phone line will be available for the during of the COVID-19 crisis or

until such a time where it becomes unnecessary. The phone line is staffed by mental health professionals and can support people

- Who are struggling with feelings of isolation and loneliness
- Who are dealing with panic or anxiety over the possibility of getting sick, financial struggle, resource scarcity, or caregiving
- Who are first responders, essential employees, medical professionals on the front lines of the Coronavirus situation and struggling with burnout, anxiety, depression, and feeling overwhelmed
- Who are sick at home or caring for a sick family member and dealing with fear, anxiety, depression, and feeling overwhelmed
- Anyone who could use someone to talk to during this difficult time

If the mental health professional determines that the issue is more severe than the COVID-19 support line can manage, they will refer individuals to appropriate resources. If you leave a message and get a call back from the COVID-19 support line, it may come through as a blocked caller and the phone contact may state a private number. Anyone in Tuscola County can utilize the COVID-19 support line—you do not need to be using CMH services or have a mental health diagnosis of any kind—it is for the general public. The support line should not be used for crisis calls. If you or a loved one is in a crisis, please call TBHS and request Emergency Services. The COVID-19 support line is not meant to take the place of therapy/counseling or to treat or diagnose any physical or mental health condition. It is a support resource for anyone in the community who could use a listening ear during this national emergency. Those wishing to contact the COVID-19 support line should call 989.673-6191 and ask for the COVID-19 support line.

While TBHS is not available to conduct any community trainings, speaking engagements, or events during this this time, our focus continues to be on supporting our community and sharing vital information via several different outlets:

- TBHS Facebook Page – Updates and information related to caring for your mental health during times of crisis, healthy activities to engage in from home, information for families, links to other support services/resources, etc.
- www.tbhsonline.com – Comprehensive information about all TBHS programs and services, up-to-date information on hours of operation and locations, a resource page with links to COVID-19 information and resources.

Great Start Tuscola: Direct contact will be made with families to ensure that needs are being met. If outside resources are needed, they will assist the family in getting the help they need. Outside Resources: Tuscola Behavioral Health (TBHS) has set up a COVID-19 support line through their main phone number 989.673.6191. This phone line is available Monday through Friday, 8:30 a.m. to 4:30 p.m., for individuals not currently receiving Community Mental Health (CMH) services. The phone line will be available for the duration of the COVID-19 crisis or until such a time where it becomes unnecessary. This phone line is staffed by mental professionals and can support people:

- Who are struggling with feelings of isolation and loneliness
- Who are dealing with panic or anxiety over the possibility of getting sick, financial struggle, resource scarcity, or caregiving
- Who are first responders, essential employees, medical professionals on the front lines of the Coronavirus situation and struggling with burnout, anxiety, depression, and feeling overwhelmed
- Who are sick at home or caring for a sick family member and dealing with fear, anxiety, depression, and feeling overwhelmed
- Anyone who could use someone to talk to during this difficult time. If the mental health professional determines that the issue is more severe than the COVID-19 support line can manage, they will refer individuals to appropriate resources. If you leave a message and get a call back from the COVID-19 support line, it may come through as a blocked caller—phone contact may state private number. Anyone in Tuscola County can utilize the COVID-19 support line—you do not need to be using CMH services or have a mental health diagnosis of any kind. It is for the general public. The support line should not be used for crisis calls. If

you or a loved one is in crisis, please call TBHS and request Emergency Services. The COVID-19 support line is not meant to take the place of therapy/counseling or to treat or diagnose any physical or mental health condition. It is a support resource for anyone in the community who could use a listening ear during this national emergency. Those wishing to contact the COVID-19 support line should call 989.673.6191 and ask for COVID-19 support line.

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:

Highland Pines School: Small Wonders Day Care was opened for the children of disaster relief essential workers. Only one family utilized services.

Tuscola Technology Center: N/A

Wolverine Education Center: We will support the district in any capacity we can.

Early On/Early Childhood Special Education: The District's GSRP Coordinator will serve as a contact point for assisting those identified in Executive Order 2020-16 in locating appropriate childcare services.

Great Start Tuscola: The Tuscola ISD GSRP Coordinator will serve as a contact point for assisting those identified in Executive Order 2020-16 in locating appropriate child care services.

Optional question:

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

District/ PSA Response:

Highland Pines School: Not at this time.

Tuscola Technology Center: N/A

Wolverine Education Center: No response.

Early On/Early Childhood Special Education: No

Great Start Tuscola: N/A

Name of District Leader Submitting Application:

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website: