



Big Jackson Public Schools 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 can 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 the 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: 4/16/2020

Name of District: Big Jackson Public School

Address of District:4020 E. 13 Mile Paris, MI 49338

District Code Number:62470

Email Address of the District:rjackson@bigjackson.net

Name of Intermediate School District: Newaygo County RESA

Name of Authorizing Body (if applicable):Dr. Lori Tubbergen-Clark

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 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 childcare 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: 4/16/2020

Name of District: Big Jackson Public School

Address of District: 4020 E. 13 Mile Paris, MI 49338

District Code Number: 62470

Email Address of the District Superintendent: lori@ncresa.org

Name of Intermediate School District: Newaygo County RESA

Name of Authorizing Body (if applicable): Dr. Lori Tubbergen-Clark

In accordance with Executive Order 2020-35 a Plan must include all 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-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:

Our district plans to use a combination of hard-copy media and technology-based platform for remote learning, based on our district’s technology survey. Survey data indicates that 0% of students have high speed internet due to its very remote location in the Manistee National Forest. Therefore, hard copy instructional packets will need to be utilized. For those students that can get some internet connection via a cell phone, technology-based enrichment activities will be provided.

For all students, a hardcopy of learning resources will be made available for their continued learning this school year. All students will need access to materials such as paper, pencils, and crayons, etc. which will be made available to families that do not have them. All students will have access to grade-level/course material as needed to complete their work. Students have been given access to their supplemental online learning. If internet access is not available at their residence, they have been invited to sit in the school parking lot to use the internet for the school.

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:



Teachers will maintain meaningful connections, with the “whole child” in mind. All teachers will connect with every student and/or family at least one time during each week at a minimum to ensure that each child feels safe and valued. The teacher will take the family’s unique needs into consideration and ensure that each family can access the communication in a language or format they can understand. We will utilize the communication plan below to sustain connections between teachers and students and/or families. We recognize that in some cases, phone calls may be a better option to connect with students personally and will be utilized. To the greatest extent possible, teachers will offer ways for students to maintain their connections with each other.



Elementary-

Teachers will utilize the following communication methods to make meaningful connections with their students and families and to share relevant and important information: (printed newsletters, the Big Jackson Facebook Page, and weekly communication between teacher and parents, and office staff and parents, etc.) The focus will be on two-way communication between the teacher/office and the student/family. Communication expectations will be clearly defined by each teacher. Teachers will partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—health and safety remains the priority.

Teachers will offer weekly meaningful classroom connections to students and utilize the following methods (student to student) (such as writing letters to each other, Seesaw app for the older students, the Big Jackson Facebook Page).

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

District/ PSA Response:

Our district will primarily use hard copy instructional packets as our mode of instructional delivery. This will be supplemented with phone conferencing and through virtual meeting spaces for students who have access. These packets will be developed with each grade level in mind, allowing for differentiation of work as necessary for students needing it. Instructional packets will be delivered to students during the meal distribution times. If students are unable to access the materials during meal distribution times, packages will be mailed to students.

For families preferring the use of technology, content can be delivered through an online platform, email, and/or other social media sites (Facebook, etc.). Teachers will be accessible for two-way interaction between teacher and student to facilitate classroom discussion and provide assignment feedback multiple times per week. Teachers will establish a regular schedule when they will be available for questions or needed supports for students.

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

District/ PSA Response:

Each week students will receive a “busy bag” filled with various activities surrounding a certain theme. Included in these bags are not only instructional work from the classroom, but also hands-on activities to promote project-based learning.

Teachers will monitor student access and assignment completion on a regular (frequency determined by communication plan and family's need) basis within the instructional platform. Teachers will differentiate instruction within the platform to meet each student's needs. Weekly learning target will be clearly identified in their homework checklist, and activities prioritized to meet that target. Teachers should make clear to parents how and when feedback will be given and what parents should do with that feedback.

Teachers will keep a class roster record of some kind to keep track of assignments completed and proficiency towards credit. This will be helpful in the district knowing which students may require reteaching in the fall and those students who may not be accessing the optional learning proposed during this time of school closure. It will be important for teachers to agree on a common platform to record assignment completion and proficiency to aide in those future conversations. Work will be expected to come back weekly in envelopes provided in busy bags.

For students with disabilities, the IEP teams will collaborate with members and families to determine what supports are needed to assist students continue making progress toward their IEP goals and to engage in the general education curriculum. IEP teams will document their plans, during this period of emergency closure, on the NCRESA provided Emergency Contingency Plan document. Providers will also document student and family engagement using the student tracking spreadsheet.

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:

Budget would include: Purchase of learning supplies such as paper, pencils, crayons, etc. Cost of online instructional platform and any related software/websites.

Sources: General funds Title I 31a. Please use the provided [spreadsheet](#) for this section.

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:

To ensure a comprehensive and responsive plan, all stakeholders were involved in the development of the plan. Building administrators met with our building teachers for initial input. They then met in grade level/content area teams to address the needs of each grade or content area. Building administrators brought this information to district level administrators to collaborate. Before finalizing the plan, feedback was sought from board members.

Special education students are receiving lessons as prescribed in their IEP. These lessons are included in their lesson packet envelope.

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

District/ PSA Response:

The plan will be communicated through a letter to each family. The plan will also be dispersed through email to those who have access. The plan will also be posted to the district website and other social media platforms as well.

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:

4/20/2020

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

District/ PSA Response:

N/A

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

District/ PSA Response:

Food is being provided by Big Rapids Public Schools and is being distributed every Tuesday by Big Jackson Public Schools staff.

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:

Our district will be paying all employees during the remaining of the 2019-2020 school year. Each building will be determining the redeployment plan for non-teaching staff during the time of emergency closure. The following is a list of nonprofessional staff and their intended deployment.

Elementary:

- **Title 1 Aide/Administrative Assistant will work with their coordinating teachers for guidance on how to support the creating of learning packets to be sent home.**
- **Bus driver will be employed and will be scheduled Tuesdays for delivering lunches.**
- **Custodian is scheduled for cleaning.**
- **Kitchen staff will pick up and organize the weekly food drop offs.**

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

District/ PSA Response:

We are providing envelopes to each student to return work back into the teachers each week at the weekly drop offs. Teachers 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 principal to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections.

Specific feedback will be given by the teacher to the student/family towards the learning target and include both positive and constructive feedback. Feedback can be in the form of comments, wondering questions, and clarification if a learning target is met or what needs to be improved to be considered proficient. Grades A-F will not be assigned so feedback should not focus on a quantitative % correct or letter grade, but rather the content of the feedback is ultimately to promote growth towards a skill.

All assignments will result in credit/no credit.

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

District/ PSA Response:

The district will survey all parents to determine their current mental health needs either formally or informally. Based on those results the behavior specialist (principal) will reach out to individual students and families to determine what they may need. The behavior specialist will help connect the family to outside agencies to help meet their needs.

While teachers/lead educators are making weekly phone calls they will monitor and assess the needs of students and families. If a need is presented the teacher will elevate that need to the principal or behavior specialist to make the necessary follow-up. The principal will hold weekly meetings with teachers to identify any additional students or families in need. Tele-health may be used when available for students that have technology.

In order to support the continuity of social emotional supports throughout the county, our district counselors/social workers will participate in a county wide collaboration hosted by NCRESA.

Our district will provide a social emotional learning component for each building/grade level. Included in our “busy bags” will be various Kindness activities for the children to participate in.

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

District/ PSA Response:

Should NC RESA need to mobilize additional disaster relief childcare centers, we will provide classrooms in our buildings as needed. We will support NC RESA through additional communication means to the families in our districts as needed.

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:

Name of District Leader Submitting Application: Rebecca Jackson, Principal

Click or tap here to enter text.

Date Approved: 4/16/2020

Name of ISD Superintendent/Authorizer Designee: Dr. Lori Tubbergen Clark

Date Submitted to Superintendent and State Treasurer: 4/17/2020

Confirmation approved Plan is posted on District/PSA website: Click or tap here to enter text.