

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 9, 2020

Name of District: Jackson Public
Schools

Address of District: 522 Wildwood Ave., Jackson, MI 49202

District Code Number: 38170

Email Address of the District: Jeff.Beal@jpsk12.org

Name of Intermediate School District: Jackson County Intermediate School
District

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.

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Name of Intermediate School District: Jackson County Intermediate School
District

Name of Authorizing Body (if
applicable):

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

District/ PSA Response: The district plans to use a hybrid model of instruction using hard copy instructional packets and online learning platforms. Those students who are using the online platforms

will access the instructional materials through a variety of different apps (Google Hangouts, Blackboard, Dojo, Facebook, YouTube, Zoom, etc.). These students will require a student-owned device (iPad, computer, or phone) and wifi access at home. Teachers will determine the online platform to be used and communicate with families. Students without internet access will have access to instructional materials through a weekly instructional packet. Materials such as paper and pencils will be made available to families that don't have them. All students will have access to sections of grade-level/course/consumable textbooks as needed to complete their work. Teachers and support staff will provide additional instruction to students without access to online platforms through telephone conferencing. All materials including videos of online instruction will be posted for later accessibility by students and parents.

Students who are unable to fully participate for any reason will not be penalized.

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: Every student will be contacted by school staff members at least one time per week. This may be done through the use of technology (for those that have access) such as Google Hangout or other forms of virtual meeting or through weekly phone calls. For students with technology access teachers will also make sure to communicate multiple times each week through the instructional platform (Google Classroom, SeeSaw, Schoology, Moodle, etc.), with an emphasis on continuing to build relationships and maintain connections. If students do not have access to technology, teachers will maintain connections through phone calls. Additionally, our school social workers, behavior interventionist, EL teachers, lit coaches, and counselors will call students and families to check on their well-being and provide resources to meet any of their immediate needs during this remote learning period. We will encourage student-to-student relationships through the use of classroom Zoom meetings or Google Hangouts for those who can attend.

JPS, in partnership with the GSRP program leadership, will utilize GSRP staff and others to intentionally maintain relationships with preschool students/families while also offering resources to respond to trauma or other potentially identified needs. Based on the community needs and the GSRP available resources, we will also identify if support beyond relationships and basic needs can be offered. Currently, we have shared with all preschool partners the pertinent parts of the K-12 plan that has already been developed and upon the actual release of MDE guidance, a more detailed plan for coordination and support with GSRP will be created amending this plan.

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

District/ PSA Response: For those students without technology, the main mode of delivery will be through hard copy instructional packets. This will be supplemented with phone conferencing to support instruction. Weekly packets will be mailed to students via USPS.

For students with technology content will be delivered through the online platform, email, and other social media sites (Facebook, Remind, etc.). Teachers will be accessible via synchronous instruction and/or asynchronous instruction through pre-made videos posted multiple times per week to school websites. Teachers will also maintain folders of videos and materials on their school website. All videos and instructional materials will be posted so that students will have access to content at a later time.

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

District/ PSA Response: Teachers will include a weekly formative assessment. Teachers will review the formative assessment and adjust their instruction during successive weeks. Instruction from the teacher will include differentiated work as needed, along with examples to support student learning. An example of this may be providing a student that is struggling with double-digit subtraction additional practice and several written examples with the steps. A phone call would also be used as a follow-up if needed. For students with technology, teachers will monitor student access and assignment completion on a daily basis within the instructional platform. Teachers will provide feedback to students on assignments through the instructional platform as they are completed (or on a daily basis). Teachers will differentiate instruction within the platform to meet each student's needs. All support staff will assist our teaching staff to reach out to students that have not demonstrated engagement. Teachers and support staff will complete a weekly communication log.

ELL staff will collaborate and communicate weekly with classroom teachers to provide lessons and support for EL students based on that week's instructional content. They will also contact families of EL students who are not participating and translate for parents as needed.

JPS acknowledges that all of the students and families we serve are diverse, as are our students with disabilities. Because of this, learning opportunities will differ based on individual student needs. To the greatest extent possible, our District will strive in good faith, and to the extent practicable, to provide equal access to alternative modes of instruction to students with disabilities for the remainder of the 2019-2020 school year. Learning will be designed in collaboration between general and special education teachers, and special education service providers, in order to provide accessible options and materials that have been accommodated to meet individual student learning needs. Staff will be supporting students through multiple modalities, and multiple forms of resources will be utilized to ensure connections are maintained and that students are engaged in academic learning at their individualized level, as well as

meeting their social and emotional needs during this time of crisis. This plan will be fluid in order to meet the unique needs of students and may be redesigned as we continue to support student learning in these unprecedented times.

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 additional \$60,000 as itemized below:

- Purchase of learning supplies such as paper, pencils, crayons, etc. : \$10,000 (\$1,000 per school)
- Printing costs (paper and machine copy cost): \$0 (already have paper and copier cost in budget)
- Mailing costs (envelopes, postage): \$50,000 (\$7,500 x 5 outward mailings plus \$2,500 x 5 self addressed return envelopes)
- Personnel time for printing, preparing and delivering: \$0 (already being paid)
- Fuel cost- mileage \$0
- Cost of online instructional platform and any related software/websites: \$0

Sources: General Funds, Title I,
31a

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: All stakeholders were involved in the development of the plan. The senior cabinet crafted a draft that was shared with building administrators. Professional council met on April 7, 2020 to review the COL plan and provide input. Building administrators met with their building teachers for additional input. Building administrators brought this information back to district level administrators to collaborate. The plan will be reviewed at the April board meeting.

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 via Blackboard to each family. The plan will also be dispersed through email to those that have access. The plan will also be posted to the district website and other social media platforms as well. To ensure that everyone is aware that the plan has been developed and released a phone call message will be sent to all parents

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: Our district plan will be implemented April 14, 2020.

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

District/ PSA Response: Students enrolled in dual enrollment and early college courses will continue to have access to the Jackson College Success Navigator with wrap-around supports provided by the counselors. will be working with the provider to determine next steps. We will ensure that the students have the appropriate materials and support to complete those courses.

Our Career and Technical Education students attend the Jackson Area Career Center, which is part of the Jackson County Intermediate School District (JCISD) programming. The JCISD's COL Plan will include information as to how learning will continue for these students. The JCISD Plan will ensure students that want to complete their certifications or credentialing will be provided the opportunity to do so either from a distance, or through in-person instruction during the summer and/or fall of 2020.

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

District/ PSA Response: During the state mandated closure, JPS will distribute meals at multiple service points across Jackson. Families will be asked to come to the service points and given meals. Each day, they will be given lunch and breakfast for the next day. Dinner will also

be provided at select service points. On Fridays, children will be provided with 3 breakfasts, 3 lunches, and 3 dinners (at specific sites) per child to help sustain them over the weekend. All meals will be distributed in individual bags. We will serve meals Monday through Friday, March 16 through June 5. The schedule for food distribution and list of sites is shared each day on social media sites, via email, phone calls, text messages, and on our district messaging app.

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: Jackson Public Schools will continue to pay school employees (see assurances above) while redeploying staff in the following roles:

- Food service employees will prepare, package, and distribute meals Monday through Friday.
- Teacher Assistants will collaborate with special education teachers and classroom teachers to contact and provide support to special education students.
- Paraprofessionals will contact students to check on their well being and to provide content-specific support.
- Security Personnel will assist with the delivery of food on buses, providing security for food service and bus drivers.
- Instructional Coaches will contact students who are not engaged in the remote learning program or who need additional instruction and support.
- Teachers will be responsible for providing learning opportunities for all students via various online and offline media.
- Principals will be responsible for ensuring teachers have the necessary resources, training, and understanding of the remote learning plan to ensure student learning continues through the end of the 19/20 school year. They will also reach out to families of students that are not participating in the remote learning plan to uncover and remove barriers.
- Secretaries will copy paper packets and mail them to families, order materials, enroll students, and engage in other secretarial duties.
- Counselors/Social Workers/Behavior Specialists will reach out to students to check on their academic progress and social and emotional well being.
- Bus Drivers will deliver meals each day, in cooperation with food service and security personnel.
- ELL staff will work in collaboration with teachers to translate for parents and provide instruction and support to ELL students.

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

District/ PSA Response: If a student does not have access to technology, teachers will keep track of which students are completing the weekly instructional packets. They will also need 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 principal or 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.). Student GPAs will remain static and will not be affected by work not submitted or completed.

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: While teachers and support staff 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, social worker, or counselor to make the necessary follow-up. The district will use Blackboard to communicate the availability of resources to families. Telehealth may be used when available for students that have technology.

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 the Executive Order - or any executive order that follow it.

District/ PSA Response: All disaster relief childcare centers as described in the executive order within Jackson Public Schools' boundaries are provided through 3rd party contract vendors.

Optional question:

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

District/ PSA Response: One building, Hunt Elementary, observes a balanced calendar, but the district as a whole will not be moving to a balanced calendar instructional program for the remainder of the 2019/2020 school year or for the 2020/2021 school year.

Name of District Leader Submitting Application: Jeff
Beal

Date Approved: 4/10/2020

Name of ISD Superintendent/Authorizer Designee: Kevin
Oxley

Date Submitted to Superintendent and State Treasurer:
4/10/2020

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