



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: East Jackson Community Schools

Address of District: 1404 N. Sutton Rd. Jackson, MI 49202

District Code Number: 38090

Email Address of the District: Stephen.doerr@eastjacksonschools.org

Name of Intermediate School District: Jackson County ISD

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.

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Email Address of the District Superintendent: stephen.doerr@eastjacksonschools.org

Name of Intermediate School District: Jackson County ISD

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:

All students and families will have access to quality educational materials and the support needed to successfully access those materials. Students will receive whole child supports for their mental health, nutritional, and safety needs. Staff focus will be on supporting, encouraging, and sharing compassion to ensure student success and resilience.

Early in the launch of our district efforts, instructional staff will focus on building relationships and establishing expectations and routines. Given the reality of the digital divide, our district will be providing digital and non-digital content that align with state standards. Assessment and feedback will be based upon the principle of no educational harm to any child through a humane approach that is in the best interest of each student.

In all grade levels, as needed, printed packets with aligned, high-quality instructional content will be made available to all students. Rather than collecting papers, student work will be submitted via phone pictures to teachers for assessment and feedback. This mixed media delivery will ensure teacher-student-family interaction, predictable routines, schedules, and supplemental learning that reviews and reinforces mastery of learning. The teacher of record for each student will provide high-quality instruction, aligned to state standards.

Students will be provided instruction through multiple means in order to provide a combination of new content and mastery of past learning, based upon the needs of the students. There will be consistent personal communication with students, families and staff that is monitored by teaching staff on a weekly basis. Communications between teacher and student will be logged on a weekly basis. The primary means of instruction for students in grades K-2 will be through instructional paper packets and personal connection via phone and email. The primary means of instruction for students in grades 3-12 will be through Schoology or Google Classroom and personal connections via email and/or phone. All families will receive personal communication from each school office via email or phone regarding their family's needs for devices and connectivity. For families in need of internet connectivity support or technology devices, this will be provided, to the extent feasible, in manner described in the budget section of this COL Plan.

Social-Emotional learning will be a primary focus of all K-12 efforts that keep the whole child in mind. School personnel will survey and collect interview level information about each family's needs for instructional and technological needs. Support staff, including Social Workers, Counselors, and paraprofessional staff, will be integrated into the remote learning plan. The primary focus of these efforts will be to demonstrate connection and value to all students' families and support a variety of needs as they present themselves. The district COL Plan will rely heavily upon Whole Child resources and checklists provided by the Jackson County ISD and the Michigan Department of Education.

Students will not be penalized for lack of participation.

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:

The school district has started by gathering critical information about strengths, interests and needs of the students and families through surveys and direct phone interviews. There is also a personal level of connection through our mobile food service program. The district has developed multiple levels of communication through district all-call, social media posts, video chats among staff and association leaders, as well as learning management systems at the classroom level. Teachers in each building team will work in teams to ensure all students receive the support needed to feel connected and supported. Weekly plans will be developed and updated that are developmentally appropriate and offer a balance of new content, mastery of old content, and development of routines and whole child efforts.

For any student family that does not engage in the district remote learning plan, support staff will make extra efforts to contact and support families in need through alternate means to maintain connection--both emotionally and in the learning context.

East Jackson Community Schools 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.

Students will not be penalized for lack of participation.

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

District/ PSA Response:

Translations, accessibility and variable reading levels are considered during development of the remote learning plan at all levels. Online tools will be adapted or replicated in non-digital format, as needed. In order to support online learning efforts, the district has implemented a 4-part plan. First, technology devices will be distributed to families that indicate there is a need for student instructional devices. Second, Wifi Hotspots are being added to district buses and vans that deliver food service in 5 neighborhoods with high concentrations of At-Risk students. Third, individual air cards will be delivered to isolated homes without internet access. This will either be done directly, or by drive-in wifi from a school vehicle at a home. Fourth, there will be 4 signal-boosting antennas installed to turn building parking lots into drive-up hot-spots, but still allowing for appropriate social-distancing.

Regardless of instructional delivery method, as necessary, teachers will provide printed material, phone contact, email, or technology-based virtual instruction, or a combination of these to meet the diverse needs of students.

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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.

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

District/ PSA Response:

In grades K-6, Teachers will connect with students via the internet or phone with 5 students daily and students/families will have access to common "office hours" to provide targeted feedback. Each student will receive direct contact at least weekly to check for understanding and ask questions to instructional staff. Paraprofessionals and SEL supports will make contact to further support student engagement in whole child and instructional efforts.

7-12: Teachers will connect with students via Google Classroom or Schoology as the primary means of instruction. All communications will take place to the highest degree possible through these platforms. Feedback will take place via Google Classroom or Schoology. Email and phone will be used for students that are not engaging via the LMS systems. Students that are non-responsive to these methods will be given to the response team to track down students that are off-track or disconnected. Students will receive a passing grade for assignments during this time of unprecedented emergency closure for active participation. The district will provide a pass/no credit designation for all students in all grades through the remainder of the 19-20 school year. Incomplete grades will not be posted as a failure after 2-weeks, as is normal in district guidelines. All grades may be made up or expunged within a reasonable time frame. Any student's work during the closure period can only improve upon the student's grade as of March 11, 2020 for the final second semester grade during the 19-20 school year.

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 Overview: There will be minimum adjustments to the school's budget process in order to implement the Continuity of Learning Plan. Description of added costs and adjustments are described below. Most budgetary adjustments are aligned to providing technology devices and internet connectivity during this unprecedented global emergency.

Technology Devices: There will be minimal cost to deploy any technology devices within our district--none of which is budgeted to be charged against the general fund. The district currently has a surplus of devices that were taken out of regular service in addition to many more that are scheduled for replacement at the end of this school year.

Internet Access and connectivity: As of the writing of this plan, Executive Order 2020-35 forbids the district's planned bond project from moving forward during the summer of 2020. This will provide a delay to the project, but added resources that can otherwise be allocated for plan implementation. The district will adjust our budget \$17,000 for installation cost of added technology infrastructure due to this closure. The aggregate costs will be split between 2 sets of items: 1) to purchase and installation of (4) long-range access point antennas and 2) the purchase of mobile air cards devices can be charged to this bond fund. There is no ongoing added operational cost for the long-range wifi antennas. Ongoing service fees to operate mobile wifi hotspots will be charged to Title I, which has been identified by MDE as an appropriate expenditure. The district is budgeting approximately \$4,500 to be charged to Title I, subject to adjustment as needed.

Staffing Costs: There are no added staffing costs to implement this remote learning plan beyond the previously adopted budgeted for the 19-20 school year.

Supply costs: Other supply costs budgets will only need minor adjustments, since supplies used for remote paper-pencil learning will replace otherwise budgeted supply costs in the 19-20 SY budget.

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:

The district's COL was developed in collaboration with many stakeholders, which will be key to its success. During the development, administrators, board members, teachers, support staff, mental health experts, and EJEAL leadership collaborated to develop this COL plan in a very short time frame. Principals, teachers, and itinerant staff will hold video conferences regarding instructional planning, as well as technology needs for district families. Teachers are able to identify their own learning needs so that the district can support their learning and quality instruction during this time. Focus is placed on COMPASSION for students FIRST, over instructional outcomes. Support staff will coordinate communications with district families to ensure technology needs are met for devices and connectivity. At the administrative and board level, video conferences are key to develop strong instructional planning, timelines, and logistics.

At the county level, principal meetings help principals share common expectations regarding instructional means and expectations for students, as well as sharing whole-child efforts and resources. Technology efforts are coordinated for success at the county level. Special Education accommodations will be coordinated with local teachers with support of the JCISD special education staff to ensure compliance with IEP and 504 plans for each student, as appropriate to meet their individual goals.

During the development of this COL, there was a great deal of collaboration across Jackson County to use common resources wisely. The Jackson County ISD shared a number of resources and planning for area districts on technology, special education, and whole child efforts. This work and collaboration helped support the development of this COL Plan for East Jackson Community Schools. In addition, the Jackson County ISD supported collaboration with our district and our GSRP partner, Phoenix Child Care, to ensure that proper preschool staffing and staff would be available through our current (and possibly ongoing) state of emergency for children of essential workforce within our county.

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

District/ PSA Response:

All communication structures that the district uses will be utilized to communicate the remote learning plan. These include SwiftK12 Messaging services (all-calls, text, email), social media posts from the district page, the district's web page, as well as teacher-level instructional resources like Schoology, Google Classroom, Class Dojo, and SeeSaw.

A formal, approved copy of the COL Plan will be posted on the main landing page of the East Jackson Community Schools Website.

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

District/ PSA Response:

The launch of our district's remote learning plan would ideally be during the week of April 13, 2020. The first weeks may need to rely more heavily upon phone and email communication from staff. The focus would be on building and maintaining the close relationships with students-families-staff. Routines will need to be established, as well expectations for the coming weeks.

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:

There are 13 dual-enrolled and 24 Early College program students within our district. All JCEC courses and dual enrolled students have been transitioned to online-only since March 16, 2020. Students receive several layers of support for these students. All students attending Jackson College receive regular support from Success Navigators. All JCEC students

receive this same level of support, plus monitoring and support from the JCEC Director to keep them on-track for college success.

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.

The EJ Advisors, counselors and administrators are in the process of rescheduling senior events, such as prom, recognitions and graduation so that the East Jackson Community Schools might formally recognize and celebrate the successes of the Class 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:

Starting March 16, 2020, the district planned and put into action a mobile food service system that was based upon our summer food service program. 5 sites were identified as having high concentrations of at-risk students. Food is appropriately loaded onto school buses and driven daily into these neighborhoods. All children ages 18 or under get a free lunch and breakfast (for the following day) with no charge. On Fridays, meals for the weekend are added to the rotation. All meals are served for off-site consumption to observe social distancing guidelines.

For families that need additional assistance outside of these 5 neighborhoods, a van delivery is available upon request. This is regularly communicated to the community through website, social media platforms, and district all-calls.

The district plans to continue servicing our students and their families in this fashion all the way through our summer food service planning.

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:

All East Jackson professional and support staff will receive continuity of base wages and salary, in alignment with Executive Order 2020-35. In terms of meaningful work, this COL Plan will require the efforts of all support staff:

Bus drivers and food service workers team up in order to serve at 5 sites throughout our school district on a daily basis.

Teachers and paraprofessionals will provide direct instructional support.

Secretaries, counselors and social workers will be providing added Whole Child and Social-Emotional Learning support, as well as serve as communication hubs for students that might struggle to communicate with teachers.

Custodial and maintenance crews will continue to provide cleaning and critical infrastructure support all efforts.

All staff is expected to be working to support this COL Plan, unless they report as sick during the closure period.

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

District/ PSA Response:

Teachers will be expected to carefully record and monitor all student engagement on a weekly basis. For any family or student that doesn't respond to district instructional or whole child support, this will be communicated to the building principal, who will engage the additional response team. The district will aim for exceeding 75% regular participation with students during each week through online, small group, phone conversations, or email. Students will not be penalized for lack of participation.

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:

Social workers, counselors, and our DHHS success coach will be regularly contacting those on their caseload. Teachers will be expected to observe and communicate mental health concerns to appropriate staff. ISD itinerant staff will collaborate with district staff to ensure continuity of care for at-risk or tier III students.

DHHS success coach and PBIS support staff will take on outreach to Tier II & III students, of those with known family concerns.

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:

East Jackson offered all slots at Memorial Elementary in collaboration with Phoenix Child Care and the JCISD. Within Jackson County, the need was defined where this would not be needed, as of the writing of this plan. If that need escalates in the future, both East Jackson and Phoenix are prepared to make childcare space and staff available to expand the capacity of child care for children of essential workforce within our county.

Optional question:

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

District/ PSA Response:

As a part of the Jackson County ISD's collaborative application, East Jackson is already scheduled and approved by MDE for Pre-Labor Day start in August, 2020. Common countywide calendars are available at www.jcisd.org

Name of District Leader Submitting Application: Steve Doerr

Date Approved: April 10, 2020

Name of ISD Superintendent/Authorizer Designee: Kevin Oxley

Date Submitted to Superintendent and State Treasurer: April 10, 2020

Confirmation approved Plan is posted on District/PSA website: