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 14, 2020

Name of District: Jackson County Intermediate School District

Address of District: 6700 Browns Lake Road, Jackson, MI 49201

District Code Number: 38000

Email Address of the District Superintendent: kevin.oxley@jcisd.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.

Date Submitted: April 14, 2020

Name of District: Jackson County Intermediate School District

Address of District: 6700 Browns Lake Road, Jackson, MI 49201

District Code Number: 38000

Email Address of the District Superintendent: kevin.oxley@jcisd.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:

The Jackson County Intermediate School District acknowledges that all of the students and families we serve are diverse, and all have very individualized learning needs. Because of this, learning opportunities will differ based on these needs of individual students. 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 all students for the remainder of the 2019-2020 school year. Learning will be designed in collaboration between general and special education teachers (when applicable), and special education service providers and therapists, 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.

Special Education Programs: The Jackson County Intermediate School District operates classroom programs which consist of The Lyle Torrant & Kit Young Centerbased classrooms, ECDD classrooms, 0-3 programs, 3-5 home based service programs, Deaf and Hard of Hearing programs, Emotionally Impaired classroom programs, adjudicated youth classroom program, and ASD, MICI & MOCI classroom programs. Each of these classrooms will use a hybrid approach (virtual learning/hard packet instruction, instructional videos, websites, email & phone calls) in order to support student learning based on IFSP and IEP goals. The Jackson County ISD will strive in good faith, and to the extent practicable, to meet individual needs of all students with IEPs. 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.

CTE Programs (JACC): JACC teachers will incorporate a variety of virtual/electronic methods such as Schoology, online vendor resources, creating instructional videos, and two-way communications (phone, email). For students who lack technology to access the above options, staff will be creating take-home packets. Learning will be geared towards seniors who are preparing for certification exams, and for students who intend to return next year and want to improve their knowledge. Plans will be developed, based on student need/desire, to provide instruction and lab access after schools reopen to enable students to prepare for CTE certification and credential tests.

This plan will not penalize a pupil for their inability to fully participate.
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:

**Special Education Programs:**
The Jackson County ISD special education staff, including administrators, teachers, teacher assistants, transportation staff and all itinerant therapy & consultant staff will strive to keep connections with families, students and caregivers. Multiple modalities and 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. First and foremost, to the best of our abilities, we will work to ensure that students' basic needs are met through connecting them with available community resources. Our staff will determine the preferred method(s) of communication and maintain connections at a level of comfort for the parents/guardians/students needs and level of desire/interest in educational services and work to match these. Where appropriate the JCISD will collaborate with outside agencies to meet individual students' needs. These agencies include, but are not limited to, Michigan Rehabilitation Services, Work Skills, Lifeway Community Mental Health and Disabilities Connections.

At the time of the development of this plan, a comprehensive list of resources was developed to meet student needs. As additional needs are identified, or new resources are developed, they will be added to our library of resources.

(a) Connecting with students and their parents/guardians to provide social and emotional supports/resources (Refer to: [Supporting Individuals with Autism through Uncertain Times](#))

(b) Home-School Connection Website for Torrant: [www.torranttigers.com](http://www.torranttigers.com) Website of learning resources for students attending the Lyle A. Torrant Center

(c) Torrant and Kit Young Facebook Page:

(d) Torrant Youtube Page:
[https://www.youtube.com/channel/UCAhM0v-CxaamMcwrBw6KewA?view_as=subscriber](https://www.youtube.com/channel/UCAhM0v-CxaamMcwrBw6KewA?view_as=subscriber)

(e) For students who are Deaf & Hard of Hearing; 
[https://seagersclassroom.weebly.com/](https://seagersclassroom.weebly.com/)
(f) PowerSchool Alert Solutions- Robo Call System
(g) remind.com
(h) JCISD MiCI/MoCI page: https://www.jcisdmicimoci.com/
(i) Resources for Distance Learning for Special Education
(j) Google COVID-19 Resource Page for Distance Learning
   https://sites.google.com/tbaisd.org/remotelearningtoolkit/home
   https://wideopenschool.org/

Resources may also include: the use of television (especially resources from PBS and other channels that are providing programming to assist during current school closures), text/cell phone communication - Facetime, SeeSaw, Facebook, Video Conferencing, Telephone Conferencing, Googleclassroom, Unique Learning Systems - ULS, Prodigy Math, Everyday Speech, Lexia Reading, Mobymax, MathBrix, Khan Academy, Math I Can Do, Mathspace, The Math Learning Center, and paper packets as a last resort

IEPT meetings will be completed on time if possible using video or telephone conferencing contingent on parent/guardian permission to do so (or by the end of the 2019-20 school year if necessary). If a parent/guardian does not grant permission to hold the IEPT meeting by video or telephone conference by the end of this school year, the IEPT meeting will be held in person within 30 school days of the reopening of schools in the state of Michigan.

CTE Programs (JACC):
The staff (teachers, IAs, counselors, WBL coordinators, administrators) will all be working together to check on students’ well-being first, then will determine supplemental activities. Before this plan was developed, most JACC staff had already started the process to reach out and connect with students. Staff used emails, Powerschool, Schoology, Remind 101, and even direct phone calls to make connections with their students and check on their well-being.

Each teacher/program will record weekly using a "Continuity of Learning" spreadsheet. This spreadsheet will list students and their contact information, check and record their level of well-being, and monitor their progress on different educational lessons, if they so choose. Staff will monitor interest of students who plan on taking certification tests in order to prepare options over the summer months.

This plan will not penalize a pupil for their inability to fully participate.
3. Please describe the district’s plans to deliver content in multiple ways so that all pupils can access learning.

District/ PSA Response:

**Special Education Programs:** The JCISD will utilize a full continuum of engaging support, from low tech to high tech options for all students. This includes, but is not limited to: phone calls, video conferencing, Google Classroom suite of products, set office hours for support, video instructional delivery, messages through district all call platform(s), Facebook, Twitter, Instagram, locally/individually developed program websites, commercial websites, low tech assistive technology supports (CORE boards), manipulatives, parent consultation, lists of therapeutic supports and how they can be implemented at home, distribution of specialized therapeutic equipment from the classrooms based on IEP goals, MOVE International home plans, VocFit, Optimal Resume and Project Search Curriculums, Unique Learning Systems curriculum, and music.

Content delivery may also include the use of television (especially resources from PBS and other channels that are providing programming to assist during current school closures), text/cell phone communication - Facetime, SeeSaw, Facebook, Video Conferencing, Telephone Conferencing, Googleclassroom, Unique Learning Systems - ULS, Prodigy Math, Everyday Speech, Lexia Reading, Mobymax, MathBrix, Khan Academy, Math I Can Do, Mathspace, The Math Learning Center, and paper packets for those that can only access material in that manner.

**CTE Programs (JACC):** Many unique methods are being used to provide instruction in the hands-on portions of the CTE programs. For example, in Public Safety, the instructor created a narrated slideshow so that students could just watch and learn. A Visual Communication teacher has been hosting YouTube Live question and answer sessions. Some programs, such as Auto Tech and Health Tech, have online text and resources that supplement instruction, plus provide scenario examples. Other teachers have used robo-calls to provide updates to students and parents/guardians. Many teachers have personally called each student, and in cases of concern, contacted the proper counselor and/or administrator.

JACC will continue weekly check-ins with each student, even in cases where students have not responded. Students know that these opportunities exist and that participating will help them progress into next year’s program, or prepare them for a certification test.
This plan will not penalize a pupil for their inability to fully participate.

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

District/ PSA Response:

**Special Education Programs:** Special education service providers will document the level of student engagement in the activities/lessons delivered. Staff, upon their consistent engagement opportunities with families, will inquire about the families needs, student needs for continued learning, and any additional supports for social/emotional and basic needs. Special Education Teachers and Service Providers, will monitor student progress on current IEP goals and objectives and adjust the delivery of their service, as needed, to meet the needs of the students they serve. Special Education services will be documented by staff using this form: [https://forms.gle/bErqtRz49shoLVWy5](https://forms.gle/bErqtRz49shoLVWy5)

Teachers and service providers will stay in contact with students and families, and if the student is unable to participate in activities, or providers are having a difficult time providing FAPE, a discussion will be held and a mutually agreeable solution will be implemented. If necessary a new IEP will be convened, with full participation from families and the IEP team.

**CTE Programs (JACC):** JACC staff will monitor student engagement on an individual basis, keeping records of each contact. Most staff are allowing students to complete any missing assignments to help their current grades. Students who want to complete their portfolios will work both with teacher and academic consultants to finish the essential parts (e.g., cover letter, resume, job applications). No student will receive a grade worse than the grade they had earned prior to March 15th.

Senior students who still want to take a certification exam will be provided material to help them prepare. Additional time may need to be scheduled after schools are reopened because some certifications require a hands-on testing portion, which will require equipment and a proctor.

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:

Special Education Programs: IDEA funds will continue to be used for staff salaries. Other lines in the special education budget will be used for materials and supplies. We do not anticipate needing resources beyond the current budget amounts to complete the school year.

CTE Programs (JACC): Perkins funds and other staffing lines in the CTE budget will continue to be used for staff salaries. Other lines in the CTE budget will be used for materials and supplies. We do not anticipate needing resources beyond the current budget amounts to complete the school year.

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:

Special Education Programs: District administrators, teachers, and JIEA representation engaged in virtual or phone meetings, via zoom/Google Hangout to develop the comprehensive “Learning at a Distance” plan. Online meeting formats were held amongst teachers, teacher assistants, and itinerant therapists to discuss, develop, and individualize Learning at a Distance plans to meet the basic social, emotional, physical, and cognitive needs of students receiving special education services through the JCISD.

CTE Programs (JACC): The JACC administrative team shared the Executive Order requirements with all staff members in a recent Zoom meeting. Staff questions were recorded and responded to in relation to the expectations of the learning plan. A JACC continuity of learning plan was then collaboratively developed. Each staff member was then provided their own copy of the "Continuity of Learning" (COL) plan, and the expectation was collectively established that student contact should be made weekly in order to implement the plan. Instructional assistants also participated in the development and implementation of the COL plan. Each week the instructional staff will meet with one of the administrators to share their progress related to student contact and continuation of learning.

The administrative team has also worked collaboratively with other groups (e.g., CEPD directors, CCDA group, ISD directors, union leadership...) to gather information related to developing learning plans.
7. Please describe the methods the district will use to notify pupils and parents or guardians of the Plan.

District/ PSA Response:

The JCISD Continuity of Learning Plan will be posted on the JCISD website. Other modes of communicating the Plan include messages through Schoology, email, Remind 101, and individual phone calls home. Teachers will also provide their students/parents with information concerning the Plan.

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:

JCISD learning plan will start the week of April 13th, 2020, no later than Thursday, April 16th.


District/ PSA Response:

Students enrolled in Dual Enrollment classes held at a college campus were converted to online classes. Academic support for the Dual Enrollment college classes is offered online through the college.

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 includes information as to how learning will continue for these students. The JCISD Plan ensures 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 after the school shutdown is lifted.
10. Please describe how the district will continue to provide or arrange for continuation of food distribution to eligible pupils.

District/ PSA Response:

All students attending JCISD programs can continue to receive meals through the food distribution programs available in each of their sending school districts.

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:

The district will continue to pay all school employees in their current capacity or in a redeployed role that supports the Plan.

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

District/ PSA Response:

**Special Education Programs:** Special Education services will be documented by staff using this form: https://docs.google.com/forms/d/e/1FAIpQLSeJm4S7aCBNKBTm2gFWzKeYw0pu-dC WbGxS92Qk6cZFvf0WwQ/viewform. Special education service providers will document the level of student engagement in the activities/lessons delivered. Staff, through their consistent engagement opportunities with families, will inquire about the families needs, student needs for continued learning, and any additional supports for social/emotional and basic needs. Special Education Teachers and Service Providers, will monitor student progress on current IEP goals and objectives and adjust the delivery of their service, as needed, to meet the needs of the students they serve.

**CTE Programs (JACC):** Each teacher will record weekly students' level of participation in the class spreadsheet log. No student will receive a grade worse than the grade they had earned prior to March 15th.
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 staff are making regular student/family contacts, they will monitor and assess the needs of the students and their families. If a need is identified, the staff member will elevate that need to one, or more, of the following: their building principal, a member of the JCISD Whole Child team, their School Counselor, and/or their School Social Worker to make the necessary follow-up requirements. It is expected that staff will make reports to these individuals pertaining to any concerns of family or student needs that may have arisen in their communications with students/families. One, or more, of the aforementioned school personnel will reach out to individual students and families in an attempt to identify needed mental health support. The school personnel will also make every attempt to make the appropriate connections between the family and outside agencies to meet their individual or family needs.

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

District/ PSA Response:

JCISD GSRP leadership has developed a plan to identify essential workers needing child care and facilitates placing those children in private daycares. If further need develops beyond available slots in private daycares, JCISD leadership has developed a plan with LEA GSRP sites to open childcare slots in those programs to fulfill the need.

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:

The district does not plan on pursuing a balanced calendar instructional program for the remainder of the current school year or for the 20-21 school year.
Name of District Leader Submitting Application: Kevin Oxley, Superintendent

Date Approved: 4/14/2020

Name of ISD Superintendent/Authorizer Designee: Kevin Oxley

Date Submitted to Superintendent and State Treasurer: 4/14/2020

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