



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 a 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: 4-8-2020

Name of District: Bullock Creek School District

Address of District: 1420 S. Badour Road, Midland, MI 48640

District Code Number: 56020

Email Address of the District: hales@bcreek.org

Name of Intermediate School District: Midland County Educational Services Agency

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.

Date Submitted: 4-8-2020

Name of District: Bullock Creek School District

Address of District: 1420 S. Badour Road, Midland, MI 48640

District Code Number: 56020

Email Address of the District Superintendent: hales@bcreek.org

Name of Intermediate School District: Midland County Educational Services Agency

Name of Authorizing Body (if applicable):

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 Bullock Creek School District will provide instruction to students, which includes a hybrid of electronic communication through email, Google Classroom, Skyward, and live

meetings as well as paper packets for those students with the inability to connect electronically. For those that have been identified through survey as not able to connect electronically, teachers will provide mailed documents delivered through the U.S. Postal Service and/or our bussing system which is used to deliver meals to families. Students lacking connectivity or a device will be supplied a Chrome Book. Each of our buildings throughout the district has WiFi that they may utilize from the parking lots. Any student not able to participate electronically will be allowed opportunity to earn credit through paper packets and will not be penalized.

Bullock Creek School District Special Education Plan During the COVID Closure

IEP Meetings:

***We will attempt to hold IEP meetings via phone conference. Given that parent/teacher/providers are able to participate in such a manner.**

***IEPs that cannot be held in this manner will be scheduled within the first 30 school days once the EO of closure is lifted.**

***IEPs that can be held by proxy will be held in a timely manner as long as the parent is available and will be held before the end of the 2019-20 school year.**

***3 year re-evals will still need a REED completed and an IEP held. If testing is required a second IEP will be held within the first 30 days of the school once the school closure is lifted. If you have completed a REED please email Special Services and it will be mailed out to the parent.**

***Initial IEPs that were on the calendar prior to the closure will have timelines extended and will take place in the fall.**

***The Bullock Creek Special Education office will be in contact with parents and teachers via email to set up any potential IEP meeting and will get teacher/provider/parent input on an agreed upon time to hold the meeting via phone conference.**

***General education teachers will be given the opportunity to provide input in various ways: phone calls, emails, virtual meetings, etc.**

Providing IEP Services Remotely:

***Caseload providers are responsible for reaching out to their students during the remote learning period. Contact can include but is not limited to: emails, phone calls, postal service, Google classroom, Remind, virtual meeting.**

***Most importantly, providers should check on the well being of their caseload students. Any student who may need assistance beyond what the caseload provider can do, will be referred to the building principal and or the Special Education Office.**

***Each provider will document their “good faith” effort to make contact and provide appropriate remote services to students on their caseload. This documentation will follow the Office of Special Education guidance. This will need to be individualized for each student and documentation will need to occur for each student with an IEP.**

***Resource Room teachers are expected to work with and contact general education teachers where and when appropriate to best meet the needs of the students on their caseloads.**

*** Resource Room teachers should follow the district learning plan in addition to making these special considerations for students with IEPs.**

*** Ancillary Services- Each group will reach out in good faith and try to provide service/home practice remotely if possible.**

***Paraprofessionals - If a paraprofessional was assigned to your classroom or a student on your caseload, be thinking about how that paraprofessional might help you meet the IEP needs of your students.**

Compensatory Time:

***Providers should try to document as much as they can about the present level of their students based on the last data point/information they had before the school closure. On an individual basis, the IEP teams will need to determine if compensatory time is warranted based on lack of being able to provide appropriate services during the school closure. (Hopefully guidance will be coming to help us make appropriate determinations.)**

Helpful resources:

Links of resources will provide online instruction to students with disabilities. The resources will include information regarding servicing students with disabilities (mild to severe) according to grade level, behavioral supports, speech/language resources, and occupational therapy information.

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 Bullock Creek School District expects that each teacher will provide instruction to students weekly for all grade levels PK-12. Teachers are expected to establish weekly office hours in which parents and families may contact them to discuss instructional questions. Each teacher is expected to communicate these office hours in advance and be available for at least 60 minutes per day, 3 days each week. Teachers are encouraged to provide learning for PK-5 students 20-120 minutes per day, 6-8 students 90-180 minutes per day (15-30 minutes per class) and 9-12 students 120-270 minutes per day (20-45 minutes per class). Specials and Elective teachers are expected to provide daily physical activity and

meaningful activities dispersed throughout the week. Students needing social emotional support will be referred by the teacher to our counseling team so that contact may be made with the students.

Teachers will be expected to make contact with every student at least one time during the 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, email or Skyward. For students with technology access, teachers will also make sure to communicate weekly through the instructional platform (Google Classroom, Google Meet, Email etc.), with an emphasis on continuing to build relationships and maintain connections.

If students do not have access to technology, teachers may include weekly notes to students in their instructional packets that focus on building relationships and maintaining connections. Those letters will be mailed to students by the school.

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

District/ PSA Response:

Students may receive content through Google Classroom, Skyward, Zoom Meetings, Google Meet, email and various other resources that teachers may use to continue learning. Learning packets will be provided to those students that do not have access to technology.

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

District/ PSA Response:

For students without technology access, learning packets will be delivered by U.S. Postal Service or our food delivery system. Teachers will review the learning once received back from the student and provide feedback to the students in a method consistent with a student's ability to receive feedback. Feedback from the teacher may include differentiated work as needed, along with examples to support student learning.

For students with technology, teachers will monitor student access and assignment completion regularly within the instructional platform. Teachers will provide feedback to students on assignments through the instructional platform as work is completed. Teachers may differentiate instruction within the platform to meet each student's needs.

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.- \$5,000.00

Printing costs (paper and copy machine cost)-\$10,000.00

Mailing costs (envelopes, postage)-\$5,000.00
Personnel time for printing, preparing and delivering-Nothing additional
Fuel cost for mileage-\$3,000.00
Cost of online instruction and any related software/websites if applicable-\$25,000.00

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:

The Bullock Creek School District Superintendent reached out to our teacher's association and school board to receive input for this plan on Friday April 3, 2020. Input was received from the teachers' association on Sunday, April 5th. School Board members also provided input throughout the weekend that is included into this plan. In addition, input was also received from custodial staff on Monday, April 6th as to the best procedures and work schedule to limit employee exposure and implement cleaning protocols in each building to fight against the spread of COVID-19. District administrators met virtually to provide contributions to the plan on Friday, April 3rd and Tuesday, April 7th.

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

District/ PSA Response:

The Bullock Creek School District will communicate the Learning Plan with pupils, parents and guardians by letter through our School Messenger system. Additional communication will be provided through our Skyward student database communication system.

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:

Bullock Creek School District plans to implement the plan no later than April 20, 2020. Once approved by the MCEA, communication will go out to all District stakeholders and teachers may begin providing the learning activities to students immediately. Many Bullock Creek teachers have been providing instruction and support of students since March 16th and the learning will continue the remainder of the 2019-20 school year.

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:

Bullock Creek High School will provide additional support for our Early College and dual enrolled students. Our partnering college, Delta College, has also established specifics and guidelines to assist in our students' success.

These include:

CLASSES: Delta College has moved all classes online. For some classes, this is not a big change, for others this is a major change. The class content and the instructors are the same, but the material is just being taught in a different modality. Professors are using a variety of teaching methods including Zoom, email communication, and eLearning to accomplish this task.

TUTORING SUPPORT: Delta College Teaching Learning Center provides remote assistance for students who are struggling. Students can contact them by phone (989-686-9314) or email (tlc@delta.edu).

GRADING: Delta has adjusted their grading policies for the Winter 2020 semester. Students have until April 24 to make a decision on how their final grade will be reported on their transcript. Students can choose a letter grade or a Pass/No Credit grade. Also, there is an extension to withdraw from a class to April 24. Students would then have a "W" on their transcript.

FREQUENTLY ASKED QUESTIONS: Delta's website has a page that addresses frequently asked questions. <https://www.delta.edu/coronavirus/faqs.html>

ADDITIONAL DELTA SUPPORT: The Dual Enrollment Coordinator at Delta College and the Administrative Assistant are available to troubleshoot if an issue arises.

ADDITIONAL BULLOCK CREEK SUPPORT: Bullock Creek's Early College Program/Dual Enrollment Coordinator will be available to provide additional support for our students and their parents. This will include weekly email check-ins and announcements sent through the Remind App. If more contact is required, Google Voice will be utilized. A Frequently Asked Questions page will also be created to communicate important dates and other information to dual enrolled students.

CTE students will continue to receive learning experiences virtually or by learning packet from their CTE instructor. Final credit will be determined as credit/no credit.

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

District/ PSA Response:

The Bullock Creek School District is committed to the continuation of the food distribution program to all students wishing to receive meals. As long as we are able to maintain safety for working staff and staffing levels remain steady, we will package and deliver breakfast and lunch meals during each weekday through the remainder of the 2019-20 school year. Currently we deliver approximately 2,200 meals per day by school bus. We also maintain a food pick up option in our high school parking lot.

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 Bullock Creek School District is committed to paying all employees from March 11th through the remainder of the 2019-20 school year. This includes all district employees on contract and all hourly employees with anticipated hours.

Hourly staff willing to work will report to work to assist with the food distribution program each workday. Once the meals are assembled and delivered, hourly staff shall be available to be reassigned to additional duties. Any hourly employee not able to work will be provided their full anticipated hours, however they would need to verify that their reason for not working falls under a qualifying reason. Additional leave time may be earned by hourly employees choosing to work that may be used during future school closures.

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

District/ PSA Response:

The Bullock Creek School District runs trimester scheduling in each of our 3 elementary buildings. Students just completed their second trimester and grades were assigned prior to the beginning of the school closure. Instruction will continue in each of the elementary buildings with a heavy focus on English Language Arts and Mathematics. Teachers will provide learning activities to students and constructive feedback. Final grades will not be given for work in the third trimester.

At the middle school level (6th-8th), students are a few weeks short of finishing the 3rd marking period and those grades will be assigned in the report card with the last day of the marking period as March 13, 2020. The 3rd marking period grade will also be a student's semester grade. All assignments given for the 4th marking period will be provided feedback to the student but no actual grades will be assigned in the 4th marking period.

At the high school level (9th-12th), students will receive learning opportunities and earn credit/no credit in each class. Teachers will provide feedback on assignments and encourage all students to participate. Students not passing classes at the time of the closure will be provided required assignments that are expected to be completed in order to earn credit. Participation for those failing a course will be mandatory in order to earn credit in the course.

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 indicate in their weekly summary which students are not participating but that attempts were made. 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 that have not been participating. Concerns of 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 may be sought to make these connections.

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:

Bullock Creek School District SEL and Mental Health Support for Bullock Creek Families

District Counseling Plan

- 1. Keep the Google form on the district website for individual families to request a one-on-one phone call or Zoom meeting with a counselor for specific concerns. Refer out to counselors if needed.**
- 2. Share the importance of using 211 if they have any type of need: food, shelter, mental health, etc. as it's a "one stop shop" and can reach someone quicker than through the school district.**

High School Counseling Plan

- 1. Set up office hours for parents and students.**
- 2. Reaching out to students and parents via email and/or utilizing Google Voice or Google Meet.**
- 3. Specific check-ins with: at-risk students (academic and mental health), dual enrolled, early college.**
- 4. Create and maintain a FAQ page specific to the high school.**
- 5. Communicate to families the resources available for mental health counseling.**
- 6. Addressing any needs for support (food, housing, academic, mental health, etc.).**

Middle School Counseling Plan

- 1. Set up weekly office hours for parents and students.**
- 2. Reaching out to students and parents via e-mail.**
- 3. Setting up Google voice to use in contacting students and parents.**
- 4. Checking in with at-risk students.**
- 5. Create and maintain a FAQ page specific to MS information.**
- 6. Work with principal on sending out important information to families.**
- 7. Following up with families regarding needs (school, home, etc.).**

Elementary Counseling Plan

1. Offer Zoom online SEL lessons for grades K-5 once per week. If families are unable to access the Internet, a paper “packet” form of the lesson will be made available.
2. If we are using school busses to deliver paper packets, the counselors would also like to use paper journals back and forth with K-5 students if they wish to participate.
3. Kristie will expand her Google classroom to invite all students at Floyd and BCEL so that they can also stay connected in that way as well.
4. Set up regular office hours and provide Google Voice phone number or email for contact.
5. Check-ins with at-risk students.

COUNSELING SUPPORT-Youth Intervention:

- Mental health support, screening, and service linkage for youth and families (ages 0-18)
- Crisis intervention
 - o Safety plan with youth who are experiencing suicidal thinking/self-harm
 - o Help families brainstorm ways to increase productivity and reduce stress
- Assess the need for mental health intervention
- Teach resiliency and coping skills
- Provide social and emotional learning opportunities for youth
- Link families with needed community supports/resources
- Support families ongoing until they are linked with long-term mental health support/community resources
- Offer mental health support for teachers/school professionals

How We Offer Services During COVID-19:

- YIS is able to offer mental health support and screening services via telephone/video to youth and families
 - o Restrictions on signatures have been lifted during this time
 - o Parents or youth 14 and older can give verbal consent for services

Who to Refer:

- Youth experiencing
 - o Stress as a result of COVID-19
 - o Anxiety, depression, feelings of isolation, or trouble sleeping
 - o Suicidal thinking/self-harm
 - o Behavior issues and/or aggression
 - o Trauma
- Youth the school was monitoring/concerned about prior to COVID 19 closure
- Youth failing to participate in remote learning ('virtually truant')
- Parents reporting concern with youth needs/behaviors
- Parents expressing mental health needs

How to Refer:

- **Send an email to both YIS with:**
 - o **Youth and parent's name**
 - o **Youth's DOB (if possible)**
 - o **A phone number or email address**
 - o **A brief description of need**
 - **Note: We will fill out our Participation Consent form with the families upon making contact with them**

- **Provide families with our contact information (see below)**

Note: Our recommendation is that you send us the information to reach out to parents, so we can ensure contact is made vs. asking families to make contact with everything else that is going on currently.

- **Sample wording to use for families**

"Midland County has Youth Intervention Specialists that offer mental health supports and screenings for youth and families that are in need. They are currently offering this support by phone or video conferencing. With your permission, I can pass your name and contact information along to them and they will reach out and offer intervention and support to help during this time of crisis."

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:

If there is an established need, the Bullock Creek School District will make available its school facilities and early childhood staff, student teachers, and other individuals who can provide before and after childcare for those working in any industry listed under Executive Order 2020-16.

Optional question:

14. 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:

Due to planned bond construction, the Bullock Creek School District is not planning to establish a balanced calendar for the 2019-20 or 2020-21 school years.

Name of District Leader Submitting Application: Shawn J. Hale

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website: