

Bark River - Harris Schools

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Bark River-Harris Continuity of Learning and COVID-19 Response Plan ("Plan") Assurances

Date Submitted: April 8, 2020

Name of District: Bark River-Harris School District

Address of District: W471 US 2/41 Harris, MI 49896

District Code Number: 21090

Email Address of the District: jlockwood@brhschools.org

Name of Intermediate School District: Delta-Schoolcraft Intermediate School District

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.

Bark River-Harris School District
Continuity of Learning and COVID-19 Response Plan (“Plan”)

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: To our fullest capability, Bark River-Harris will be utilizing a hybrid combination of iPad Applications, email, Google Classroom, and instructional packets to continue learning. Each of our 7th - 12th grade students have been issued iPads. Based upon our local survey data, 15% of our entire district does not have access to reliable internet. For these secondary families that have access, we will push out lessons through our iPad initiative and for those without reliable internet, we will schedule times for which the devices can be brought to school to load the material weekly. This process can occur while still allowing social distancing practices. We will utilize our same technology plan in the elementary when appropriate and available. The district has purchased 120 iPads that can be distributed to elementary families that do not have devices at home and we will utilize our same approach for distributing the lessons/instruction - push out the material on-line or have a scheduled time parents can drop off the devices to be loaded. Furthermore, in instances where technology cannot be utilized, we will send packets home via mail and schedule pick up times for completed work. Our G.S.R.P. teacher will be working directly with families on providing appropriate enrichment activities and will also use district technology to access students and families.

Our teachers will use a combination of video conferencing and phone calls to keep in contact with students and parents. We are establishing grade level and department level office hours for each teacher and will make efforts to communicate daily with each student through either email, phone calls or video conferencing.

In order to ensure no student is penalized for this mode of delivering instruction, Bark River-Harris plans to communicate with each parent to determine which mode would work best for the family. We recognize the barriers and challenges this mode of delivery creates and we want to work hand in hand with our parents during this time.

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: Bark River-Harris will continue with weekly food/work deliveries. We have a three pronged approach to providing meals that includes a pick-up point, a delivery system, and individual plans for families that have been impacted directly by COVID 19. Our staff will hold student and family needs at the center of our educational activities. We believe that during this time, it is essential to meet the families where they are currently at and offer a form of education that the parents are most comfortable with. Though we are strongly supporting educational technology with this plan, we know that some parents are not equipped or ready for this and therefore will be offering packets and other forms of support. Our teachers will spend the first few days reaching out to families and collecting valuable information pertinent to the family's needs. Teachers will hold daily Google Meet sessions for instructional delivery and use other conference call applications for virtual meetings. The district has been creating student challenges on Facebook and various business owners and communities have sponsored different incentives to promote the activities. Staff will make contact with every student each week if they fail to connect through the above means. Local students enrolled in the DSISD Learning Center will be serviced by Learning Center Staff. Additionally, our GSRP teacher and classroom aide will also support alternative modes of delivery for our pre-school families.

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

District/ PSA Response: Bark River-Harris has developed a multi-tiered approach so that all students can access learning. Our special education teachers will be working with regular education teachers to provide appropriate review material throughout this period. Additionally, in situations in which our students with special needs have technology barriers, the district will purchase devices or provide internet to these families so that special education services can continue. Our staff will work closely with the DSISD general education and special education department to create the highest quality of instruction possible for all learners.

We plan to prioritize our instruction so that core classes (math, ELA, science, social studies) receive our top priority. In the elementary, we will incorporate electives (art, music, technology, physical education, and foreign language) in the classroom teacher's plans. In the junior high and high school, these electives (fine arts and physical education) will not be forgotten, but will not receive the same level of priority as our core courses. Finally, any additional electives offered to our students will be considered optional.

Our approach will utilize on-line learning through our one-to-one iPad initiative already in place for students in 7th through 12th grade. For our elementary students, parents will have a voice in the mode of delivery using either iPad devices or instructional packets. Based upon local survey data, 17% of our students do not have access to a tablet or device. Therefore, the district will distribute up to 120 iPads to student that do not have access to this technology, if this is the mode parents desire. We will establish a system of delivering the instruction either through Google Classroom or mail delivery and will additionally provide means for the instructional packets to be returned. Teachers will mainly use the Google Suite to deliver content. Local students enrolled in the DSISD Learning Center will be serviced by Learning Center Staff.

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

District/ PSA Response: Assessment of learning will be at the core of our instructional model. During the first two weeks of delivering instruction through this mode (BRH's Plan), we will focus heavily on review and enrichment. This will give our students the opportunity to become familiar with operations of this plan and our teachers will have time to further develop new material. Beginning in early May, we will begin to introduce new content and will manage and monitor learning through Google Classroom and by assessing student learning through completion of the packets (when applicable). PK – 12th grade teachers will manage and monitor learning utilizing both online and paper assignments and assessments. Paper assignments and assessments will be submitted by sending pictures through phone or email when possible or collecting through our established pick up plans.

K-8th grade students - No student will be retained in their current grade as a result of not participating in the plan. In certain circumstances, early elementary students that are not prepared to advance to the next grade level for factors unrelated to this plan may be retained if parents and teachers both support that decision. Students in these grade levels will receive credit or no credit marks on their report cards depending on their level of participation with the plan; however, all students will be promoted to the next grade (with the exception previously noted). The district will not be assigning letter grades or pass/fail marks for the remainder of the 2019-2020 school year (4th Quarter).

9th - 11th grade students - Students in these grades will receive a credit/no credit mark for either meeting the course expectations established in the plan or not. These marks, for this marking period, will not count towards class rank or gpa; however, students that would like to increase their 3rd quarter grades in an effort to increase their grades will have this option.

Seniors - Students in grade twelve will have the following options:

- a) For seniors on track to graduate - grades earned during the 3rd quarter will become the final grades for the semester. For those seniors satisfied with these marks, their school year will be complete. These students will be given the opportunity to continue with course work for the sake of learning, but will not be graded in any way.
- b) For seniors on track to graduate - grades earned during the 3rd quarter will become the final grades for the semester, unless these students desire to improve their grades. In this case, students will continue course work throughout the remainder of the school year as

prescribed in our plan. Grades will only improve and will not be lower than the 3rd quarter grade.

- c) For seniors not on track to graduate and seniors who were failing classes on March 11, 2020- they will have to continue working on their graduation plan in order to satisfy the requirements established by the board of education. Each student in this category has been assigned a student success coordinator (Tyler Swanson). Our student success coordinator will work directly with the students, teachers, and parents to provide ample opportunities to demonstrate learning and earn satisfactory grades required to graduate.

- 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: Bark River-Harris anticipates additional expenses as a result of transitioning into this mode of teaching. Based upon preliminary budgets and discussions with administration and the BRH Board of Education, the following outline details anticipated expenses:

Connectivity – \$11,500.00

Training – \$20,000.00

Equipment/Materials – \$30,000.00

Wages & Salary - \$25,000.00

Food - \$64,000.00

- 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: Bark River-Harris has implemented a communication plan that directs all Federal and State information (as well as DSISD) to the superintendent. It is the superintendent's responsibility to filter information to the BRH Board of Education and administrative team. The administrative team, then communicates directly with the faculty and staff. The district administration has conducted numerous Zoom meetings and has developed teacher leaders. This team of administration and teacher leaders will provide the necessary leadership to fully implement our plan. The district continues to meet with teaching staff via Zoom and utilizes district email to assist with the implementation of the plan. Board members are sent updates via email and text messages. Teachers will also participate with ISD-wide teachers' groups to support learning and share successful delivery options through the closure.

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

District/ PSA Response: Bark River-Harris will communicate with parents via Power Announcements, Facebook, traditional mail, and the school web page. Teachers connect to all parents via Class DoJo, email, or Remind for the plan specific to the grade level or class. Teachers also communicate with students through school email accounts that have been set up for each student.

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: Bark River-Harris will provide professional development for the teaching staff on 4/7, 4/8, and 4/9. The district plans to begin with students on Monday, April 13, 2020.

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

District/ PSA Response: Bark River-Harris will utilize our student success coordinator, along with the high school principal and guidance counselor to support our dual enrolled and early middle college students. We will continue to coordinate with Ashley Rodgers from Bay College in a manner that supports these students' academic and social emotional needs. Bay College has transitioned all of their courses to an online platform for accessibility during the campus closure.

Our district will coordinate our support efforts with Trent Ballinger, DSISD Career and Technical Education Director, to support our CTE students during this closure; however, we recognize the many challenges providing these opportunities to our students creates. Additionally, the district will utilize the services of Tara Weaver for support of our GSRP students.

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

District/ PSA Response: The Bark River-Harris School District has a multi-pronged approach to providing meals to our students. We have a delivery system to the Hannahville Indian Community, as nearly 15% of our student body is composed of students from this community. We deliver meals to a centralized location within the community every Monday with enough food to provide breakfast and lunch for each child throughout the week. Additionally, we deliver

boxes of food to homes of families that have transportation barriers or extenuating health issues created by the COVID 19 pandemic. Lastly, we have a pick-up program in which any student's family within our community can stop and pick up breakfast and lunch meals. This offering occurs twice a week, on Mondays and Wednesdays. We have the support of our food service department, Hannahville Indian Community, and parent volunteers. Our district is participating in the Unanticipated School Closure Program and we are also coordinating with Feed America to offset costs. Our district has been receiving technical support and guidance from MDE and Nancy LaFave, Escanaba Area Schools' Food Service Director.

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: Yes. Bark River-Harris is continuing to employ and pay all staff during the closure. Instructional aides will be reassigned to help with meal prep and delivery and assist with work collation and distribution. Administration has met with bargaining groups to make necessary adjustments and to make accommodations for staff with health considerations.

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

District/ PSA Response: Bark River-Harris wants to make sure to be mindful of the unintentional consequences associated with this plan. Furthermore, the district will not implement any plans that punish students for failure to participate in the plan due to circumstances outside of the students control. We've established the following parameters which will guide decisions specific to evaluating student participation in the plan:

The district has established a timeline for evaluating how well students are participating in the continuation of learning plan. We have created a four day PD offering for teachers that will take place on 4/7, 4/8, 4/9, and 4/10. Then, beginning on 4/13, the district will begin our outreach efforts. During this time, we will make sure to connect with every family and mutually devise an educational platform that meets the parents where they at. It is our belief that we will gain in the long run from starting slowly. Then, over the remainder of the month of April, we will continue to provide review and enrichment activities for our students using a hybrid model of technology and/or packets. In early May, the district will take up to two days to evaluate how our model is going. We will conduct faculty meetings, hold professional development, and create surveys to distribute throughout the district. After two days of training and data review, we will adjust our continuation of learning plan based upon the participation levels of our students.

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: Bark River-Harris will continue to work with ISD Social Workers and ISD School Psychologists to reach out and provide mental health support to any pupil in need

through this state of emergency/state of disaster. Additionally, we will continue to utilize our school guidance counselor and resources that are made available to us through the Hannahville Indian Community. Our supports are merely a continuation of a system in place utilizing 31n services. We will also be utilizing our behavioral interventionist to support both students and staff with needs associated with mental health. The teaching staff who have received training on trauma and will stay in communication with social workers to identify students in need of services.

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: The District GSRP classroom can be utilized as a disaster relief child care center if necessary.

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:

Name of District Leader Submitting Application: Jason Lockwood

Date Approved: 4/10/20

Name of ISD Superintendent/Authorizer Designee: Doug Leisenring

A handwritten signature in blue ink that reads "Doug Leisenring". The signature is written in a cursive style with a large initial "D" and a long, sweeping underline.

Date Submitted to Superintendent and State Treasurer: 4/13/20

Confirmation approved Plan is posted on District/PSA website: 4/13/20

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Project Detailed Budget for Bark River-Harris Novel Covid 19 Continuation of Operation Plan:

I. Connectivity

- Establishing broader connectivity for families: 110 students with no connectivity and we anticipate approximately 2/3rd will require devices to fulfill and meet learning needs
 - Quoted \$99.00 per hot spot device for 65 devices
 - \$6,500 for AT&T, Verizon, or Straight Talk internet
 - General Fund Expense
- Teacher connectivity at home:
 - Quoted \$99.00 per hot spot device for 50 teachers
 - \$5,000
 - General Fund Expense
- \$11,500 anticipated total need expected

II. Equipment

- iPad purchase:
 - Purchase 45 device to supplement our mobile labs
 - Quoted \$350/Device for 45 devices
 - \$15,000 anticipated total need expected
 - General Fund
- Equipment repair:
 - Estimated 100 devices will need to be repaired
 - \$100.00/ per device
 - \$10,000.00 anticipated total need expected
 - General Fund

III. Materials

- Materials, copies, and packaging:
 - \$1,000 materials (paper, toner, copier equipment repair)
 - \$2,000 labor costs – support personnel to make copies
 - \$2,000 U.S. Mail (shipping costs)
 - \$5,000 anticipated total need expected
 - General Fund

IV. Food Purchase:

- Ongoing and Additional Expenses:
 - \$3,000 Labor cost – food service weekly expense
 - \$5,000 Price of food/per week
 - \$8,000 per week for 8 weeks \$64,000 anticipated total need expected
 - Unanticipated School Closure Meal Program

V. Personnel:

- Director of on-line instruction - to provide training and oversee the quality of instruction and offerings
 - \$50.00/hour for 150 hours of additional tech support (approximately 20 hours per week) – this is in addition to the expected 150 hours we've budgeted for.
 - \$15,000 anticipated total need expected (\$7,500 new expense and \$7,500 of previously budgeted costs).
 - General Fund

VI. Transportation Costs:

- Transportation costs (meals and instructional packets)
 - \$6,500 to deploy 8 drivers for one run/week for 8 weeks (fuel, maintenance on bus, labor costs)
 - \$2,000 to deploy secretarial staff, custodial staff, and administrative staff to oversee and support deliveries.
 - \$1,500 misc expenses
 - \$10,000 anticipated total need expected
 - General Fund

Total Expense Report: \$135,500.00