



CONTINUITY OF LEARNING AND COVID-19 RESPONSE PLAN

Assurances

Date Submitted: **April 8, 2020**

Name of District: **Bridgman Public Schools**

Address of District: **9964 Gast Road, Bridgman, MI 49106**

District Code Number: **11340**

Email Address of the District: speters@bridgmanschools.com

Name of Intermediate School District: **Berrien Regional Education Agency**

Bridgman Public Schools 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.

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- Please describe the methods you 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 meaningfully access the alternative modes of instruction included in the Plan.**

Methods and Alternative Modes of Instructional Delivery	
Primary Method: Digital (Technology-Based) Delivery Platform	Secondary Method: Hard Copy [Printed Materials]
<ul style="list-style-type: none">Online learning platforms such as Google ClassroomOnline tools, content, and various electronic media (i.e. Google Hangout, Zoom).Apps preprogrammed on student devices	<ul style="list-style-type: none">Materials mailed to student homesRegular phone calls from teachers and instructional support staffPhysical Learning Packets (mailed or available for pick-up)Books (mailed or available for pick-up)

Throughout the remainder of the school closure, teachers and support staff will continue to provide students with instruction that is designed to build upon learning trajectories already established within classrooms and prepare students for the next school year by focusing on critical skills and standards needed for success.

In each of these options, teachers will communicate with students and parents using appropriate communication methods via phone, email, and, in some cases, through virtual conversation (Google Hangout, Zoom, etc.).

Method #1: Delivering content through Digital Remote eLearning Platform - Internet required

The Instructional staff of Bridgman Public Schools has worked hard to develop and implement a digital remote eLearning platform that provides continuous learning opportunities for our students during the school closure.

- Beginning Wednesday, March 18, 2020 - present, instructional staff provided educational/learning opportunities to all students via our remote eLearning platform.
- Additionally, the Bridgman Public Schools website provides various resources for parents that go beyond the learning opportunities created by our staff. From skill-building activities to virtual field trips, these links to free resources can further enrich learning during the closure.

Individual Building level eLearning opportunities and access information for students and parents.

Bridgman Elementary School (Pro5 - 4) eLearning Opportunities

- Elementary teachers will share their updated grade level remote learning opportunities directly with parents on Wednesday, April 15, 2020 via email and google classroom. Bridgman Elementary has established a Remote Learning Dashboard which contains links to all teacher activities, as well as, enrichment opportunities.
- Students are encouraged to engage in the work that is provided to them to support prior learning and enrich already developed skills.
- Should a student have questions regarding the work, teachers are available for questions via school email. Every effort will be made to respond to questions during the working day. Communications sent after the "school day" can expect an answer the following day.

F.C. Reed Middle School (5-8) Remote Learning Opportunities

- Teaching staff will begin posting their updated remote learning opportunities on Wednesday, April 15, 2020. All lessons will be accessible via the RMS Remote Learning Dashboard Google Sheet. Students have access to this website in their bookmark folders. In addition, students and parents/guardians are emailed the link to the daily dashboard each morning by 8:00 am. Students can access all lessons for the day via links on the Dashboard. New lessons will be provided on Monday - Thursday and Friday will be a Study Hall/Office Hour day dedicated to supporting at risk students who need to catch up on work from the week.
- Students are expected to engage in the work that is provided to them to support prior learning and enrich already developed skills. Students' submitted work will be monitored, assessed, and tracked using a credit/no credit system in the RMS grade book program.
- Should a student have questions regarding the work, teachers are available for questions via email. Every effort will be made to respond to questions during the working day. Communications sent after the "school day" can expect an answer the following day.

Bridgman High School (9 - 12) Remote Learning Opportunities

- Teaching staff will begin posting their updated remote learning opportunities on Wednesday, April 15. Students will be expected to check the learning dashboard that will direct them to the teacher's Google Classroom or Classroom Google Doc. Students have access to the

dashboard via their bookmarks folder. New lessons will be provided on Monday - Thursday and Friday will be a Study Hall/Office Hour day dedicated to supporting at risk students who need to catch up on the work from the week.

- Students are expected to work on the posted daily assignments and seek feedback as needed. Students' submitted work will be monitored, assessed, and tracked using the BHS grading system in the BHS PowerSchool grade book.
- Students are expected to check their email on a daily basis. Should a student have questions regarding the work, teachers are available for questions via school email and video conferencing using Google Meet. The link to access Google Meet will be posted on each teacher's Google Classroom or emailed directly to the student's email address. Every effort will be made to respond to questions during the working day. Communications sent after the "school day" can expect an answer the following day.

Special Education

Students with IEPs will be provided with learning opportunities in the same manner as general education students. These learning opportunities will include accessibility options as well as materials that have been accommodated and modified. Teachers will be supporting students through virtual or phone contact.

During the extended period of school closures, the district will remain responsible for the free appropriate public education (FAPE) of its students who are eligible for special education services with an individualized education program (IEP). Staff should be communicating with parents and guardians during this time of closure regarding the support needed. All communication with families shall be documented. After the extended closure, schools will be responsible for reviewing how the closure impacted the student and determining the supports and services needed at that time.

Due to the COVID-19 virus, it is important to be clear, in-person services will not be delivered. There may be requests for services to be provided in person, however, this is not possible under the current circumstances. All learning opportunities must be delivered without being in physical contact with students.

Technology Access

In an effort to provide equitable opportunities for all of our students during the closure, we have developed a plan to assist students that do not have access to technology devices or the internet.

- All students in grades 2 -12 were provided with Chromebooks at the beginning of the school year. Technology support is available throughout the closure.
- K-1 Students Needing a Device - If you are a K-2 student and need a device to do the activities during the closure, you can email info@bridgmanschools.com or call (269) 465-5432 and arrange pickup of a chromebook device. We will contact you within 24 hours of the email or phone call being received.
- **Internet Access** - If you do not have internet access at home, we have resources to assist as well. Schools and county libraries will provide wi-fi access from their parking lots while people

remain in their vehicles. Please email info@bridgmanschools.com or call (269) 465-5432, and we will help set up access.

- **Technology Support** - If you need support on your device or with an application, please email info@bridgmanschools.com or call (269) 465-5432. Please provide as much detail in your message as you can. We will give instructions via the ticket system on steps you will need to take to solve the issue. Depending on how busy the ticket system is, it could take up to 24 hours to reply.
- **Summary of Materials needed to Support Remote Learning:** In addition to the technology resources discussed above, basic school supplies may be needed to support remote learning. These supplies may include pencils and/or pens, colored pencils, crayons, a ruler, scissors, and paper. Please contact your child's building principal and school supplies will be made available at food distribution sites beginning on April 15, 2020. Teachers will notify families if and when printed materials need to be picked up and when completed work should be returned for scoring. Parents should communicate their individual needs for resources with building principals and teachers.

Method #2: Hard Copy Instructional Packets and Materials (paper copies) - No internet required

To ensure equitable access, the instructional staff of Bridgman Public Schools will provide instructional packets and materials for students who do not have access to the internet.

- When the production and distribution of materials are warranted, auxiliary staff may be used to print and prepare materials for distribution. A variety of options are being employed for the distribution of materials, including pick up and drop off, mailing materials or using transportation services to deliver materials to individual students homes.
- Parents should communicate their individual needs for resources with building principals and/or teachers. It is critical that parents call ahead to request copies of materials (drop-ins will not be accepted). Once a request has been made, parents will be notified when the materials are ready for pickup. A pick-up station is located at the Office of the Superintendent 9964 Gast Road, Bridgman, MI. 49106 and will contain labeled folders and packets for students who requested materials. Parents will have the option to pick up the materials Monday - Friday from 9 a.m. to 2 p.m.

2. A description of the methods a 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.

Bridgman Public Schools has designed learning opportunities that ensure equity and access by all students. Instructional staff collaborates to plan and deliver content in multiple ways so each and every student can access learning by ensuring the following methods are used when designing student centered Remote Learning opportunities:

Keeping Students at the Center of Learning:

- Each Building Principal supports instructional staff by encouraging the use of multiple forms of communication with students and families (phone, mail, email, video chat, learning management system (Google Classroom), Remind app, SchoolMessenger and SeeSaw.)
- Teachers and Instructional staff attempt to communicate with students and parents using appropriate communication methods via phone, email, and, in some cases, through virtual conversation (Google Hangout, Zoom, etc.). In some cases, phone calls may be a better option to connect with students personally. Zoom or Google Hangout are utilized for student interaction as appropriate. The instructional staff keeps detailed records of parent and student interaction.
- Classroom teachers function as the facilitator of student learning by asking questions and offering exploration as opposed to lectures, worksheets or graded assignments.
- The instructional support staff work in teams to ensure all students receive the support needed to feel connected and supported, both emotionally and in the learning context.
- Instructional staff will adhere to recommendations for instructional time frames and daily student schedules.

Grade Level	Minimum	Maximum	Recommended Length of Sustained Attention
PreK	20 minutes/day	60 minutes/day	3-5 minutes
K	30 minutes/ day	90 minutes/day	3-5 minutes
1-2	45 minutes/day	90 minutes/day	5-10 minutes
3-5	60 minutes/day	120 minutes/day	10-15 minutes
6-8	Class: 15 minutes/day Total: 90 minutes/day	Class: 30 minutes/day Total: 180 minutes/day	1 subject area or class
9-12	Class: 20 minutes/day Total: 120 minutes/day	Class: 45 minutes/day Total: 270 minutes/day	1 subject area or class

Engaging Families:

- Building Principals and instructional support staff continue to seek feedback from individual families on the best mode of two-way personalized communication.
- All staff of Bridgman Public Schools will continuously and collaboratively identify processes to make sure the basic needs of all students and families continue to be met (e.g. providing bagged meals, snacks, and student supplies). A specific email, info@bridgmanschools.com has been provided for

families to reach out to staff.

- All staff of Bridgman Public Schools continuously encourage families to spend time with one another to bond and talk. Resources are provided to families for ideas, etc. online on our district website.
- Bridgman Public Schools provides translation and special support to families that speak languages other than English.
- Bridgman Public Schools attempts to provide communication and essential resources in languages other than English (i.e. we attempt to create Spanish versions of our handouts or have a translator call and explain documents or changes to our families).

Examine Curriculum:

- Translations, accessibility or variable reading levels are considered during planning.
- Bridgman Public Schools staff ensure that our families are able to utilize hot spots, local public wifi access, paper/pencil, video, and phone to access developed curricular resources.
- The instructional staff assesses what learning standards and targets are most meaningful and relevant under the current circumstances.
- The instructional staff ensures that any summative assessment practices are accurate, bias resistant and motivational.

Deliver Flexible Instruction:

- Delivery of instruction may include printed learning materials, phone contact, email, technology-based virtual instruction, or a combination to meet diverse student needs.
- Instructional staff prompt student inquiry, observation, and reflection around activities (e.g. making meals collaborating on chores, problem-solving, fixing things together, reducing waste by reusing and recycling).

Check Student Learning:

- Students are encouraged to use projects and student-created products to demonstrate learning (Phone calls, videos, blogs, books, artwork).
- Instructional staff use student products to determine next steps, considering scaffolding for English Language Learners, MTSS, IEPs and 504s

3. A description of plans to deliver content in multiple ways so that all pupils can access learning.

Content will be delivered through online platforms (described above), email, and other social media sites (Facebook, Youtube, Remind, etc.). Teachers will be accessible for synchronous interaction to facilitate classroom discussion and interactions during hours posted each week. Asynchronous instruction through pre-made videos may also be provided each week as described. A schedule of teacher office hours will be distributed noting when the teacher will be available online for questions or needed supports for students.

At times, the production and distribution of materials will be warranted, especially at the elementary school level and for our special learners. In those cases, auxiliary staff will be used to print and prepare materials for distribution. A variety of options are being developed for distribution, including pick up and drop off site at the Office of the Superintendent, 9964 Gast Road, Bridgman, MI., mailing materials, or using transportation services to deliver materials to individual students' homes.

4. A description of plans to manage and monitor learning by pupils.

During these unprecedented times, the connectedness and care for our students and one another is our first priority as we maintain a continuity of learning. The recommendations on assessment, feedback and grading are based upon the principle of no educational harm to any child through a humane approach that is in the best interest of each student. This pandemic, and the statewide suspension of in-person instruction, has impacted our entire society.

- Feedback and monitoring shall focus on the continuation of learning and prioritize the connectedness and care for students and staff.
- Teachers will monitor student access and assignment completion on a daily basis within the instructional platform.
- Teachers will provide feedback to students on assignments through the instructional platform as they are completed (or on a daily basis).
- Teachers will differentiate instruction within the platform to meet each student's needs.
- Feedback may also be provided in the form of phone conversations as needed.

All students should have the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work assigned prior to the remote learning period. A focus on keeping children emotionally and physically safe, fed, and engaged in learning should be our first priority during this unprecedented time.

5. A budget outline estimating additional expenditures associated with the Plan and sources of revenue to pay for those expenditures.

- Staffing, Curriculum and Device Expenditures have previously been budgeted for in the 2019-2020 Bridgman Public Schools budgets

Estimated Additional Expenditures Associated with the Plan

- Additional Hotspots - \$1,953.61 - General Fund
- Replacement of Devices as a result of loss and/or not returned - 20 devices at \$415.00 per device = \$8,300 - General Fund
- K-12 Summer School (Compensatory Education) - \$33,000 - General Fund, Title Funds and Early Literacy Grant

6. A description of the manner in which district administrators, board members, teachers, and any representatives of teachers collaborated in the development of the Plan.

Our preparation began for a possible pandemic in late February when the Center of Disease Prevention and Control (CDC) asked that schools create Pandemic Response Plans. Utilizing resources gathered from many sources, we developed a comprehensive plan that included developing protocols for decision making in the event that schools would be closed for an extended period of time. This plan template was developed through a collaborative effort among several area superintendents, their Boards of Education, district administrators, and staff.

Prior to the Governor's decision to close schools on March 12, 2020, Superintendents met with their administrative teams to review the plan. Administrators at each level were directed to work with their staff to develop remote learning options for a period of 5 to 10 days in anticipation of a possible closure using guidelines established in the Pandemic Response Plan. The Assistant Superintendent (special education/504/ELL) was directed to support this work by providing guidance on meeting the needs of at-risk learners. Several staff and committee meetings were scheduled in an effort to have these initial plans completed by Wednesday, March 11, 2020. Staff met within each building as grade level or subject matter teams to develop plans.

The Pandemic Response Plan Document was shared with the Board of Education, along with a report on the ongoing efforts toward creating Remote Learning Plans. The work was communicated through emails, direct phone calls, at committee meetings, and during weekly meetings with the Board President. Discussions of possible policy changes brought about by the extended school closures were opened during these meetings/conversations as well.

A weekly meeting has been scheduled with the president and vice-president of the teachers union to provide updates and collaborate on issues including teacher support for developing and carrying out remote learning plans.

After the March 12, 2020 and April 2, 2020 announcement was made that schools would be closed, the following regular meetings were established:

- Daily meetings among six area superintendents
- Daily Core Team Meetings (Superintendent, Asst. Superintendent, Supervisor of Business Services)
- Daily/Weekly Meetings with district administrators (also as needed)
 - Assistant Superintendent
 - Supervisor of Business Services
 - Building Administrators
 - Director of Technology
 - Director of Food Service
 - Athletic Director
 - Aquatics Center Director
 - Assistant Aquatics Center Director
 - Transportation Supervisor
- Weekly meetings with BEA President and Vice President
- Weekly meeting with Board President and frequent communication with other Board of Education members
- Building Administrator meetings with staff by subject area/grade level teams
- Building Administrator meetings with building leadership teams
- Special Education/ELL weekly meetings (also as needed)

In addition, regular communication through email was established among each of the groups with updates at least three times weekly.

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

The initial Remote Learning Plan was implemented beginning on March 18, 2020 (elementary, middle school and high school). Parents were notified through email using the School Messenger system, a system familiar to parents, students, and community members. All communications are also posted on the District's home page and a newly created COVID-19 page accessible through the home page. We will continue communication with our staff, students and community through a variety of avenues. Regular updates will be pushed out via email (School Messenger), social media sites and updated on the District's website.

Upon approval, the Updated Plan will be posted on the District's home page and COVID-19 page and emailed directly to parents.

Questions regarding the closure can be directed to info@bridgmanschools.com or by directly emailing the building principal or superintendent.

8. A best estimate of the date on which the district will begin implementation of the Plan, which must be no later than April 28, 2020.

The initial Remote Learning Plan was implemented on March 18, 2020.
Upon approval of his plan, implementation is expected on April 15, 2020.

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

Dual Credit

For our students in dual enrollment courses we will be working with Lake Michigan College and Southwest Michigan College to determine next steps. We will ensure that the students have the appropriate materials and support to complete those courses. We are working closely with Lake Michigan College and Southwest Michigan College to assure student success using the resources available at both the District and the college.

Career Technical Education

When weighing content decisions for CTE students, essential skills/knowledge must be considered along with what is required for students to earn industry credentials and meet standards of employers/certifying bodies. We will work with the ISD CTE Director as well as state level CTE directives to ensure our students have the ability to complete these courses. Teachers may choose to use various delivery methods for materials and evaluation of knowledge. Presentation may include, but not be limited to, video, YouTube, self-guided activities, posting materials with discussion and questioning, reading of texts and readings, essay writing, and sequential process flow. Additional recommendations for CTE are being developed at the county level and will be shared with students by teachers through normal means of communication.

10. Provide or arrange for continuation of food distribution to eligible pupils.

Bridgman Public Schools Food Service and Transportation Departments started delivering lunch and breakfast beginning on Sunday, March 15th, to the following three (3) sites: Warren Dunes Village, Bridgman Public Library and Bridgman High School . Starting on March 25th, for the health and safety of our support staff workers we reduced the sites to one site, Bridgman High School. We will continue to distribute breakfast and

lunches for our students at Bridgman High School on Wednesday and Sundays from 5 p.m. to 7 p.m. until the end of the 2019-2020 school year. Sunday's meals are for Monday, Tuesday and Wednesday. Wednesday's meals are for Thursday, Friday, Saturday and Sunday. These meals are for all children ages 18 and under and are to be taken to homes to eat.

Additional sites may be added as needed.

Please continue to monitor our website for any changes. If you have questions, please email info@bridgmanschools.com

11. 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.

Bridgman Public Schools continues to pay all salaried and hourly employees employed through the District or by a third-party contractor. Employees working on days not normally associated with their contracted days/hours will be compensated per contract or working guidelines.

Staff Responsibilities During Closure

Job Title	Service Provided
Superintendent	Overall Oversight of District Operations/Pandemic Plan Implementation
Asst. Superintendent	Oversight of Remote Learning/Employee Wellness/Assist with District Operations/Pandemic Plan Implementation
Central Admin Support Staff	As Needed Provide Support for Remote Learning, Operations and Communication
Supervisor of Business Services	Continuity of Business Services/Employee Pay and Benefits/Disbursement of Essential Resources
Accounts Payable	As Needed to Disburse Funds
Principals	Provide Support and Remove Barriers for Remote Learning and Communication
Teaching Staff	Implement Remote Learning Plan
Counselors	Development of Mental Health Resources/Student and Parent Outreach and Support

Paraprofessionals	Support in Implementing Remote Learning Plan/Document Copying and Distribution/Contact, Communication and Support At-Risk and Special Needs Students/ Support Food Service
Technology Director	Oversight of Distribution of Technology/Connectivity/Tech Support/Cyber Security/Critical District Functions
Maintenance and Custodial Staff	Systems Functioning/Maintenance in Prioritized Areas
Food Service Director	Food Ordering, Preparation, and Distribution
Food Service Staff	Food preparation and Distribution
Transportation Staff	Food Distribution and Material Delivery

12. Provide for evaluation of participation in the Plan by pupils.

Building Principals and teachers will use the instructional platform to monitor student wellness, engagement, and completion of assignments. They will also keep a log of communication with students and families. Inconsistent completion and/or communication with a parent or student will be raised to the principal or counselor level to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections.

13. Provide mental health support to pupils affected by a state of emergency or state of disaster prompted by COVID-19.

A list of outside agencies has been sent to parents and is posted on the District's website. The counselor and building principal worker will help connect the family to outside agencies to help meet their needs..

While teachers and staff are making weekly contacts, they will monitor and assess the needs of students and families. If a need is presented the teacher will elevate that need to the principal or counselor to make the necessary follow-up. The principal will hold weekly meetings with teachers to identify any additional students or families in need. Tele-health may be used when available for students that have technology.

14. Provide for the district to 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 may follow it.

Bridgman Public Schools does not currently have suitable childcare facilities. We have, however, posted the Berrien RESA Disaster Child Care information on our district website and shared this information on our social media sites as well as through School Messenger with our parents.