

Hillsdale Community Schools - Continuity of Learning Plan, COVID-19

*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: 4/9/2020

Name of District: Hillsdale Community Schools

Address of District: 30 S. Norwood Avenue

District Code Number: 30020

Email Address of the District Superintendent: shawn.vondra@hillsdaleschools.org

Name of Intermediate School District: Hillsdale Intermediate School District

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.

The District will utilize a hybrid approach for its Distance Learning Plan with hard copy instructional packets and online learning platforms. This approach ensures access to continuous learning for all students. For students with internet access, but are without a device, Chromebooks will be made available. Students without internet access will have access to instructional materials through the hard copy instructional packets. Packets will be distributed bi-weekly. Students will not be penalized for their inability to fully participate. All students will need some materials such as paper, pencils, crayons, calculators, rulers, scissors, glue, construction paper, etc, which will be made available to families by the District. All students will have access to grade-level/course textbooks, trade books, and workbooks as needed to complete their work.

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.

The District will keep students as the central focus of the educational activities by implementing the following strategies:

Communication with the students and parents will be an important part of our district's plan. All staff members will work to have interactions with students and parents, including, support staff members, counselors, administrators and teachers.

The district's website will have weekly updates posted on Tuesdays. The District's social media feeds will have daily posts designed with high interest topics for students.

Teachers will initiate bi-weekly (2x per week) contact with each student through one or more of the following methods: phone call, email or online sessions (ie. Zoom, Google Classroom). For students that are not accessible through any of these means, teachers will include personalized notes in the instructional packets.

To keep families connected with the broader school community and develop relationships, the District will distribute weekly updates through a recorded phone message, a transcript of the messages will also be sent to families by email and posted on the district's website.

To the extent possible, performance projects will be created which involve collaboration between students in a class. This may take varied forms including "jig-saw" or "progressive" projects. In some cases, it may involve live streaming through Google Hangout, Zoom or another like resource. The projects will include options for students to utilize their creativity and allow for multiple means & methods for engaging in the activity.

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

The District will utilize a baseline learning system of hard copy instructional packets for student learning. The packets will be created by the teachers for each class/course. The packets will be made available for all students. Access to the instructional packets and materials will be made available to students with a pick up/drop off system at each school. This process will coincide with the District's "Takeout Meals Program" that is already in place and is functioning successfully.

For students not able to come to a school and pick up their materials, the District will provide a drop off/pick up system at the bus stops throughout the District using the school buses.

Students with IEP's and 504 Plans, regardless of access, will operate on individual plans supported by special education and general education staff. It should be recognized that achieving individual, academic goals may not be possible at this time.

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For students in GSRP through 12<sup>th</sup> Grade with internet/connected devices, they will be instructed using online lesson to a virtual format, including resources available online for students through Google Classroom. Teachers will be accessible for synchronous instruction multiple times per week and asynchronous instruction through pre-made videos/recordings.

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

Teachers will select fewer learning objectives than is typical with face-to-face instruction. Activities that achieve cross curricular targets will be prioritized. Interesting topics and tasks with potential for high engagement will be utilized when possible.

Student work will be exchanged using one of the pick up/drop off methods described in Element #3. (at school, bus stop, online) Teachers will review the student work and provide feedback to the student during their weekly communications. (phone call, email, Google Classroom, Zoom etc...)

As a response to students' efforts with distance learning tasks, feedback from the teacher will include differentiated work as needed. Teachers will provide examples and exemplar works to support student learning. Students who are struggling with a specific skill will be provided guided practice support in real time. This may be accomplished by a phone call, Google Hangout, Zoom or other effective method. As peer interaction promotes learning, group interaction can be accomplished through Google Hangout, Zoom or other technological means. Photos of work "in progress" can be sent back and forth by cell phone or other connected devices with cameras.

All students will have opportunity to redo, make up or try again to complete, show progress, or attempt to complete work assigned. The focus of feedback and any grading shall be on supporting and encouraging learning.

All K-12 students in the District have a PowerSchool account in place. This system provides students, parents and teachers access to much student information, including assessment results, grades, and submission status of work. These can be accessed from a variety of devices including cell phones, computers, Chromebooks, and Ipads.

Teachers will meet bi-weekly in teams (grade level, departments) to review student engagement and performance on the learning tasks. Instructional times for grade level spans will be aligned to the recommendations in the MAISA Guidance Document (issued 4/6/20). Adjustments in learning tasks or amount of work will be adjusted accordingly.

### 5. Please attach a budget outline estimating additional expenditures associated with the Plan and sources of revenue to pay for those expenditures.

Added Costs Budget for Distance Learning Program: COVID-19

Purchase of 1,000 Chrome Books = \$250,000.00 (31A, Title I, Title IV, Title V Funds)

Insurance for Damage/Loss of Chrome Books = \$35,000 (31A, Title I, Title IV, Title V Funds)

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Internet Access for Students = \$5,000 (31A, Title I, Title IV, Title V Funds)

Paper & Copy Machine Expenses = \$10,000 (General Fund, 31 A, Title I)

Manipulatives to Send Home with Students = \$15,000 (General Fund, 31 A, Title I)

Consumable Materials Sent Home with Students = \$10,000 (General Fund, 31 A, Title I)

Food Service Staff - Extra Hours for preparing "take out meals" = \$10,000 (meal reimbursement program)

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

The District used the School Improvement Plan process to involve stakeholders in the development of the plan. The plan template was reviewed by a district-wide committee including representatives from administration, teachers and support staff representatives, including all union groups. The big picture outcomes/priorities were established. From there, building level teams of staff members developed strategies to best fit the student populations at each school. Teachers had communications with parents and students to survey families on their access to materials, technology, and communication preferences. The input from the surveys was a significant when determining that a hybrid system was needed. The school board members provided input prior to finalizing the plan.

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

- 1) Send a written letter through email, the regular mail and posted on the district's website to all families with a description of the Plan.
- 2) Send a recorded phone message to all families notifying them of the email/written letter.
- 3) Submit a news story/press release to the local newspaper and radio stations notifying students/parents of the letter and providing an overview of the program components.
- 4) Teachers will confirm understanding of the plan with each family through two-way communication (phone call, email exchange, Zoom, Google Hangout)

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, 2020.

April 14, 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, in completing the courses during the 2019-2020 school year.

The District will continue to provide the assistance of an Academic School Counselor and School Success Counselor for students enrolled in post-secondary dual enrollment courses, including EMC students. The higher ed institutions where our students are currently enrolled will continue teaching and complete the courses through an online format. When needed, the District and Career Center will ensure the student has the necessary resources. The students will be given the option to convert their grades to Credit/No Credit.

The District will collaborate with the staff at the Career Center to ensure students have the ability to complete these courses. When needed, the District and Career Center will ensure the student has the necessary resources. The students will be given the option to convert their grades to Credit/No Credit.

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

The District will continue to implement the "Take Out Meals Program". The district provides breakfast and lunch meals with pick up service for all eligible children at the high school building on Tuesdays and Fridays. On each day of service, meals are provided for each of the days between the next service day. The system operates with a drive-through model between 12:00 noon-3:00 PM.

If changes/updates are needed due to requirement changes those will be communicated to families with a recorded message sent by the District's automated calling system. The message transcript will also sent via email to families and posted on the District's website.

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.

The District will continue to pay school employees while redeploying the staff as needed to provide meaningful work in the context of the Plan. Redeployment of staff will be done with compliance to any applicable requirements of the collective bargaining agreement.

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

As each student is assigned to a specific teacher for each class/courses, the teachers will document participation of each student in the learning tasks. Staff will keep a log of communications with students and parents. At the conclusion of the distance-learning program for the 2019-20 school year, a summative assessment will be implemented for each class to provide students, parents, and teachers with feedback on each student's present level of knowledge/skills. Students will not be penalized for their inability to fully participate.

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If there is inconsistent involvement from a student or parent, that concern will be taken to the school's child study team for the development of plan to connect with the student and family. Additional support from other agencies may be sought to make these connections. (DHHS, Probate Court, etc...)

Students (Parents) will have the option of recording their learning with a typical letter grade or as Credit/No Credit. The student may make their selection after receiving their final letter grade results.

### 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.

The District's staff includes School Success Workers and Behavior Interventionists. These SSW staff are licensed counselors, available for students who need support for mental health supports, developing/maintaining healthy relationships and making social connections. The district's Behavior Interventionists are also trained and qualified to help students deal with their responses to stressful situations.

These staff members will survey families of needs for mental health support. They will then collaborate with the teachers and Principals to provide the supports needed. Teachers, bus drivers or EA's will refer students to the SSW or BI support teams when/if needs become known throughout the duration of the plan.

Staff may connect families to outside agencies and supports as needed. Telehealth may be used when available.

### 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.

The District will work in collaboration with the Hillsdale Intermediate School District to provide children with disaster relief care centers as needed. This may include the use of classroom space and qualified staff. The District will also provide food service programming for children attending the program as needed.

### 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?

The District does not plan to adopt a balanced (year round) calendar. The District does plan to implement extended-year programming for at-risk students in both the current year and the 2020-21 school year. The length of the prohibition period for face-to-face instruction will have a significant impact on the amount of compensatory instruction that will be needed for students.

Name of District Leader Submitting Application: Shawn Vondra

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Date Approved: April 8, 2020

Name of ISD Superintendent/Authorizer Designee: Troy Reehl

Date Submitted to Superintendent and State Treasurer: April 20, 2020

Confirmation approved Plan is posted on District/PSA website: [www.hillsdaleschools.org](http://www.hillsdaleschools.org)

### **GSRP Continuity of Learning Plan Addendum**

The continuity of learning plan was originally designed to include the preschool students served by our Great Start Readiness Program. Our plan encourages active learning dependent upon engagement of our educational team, adults within our student's homes and of course the child. The learning experiences offered are tailored to meet the individual needs of students and families and take into consideration their unique situations and needs. These students will continue to receive services outlined by that plan. Additionally, we will ensure the following as outlined in the state GSRP guidance from May 4th 2020:

- All members of our teaching team have participated in the development and implementation of our plan. They are supporting learning and communication with families through multiple methods of engagement offered via mail, text, e-mail, phone, internet, social media, etc.
- Effort has been made to reach every child/family, and will continue to the previously scheduled program end date. We respect and allow choice for the level of participation by our families. If a family chooses not to participate in the plan, the date the parent opted out will be documented.
- All outreach efforts and family contacts will be documented.
- A year-end, virtual conference will be offered to each family by means most convenient to the family (phone, zoom, skype, FaceTime, etc.) and will discuss kindergarten transition and supports.

This addendum is added to our Continuity of Learning Plan and effective May 7, 2020.



## **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”) 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