

# **Harrison Community Schools Continuity of Learning and COVID-19 Response Plan**

During this Covid-19 pandemic, our school community has come together to support one another, with emphasis on our children. The depth of care, strength, and creativity expressed by our HCS family is inspiring and this extends to our desire and intent to meet the learning needs of our students. We recognize families and caregivers have been thrust into new territory and are working to balance the demand of day-to-day life with the added expectation of supporting student learning.

Governor Whitmer's Executive Order issued on April 2, 2020, states that public schools must provide academically focused remote learning experiences for all students that are appropriate, equitable, and accessible for students and families. HCS is committed to maintaining our level of excellence by providing these learning experiences in the most meaningful, engaging, and inspiring way possible to maximize student learning and growth, while still maintaining a deep and consistent focus on student mental health and overall wellbeing.

This Continuity Learning Plan provides the overarching framework and expectations for our staff, students, and families. The key outcomes of this plan are:

- Emphasize care, safety, health, and overall wellbeing to all students, families, and staff
- Ensure continuity of essential learning through the end of the school year
- Provide consistent, meaningful, engaging, high-quality experiences that promote learning and growth
- Provide the most equitable and accessible learning experiences possible for all students

Creating the right balance between the highest level of educational opportunity and personal wellbeing may take time during the first few weeks of learning. HCS acknowledges that not all students and families may have the ability during this school closure period to fully engage in learning. We expect families to prioritize safety and health during this time. We ask that you stay in communication with us about your child's status, particularly if there are needs. Flexibility, patience, and grace are needed more than ever as we adjust to the new information available and as this situation continues to evolve for our community as a whole and for individual families. Your feedback is valued, and we encourage you to communicate with us so we can together make adjustments and improvements as we navigate this new territory together.

**HCS Continuity of Learning and COVID-19 Response Plan (“Plan”)  
Assurances**

Date Submitted: April 13, 2020

Name of District: Harrison Community Schools

Address of District: 224 W. Main Street

District Code Number: 18060

Email Address of the District: rfoote@harrisonschools.com

Name of Intermediate School District: Clare/Gladwin Regional Education Service District

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.

## **HCS 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.

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Email Address of the District Superintendent: rfoote@harrisonschools.com

Name of Intermediate School District: Clare/Gladwin Regional Education Service District

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:

**Harrison Community Schools plans to use a hybrid model of instruction using hard copy instructional packets and online learning platforms. For those students that have internet access, but don't have a device, devices will be made available. Students without internet access will have access to instructional materials through instructional packets that have been developed by their classroom teachers. All student's K – 12 including the Great Start Readiness Program will need access to materials such as paper, pencils, and crayons, which will be made available to families that don't have them. All students will have access to grade-level/course textbooks 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.

District/ PSA Response:

**Teachers will be expected to make contact with every student at least one time during the week but are encouraged to reach out multiple times. This may be done through the use of technology (for those that have access) such as Google Classroom, Google Meet, Zoom, IXL, or another form of virtual meeting or through weekly phone calls. For students with technology access teachers will also make sure to communicate multiple times each week through the instructional platform (forums, e-mail, Remind 101, Class Dojo, Class Tag), with an emphasis on continuing to build relationships and maintain connections. If students do not have access to technology, teachers will include notes to students in their instructional packets along with phone calls using Google Voice.**

**Students who currently receive social, emotional or wellness support will continue to receive that through video chat platforms or direct phone calls weekly during established “office hours” to provide encouragement and feedback. At the elementary level Social and Emotional Learning Groups will meet weekly. The teams will then provide support and resources for families, teachers and those who are high-risk students.**

**Students with disabilities will be provided equal services to the best of our abilities. Caseload Managers will be communicating with their students on a regular basis as well as general education staff to make sure all students are receiving appropriate lessons and accommodations. Special Education staff and Related Services will work with individual teams if IEP meetings are going to be held via phone or in another format such as Zoom. The goal is to return to the regular timelines as soon as possible. Staff will be asked to work with parents to provide ideas to reinforce goals and benchmarks.**

**Harrison Great Start Readiness staff will not only provide outreach to their students and families but will aide in the preparation of materials for their peers in kindergarten to help make the transition from pre-school.**

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

District/ PSA Response:

**For those students without technology, the main mode of delivery will be through hard copy instructional packets. This will be supplemented with phone calls to support instruction. Instructional materials will be made available at the buildings during designated times or will be mailed to the students.**

**For students with technology, content will be delivered through online platforms, email, and other social media sites. For students who have internet access but no device, one will be provided. Teachers will be accessible for synchronous instruction multiple times per week and asynchronous instruction through pre-made videos or other platforms. At the high school level students will be provided all notes, PowerPoints, and hardcopies of all assignments.**

### **Middle School**

**Online Google Classroom will be the platform for housing online instruction and assignments. Students will have access to videos, resource links as well as participate in group discussions through Zoom or Google Meet meetings. Students will submit assignments through Google Classroom as well where teachers can provide feedback and guidance.**

**Paper/Pencil Students will get paper/pencil packets every two weeks. Packets will be prepared for April 13th, April 27th, May 11th, May 26th and available on these Food Pickup Mondays at HMS. Those students participating through paper/pencil learning and who do not pick up their packets on the dates listed will be mailed a packet home. Teachers will check in with students weekly for questions, instructional support, and connections. Students will return packets in two ways:**

- a. SNAP A PICTURE of the completed page(s) and email directly through a Smartphone. Most easily used through the Gmail app.**
- b. DROP OFF @ HMS: in tubs on Tuesday or Thursdays between 9-3 in the foyer. Packets can also be dropped off (while picking up next packet) on Monday, April 27th, May 13th, and May 26th between 3pm-6pm.**

**Hybrid (both paper and online): Students who have limited wifi could complete paper/pencil packets but utilize teacher support in Google Classrooms and virtual meeting.**

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

District/ PSA Response:

**For those with no internet teachers will review the learning packets which have been distributed and provide feedback to the student and parents by phone and mail. Feedback from the teacher will include differentiated work as needed, along with examples to support student learning. An example of this may be providing a student that is struggling with double-digit subtraction additional practice and several written examples with the steps.**

**For students with technology, 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).**

#### **Middle School/High School**

**Most Classes Credit/No Credit: feedback and engagement will be the focus. Turnaround time will be within a week and all assignments returned will receive written feedback from the teacher. \*If students are struggling, teachers will need to Google Meet or make individual phone calls to support learning**

**Teachers can assign deadlines for accountability however they will exercise flexibility of accepting late work.**

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:

**The district will make adjustments to existing budgets to pay for the increased cost associated with the plan. All monies will be documented and accounted for.**

#### **General Fund and Title changes to the budget.**

**-Add \$3000 for each building for home mailings.**

**-Add \$4000 for each building for home mailings of leveled books, novels, and magazines.**

**-Add a total of \$2000 in funds for Google Voice costs for all staff to contact students for weekly phone calls (\$20x100 staff)**

**-Add up to \$2000 per building for online instructional supports like (Reading A-Z, IXL, NewsELA, etc)**

**-Use funds for mobile hotspots if available, up to \$10,000 total**

**-Add up to \$3000 per building (K-8) for consumable supplies like crayons, pencils, colored markers scissors, and materials for at-home supplemental learning kits**

**Switch initiatives with Title II professional development monies from in-person conferences to book studies and technology support for teachers transitioning to distance learning.**

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:

**All stakeholders were involved in the development of the plan. Building administrators met with their building teachers for initial input. They then met in grade level/content area teams to address the needs of each grade or content area. Building administrators brought this information back to district level administrators to collaborate. The Board of Education assigned the Superintendent the task to complete and implement the plan**

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

District/ PSA Response:

**The plan will be posted to the district website and other social media platforms as well. To ensure that everyone is aware that the plan has been developed and released a phone call and e-mail message will be sent to all parents.**

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:

**The District will begin Monday, April 13, 2020. Work will be distributed at all buildings. Those who cannot pick up their instructional work it will be mailed to them.**

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:

**For students in CTE programs we will work with the RESD CTE Director. When needed the district will ensure the student has the necessary resources. Working with the RESD, CTE students will continue course work. CTE staff will be contacting all students by phone, email and mail providing course assignments and activities which can be done by multiple ways. Online work, instructional packets and projects will be sent home. Special**

**Education students will be supported by both teachers and support staff to maintain IEP goals and objectives. CTE Dual Enrollment students will be supported by High School Counselor and College instructors to continue instruction until the completion of the school year.**

**For our students in dual enrollment courses we will be working with the provider to determine next steps. We will ensure that the students have the appropriate materials and support to complete those courses which will be monitored by the High School Counselor.**

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

District/ PSA Response:

**Harrison Community Schools prepares and provide meals for twice a week distribution. Breakfast and lunches are made for a seven-day period and are delivered by our transportation company on Mondays and Thursdays. Meals are also distributed at a pickup site at our Middle School on the same days. On the day of delivery an announcement is placed on our school messenger system reminding parents and community it is distribution day. If we have a change in our system, we will use the same notification method.**

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:

**Harrison Community Schools has pledged to continue paying all employees of the district through this unprecedented time. We have met with both school unions and have agreed to allow building access in limited amounts to work to prepare instructional materials on a voluntary basis until the “Stay Safe Stay Home” Executive Order is ended.**

**Support staff are being redeployed to help make calls for wellness checks and organizing return of student work. At the elementary level they will be asked to write letters to their students to give encouraging messages.**

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

District/ PSA Response:



**District will use multiple means to evaluate participation. Teachers will use Skyward to mark an event or Assignment using and mark it "No Count", then teachers will mark students who participate with a P for Participate and add comments. Another form will be directed contact with the students which is required by each teacher to do so and then document the contact.**

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:

**Working with our school Social Workers, Counselors, School Liaison Officer, Youth Interventionist, and Central Michigan Community Mental Health will be monitoring the social and emotional needs of our families.**

**Areas that will be addressed are:**

- \*Stress as a result of COVID-19**
- \*Anxiety, depression, feelings of isolation, or trouble sleeping**
- \*Suicidal thinking/self-harm**
- \*Behavior Issues and/or aggression**
- \*Trauma**
- \*Parents reporting concerns with youth needs/behaviors**
- \*Parents expressing mental health needs.**

**HMS will rely on resources familiar to both staff and students. Teachers will continue to implement some Second Step lessons within Google Classrooms and take home activities. In addition, social worker and behavior interventionists will continue to connect with identified students either online or by phone. Lastly, social workers will occasionally join teachers' virtual meetings with students as a support.**

**As stated earlier in the plan, staff will be calling on a regular basis to check on our families and if need be make referrals to the appropriate agency or individual for follow up.**

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

District/ PSA Response:

**Harrison Community Schools has been in contact with the RESD and has volunteered Great Start Readiness Staff and transportation if the needs arise to provide disaster relief Child Care.**

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:

**No, HCS will not be implementing a balance calendar.**

Name of District Leader Submitting Application:

**Richard Foote, Superintendent**

Date Approved: April 13, 2020

Name of ISD Superintendent/Authorizer Designee: Sheryl Presler

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website: