

Harper Creek Community Schools At Home-Distance Learning Plan



Heart for People will be the
foundation of our transition
Educate- Empower - Equip

District Code: 13070

Superintendent: Mr. Rob Ridgeway

email: ridgewayr@harpercreek.net

Address: 7454 B Drive North Battle Creek, MI 49014

Date Submitted: April 10, 2020

Calhoun Intermediate School District

Approved by CISD

This Assurance document will be submitted as part of our Continuous Learning Plan to Calhoun Intermediate School District to indicate that the District will adopt a plan once approved to ensure continuous learning for all students through the remainder of the 2019-2020 school year.

We, the applicant, hereby provide assurance it will follow the requirements for a Continuous Learning Plan for the remainder of the 2019-2020 school year:

1. Harper Creek Community Schools assures that all student learning will take place under the direction of a teacher of record for each student enrolled in the district.
2. Harper Creek Community Schools 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. Harper Creek Community Schools assures that the Plan was developed in collaboration with district administrators, school board members, teachers, and local bargaining units.
4. Harper Creek Community Schoolst assures that food distribution has been arranged for or provided for eligible students.
5. Harper Creek Community Schools assures coordination between applicant and Intermediate School District in which the District is located to mobilize disaster relief child care centers.
6. Harper Creek Community Schools 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. Harper Creek Community Schools assures that Continuity of Learning and COVID-19 Response Plan, Assurance Document, and Budget Outline will be posted immediately following approval to the District's/PSA's website.

Continuity of Learning and COVID-19 Response Plan ("Plan")

The goal of a Continuity of Learning Plan and COVID-19 Response Plan is to ensure that each District 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.

Overarching Goal

The ultimate goal of these guidelines is to support a Distance Learning Plan which ensures that:

- We will take a whole child approach in supporting them remotely.
- All students have opportunities for continued learning that focuses on critical standards.
- Instructional loss is minimized.
- Students and families are given routines and structures to ensure they stay connected to schools and learning.

To accomplish these goals, we uphold the following principles:

- All students and families should have access to quality educational materials and to the supports needed to successfully access those materials.
- Given the reality of the digital divide, most schools may need to provide digital and non- digital access to content.
- It is still possible and imperative that students access meaningful/high-quality educational materials that align to state standards.
- It is imperative that students and schools/teachers maintain a personal connection that supports necessary, rigorous academic work in a manner that is respectful of students’ contexts (their mindset, feelings, responsibilities, etc.).
- Simplicity and consistency is best during this time -- simplicity of the framework, of communication structures, and expectations.
- Support the whole child. We will monitor wellness and academics and will channel resource contact numbers to staff and students in need.
- Parents will need access to clear information, communication, and ample resources.
- Teachers may need support, encouragement, and compassion to ensure their success and resilience.
- **All means All.** We must seek to implement remote learning and appropriate feedback and assessment that will address the needs of all students and families by taking into consideration language, diverse learning needs, home living situation, legal status, access to technology, access to parental support, and access to transportation. Our most vulnerable student populations still need us most.
- Underpinning these recommendations is the need for resilience, critical and creative thinking, thoughtful responsiveness, and empathy to help ensure that students continue to grow personally, academically, and linguistically.

Executive Order - Element 1 - Mode of Instruction

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-CD.

HC Element 1: Mixed Media (Technology and Paper) will be used

We recognize our educators know what outcomes are most essential for students and how individual classroom pacing varies. The district 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 a weekly instructional packet, until a device and internet access is secured. Students will need access to materials such as paper, pencils, and crayons, which will be made available to families that don't have them. Additionally, educators will continue learning by engaging students with lessons weekly, using one of the common platforms for learning identified in this document to provide consistency for families and students navigating remote learning. The use of common platforms will allow the District to provide targeted support for educators. This plan will begin for students on Monday, April 20, 2020.

ALL K-12 teachers will:

- ❖ Teachers will identify essential standards in their content area/class that were missed due to the closure of schools. These shall be consistent with power standards identified through the curriculum development process.
- ❖ Teachers will provide weekly lessons centered around the essential power standards. These weekly lessons may include: video instruction, pdf documents, and on-line activities using curriculum aligned programs, i.e. Khan Academy, IXL.
- ❖ Teachers shall monitor student learning in the following ways:
 - Record student participation in individual lessons and activities in PowerTeacher.
 - Provide feedback to students on lessons and activities via Schoology/Google Classroom as well as school approved social media - Bloomz and Remind.
 - Record a pass/incomplete on each student's weekly lessons and activities in PowerTeacher.
 - Record a weekly audit of frequency of participation.
 - Teachers shall contact students who are not participating in the plan based on weekly assessment audit.
- ❖ Teachers shall maintain office hours (posted on website) in which they will facilitate direct communication with students to support learning via live streaming applications and/or phone calls and email communications.
- ❖ Teachers shall provide physical copies of resources and materials for instructing essential standards for students who have been identified as not having on-line access.
 - These physical copies will be delivered to and available for pick-up at bus stop locations.
 - Teachers shall communicate with students who receive the physical copies to coordinate instruction and feedback.

Mixed Media Assigned Elementary Learning Lessons K–4

Grade Level	Amount of instruction time per day	Daily Learning Instruction Can Include:
K	30min-60min	Early Literacy Early Numeracy Imaginative play Read to/with & Write to/with Creative arts music and movement Outdoor exploration Exercise Fine/gross motor activities: skipping, jumping, running
1st-2nd	45 min-90min	Reading, Writing, Math Science or Social Studies Content online learning resource. Handouts or other learning activities Outdoor Play/Exercise, Art, Music, Social-Emotional Learning, Career Exploration
3rd - 4th	60 min-120 min	Reading, Writing, Math Science or Social Studies Content Online work Handouts or other learning activities Outdoor Play/Exercise, Art, Music, Social-Emotional Learning, Career Exploration

Assigned learning opportunities for students in grades K–4 will center on using IXL and Reading A-Z platform skills lessons and Bridges math workbooks that align with identified essential standards. Elementary teachers may decide through collaboration with colleagues to utilize Google Classroom. All will use IXL for the core content. In order to check in with students on workbook/packet completion for those waiting for technology, teachers may utilize: phone calls, remote office hours, Facetime, Microsoft Teams, and Google Hangouts dependent upon student access.

Each Week Teachers Will :

- ★ K-4 Collaborate with district curriculum action teams by department to ensure consistency in identified instruction both online and packets of learning. Notes will be recorded using an ongoing note sheet in Google document that was used during PD for CAT teams. Paper packets will be submitted to the building office secretary with a list of who needs by noon on each Wednesday for next week. Electronic links will need to be connected by the teaching team to the provided sheet in Google- which will be linked on our main webpage.
- ★ Work in collaboration with assigned classroom support staff around creating small group caseloads for supplemental support.
- ★ Be familiar with the current packet students have access to- will be posted on our website.
- ★ Make 1 academic contact with each family assigned each week. During the contact check:
 - Quick check on wellness prior to asking about academics. (food, shelter, safety)
 - Check if students have been working on their work.
 - Determine barriers if students are unable to work.
 - Provide feedback to learners.
 - Weekly record credit or incomplete in Power Teacher for each student by Friday at 4:00 p.m.

- ★ Communicate/post available office hours for families to contact when they need support.

Mixed Media Assigned Middle School Learning Lessons 5th-8th

Assigned learning opportunities for students in grades 5th-8th will center on using IXL and Khan digital platforms as the primary. Teachers may decide through collaboration with colleagues to utilize [Google Classroom](#). All will use IXL and Khan Academy for the core content, unless otherwise reviewed and approved by the principal and assistant superintendent of instruction. In order to check in with students using non-digital packets as they wait for technology, teachers may utilize: phone calls, remote office hours, Facetime, [Microsoft Teams](#), and Google Hangouts, dependent upon student access.

Each Week Teachers Will :

- ★ 5th -8th content teams will collaborate with district curriculum action teams by department to ensure consistency in identified instruction both online and packets of learning. Notes will be recorded using an ongoing note sheet in Google document that was used during PD for CAT teams. Paper packets will be submitted to the building office secretary with a list of who needs by noon on each Wednesday for next week. Electronic links will need to be connected by the teaching team to the provided sheet in Google- which will be linked on our main webpage.
- ★ Work in collaboration with assigned classroom support staff around creating small group caseloads for supplemental support.
- ★ Be familiar with the current packet students have access to- will be posted on our website.
- ★ Make 1 academic contact with each family assigned each week. During the contact check:
 - Quick heck on wellness prior to asking about academics. (food, shelter, safety)
 - Check if students have been working on their work.
 - Determine barriers if students are unable to work.
 - Provide feedback to learners.
 - Weekly record credit or incomplete in PowerTeacher for each student by Friday at 4:00 p.m.
- ★ Communicate/post available office hours for families to contact when they need support.

Recommended Length of Instruction Middle School 5th-8th

5th–8th

Grade Level	Amount of Time per day	Daily Learning Can Include 1-2 of the following:
5–8	90min-180min	Math ELA Science Social Studies Electives

School schedule sample 5th-8th

Monday	Tuesday	Wednesday	Thursday	Friday
30 min. Math 30 min. ELA 30 min. Elective	30 min. Social Studies 30 min. Science 30 min. Elective	30 min. Math 30 min. ELA 30 min. Elective	30 min. Social Studies 30 min. Science 30 min. Elective	office hours office hours 30 min. Elective

Mixed Media Assigned High School Learning Lessons 9th-12th

Assigned learning opportunities for students in grades 9-12 will center on utilizing Google classroom and Schoology to facilitate lesson delivery and communications to students. Individual Teacher/Class Google Classroom pages will be linked to a HCCS District site for students to access. Additionally, all 9-12 students have pre-established student accounts to facilitate access to district information and communications.

Each Week Teachers Will :

- ★ 9th-12th Collaborate with district curriculum action teams by department to ensure consistency in identified instruction both online and packets of learning. Notes will be recorded using an ongoing note sheet in Google document that was used during PD for CAT teams. Paper packets will be submitted to the building office secretary with a list of who needs by noon on each Wednesday for next week. Electronic links will need to be connected by the teaching team to the provided sheet in Google- which will be linked on our main webpage.
- ★ Work in collaboration with assigned classroom support staff around creating small group caseloads for supplemental support.
- ★ Be familiar with the current packet students have access to.
- ★ Make 1 contact with each family each week. During the contact:
 - Check if students have been working on their work
 - Determine barriers if students are unable to work
 - Provide feedback
 - Ask preplanned check-in questions to support student learning
- ★ Communicate/post available office hours for families to contact when they need support

Recommended Length of Instruction Secondary Level 9th-12th

Grade Level	Amount of Time per day	Daily Learning Can Include:
9-12	120min-210min	Math ELA Science Social Studies Elective

High School schedule sample 9th-12th

Monday	Tuesday	Wednesday	Thursday	Friday
30 min. Math 30 min. ELA 30 min AP if applicable	30 min. Science 30 min. Social Studies 30 min. AP if applicable	30 min. Math 30 min. ELA 30 min AP if applicable	30 min. Science 30 min. Social Studies 30 min. AP if applicable	30 min. Elective 1 30 min. Elective 2 30 min. AP if applicable

Elective Courses (Including Elementary Music, PE, and Art)

Each Week Elementary Specials Teachers will:

- Meet with your district CAT team weekly - record notes in the ongoing Google sheet used at PD.
- Communicate/post available office hours for families to contact when they need support.
- Help make well check calls.
- Participate in professional development.
- Provide learning opportunities around your expertise or activity related to ELA or Math content and share with homeroom teachers to share on Google Classroom (see below).

Physical Education Teachers

- Create a April/May/June Family Activity checklist for your grade level (elementary/secondary).
- Explore creating a video lesson that can be shared through the homeroom teacher's Google Classroom
- Meet with your district CAT team weekly - record notes in the ongoing Google sheet used at PD.
- Communicate/post available office hours for families to contact when they need support.
- Help make well check calls.
- Participate in professional development.

Art Teachers

- Create easy to achieve at home art activities.
- Become familiar with possible online activities to support students with art at home.
- Explore creating a video lesson that can be shared through the homeroom teacher's Google Classroom.
- Meet with your district CAT team weekly - record notes in the ongoing Google sheet used at PD.
- Communicate/post available office hours for families to contact when they need support.
- Help make well check calls.
- Participate in professional development.

Music Teachers

- Create easy to achieve at home music activities.
- Become familiar with possible online activities to support students with music at home.
- Explore creating a video lesson that can be shared through the Homeroom teacher's Google Classroom
- Meet with your district CAT team weekly - record notes in the ongoing Google sheet used at PD.
- Communicate/post available office hours for families to contact when they need support.
- Help make well check calls.
- Participate in professional development.

Counselors/Student Support Specialist/Grad Coaches

- Continue with end of year processes, such as; scheduling, auditing for students, scholarships, applications, and communicating to students and parents to support college transitions.
- Meet with your district CAT team weekly - record notes in the ongoing Google sheet used at PD.
- Meet with building MTSS team weekly - record notes in on-going Google sheet.
- Participate in IEPs as needed.
- Communicate/post available office hours for families to contact when they need support.
- Help make well check calls.
- Participate in professional development.
- Create virtual meetings for small support groups or families as needed.
- Document calls and contacts in district provided contacts in electronic form.

Advanced Placement AP teachers

The College Board has put in place multiple ways to support students who were in the process of taking Advanced Placement (AP) courses when the school closure began. These include virtual class sessions and study resources to continue a student's learning to prepare him/her for the Advanced Placement test, which is a goal of taking an Advanced Placement Course. The College Board is continuing their work to make some unprecedented changes in the way that students can take an Advanced Placement test that may include taking a test on-line, taking a test at school in the summer if schools are reopened, or even taking a test through a paper/pencil version and submitting it to the College Board in multiple ways so as to be equitable.

Counselors Will:

- Will ensure that all AP students are able to access online testing and are scheduled to test.

Teachers Will:

- Support AP students by connecting them to free, optional remote learning and at-home AP testing, ensure students understand the testing information during this school closure time, and motivate and affirm students to continue the advanced learning they were doing previous to the school closure. These options will give students the opportunity to earn the college credit and placement they've been working toward
- Harper Creek High School educators will develop one assignment per course, per week using Google Classroom. Lessons will be focused on content area priority standards. Educators will provide timely feedback to students on assignments

Dual-Enrollment and Early / Middle College

Students engaged in Dual Enrollment (DE) or Early Middle College (E/MC) will be expected to continue engaging in their course given the college/university has transitioned their course online, or apply through the established college process to enter into Incomplete Status and resume their course when they can be in a face-to-face environment again. High school counselors will confirm each student's DE or E/MC online status, and work with the student to determine whether continuation of their course on-line or application for an Incomplete Status is best for an individual student.

Each Week Counselors Will:

- Check in with the students on their caseload to determine their progress or difficulties in their Dual Enrollment or Early/Middle College courses. If the difficulty is directly related to content, Counselors will help students connect with their college instructor or connect the student with an educator from Harper Creek Community Schools who can support the student's continued learning.

Executive Order - Element 2 - Description of the methods to keep pupils at the center

Overview: As staff are checking in with students if questions or concerns arise regarding basic needs, social-emotional, behavioral health, and/or mental health supports, please complete this form and the family will be connected with the Student Support/ Counselor team and routed to the appropriate support service. Below are immediate crisis support services that can also be provided to the family as needed.

Support for Nurturing Relationships

Several tools exist to make managing relationships during this unprecedented time easier. District supports include:

- Accessing Student Contact Information from PowerSchool.
 - A quick guide on how to access family contact information via PowerSchool.
- Using Google Voice to Contact Families - <https://www.youtube.com/watch?v=c8fS-RB7FYw>
- All contacts will be logged into Illuminate contact summary - training will be provided (we will not use log entries for tracking personal contacts during this time. Rationale, we need all of the data in one archive. Not all staff have access to log entries in PowerSchool).

Crisis Resources:

1.) Call 2-1-1

Resource: Michigan 2-1-1 is a free service that connects Michigan residents with help and answers from thousands of health and human services agencies and resources right in their communities—quickly, easily, and confidentially. What's more, this service uses statistical data (not personally identifiable information) from calls and web visits to help shed a light on the nature of social needs in Michigan for government officials and decision-makers across the state.

2.) Summit Pointe Intensive Crisis Stabilization (ICS):

Resource: The Summit Pointe ICS Team provides a youth mobile crisis stabilization services to all children/youth who reside in Calhoun County. Any youth between the ages of 0-21 experiencing a crisis can utilize this resource as needed. The Summit Pointe ICS team will provide an on-site intervention with the identified child/youth, and their support system. The team's main focus will be to help assess the crisis, utilize de-escalation techniques, and utilize the person-centered planning process to ensure family- driven and youth-guided planning and to help determine long-term care.

Contact:

- 24 hour Crisis Line: 1-800-632-5449

- Youth Mobile Crisis: (269) 441-5945

All contacts reviewing social emotional health need to be entered into Illuminate DNA.

Building behavior support specialists (social workers), counselors and grad/MTSS coaches will continue working with students identified on caseloads that were assigned before building closures by providing support along with virtual wellness check-ins. Any additional students identified via our MTSS list (which will further identify students who need; basic needs, social-emotional, behavioral health, and/or mental health supports) that are not already on a caseload will be assigned to the caseload of a support staff member and/or will be connected with an outside agency as needed.

Executive Order - Element 3 - Access Plan- Delivered in Multiple Ways

We plan to use a hybrid model of instruction, online learning platforms- technology being the primary source and hard copy instructional packets will be provided while we work to provide access for 100% of our students. All students will have 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 required books and text books as related to assignments that need to be completed.

Executive Order - Element 4 - Manage/Monitor Learning

It is the goal of Harper Creek Community Schools to provide equitable access to technology for all students. As such, our plan includes a distribution schedule for students in elementary and secondary.

- ❖ During the week of March 30th, students in grades 9th–12th participated in a curbside device distribution for those who did not have their device at home.
- ❖ The week of April 6th, students in grades 5th–8th participated in a curbside device distribution.
- ❖ The week of April 13th, students in grades K-4th will be provided the opportunity to participate in curbside device distribution.
- ❖ Because of quantity limitations, we are working with families to provide a ratio of 1 device per 2 children enrolled.
- ❖ The week of April 20th is the target date for instruction to begin. Staff will ensure that parents have access to learning assignments if they don't have their technology access yet. All will be posted on the district website.
- ❖ Learning assignments will be posted each week for the online instruction and paper copies that align with the online learning will be made available to students weekly. Feedback will be given using online platforms or notes. All progress will be reported weekly in PowerTeachers.

If students have difficulty logging into their devices, they may contact the Technology Helpdesk at the following numbers. Leave a message with contact info and description of problem. You should receive a response within 24 hours.

Beadle Lake	269-441-3258
Sonoma	269-441-7770
Wattles Park	269-441-5886
Middle School	269-441-4756
High School	269-441-8440

Access to Google Classroom resources should be directed to the instructor.

Staff needing assistance with technology should utilize the [District Technology Helpdesk](#)

Help documentation on logging into a Harper Creek Community Schools Chromebook can be found here: <http://tech.harpercreek.net/wp-content/uploads/2020/04/Logging-into-your-Chromebook.pdf>

At this time, Harper Creek Community Schools has ordered 150 hotspots with an anticipated delivery date of April . Distribution will be prioritized as follows:

1. High School Students enrolled in Dual Enrollment and Early / Middle College Classes
2. High School Students enrolled in Advanced Placement Courses
3. High School Students enrolled in Credit Recovery Courses
4. High School Students not represented above
5. Middle School Students
6. Elementary School Students

Assigned learning opportunities are designed to keep students learning and prepared to begin our 2020-2021 school year with a smooth transition. Students in grades K-8 will receive feedback on their work from teachers but will not receive a letter grade. Students in grades 9-12 will receive teacher feedback and “Pass” or “Incomplete” on work completed. We are reminded that students should be held harmless during these distant learning time. Letter grades keep our students congruent with scholarship, university entrance and NCAA expectations. Feedback can be received in the form of a phone call, comment within a student Google Doc, or an email.

K-4 Elementary Learners

Students in grades K-4 will receive feedback on their work from teachers but will not receive a letter grade. Weekly progress will be reported in PowerTeacher. Teachers will check in and support students with expectations for completing the packets, as well as online learning opportunities when available. Teachers will provide feedback on student progress during their weekly phone call or email check in with students and their families.

Middle & High School Learners

Students in grades 9th-11th (12th as needed) will receive feedback on their work from teachers but will not receive a letter grade. Weekly progress will be reported in PowerTeacher. Teachers will check in and support students with expectations for completing the packets, as well as online learning opportunities when available. Teachers will provide feedback on student progress during their weekly phone call or email check in with students and their families.

Teachers will monitor progress to mastery through Google Classroom and submit grade changes to Powerschool when necessary. Pass/incomplete markings are due in PowerSchool for 9th-11th grade students by 4:00 PM on June 5th. Grades are due in Powerschool for seniors by 4:00 PM on May 19th. Seniors will be certified as eligible to graduate on May 27th.

Executive Order - Element 5 - Budget Outlined

Resource Needed	Cost	Funding Source
Bridges @ Home Connection math workbook	\$8,474.40 projected	31a At Risk
Printing Cost	\$.01/page	General fund
Chromebooks	\$0 (used existing devices)	NA
Device protective bag storage	\$9,000	Federal Title Funds - Title
Hot Spots - total	\$2,998,50/month (\$17,991 for six months)	General fund/Federal Title Funds - Title

Executive Order - Element 6 - Collaborative Development Process (admin, teacher, board, support staff)

Careful consideration was made to take the feedback from multiple stakeholder groups in order to develop a plan that helped continue the vision of educate, empower and equip ALL students for life. Initial meetings were held with stakeholders to review the guidance document and template that was shared on Friday April 3, 2020 from MDE. A draft was developed and then shared out a second time on April 9, 2020. We met virtually with district curriculum leaders, administration leadership, our HCEA leadership, and our school board members from the HC Community Schools to get input on this draft plan.

Executive Order - Element 7 - Plan Communication (pupils, parents/guardians, staff)

- Once the plan is approved by CISD notification will start.
- Staff will be sure that communication is in primary language of parents - BLOOMZ is the app that translates to the most languages. [2017 HC Research - on remind, Bloomz](#)
- The District Superintendent will send out a phone/email mass message with the details of the instructional piece.
- The District Assistant Superintendent of Instruction will work with teachers to post parent/student friendly links, accessible from www.harpercreek.net main webpage.
- Secondary students will also get an email from principals - potentially a video explaining online requirements and supports available.
- Social media will be used to communicate the distance learning plan.

Overview: In concert with regular student check-ins, dedicated times of teacher availability will allow students and families time to ask questions and receive support on academic tasks. These times are referred to as “distance learning office hours”

Support for Establishing Distance Learning Office Hours

Buildings have the flexibility of setting office hours two times (2 hour blocks) a week that will be published so families know when they have access to teachers. Office hours will be posted on each school’s web page. A district-wide schedule will be located on the at-home learning page not developed- do we need both district and by building? Google provides two tools in Google Voice and Google Hangouts that can provide flexibility for educators and students. Microsoft Teams also can be used for virtual meetings. Each teacher will provide two hour blocks of time, twice each week.

Google Hangout - <https://www.youtube.com/watch?v=kU4fYfHG-LY>

Microsoft Teams - <https://www.youtube.com/watch?v=LiEGspEwZ-E&t=21s>

When video conferencing, be aware that students and/or participants are able to screen and audio record conversations. Here are some tips for conferencing safely:

- Error on the side of caution when discussing topics with students and parents.
- Be aware of your surroundings, including background images, noises, and people.
- Monitor student conversation in the chat.
- Adhere to an agenda to keep the conversation on topic.
- Call on students to talk in the conversation to avoid talking over one another.

Executive Order - Element 8 - Timeline for start

- Week of April 13 - all staff will participate in PD and planning for the start of instruction to begin on Monday, April 20. Students/Parents/Guardians will be notified by broadcast email/phone message. All who have opted out of the BLI broadcast will be notified separately.
- Packet copies will be posted and available for students who are waiting to get their computers.
- Week of April 13 and periodically - clean up on distribution for students without technology.
- Ongoing we will continue to try to get technology into our students' possession and adjust and newly identified processes in order to best meet their learning needs.

Executive Order - Element 9 - Dual Enrollment

Graduation Alliance High School Grades



Students who are currently taking courses with Grad Alliance will continue to work as they have been by utilizing the resources provided to retrieve their coursework and return it as defined by Graduation Alliance processes. Students will be graded with letter grades as they have been prior to the school closure. Students should keep working with assigned instructors.



Kellogg Community College Classes

Website: <http://www.kellogg.edu/about/>

450 North Ave

Battle Creek, MI 49017

All courses have moved to online. Students were notified in mid March by our High School team on how to proceed with dual-enrolled coursework. Students are expected to follow the deadlines established by Kellogg Community College for determining their plans to continue on-line, withdraw, or accept an incomplete status.



Battle Creek Area Math and Science Center Grades

Website: <https://bcamsc.org/>

171 West Michigan Ave

Battle Creek, Mi 49017

269-965-9440

Battle Creek Area Mathematics and Science students in grades 9-12 will receive letter grades for the courses they were enrolled in. Per the guidance from the Michigan Department of Education, a student's semester grade will be what their performance was when the school closure occurred on March 11, 2020, unless the student takes this opportunity to improve their grade. Students failing or under performing in any class(es) as of March 11, 2020, are advised to take the opportunity to use this time to improve their grades. Reported grades for Analytical Chemistry, Biotechnology 1 and 2, Organic Chemistry and Multivariate Calculus will be determined on a weighted scale: A = 5.0, B = 4.0, C = 3.0, D = 2.0, and E = 0 in recognition of the level of rigor of each class.



CACC Grades (CACC main phone contact-

Website: <https://www.calhounisd.org/cacc/>

475 E. Roosevelt Ave.

Battle Creek, MI, 49017

269.968.2271

Calhoun Area Career Center students will continue learning in primarily an online model of delivery of the curriculum, with the ability to do a blended delivery method (paper/pencil, online) to students without access to technology. CACC students will continue with earned grades and Harper Creek High School will record the course as credit/no credit once reported.

Executive Order - Element 10 - Food Distribution

Harper Creek Community Schools in partnership with Chartwells School Dining will continue to be offering FREE BREAKFAST AND LUNCH FOR ALL CHILDREN under 18 years old and any child with special needs under age 26. Each bag will contain a complete breakfast and lunch. Friday's bag will

also include breakfast and lunch for the weekend. Children do not need to be present for a parent to pick up their meals and do not need to be enrolled at Harper Creek Community Schools.

This will continue on Monday – Wednesday – Friday from 10:30 am – 12:00 pm each week with the exception on Monday, May 25th - Memorial Day. (Distribution plan is adjusted as needs are identified)

10:00 AM - 12:00 PM on site pick up

Wattles Park Elementary	cafeteria
Sonoma Elementary	front entrance
High School	auditorium

Expedition #1

Baker Estates	10:00-10:15
The Grange 9 ½ Mile Rd & B Drive S	10:30-10:40
Hickory Hills Village	10:55-11:15
West Shore Terrace & Hall Street	11:25-11:35
Minges Creek Village	11:45-12:00

Chartwells Van

Candlewood Lane & Easthill Drive	10:00-10:15
Dexter Lake Church	10:25-10:40
Battle Creek Friends Church	10:45-11:00
Pineknoll Apartments - back loop	11:05-11:20
Lakeside Apartments	11:25-11:40
American Legion Post 54 1125 E Columbia Ave	11:45-12:00

Expedition #2

Ceresco (Pierce Street)	10:00-10:20
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Harper Commons	10:30-10:50
Trinity Lutheran Church	10:55-11:15
Cherokee Street & Linn Ave	11:20-11:35
Dundee Drive & 8 1/2 Mile Road	11:45-11:55

Executive Order - Element 11 - Continue to pay employees

- Per the executive order - staff will continue to get paid as we work collectively to deliver instruction to all students with our hybrid model of online and paper learning.

Executive Order - Element 12 - Evaluation of the Plan

Our Continuity of Learning Plan will be evaluated against the following questions:

- To what degree are staff able to maintain relationships with students during the closure?
- In what ways are students accessing and participating required learning opportunities?
- To what degree are students accessing academic supports during remote office hours?

Specific data collection opportunities are as follows:

- To what degree are staff able to maintain relationships with students during the closure?
 - Staff Contact Logs entered by all staff in Illuminate.
 - Weekly staff meeting check-ins and discussions with school-level leadership.
- In what ways are students accessing required learning opportunities?
 - Access Data from Google Classroom, Khan Academy and IXL.
 - Staff success in implementing distant learning plan after professional development is provided
- Weekly progress monitoring in PowerTeacher for each child and learning assignments
- To what degree are students accessing academic supports during remote office hours
 - Staff Contact Logs
 - Online platform classroom reports on student completion of assignments

Executive Order - Element 13 - Mental Health Supports

The social emotional and physical well being of each student will be monitored via our two way communications and check ins. When a student/family is expressing or showing symptoms of basic needs not being met, they will be provided with the 211 help line and the building student

support specialist, counselor, Graduation Coach and/or social worker will be notified for check in follow up the next day. Summary of the needs will be logged in Illuminate under contact information. Staff has been asked to take the STARR trauma training in order to enhance our toolbox and better help families needing higher level of support during this stressful time. The district will provide staff members the state developed resource guide designed to give support to parents and students.

http://www.michigan.gov/documents/mde/COVID-19_EDUCATORS_GUIDE_686373_7.pdf

Executive Order - Element 14- Childcare Centers

HCCS will be collaborating regularly with the Calhoun Intermediate School District and the Early Childhood community to identify community needs. Our three school-aged childcare care programs located at Sonoma Elementary, Beadle Lake Elementary and Wattles Park Elementary will stand ready to support the community with needed childcare services for those essential employee's school-aged children that the governor has recognized in her executive order. Each of our programs is licensed for 50 children between 5-12 years of age. Hours of operation can be adjusted to the community needs.

Brent Swan-District License Designee-269-967-5933