



**Hesperia Community Schools  
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

## **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 the 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”)  
Assurances**

Date Submitted: 4/8/2020

Name of District: Hesperia Community Schools

Address of District: 96 South Division, P.O. Box 338, Hesperia, MI 49421

District Code Number: 62060

Email Address of the District: whitev@hesp.net

Name of Intermediate School District: Newaygo County RESA

Name of Authorizing Body (if applicable): NCRESA Superintendent

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.

## **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.

Date Submitted: 4/8/2020

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District Code Number: 62060

Email Address of the District Superintendent: whitev@hesp.net

Name of Intermediate School District: Newaygo County RESA

Name of Authorizing Body (if applicable): NCRESA Superintendent

**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:**

### **Special Note: Share Time Agreement**

Our shared time agreement with Fremont Christian School will follow the same expectations of service forthcoming in this document. HCS district staff have collaborated with Fremont Christian staff on developing an overall plan that is congruent to the needs of all of our students. Our cohesive relationship has allowed this forthcoming design to be diligently aligned both in scope and expectations.

Our district plans to use a combination of hard-copy media and technology-based platform for remote learning, based on our district's technology survey below:

#### Hesperia

- 29 percent of students in Hesperia indicated they have Internet access that would support some form of virtual learning in the home (e.g. enough reliable bandwidth to stream 2-3 videos simultaneously).
- 28 percent of students in Hesperia indicated they have a personal or school device (Chromebook, laptop, iPad, tablet, or desktop) that they could engage in some form of virtual learning (formal or informal) at home.

As a county, 28 percent, nearly 1 out of 3 kids, indicated they have monthly data caps. This means we will not be educating children via live video streams as this will incur huge costs for parents who have limited data.

Fremont Christian's survey of internet accessibility and device access to students shows that 88% of students in their school have access to promote digital learning with a similar percentage 86% having appropriate educational devices.

### **District Educational Plan**

For the rest of this school year, a hard copy of educational assignments and resources for learning will be created and distributed to all students regardless of whether a student has connectivity and devices available for virtual learning at home. Students and families who have connectivity and devices may utilize virtual resources in addition or in place of packets. Virtual tools may include emails, webpages, educational resources such as Google Classroom, See Saw and other such platforms.

Communication will be made to parents/students receiving hard copies through phone calls. In addition to phone contact, communication to parents/students attending virtually will be conducted through the various platforms and resources as well. These personal connections/communications will be not only academically focused, but also focused on the

welfare/wellness of the student. Materials needed for learning such as paper, pencils, crayons, etc. will be made available to families that request them.

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 maintain meaningful connections with the “whole child” in mind. Teachers will attempt to connect with each student and/or family at least one time during the week to ensure that each child feels safe and valued. The teacher will take the family’s unique needs into consideration and ensure that each family can access the communication in a language or format they can understand. We will utilize the communication plan below to sustain connections between teachers, students and/or families. We recognize that in some cases, phone calls may be a better option to connect with students personally. To the greatest extent possible, teachers will offer ways for students to maintain their connections with each other.



**Elementary-**

Teachers may utilize the following communication methods to make meaningful connections with their students and families and to share relevant and important information in addition to phone call connections: (Microsoft Teams, Remind, Class Dojo, Google Hangouts, Zoom, See

Saw, school or Skyward email, printed newsletters, etc.) The focus will be on two-way communication between the teacher and the student/family. Communication expectations will be clearly defined by each teacher. Teachers will 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.

Teachers will offer weekly, meaningful, classroom connections with students who can connect virtually utilizing the following possible methods: Google Classroom/Hangouts, Zoom, See Saw etc. Students who cannot connect virtually will receive phone calls.

### **Middle School-**

Teachers will offer weekly, meaningful, classroom connections with students who can connect virtually utilizing the following possible methods: Google Classroom/Hangouts, Zoom, See Saw etc. Students who cannot connect virtually will receive phone calls.

Students will be divided up between grade level teachers to assure regular, two-way communication. Teachers will identify weekly office hour times for students to make needed contacts and communications.

### **High School-**

Teachers will offer weekly, meaningful, classroom connections with students who can connect virtually utilizing the following possible methods: Google Classroom/Hangouts, Zoom, See Saw etc. Students who cannot connect virtually will receive phone calls.

Students will be divided up between grade level teachers to assure regular, two-way communication. Teachers will identify weekly office hour times for students to make needed contacts and communications.

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

#### **District/ PSA Response:**

Our district will primarily use hard copy instructional packets as our mode of instructional delivery. This will be supplemented with phone conferencing and through virtual meeting spaces for students who have access. These packets will be developed with each grade level in mind, allowing for differentiation of work as necessary for students needing it. Instructional packets will be delivered to students during the meal distribution times. If students are unable to access the materials during meal distribution times, packages will be mailed to students.

For families preferring the use of technology, content can be delivered through online platforms, email, Google Classroom, See Saw and/or other social media sites (Facebook, Remind, etc.). Teachers will be accessible for two-way interaction with students to facilitate classroom discussion and provide assignment feedback. One-way instruction may occur through pre-made

videos provided multiple times per week. Teachers will establish a regular schedule when they will be available for questions or needed for specific student supports.

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

**District/ PSA Response:**

For planning purposes, we will utilize the Michigan Merit Curriculum, the Michigan Content Standards, and locally developed scales and objectives to guide each teacher at every grade level. All teachers will submit their lesson objectives as requested by their building principals.

Teachers will monitor student access and assignment completion on a regular (frequency determined by communication plan and family's need) basis within the instructional platform. Teachers will differentiate instruction within the platform to meet each student's needs. Weekly learning targets will be clearly identified, and activities prioritized to meet that target. Teachers should make clear to parents how and when feedback will be given and what parents should do with that feedback.

Teachers will keep a class roster record of some kind to keep track of assignments completed and proficiency towards credit. This will be helpful for the district to know which students may require re-teaching in the fall. It will be important for grade level or content teams (whatever appropriate determined by building) to agree on a common platform to record assignment completion and proficiency to aid in those future conversations and planning.

For students with disabilities, the IEP teams will collaborate with members and families to determine what supports are needed to assist students with making progress toward their IEP goals and to engage in the general education curriculum. IEP teams will document their plans, during this period of emergency closure, on the NCRESA provided Emergency Contingency Plan document. Providers will also document student and family engagement using the student tracking spreadsheet.

**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:**

**Budget would include: Purchase of learning supplies such as paper, pencils, crayons, etc. Cost of online instructional platform and any related software/websites if applicable Hot spots/connectivity Devices Maintenance of devices Increased wi-fi capacity**

**Sources: General funds Title I 31a. Please use the provided [spreadsheet](#) for this section.**

**100 Chromebook Replacement: \$300 each = \$30,000.00**

**Notebook paper and other supplies = ~300.00**

**Postage = \$4,000.00**



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

**District/ PSA Response:**

To ensure a comprehensive and responsive plan, all stakeholders were involved in the development of the plan. Building administrators communicated with our building teachers for initial input. They then met virtually in grade level/content area teams to address the needs of each grade or content area. Building administrators brought this information to district level administrators to collaborate. Before finalizing the plan, feedback was sought from board members.

- 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 communicated through a letter to each family. It will also be dispersed through email to those who have access. In addition, the plan will also be posted to the district website and other social media platforms. To ensure communication a Skylert phone call message from Central Office will be sent to all parents notifying them of where the plan is located and how it will be delivered.

- 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:**

4/20/2020

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

**District/ PSA Response:**

For our students in dual enrollment courses we will be working with the provider to determine next steps. We will ensure that students have the appropriate materials and support to complete

those courses. Students will be given the option to convert their high school grade to credit or no-credit, when applicable.

We do not have students participating in dual enrollment CTE programs. Our students participate in high school CTE programs through our RESA and we will work with the RESA CTE Director as well as state level CTE directives to ensure our students have the ability to complete these courses. When needed, the district will ensure the student has the necessary resources.

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

**District/ PSA Response:**

All of our district students receive free breakfast and lunch through Community Eligibility Provision (CEP) under the School Nutrition Program (SNP). We are currently providing all these students free lunch/breakfast (who wish to partake) during this school closing situation via the Summer Food Service Program (SFSP) waiver. This is completed through an on-site pick up process on Tuesday and Thursdays. Students receive 3 breakfasts and 3 lunches on each pick up day. We have reached out via, our website, social media and through our Skylert calling system to be sure parents know of this program opportunity. There are numerous volunteers picking up and distributing food to families that cannot come into the distribution areas. All parents who would like food for their students are receiving it.

In addition to our own food service program, True North, a public service agency is providing additional food supplements for families through our distribution system. Should there need to be a change in the food distribution program, we will utilize the same communication tools as described above.

Fremont Christian School Students are edible to access Fremont Public School's food distribution program as requested by individual parents. They can also access food support through True North, a community action agency and local food banks.

**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:**

Our district will be paying all employees during the remaining of the 2019-2020 school year. Each building will be determining the redeployment plan for non-teaching staff during the time of emergency closure. The following is a list of nonprofessional staff and their intended deployment.

**Elementary:**

- Paraprofessionals will work with their coordinating teacher for guidance on how to support the creating of learning packets to be sent home.
- Interventionists- will be partnering with teaching teams to connect with families and make learning accessible to tier II and tier III learners.
- Bus drivers are not needed at this time to implement this plan.
- Custodians will have a schedule for cleaning each week to align with staff's access to the building.
- Kitchen staff will have a schedule to support the preparation of school lunches.

### **Middle School:**

- Paraprofessionals will work with their coordinating teacher for guidance on how to support the creating of learning packets to be sent home.
- Interventionists- will be partnering with teaching teams to connect with families and make learning accessible to tier II and tier III learners.
- Bus drivers are not needed at this time to implement this plan.
- Custodians will have a schedule for cleaning each week to align with staff's access to the building.
- Kitchen staff will have a schedule to support the preparation of school lunches.

### **High School:**

- Paraprofessionals will work with their coordinating teacher for guidance on how to support the creating of learning packets to be sent home.
- Interventionists- will be partnering with teaching teams to connect with families and make learning accessible to tier II and tier III learners.
- Bus drivers are not needed at this time to implement this plan.
- Custodians will have a schedule for cleaning each week to align with staff's access to the building.
- Kitchen staff will have a schedule to support the preparation of school lunches.

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

**District/ PSA Response:**

Teachers will use an instructional platform and/or the collection of returned packets to monitor student wellness, engagement, and completion. 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.

Feedback will be given by the teacher to the student/family towards the learning target and include both positive and constructive thoughts. Feedback may come in the form of comments, wondering questions, and clarification if a learning target is met or what needs to be improved to be considered proficient. Grades A-F will not be assigned so feedback should not focus on a quantitative % correct or letter grade, but rather the content of the feedback is ultimately to promote growth towards a skill.

All assignments will result in credit/no credit. For high school students, transcripts will reflect a notation “CV-19 coursework” to indicate why credit/no credit was assigned vs. a letter grade.

**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:**

The district teachers and itinerate professionals, through their interaction with students and parents will informally assess current mental health needs. When concerns arise, the behavior specialist (3In/C4S, SSW, counselor, principal, etc.) will reach out to individual students and families to determine what they may need. The behavior specialist will help connect the family to outside agencies to help meet their needs.

Teachers will communicate concerns to the principal or behavior specialist to make the necessary follow-up connections with the family. The principal will connect weekly with teachers to identify any additional students or families in need.

In order to support the continuity of social emotional supports throughout the county, our district counselors/social workers will participate in a county wide collaboration hosted by NCRESA.

Our district will attempt to provide social emotional learning supports through their continued communication with students. They will be cognizant in their approach by utilizing their resources and learnings from PBIS and Rachel’s Challenge.

**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:**

Should NC RESA need to mobilize additional disaster relief childcare centers, we will provide classrooms in our buildings as needed. We will support NC RESA through additional communication means to the families in our districts as needed.

**15. Does the District plan 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:**

Please see the Continuity of Learning Plan submitted by NC RESA for the EAC Center-Based Special Education programs.

Name of District Leader Submitting Application:

Vaughn White, Superintendent

Date Approved: 4/16/2020

Name of ISD Superintendent/Authorizer Designee: Dr. Lori Tubbergen Clark

Date Submitted to Superintendent and State Treasurer: 4/16/2020

Confirmation approved Plan is posted on District/PSA website:4-17-2020