

COVID-19

Preparedness and Response Plan

(Executive Order 2020-142 District Preparedness Plan Template)

Revised 2:00PM
08/05/2020

Name of District: Port Huron Area School District

Address of District: 2720 Riverside Dr., Port Huron, MI 48060

District Code Number: 74010

Web Address of the District: www.phasd.us

Name of Intermediate School District: St. Clair County RESA

Name of Authorizing Body (if applicable):

Preparedness Plan Introduction

Governor Whitmer's [Executive Order 2020-142](#) "provides a structure to support all schools in Michigan as they plan for a return of pre-K-12 education in the fall. Under the order, school districts must adopt a COVID-19 Preparedness and Response Plan laying out how they will cope with the disease across the various phases of the [Michigan Safe Start Plan](#). In turn, the accompanying Michigan Return to School Roadmap offers a guide to the types of safety protocols appropriate during each phase. There's no one-size-fits-all solution: What works in Lansing may not work in Sault Sainte Marie. Districts will retain the flexibility to tailor their instruction to their particular needs and to the disease conditions present in their regions." (EO-2020-142)

Each district (public, public school academy (PSA), nonpublic, and intermediate school district (ISD) that educates pre-K-12 students) shall submit a single completed Assurance Document and Preparedness Plan to its Board in time for approval by August 15 or seven days before the first day of school, whichever comes first. This template, when completed, serves as a single Assurance Document and Preparedness Plan.

The Preparedness Plan will be collected by the Intermediate School District for public school districts, the authorizing body for public school academies, or the chief/designated school administrator for nonpublic schools for transmission to the State Superintendent of Public Instruction and State Treasurer by August 17, 2020. Additionally, this Preparedness Plan must be posted on the district's/PSA's, or nonpublic school's public website home page no later than August 17, 2020. A single application should be filed by the district rather than multiple applications for individual schools within a district.

Preparedness Plan Assurances

The District agrees to meet all of the following requirements of Executive Order 2020-142

- ✓ The District assures that when it provides in-person instruction to its students without disabilities, the district must also provide in-person instruction to its students with disabilities, consistent with their individualized education programs (IEPs).
- ✓ The District assures that when schools are closed to in-person instruction, districts must strive in good faith and to the extent practicable, based upon available resources, technology, training, and curriculum, as well as the circumstances presented by COVID-19, to provide equal access to any alternative modes of instruction to students with disabilities from birth through age 26. This assurance includes the provision of auxiliary services under section 1296 of the Revised School Code, MCL 380.1296.
- ✓ The District assures that while any state of emergency or disaster related to the COVID-19 pandemic continues, it shall comply with guidance from the United States Department of Education, including its Office of Civil Rights and Office of Special Education and Rehabilitative Services, and the Michigan Department of Education concerning the delivery of alternative modes of instruction to students with disabilities in light of the impact of COVID-19.
- ✓ The District assures that it shall, to the extent practicable and necessary, make individualized determinations whether and to what extent compensatory services may be needed for students with disabilities in light of the school closures during the 2019–2020 school year.
- ✓ The District assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan* it will close its buildings to anyone except: (a) District employees or contractors necessary to conduct minimum basic school operations consistent with a Preparedness Plan, including those employers or contractors necessary to facilitate alternative modes of instruction, such as distributing materials and equipment or performing other necessary in-person functions. (b) Food-service workers preparing food for distribution to students or their families. (c) Licensed child-care providers and the families that they serve, if providers follow all emergency protocols identified by the state.
- ✓ The District assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan* it will suspend athletics, after-school activities, inter-school activities, and busing.
- ✓ The District assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan* it will provide for the continued pay of school employees while redeploying staff to provide meaningful work in the context of the Preparedness Plan, subject to any applicable requirements of a collective bargaining agreement.
- ✓ The District assures that in **Phases 1, 2, or 3** of the *Michigan Safe Start Plan* it will provide for the continuation of food distribution to eligible students.
- ✓ The District assures that during **Phase 4** of the *Michigan Safe Start Plan* it will prohibit indoor assemblies that bring together students from more than one classroom.
- ✓ The District assures cooperation with the local public health department if a confirmed case of COVID-19 is identified, and agrees to collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present in school.

Preparedness Plan

Every district must develop and adopt a COVID-19 Preparedness and Response Plan (“Preparedness Plan”) that is informed by [Michigan’s 2020-21 Return to School Roadmap](#) (“Return to School Roadmap”) from the COVID-19 Task Force on Education and Return to School Advisory Council.

In accordance with Executive Order 2020-142 a plan must include all the following parts:

- A. The policies and procedures that the District will follow when the region in which the district is located is in **Phase 1, 2, or 3** of the *Michigan Safe Start Plan*.
 - 1. Describe how the district will offer alternative modes of instruction other than in-person instruction and a summary of materials each student and the student’s parents or guardians will need to meaningfully access the alternative modes of instruction included in the Preparedness Plan. If the Preparedness Plan relies on electronic instruction, the Preparedness Plan must consider how the district will aid students who lack access to computers or to the internet. This is also in the Continuity of Learning and COVID-19 Response Plan submitted in April. You may want to update and link to this plan in your response below.

The primary mode of instruction for K-12 students will be virtual if buildings are closed due to being in Phases 1, 2 or 3. All students will be issued Chromebooks and logins for the learning management system, Schoology. The learning management system will allow staff and students to work both on and off line either on their personal or district provided device remotely while school buildings are closed. Staff who have poor or no internet access at their homes, will be allowed to work on a rotating basis in the school building provided the closure order allows for essential workers to continue to access school buildings. Students who need internet access for submitting assignments or connecting with school personnel for support will be provided a list of local wifi locations including school parking lots. Additionally, the district has purchased hotspots that can be circulated through neighborhoods with high numbers of students without wifi via district school buses.

District curricular resources will continue to be utilized by staff and students in the event of the closure via the learning management system. Teachers will be able to assess students and assign differentiated materials for students from the district approved resources via the LMS.

Parents will also have access to the learning management system and Skyward Family Access to use for monitoring their students academic progress. Parents will be able to access Schoology and Skyward Family Access using their personal device including cell phone.

- B. The policies and procedures that the District will follow when the region in which the District is located is in **Phase 4** of the Michigan Safe Start Plan. Those policies and procedures must, at a minimum, include:
 - 1. **Face coverings** (p. 22)
 - a. Please describe how the district will implement **requirements** for facial coverings that at a minimum require the wearing of face coverings, except during meals and unless face coverings cannot be medically tolerated, for:
 - i) All staff and all students in grades preK-12 when on a school bus.
 - ii) All staff and all students in grades preK-12 when in indoor hallways and common areas.
 - iii) All staff when in classrooms.
 - iv) All students in grades 6 and up when in classrooms.
 - v) All students in grades kindergarten through grade 5 unless students remain with their classes throughout the school day and do not come into close contact with students in another class.

Please describe how you would implement the requirements and recommendations for **Personal Protective Equipment.**

District and Building Implementation Plan:

Face Coverings

- The expectations for the wearing of face coverings and how to obtain clean face coverings will be included in all district to parent communications, all student orientations, and all staff orientations.
- Students and parents will sign-off on their awareness of these policies before the students are permitted to enter the classroom on the first day of school.
- Building, grounds, and transportation signage will be prominent throughout all school facilities and clearly identify who is required to wear face covering in each designated area of the building, grounds, or bus.
- Disposable face coverings will be ordered and provided to every student and staff member on a daily basis, unless they choose to provide their own. These will be placed on busses and in the classrooms every evening by the custodial and transportation staff.
- Clear face coverings will be provided to preK-2 teachers and teachers who work with our deaf and hard of hearing students with the requirement to wear the clear mask during instruction. Teachers at any others grade level may also request a clear face covering if they so choose.
- Individuals (staff or students) who claim medical exemption will need to provide documentation from a physician and a safety plan will be developed with the principal (for students) or Human Resources Manager (for staff). The safety plan may include wearing of a face shield in place of a mask.
- Exempted individuals will be recorded in a master database. Exempted students will be expected to participate in the fully virtual program option.
- Elementary students will be required to wear a face covering at all times in the building unless they are eating.
- Students who are capable of wearing a face covering and refuse to do so in an area where a face covering is required will be issued a face covering by a school official (teacher, paraprofessional, administrator, school safety staff, playground aid, etc.) and asked to put the face covering on.
- Staff who are capable of wearing a face covering and refuse to do so will be addressed by the school administrator and could face progressive disciplinary measures up to and including termination.
- Guests to the school building (substitute teachers, etc) who do not have their own face coverings will be issued a disposable face covering upon signing in at the main office and will be instructed to wear the face covering at all times. Instances of non-compliance will be addressed by the building administrator.
- In instances of uncertainty about individuals not wearing face coverings, these matters will be relayed to the building administration for review and decisive action.

Other PPE

- All custodial staff will be provided a level II surgical face mask, a face shield and nitrile gloves.
- Staff members with responsibilities related to the quarantine area will be provided an N95 mask, a face shield, a disposable gown and nitrile gloves.
- All food service staff and cafeteria staff will be provided a level I surgical face mask, face shields and nitrile gloves.

- Teachers will be provided face shields and nitrile gloves for cleaning.

2. Hygiene

Please describe how you will implement the **requirements** for hygiene protocols from the *Return to School Roadmap* (p. 22-23).

Please describe how you would implement the requirements and recommendations for **Hygiene**.

District and Building Implementation Plan:

- Portable hand sanitizing stations containing gel or foam with at least 60% ethyl alcohol will be provided to each building based on building size. The locations of portable hand sanitizing stations will be noted on a building map.
- Every classroom will be supplied with
 - two refillable 16 oz. gel hand sanitizer bottles containing at least 60% ethyl alcohol
 - one refillable disinfecting wipe container for teacher use to wipe down desks, shared supplies between classes
 - two microfiber clothes with Isopropyl alcohol based cleanser for chromebook cleaning
- Supplies (paper towels, soap, hand sanitizer, tissues, trash receptacles) will be checked daily and restocked in the classroom.
- Each preK-5 classroom will have a hygiene protocol with timelines that will be provided to the building principal. It will include:
 - Hand-washing schedule
 - Room and materials cleaning schedule
- Classroom teachers will teach students the following on the first day of school and reinforce weekly or more often as needed (this may be done via video)
 - proper hand washing
 - how to cough and sneeze into their elbows, or to cover with a tissue and dispose of it in the trash
 - Importance of social distancing
- Proper hygiene procedures, including hand washing, will be communicated to families via various channels, including newsletters and social media. Parents and caregivers will be asked to review and reinforce with their students.
- Custodial staff will
 - Procure adequate soap, hand sanitizer, paper towels, tissues before the start of school and throughout the year
 - Post signage related to cleaning and hygiene strategies in each room, restroom, throughout the hallways
 - Monitor hygiene supplies and refill as needed throughout each day
- Sharing school supplies will be limited with any shared supplies being sanitized between use.

Please describe how you would implement the recommendations for **Spacing, Movement, and Access**.

District And Building Implementation Plan:

- Building/facility leaders and custodial staff will walk through each building before the start of school to assess the number of desks, tables, capacity to physical distance with existing student enrollment and furniture. Building/facility leaders will determine what furniture or supplies can be removed from the building.
- Areas within the building where lines typically form will be marked in 6-foot increments.
- Signage will be posted throughout the building and on restroom doors reminding students, staff, and guests of the physical distance requirement.
- All permitted guests will comply with a screening protocol

3. Cleaning

Please describe how you will implement the cleaning **requirements** for cleaning protocols from the *Return to School Roadmap* (p. 27).

Please describe how you would implement the requirements and recommendations for **Cleaning**.

- District Level Administrators and Building Operations will meet to review all guidance related to cleaning and disinfecting of buildings and to review the Building Operations the MI Safe Schools: Michigan's 2020-21 Return to School Roadmap.
- An inventory related to all cleaning supplies that are in compliance with the EPA-approved related to COVID will be taken and orders will be made to address increased cleaning protocols.
- All classrooms will be provided EPA-approved disinfectant or diluted bleach solution, face shield and gloves in order to address new cleaning protocols. Staff must wear gloves, a mask and face shield when cleaning.
 - one refillable disinfecting wipe container for teacher/student use to wipe down desks, shared supplies between classes
 - two microfiber clothes with Isopropyl alcohol based cleanser for chromebook cleaning
- Each building custodial team and administrator will tour their building and identify areas of frequent usage throughout the building. A map will be created and kept secure in the head custodian's office to ensure compliance when custodial substitutes are in the building.
- Classroom teachers will wipe down the students desks after every period at the secondary level with EPA-approved disinfectant or diluted bleach solution. All classrooms will have the appropriate EPA-approved disinfectant or diluted bleach solution in their rooms.
- Playground equipment will undergo normal routine cleaning.
- A training on cleaning materials and protocols will be provided to the staff prior to the start of school. This training will show the use of PPE when cleaning, protocols for the classroom and storage of cleaning materials.

Please describe how you would implement the requirements and recommendations for **Food Service, Gathering, and Extracurricular Activities**.

District and Building Implementation Plan:

- At this time no indoor assemblies will be held at the elementary and secondary

buildings. All presentations that are needed will be done virtually or by staff entering the room to share the needed information.

- At the elementary buildings a schedule will be developed that allows up to three classrooms on a playground for recess at a time. Each class will stay within their assigned play zone for that recess period. Teachers and noon hour supervisors will monitor. Students will use hand sanitizer before entering the building.
- Markings will be put on the floor or wall to designate a six foot apart distancing as students wait in line in the cafeteria.
- All students will wear masks into the cafeteria and can remove them when eating. They will put them back on when eating is completed.
- Elementary students will be seated together as a class in the cafeteria for lunch. The cafeterias will be limited to 50% capacity. Each class will be seated at least 6 feet from any other class. All students will have assigned seating.
- At the Secondary level the cafeteria will be opened to students. The cafeterias will be limited to 50% capacity. In order to address social distancing, a maximum of the same 10 students may be assigned group seating with a distance of at least 6 feet from other groups. All students will have assigned seating.
- Secondary students will enter the lunch service line at a staggered schedule.
- All cafeteria workers will be expected to wear masks and gloves when in the kitchen or behind a sneeze guard and masks, face shields and gloves in all other areas in the cafe. They will all be expected to wash their hands before and after all food service according to CDC guidance. Visual guidance will be in the kitchen and by every sink to encourage the correct procedure for hand washing.
- Breakfast and lunch will be offered to all students participating in the virtual program option. A curbside pickup format will be used.
- All field trips are suspended, this will be reviewed as we move to level 5.
- All extracurricular activities will require face masking (Marching Band, Drama and Clubs will have individualized requirements organized by the Athletic Director).
- Indoor events over 50 students will be temporarily discontinued and will be evaluated as we move to another level (Marching Band, Drama and Clubs will have individualized requirements organized by the Athletic Director).

4. Athletics

Please describe how you will implement the **requirements** for athletics protocols from the *Return to School Roadmap* (p. 27).

We will follow all *guidance published by Michigan High School Athletic Association (MHSAA)*

5. Screening

Please describe how you will implement the **requirements** for screening protocols from the *Return to School Roadmap* (p. 24).

Please describe how you would implement the requirements and recommendations for **Screening Students and Staff**.

District and Building Implementation Plan:

- Schools will communicate and cooperate with the local health department officials regarding all procedures.
- Each school building will identify a secluded room to serve as an isolation area. This room will be outfitted with appropriate PPE including gowns, face shields, N95 Masks, gloves, sanitizing wipes, portable two-way radios, and log sheets.
- Each building will have an identified and trained staff person to serve as the quarantine monitor.
- From the time of identification of potential infection, the student will not be left unattended by the quarantine monitor. Information included name, date, time and symptoms will be recorded on the [log sheet](#).
- Parent communication will be made immediately with clear and concise directions on picking up the student and where to report for testing.
- A designated person will contact the student/family each day after removal until test results are provided and verified before the student can return to school.
- The health department will be contacted after parents have been contacted to assist in contact tracing and notification of vulnerable individuals.
- All school staff will be required to conduct a health safety self assessment prior to coming to work and verifying through a district form that they are safe to work. This will include taking their temperature and reporting this daily.
- Staff who are unable to work due to displaying COVID-19 symptoms will be required to contact the Human Resources Manager who will review related protocols.

6. Testing

Please describe how you will implement the **requirements** for testing protocols from the *Return to School Roadmap* (p. 25).

Please describe how you would implement the requirements and recommendations for **Testing Protocols for Students and Staff, and Responding to Positive Cases.**

District and Building Implementation Plan:

- Schools will communicate and cooperate with the local health department officials regarding all procedures including reporting and appropriate family notifications.
- When parents are contacted to pick up students with symptoms they will be informed where they can access testing.
- Symptomatic staff will be expected to be tested and will be provided with information on where they can access testing if needed. They will be required to follow human resources protocols regarding when they are able to return to work.
- Parents will be provided information encouraging them to check students for symptoms, including taking their temperature, daily before sending them to school.

7. Busing and Student Transportation

Please describe how you will implement the **requirements** for busing and student transportation protocols from the *Return to School Roadmap* (p. 28).

Please describe how you would implement the requirements and recommendations for **Busing and Student Transportation**.

District and Building Implementation Plan:

- MI Safe Schools: Michigan's 2020 Return to School RoadMap was made available to our transportation team to review and make recommendations. This team consisted of:
 - James Turley, Governor's Task Force (First Student)
 - Chris Schoemann, Michigan District Manager (First Student)
 - Matt Haas, Transportation Director (First Student)
 - Chad Vick, Safety Manager (First Student)
 - Chris Pretto, Head Mechanic (First Student)
 - Kora Rivers, driver (First Student)
 - Theo Kerhoulas, Executive Director (PHASD)
- Hand sanitizer dispensers have been installed on all busses and it is required for students to use them prior to being seated.
- All staff (including drivers) and students are required to wear facial coverings (if medically feasible) when on the bus. Single use masks will be distributed by drivers if a student arrives at the bus without a mask.
- Students who present with symptoms at school or refuse to wear a mask will not be permitted to board a bus and staff will ensure they are picked up safely.
- First Student's formal responses
 - [link](#) to First Student response
 - [link](#) to First Student Zoono explanation
- All high touch areas of the bus will be disinfected after every route by the driver (no students may be present at that time). Buses will be cleaned each night.
- Professional development will be offered to all bus drivers related to the changes including the appropriate usage of face masks and policies regarding the requirement of their usage on the bus, hand sanitizing, and cleaning protocols to address the cleaning and disinfecting of the bus before and after every route. A check sheet with time and date of each cleaning will be provided to staff to complete each time the bus is cleaned.
- Bus drivers, weather permitting, shall keep windows open on the bus both in route and when stopped.
- On those buses with specialized transportation and equipment needs, bus aides or drivers will disinfect the equipment upon entrance to the bus.

Please describe how you would implement the recommendations for **Mental & Social-Emotional Health**.

District and Building Implementation Plan:

- We will utilize our Crisis Response Team, including certified school social workers, behavior interventionist/coaches, and administrators to ensure comprehensive crisis

- plans are aligned to student and staff needs related to the pandemic.
- We will utilize the district MTSS process for students who exhibit acting out or withdrawn behaviors for supports across the tiers.
- District Administration will coordinate with local support agencies and partnership counseling agencies to support students and families. The identified administrator will act as the point person to centralize mental health referrals.
- Staff will regularly be reminded of the services provided through the Employee Assistance Program (EAP) and encouraged to take advantage of such services.
- Staff professional development will include the following
 - Trauma informed practices with a connection to school wide PBIS and social-emotional learning
 - Self-care
 - Identification and rapid referral process for at risk students
 - Revised PBIS expectations and lessons to be taught related to mitigation procedures (hand washing, social distancing, face coverings, etc)
- MDE resources for social emotional learning and trauma will be provided to all staff
- Building principals will provide parents information through newsletters, social media and other communications regarding general best practices for childhood social-emotional well being.

Instruction

Please describe how you would implement the recommendations for **Governance**.

Our district's Return to School Advisory Committee was led by our Superintendent. We included:

- Superintendent
 - James Cain
- Board of Education representatives
 - Tim McCullough, President
 - Joe Bixler, Treasurer
 - Ann Murphy, Trustee
- Executive Directors
 - Theo Kerhoulas
 - Tracie Eschenburg
 - Kate Peternel
 - Catherine Woolman
- Representative building principals
 - Chip Mosset
 - Mike Palmer
 - Abe Leaver
 - Shawn Shackelford
 - Ray Caldwell
 - Joe Kramer
- Teacher representatives
 - Ken Santer, Special Education
 - Jackie Jamison, Interventionists
 - Carees Hazely, Upper Elementary Teacher

- Naomi Oliver, Middle School Teacher
- Kelly Harrington, High School Teacher
- Union representatives
 - Cathy Murray, Teacher President
 - Linda Conley, Paraprofessional President
 - Lynn Butterworth, Secretary President
 - Mike McLachland, Teamsters
 - Sherry Thompson, Food Service President
- Parent representatives
 - Kristy Kinney
 - Allison Ruiz
 - Lakeisha Staton
- Health department representative
 - Liz King
- Transportation representative
 - Safety Officer Chad Vick

Our group met virtually *via* Zoom multiple times to shape the prompt for the community Thought Exchange, to review and analyze the feedback from the Thought Exchange and to provide input on the planning for the fall of 2020, which is represented visually in the district infographic and in written form in this Preparedness Plan. The Thoughtexchange resulted in over 55,000 interactions - here is a [link](#) to our data.

The final Preparedness Plan will be posted on the district's website. In the Welcome Back Meeting for staff in August, our building principals will cover the supplemental information in detail and answer questions related to the plan to ensure clarity of expectations and execution. Building administration and teachers will engage students in a full review of the information related to the Preparedness Plan to ensure students are well versed in the event we return to remote in any form or fashion.

Please describe how you would implement the recommendations for **Instruction**.

Instruction - Before School Starts

Vision:

Our Instructional Work Plan is centered on our vision statement - The Port Huron Area School District will provide a personalized, world-class education for each student today to shape tomorrow's community and global leaders. Our priorities remain advocating, innovating and educating every student enrolled in Port Huron Area School District.

Because our environment has changed since these priorities were developed, we will need to pivot some of our instructional strategies, but these guiding principles inform all of our work - whether our learning environment is remote or face-to-face.

Our commitment to ALL students remains clear. For the 2020-21 school year:

- Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.

- Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
- Every students' academic and social emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.

Clear expectations have been set around high quality remote in person instruction that include:

- Best practices for remote and in-person learning
- Grade-level proficiencies
- Modes of student assessment and feedback
- Differentiated support for students
- The continued inclusion of social-emotional learning
- Guidance around daily instructional time and workload per different grade bands to ensure consistency for students.

During Phase 4, all K-12 students will attend school on their assigned days based on the district's approved hybrid schedule.

Standards-Aligned Curriculum and High Quality Instructional Materials:

Our current CORE curricular resources are accessible digitally for students and staff. Additional digital resources are being utilized to enhance student engagement and the formative assessment process. Our teachers have a strong command of curricular resources and have received professional development on the district-adopted curriculum as part of the normal process of doing business. Focus and professional learning has shifted to orienting teachers to best practices around blended and virtual instruction. As a district, our Learning Management System (LMS) platform we have adopted is Schoology for K-12.

High Quality Instructional Methods and Intervention Programs:

Our instructional tiered delivery system begins with high quality curricular resources and instructional strategy practices at all tiers of instruction. Tier 1 instruction and classroom intervention is available to all learners and is designed to effectively meet the needs of most students. From there, Tier 2 and 3 supports are layered on to target specific support to small groups and individual students.

Staff meetings are held on the first through third Tuesdays of each month. During this time professional learning communities meet to:

- Discuss and integrate school and district level initiatives and systems
- Data dialogue, problem solve, and action plan around whole child data consisting of whole school, grade level, small group, and individual student data points
- Participate in tailored, building and district, embedded professional learning.

For targeted interventions and supports we will continue to use the Tier 2 and 3 intervention programs we have in place for literacy and math in grades K-12. These programs include:

- K-5 Literacy - Reading Recovery, Leveled Literacy Intervention, Corrective Reading, Benchmark Advance Intervention, Leveled Guided Reading Lessons
- K-5 Numeracy and Mathematics - Math Recovery, DELTA Math, Math Expressions

- Tier 1,2,3 Lessons and Personalized Math Trainer
- 6-12 Reading - System 44, READ 180
- 6-12 Mathematics - Do the Math Now, Math 180

We recognize that additional supports may be necessary for students as we determine their needs in the first weeks of school. Our Student Support Teams (SST) will keep a close eye on student needs and communicate needed intervention supports to their building principals.

Providing whole group, small group, and targeted instructional supports based on informed data are top priorities for our instructional vision as we safely reopen our schools. This vision applies whether our learning environment is face-to-face or virtual.

Meaningful Assessment Methods:

Our district assessment plan consists of initial screening measures, diagnostic assessments, on-going classroom formative assessment, and interim and summative assessments. These assessments were selected for their validity and reliability for their intended purpose and student population. This assessment system provides educators in our system the whole child data needed to make informed instructional decisions in schools, classrooms, grade levels, small groups of students, and personalized learning.

Our district assessment plan provides teachers and students the ability to identify gaps in student learning and target individual student needs on an ongoing basis. Our use of initial, digging deeper assessments provides our Student Support Teams with many opportunities to examine student data and develop individualized support plans.

Special Populations:

Before school starts, it is strongly recommended that teams review students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers. Plans will be amended to address any accommodations and/or services that are needed due to changes in the student as well as be based on assessment data and parent feedback.

In addition, the Roadmap highlights:

- Commencing intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE.
- Establishing structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible.
- Developing a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

English Learners

Port Huron Area School District is in the Macomb ISD Consortium for Title III programming. The following plan is in alignment with the guidance provided by MISD.

- Certified ESL teachers and ESL Tutors will provide instructional support to students virtually and by phone as needed.

- Certified ESL teachers will contact teachers/students/families to offer language support as needed.
- EL students will receive support in alignment with the District’s Language Assistance Plan.
- Certified ESL teachers will share with teachers and families electronic and website resources that are available to support English Language Development.
- Interpreter services are available via LanguageLine for meetings and parent contact.

Postsecondary Transitions:

In close collaboration with our high school principals, counselors, college advisors and local college access network members, we will be working diligently to secure supports for students who are transitioning to postsecondary. These supports will encompass:

- Determining what resources should be shared with Class of ‘21 and Class of ‘22 students and families.
- Planning for fall administration of SAT and ensuring that high school staff are communicating regularly with seniors and their parents.
- Providing resources, information, and training to parents and students in coordination with the Blue Water College Access Network. This will include a wide continuum of topics such as FAFSA completion, college application preparation, stackable certifications, etc.
- Utilizing counselors and/or college advisors to provide continued support to Tuition Incentive Program (TIP) eligible students. Monitor the number of TIP eligible students who are enrolling in college.
- Continue to monitor the impact and perhaps unintended consequences created by moving to Credit/No Credit for spring 2020. We will ensure all transcripts note the COVID19 closure and any resulting changes in grading.
- Creating measures/processes to identify students who may need additional support.

Resources that support postsecondary transitions:

- [College and Career Readiness COVID-19 ISD College Access Network](#)

Schedules and Routines:

All families will be provided the option between a fully virtual instructional program or a face to face hybrid model. Those choosing the fully virtual model will have a two week trial period at the beginning of the year in which they can select to move back to the face to face hybrid. After the trial period expires, students will remain in their selected mode of instruction until the end of the semester, January 2021.

A cohorting model will be used for our elementary as much as possible. All students K-12 will attend on a rotating basis (chart below).

Monday	Tuesday	Wednesday	Thursday	Friday
Group A attends	Group B attends	Group A attends	Group B attends	Groups will attend on alternating Fridays
Group B distance learning	Group A distance learning	Group B distance learning	Group A distance learning	

Elementary School Considerations:

- **Alternating Days Face to Face and Remote Learning**
- **Students stay together as a class and do not mingle with other classes**
 - Tier 1 Instruction in core content provided by classroom teachers
 - Tier 2 support provided by classroom teachers happens here
 - Tier 3 support pushes into the classroom for small groups or pulls students out as needed
- **Specials:** Specials schedule: specials teachers (music, technology and art) travel to classroom. Physical education teachers will hold class outside as weather permits or in the gym.
- **Lunch:** Students will eat lunch in the cafeteria with their class in assigned seats.
- **Recess:** Organize recess schedule so that each class remains separate from other classes

Middle and HighSchool Considerations:

- **Alternating Days Face to Face and Remote Learning**
- **Electives:** Electives will be taught as they normally are with additional safety measures being taken when students are face to face.
- **Lunch:** Students will eat lunch in the cafeteria or other designated areas in the buildings in assigned seats
- **Locker Usage:** Students will be encouraged not to use their lockers and to carry their items throughout the day
- **Passing Time:** Hallway traffic will be one directional to minimize students congregating in the halls
- **Tier 3** interventions occur as part of the students daily schedule

Instruction - After School Starts

Ensuring Learning:

For students needing additional support, teachers will communicate progress and targeted plans to families (in home language) at progress report intervals.

Shifting to a Remote Learning Environment:

To remain prepared for needed shifts to an all-district remote learning context, we have:

- Secured a learning management system to allow staff, students and parents access to online tools and materials that will provide standards-aligned learning that is customizable.
- Integrate remote learning tools into team meetings and in-school instruction so that teachers, students and parents remain ready for a possible transition to a remote context.
- Prepare communication assets for key audiences (students, teachers, parents) that clarify protocols and resources for virtual instruction.

When in remote learning modes we will:

- Confirm that devices were taken home by all students and functional.

- Activate our connectivity plan to ensures that all students and families have adequate connectivity to successfully engage in and complete schoolwork
- Monitor online attendance through Schoology.

Please describe how you would implement the recommendations for **Communications and Family Supports**.

Communication and Family Partnerships:

We truly value our students, staff, parents and our community as essential partners in the educational process. Our families and staff have experienced many unforeseen challenges and new experiences during the past few months. We expect that we will all continue to face new experiences in the fall and are committed to supporting our students and families. We plan to provide:

- Continue to utilize our Communication Plan (website, social media, PeachJar, Remind, Skyward Messenger calls/emails and newsletters)
- Parent education sessions, through Parent University, on the best way to access and use our digital resources
- Supports and resources for our families to use at home including specific strategies for supporting their childs' learning at home
- Continue to use Thoughtexchange to keep our pulse on what support our families need
- Ensure all communications are in both English and the home language of our students.
- Ensure our teachers know and understand the school communication plan and expectations
- Ensure our teachers use the district's learning management system effectively
- Ensure parents are able to access the learning management system and student learning expectations

C. Describe the policies and procedures that the district will follow when the region in which the district is located is in Phase 5 of the Michigan Safe Start Plan.

The Phase 5 Strongly Recommended and Recommended items will be implemented in the same manner as they were in Phase 4 with the following exceptions:

- Facial covering requirements for staff and students in school buildings will be reviewed based on guidance at the time we move to Phase 5.
- Facial coverings will be recommended for students during transportation
- Facial coverings will not be required to be worn by PreK in common areas
- Family members and guests will be allowed limited access to the buildings. Screening and recording procedures will remain.
- Indoor assemblies with more than one class will be allowed. Indoor and outdoor gatherings will comply with current caps on attendance.
- Off-site field trips requiring bus transportation will be allowed on a limited basis; field trips will comply with current guidelines, including face coverings.
- Recess cohorting will not be required.

- Allow indoor weight rooms and physical conditioning with 6 foot distancing with sanitizing shared items between use.
- Buses will be cleaned and disinfected regularly
- Face shields, masks and gloves will be available and may be used during, but not required in all circumstances.
- We will follow local health department expectations for cafeteria capacity and seating.

1. Indicate which strongly recommended protocols from the *Return to School Roadmap* the district will include in its Preparedness Plan when the region in which the district is located is in **Phase 5** of the *Michigan Safe Start Plan*.

All strongly recommended protocols in Phase 5 will be implemented as part of the Preparedness Plan.

2. Indicate which strongly recommended protocols from the *Return to School Roadmap* the district will not include in its Preparedness Plan when the region in which the district is located is in **Phase 5** of the *Michigan Safe Start Plan*.

There are no strongly recommended protocols that the district will not include in our Phase 5 Preparedness Plan.

D. After considering all the protocols that are strongly recommended in the *Return to School Roadmap*, please indicate if a school plans to exclude protocols that are highly recommended for any of the categories above in **Phase 4**.

Desks in all classrooms will be spaced apart as much as possible to accommodate the number of students in the class, however we will not be able to guarantee six feet between all desks in all classrooms. By implementing a hybrid model we will reduce class sizes significantly to provide maximum spacing.

Due to the type of classroom furniture, including tables designed for groups of students rather than individual desks, we may not be able to have all students facing the front at all times. We will do our best to meet this recommendation wherever possible.

We will utilize our current MTSS process and PBIS tiers of support to identify students that may need additional mental health or social-emotional supports in place of a mental health screening for all students.

Elementary students and teachers will be allowed to substitute hand sanitizer for hand washing at one or more of the scheduled hand washings every 2-3 hours.

Technology - we will not survey families for devices used/available for remote learning, because we will be supplying all K-12 students with devices. Our learning management system allows students to access the content and assignments on and off line. We will work with families who still need support on a case by case basis.

Final Steps for Submission

Each district shall submit a single completed Assurance Document and Preparedness Plan to its Board of Education (in the case of a PSA, the Academy Board of Directors; in the case of a nonpublic school, the chief or designated school administrator) in time for approval by August 15 or seven days before the first day of school, whichever comes first.

Date of Approval by the District Board of Education, PSA Board of Directors, or nonpublic school chief/designated school administrator: 8/13/20

Link to the Board Meeting Minutes or Signature of Board President, or signature of nonpublic school chief/designated school administrator:

Link to the approved Plan posted on the District/PSA/nonpublic school website:

http://www.phasd.us/return_to_school_2020-21

The Preparedness Plan will be collected by the Intermediate School District for public school districts, the authorizing body for public school academies, or the chief/designated school administrator for nonpublic schools for transmission to the State Superintendent of Public Instruction and State Treasurer by August 17, 2020. Additionally, this Preparedness Plan must be posted on the district's/PSA's, or nonpublic school's public website home page no later than August 17, 2020.

Name of District/PSA/Nonpublic Leader Submitting Plan: James Cain, Superintendent

Date Received by the ISD/Authorizing Body/Chief or designated School Administrator:

Date Submitted to State Superintendent and State Treasurer: