

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 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: April 10, 2020

Name of District: Port Huron School District

Address of District: 2720 Riverside Drive, Port Huron, 48060

District Code Number: 74010

Email Address of the District: superintendent@phasd.us

Name of Intermediate School District: St. Clair County RESA

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.

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In accordance with Executive Order 2020-35 a Plan must include all of the following parts:

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- .

District/ PSA Response: The district plans to use a hybrid model of instruction using hard copy instructional packets and online learning platforms. The modes of learning will vary across levels. At the pre-K level, activities and instruction through SeeSaw will be the primary mode of support. At the elementary level, instructional packets will be the primary mechanism for support. At the secondary level, online learning resources and platforms will be the primary mode of support and instruction since students have district provided Chromebooks. Expanded wifi has been made available in the parking lots of both high schools for students that may need this access. Students without internet access will have access to instructional materials through a weekly instructional packet. All students will need access to materials such as paper, pencils, and crayons, which will be made available to families that don't have them upon request. All students will have access to grade-level/course resources as needed to complete their work. Accommodated packets will be sent to any student with identified needs, including those in special populations.

Please describe the methods the district will use to keep pupils at the center of educational activities, including outreach to continue building relationships and maintain connections, and to help pupils feel safe and valued.

District/ PSA Response: Teachers will be expected to attempt to make contact with every student at least twice per week. The focus will be on two way communication. This may be done through the use of technology (for those that have access) such as Google Hangout, Zoom, Class Dojo, Google Classroom, Moodle, email, or through weekly phone calls. We are very sensitive to the fact that students and families may not have regular schedules and/or regular access to devices during these uncertain times, and will be flexible in our approaches to connect with students. Teachers will be communicating with families during weeks 1 and 2 to determine the families preferred mode of communication. One of the weekly contacts will focus on assisting students with their academic materials and the second contact will have an emphasis on continuing to build relationships and maintain connections with students. Communication may be whole class, small group or individual. In the event that students are in need of additional time or supports, those will be provided on a case by case basis.

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

District/ PSA Response: Pre-K students, activities and instruction through SeeSaw will be the primary mode of support. For students without technology, the primary mode of delivery will be through hard copy instructional packets. This will be supported with regular communication from the classroom teacher and support staff to support instruction. The instructional packets will be delivered through a

variety of mechanisms intended to provide flexibility for our families. These delivery mechanisms will include: providing packets at food delivery sites, porch delivery using our transportation system and/or mailing packets to the most current address listed in the student information system. Delivery mechanisms will be consistent with all government executive orders related to safety including, but not limited to social distancing and wearing gloves and masks.

For secondary students with technology, content will be delivered through either Moodle or Google Classroom. Teachers will offer accessible synchronous instruction several times per week and asynchronous instruction (using a variety of resources which may include pre-made videos, voice recordings, educational materials provided through online resources, etc.) on Monday mornings. Content delivery will be intentional; with clear expectations, simple instructions and an appropriate amount of work required so as to not overwhelm students.

Please insert your tentative schedule of expectations for contact/content delivery here;

	Pre-K	Elementary School	Middle School	High School
Teacher contacts: Relationship building and connecting 2 times per week using what tool	Teachers will be expected to attempt to make contact with students twice per week. This may be done through the use of technology (for those who have access) such as SeeSaw, Google Hangout/Zoom, email, or through weekly phone calls.	Teachers will be expected to attempt to make contact with students twice per week. This may be done through the use of technology (for those who have access) such as Google Hangout/Zoom, email, or through weekly phone calls. This may be whole class, small group or individual contact.	Teachers will be expected to attempt to make contact with students twice per week. This may be done through the use of technology (for those who have access) such as Google Hangout/Zoom, email, or through weekly phone calls. This may be whole class, small group or individual contact.	Teachers will be expected to attempt to make contact with students twice per week. This may be done through the use of technology (for those who have access) such as Google Hangout/Zoom, email, or through weekly phone calls. This may be whole class, small group or individual contact.
Instruction: Distribution plan	Activities will be distributed weekly through SeeSaw and packets will be provided for families that do not have internet access.	Packets will be distributed the week of April 13th. The packets will contain academic activities that are paced out through June 11, 2020. Optional “special” lessons (art, music, PE and technology) will be posted on the district website weekly for	Weekly assignments will be shared on Monday mornings in Google classroom and due Sunday by midnight. Students who do not have internet access will receive printed packets on a weekly basis.	Weekly assignments will be shared on Monday mornings in Google classroom and due Sunday by midnight. Students who do not have internet access will receive printed packets on a weekly basis.

		students.		
“Office Hours”: Opportunities for students and teachers to receive support, seek clarification etc.	Teachers will designate at least 3 hours per week as office hours. They will also respond to any parent or student emails within 48 hours	Teachers will designate at least 3 hours per week as office hours. They will also respond to any parent or student emails within 48 hours	Teachers will designate at least 3 hours per week as office hours. They will also respond to any parent or student emails within 48 hours	Teachers will designate at least 3 hours per week as office hours. They will also respond to any parent or student emails within 48 hours

*Support services will be provided to assist students in accessing the curriculum, such as text to speech, sign language interpreters, braille materials, etc.

[ESL Plan](#)

[Special Education Plan](#)

[Adult Education Plan](#)

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

District/ PSA Response:

Connecting with and caring for our students is our first priority. It will be important to monitor the engagement and learning of our students in order to continue to provide support for both social-emotional and academic needs.

As appropriate, Port Huron Schools will provide children and their families plans for the transition from GSRP to kindergarten. The outreach will include a virtual conference, held via a phone or video call, with the family. The district will complete all virtual visits by June 11th and will document for individual families using a countywide GSRP form.

For Secondary students without technology access, learning packets will be collected through several means: at food pick-up sites, porch/driveway pickups with our transportation system and/or mail. Teachers will review the learning packet and provide feedback to the student during their weekly phone call, virtual meeting, or email. The feedback will be positive and encouraging and may include examples to support further student learning. Again, realizing that individual students have unique needs due to their circumstances, feedback will be given in the format that is convenient to the student and their family (i.e. email, phone call or virtual chat). In the event that a learning packet is not returned, teachers will work to connect with students on a personal level.

For students with technology, teachers will monitor student access and assignment completion Moodle or Google Classroom. Teachers will provide formative feedback to students on assignments through the

instructional platform. The feedback will be positive and encouraging and may include examples to support further student learning. Again, realizing that individual students may have unique needs due to their circumstances, feedback will be given in multiple formats; potentially including brief comments on assignments submitted electronically, comments shared in online bulletin boards or comments shared during remote connect sessions.

Please note: For secondary students GPA will be calculated through the end of the first semester of the 2019-20 school year. Students will not receive formal grades for work assigned and submitted for the remainder of the 2019-20 school, but will receive credit for work attempted and formative feedback.

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

District/ PSA Response:

K-5 At Home Learning Packets \$25,000 Source of Funds: General Fund

Print materials for special populations \$1,000 estimate
Source of Funds: General Fund

Leveled books for elementary students who were receiving Tier 3 supports for ELA
\$15,000 estimate Source of Funds: 31A and Title I Grant Funds

Support materials for special education students \$20,000 estimate
Source of Funds: General Fund and Special Education funding

Materials and mailing for GSRP students \$1,000 estimate
Source of Funds: GSRP grant funding

Hot spots (10) \$350 per month (monthly cost \$35 per hot spot for three months)
Source of Funds: General Fund

Delivery Plan- Should be covered with employees that are already getting paid to work (redeploy) and if we use busses, we would not pay additional for that. There may be mailing costs \$1,000 estimate Source of Funds: General Fund

Food Service- Hazard pay provided to food service workers who are distributing food during the stay at home order from March 16 to April 30 \$20,000 Source of Funds: Food Service Fund

Custodial Service Hazard pay provided for supporting food distribution during the stay at home order from March 16 to April 30 \$15,000 Source of Funds: General Fund

There are no additional employee costs associated with the plan because needs will be covered by redeployment of existing staff.

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:

The development of the plan was a collaborative process, providing an opportunity for key stakeholders to provide feedback and/or review the draft plan. Input was gathered formally and informally from instructional coaches, instructional supervisors, building administrators, teachers, the PHEA President and the Board of Education president and representatives to the Instructional Development Council . The Executive Team took the input that was gathered and developed a plan that would allow all students to access instructional material while prioritizing making connections and caring for students.

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 letters and Facebook live events with families from their building principal. The letters will be dispersed through email, Skylert, SeeSaw, social media and posted on building webpages for those that have access.

Teachers will be following up the letters with personal communication with families. Teachers have been provided a script to ensure consistent communication with all families.

The final plan will be posted on our district website and a Skylert message will be sent out to ensure that families and our community are aware that the pfinal lan has been approved and posted to our district website.

Please provide an estimate of the date on which the district will begin implementation of the Plan, which must be no later than April 28, 2020

District/ PSA Response: The plan will be implemented no later than Thursday, April 13, 2020.

Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act of , as amended, MCL . to . , and Career and Technical Preparation Act, PA , as amended, MCL . to in completing the courses during the - school year.

District/ PSA Response: For our students in dual enrollment courses, our high school counselors will be working with the provider (typically St. Clair County Community College) to determine next steps. We will ensure that the students have the appropriate materials and support to complete those courses. The students will be given the option to convert their grade to credit or no-credit.

For students in CTE programs we will work with the St. Clair County TEC to coordinate communication and instruction to students. St. Clair County TEC will be providing instruction to students who are currently enrolled in their programs. This instruction will be provided using a hybrid model of online platforms and instructional packets. Students are being surveyed to determine what resources will be needed to ensure our students have the ability to complete these courses.

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

District/ PSA Response:

Under the Unanticipated School Closure (USC) Summer Food Service Program (SFSP), food distribution will continue on the following schedule:

Food will be distributed to eligible children on Mondays and Thursdays at the sites and time listed below. Food will be delivered directly to homes for students who are unable to access the distribution sites. Delivery mechanisms will be consistent with all government executive orders related to safety including, but not limited to social distancing and wearing gloves and masks.

10:00-12:00 a.m.	10:00 - 11:00 a.m.	11:10-12:00 p.m.
Garfield Elementary	Indian Trails MHP	Brandymore Pines MHP
Literacy Academy at Cleveland	Port-of-Call	Minnesota Lakes MHC
Port Huron High School		
Port Huron Northern		

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:

The district will continue to pay school employees. Staff will be redeployed as necessary to support the implementation of this plan and support students and families. These duties may include, but are not limited to:

1. Making calls to students and families to build connections and maintain relationships
2. Making calls to students and families to provide additional learning support
3. Assisting with copying and distributing packets
4. Assisting with food distribution
5. Assisting with maintaining district communication protocols and the sharing of resources

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

District/ PSA Response:

Connecting with and caring for our students is our first priority. Teachers will document communications with students and parents. If a secondary student does not have access to technology, teachers will keep track of which students are completing the instructional packets. If a student has access to technology, teachers will use the Google Classroom and Moodle to monitor student wellness, engagement, and completion of assignments. If concerns are raised due to lack of engagement, inconsistent completion and/or communication of needs from a parent or student, teachers will communicate with the principal, counselor and/or school social worker to develop a plan to connect with the student and family. When appropriate, community resources will be shared with the family. Community support agencies also may be sought to make these connections (DHHS-Pathways to Potential staff, CMH, etc.) and support our families.

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: While teachers are making weekly phone calls they will check in with students and families. If a need or concern is presented/shared the teacher will elevate that need to the principal, counselor, Behavior Interventionist/Coach (BIC) or social worker to make the necessary follow-up. The principal, counselor, BIC or social worker will reach out to individual students and families to determine what they may need. They will offer to assist the family connect with outside agencies to help meet their needs. Principals will hold weekly staff meetings to identify any additional students or families in need.

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

District/ PSA Response:

St. Clair County RESA is coordinating childcare for essential workers at a county level. They have identified existing child care centers with openings and are filling those openings first. In the event additional childcare is required, SCCRESA will be working with Port Huron Area Schools to provide

childcare at the Early Childhood Center, which is in close proximity to our local hospitals.

Optional question:

Does the District plan to adopt a balanced calendar instructional program for the remainder of the school year? No

Does the District plan to adopt a balanced calendar instructional program for the - school year? No, however we may consider a pre-Labor Day start

District/ PSA Response:

Please indicate here if you are doing this.

Name of District Leader Submitting Application:

Jamie Cain, Superintendent

Date Approved: 4/10/2020

Name of ISD Superintendent/Authorizer

Designee: Kevin D. Miller, Ph.D.

Date Submitted to Superintendent and State

Treasurer: 4/10/2020

Confirmation approved Plan is posted on District/PSA website: 4/10/2020