



District/PSA Template for the Extended COVID-19 Learning Plan *as Described in Public Act 149, Section 98a*

On August 20, 2020 Governor Whitmer signed House Bill 5913 into law as Public Act 149. Section 98a states that in order to receive state aid for 2020-2021, districts must provide for instruction under an extended COVID-19 Learning Plan ("Plan") that has been approved by an intermediate district or authorizing body. The Plan does not replace the District's/PSA's COVID-19 Preparedness and Response Plan, it is an additional plan that includes new assurances and sections on educational goals, instructional delivery, grading, and equitable access. PA 149 does not apply to districts that operate as a cyber school.

District/PSA educational goals written for all students and all subgroups must be established no later than September 15, 2020 and submitted in their Plan to the ISD or Authorizing Body, as applicable, no later than October 1, 2020 for approval. ISDs and PSAs will transmit the approved plan to the superintendent of public instruction and the state treasurer.



Port Huron Area School District Extended COVID-19 Learning Plan

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

District/PSA Code Number: 74010

District/PSA Website Address: www.phasd.us

District/PSA Contact and Title: Theo Kerhoulas, Acting Superintendent

District/PSA Contact Email Address: superintendent@phasd.us

Name of Intermediate School District/PSA: St. Clair County RESA

Name of PSA Authorizing Body (if applicable):

Date of Approval by ISD/Authorizing Body: 10-2-2020

Assurances

1. The District/PSA will make their ISD/Authorizing Body approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's/PSA's website no later than October 4 **12**, 2020.
2. **By not later than January 15, 2021, the district shall create a report that includes information regarding both of the following and shall ensure that the report under this subdivision can be accessed through the transparency reporting link located on the district's website:**
 - a. **The amount and type of training provided during the current school year as of the date of the report to teachers of the district through professional development that focuses on how to deliver virtual content.**
 - b. **The amount and type of training provided during the current school year as of the date of the report to the parents and legal guardians of pupils and to pupils on how to access and use virtual content provided by the district.**
3. The District/PSA will create and make available on its transparency reporting link located on the District/PSA's website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan not later than February 1, 2021, for goals its expected would be achieved by the middle of the school year and not later than the last day of school of the 2020-2021 school year for goals the District/PSA expected would be achieved by the end of the school year.
4. Benchmark Assessments: The District/PSA will
 - a. select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - b. administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year and again not later than the last day of the of the 2020-2021 school year.
5. If delivering pupil instruction virtually, the District/PSA will
 - a. provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
 - b. expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.

6. The District/PSA, in consultation with a local health department will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that are based on local data that are based on key metrics. Note: A determination concerning the method for delivering pupil instruction shall remain at the District/PSA Board's discretion. Key metrics that the District/PSA will consider shall include at least all of the following:
 - a. COVID-19 Cases or Positive COVID-19 tests
 - b. Hospitalizations due to COVID-19
 - c. Number of deaths resulting from COVID-19 over a 14-day period
 - d. COVID-19 cases for each day for each 1 million individuals
 - e. The percentage of positive COVID-19 tests over a 4-week period
 - f. Health capacity strength
 - g. Testing, tracing, and containment infrastructure with regard to COVID-19
7. If the District/PSA determines that it is safe to provide in-person instruction to pupils, the District/PSA will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District/PSA.
8. The District/PSA assures that
 - a. instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
 - b. the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - c. the District/PSA will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after ISD approval of the plan, and ~~every 30 days~~ **every 30 days each month** thereafter at a meeting of the Board, and
 - d. **For each reconfirmation described in this subdivision, the district shall report to the center, in a form and manner prescribed by the center,**
 - i. **the instructional delivery method that was reconfirmed;**
 - ii. **how that instruction will be delivered for each grade level offered by the district, including pre-kindergarten, as applicable; and**
 - iii. **whether or not, as determined by the department in consultation with the center, the district is offering higher levels of in-person instruction for English language learners, special education students, or other special populations.**
 - e. public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District/PSA during a public meeting described in PA-149.
9. The District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.
10. The District/PSA will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District/PSA and the pupil's teacher or at least one (1) of the pupil's teachers, **or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress** during each week of the school year for at least 75% of the pupils enrolled in the District/PSA. The District/PSA will publicly announce its weekly interaction rates at each District/PSA Board meeting where

it re-confirms how instruction is being delivered. The District/PSA will make those rates available through the transparency reporting link located on the District/PSA website each month for the 2020-2021 school year.

Clarification of Assurance 10: "2-way interaction" means a communication that occurs between a pupil and the pupil's teacher or at least 1 of the pupil's teachers **or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress**, where 1 party initiates communication and a response from the other party follows that communication, and that is relevant to course progress or course content for at least 1 of the courses in which the pupil is enrolled **or relevant to the pupil's overall academic progress or grade progression**. Responses, as described in this subdivision, must be to the communication initiated by the teacher, **by another district employee who has responsibility for the pupil's learning, grade progression, or academic progress, or by the pupil**, and not some other action taken.



District Superintendent or President of the Board of Education/Directors

10.01.20

Date

Learning Plan Narrative

Opening Statement

- Please provide a statement indicating why an Extended COVID-19 Learning Plan is necessary to increase pupil engagement and achievement for the 2020-2021 school year.

The COVID-19 global pandemic is impacting our school community in a number of ways: we are experiencing a traumatic event, many students may have significant gaps in their learning, and equity issues will likely be more pronounced than in years past.

As we return to school in the fall, our first priority will be to ensure the well-being of all members of our school community. Because of the wide range of experiences students had during the remote learning portion of the 19-20 school year, we anticipate that students will come to school in the fall of 2020 with a wider than usual range of competencies. We expect that students will need unique opportunities to support and accelerate their learning. Teachers will need scheduled opportunities to collaborate with each other as they examine student work and determine what comes next in the learning for each student.

As Port Huron plans to begin the school year in a hybrid learning environment, we will need to ensure that there are structures in place to support student engagement and achievement for all. This plan will focus on teaching and learning with an emphasis on equity for all learners and the well-being of students and staff.

Educational Goals

- **Please outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. The District/PSA must establish all of its goals no later than September 15, 2020. Authorizing bodies expect PSA educational goals will be aligned to the educational goal within your charter contract.
- **Specify** which goals are expected to be achieved by the middle of the school year and which goals are expected to be achieved by the end of the school year.
- **Ensure** that all of the following apply to the educational goals described in this section: (a) The goals include increased pupil achievement or, if growth can be validly and reliably measured using a benchmark assessment or benchmark assessments, growth on a benchmark assessment in the aggregate and for all subgroups of pupils; (b) The District/PSA benchmark assessment(s) are aligned to state standards and will be administered to all pupils K-8 at least once within the first 9 weeks of the 2020-2021 school year and not later than the last day of the 2020-2021 school year to determine whether pupils are making meaningful progress toward mastery of these standards; and (c) the District's/PSA's educational goals are measurable through a benchmark assessment or benchmark assessments.
- To the extent practicable, the District/PSA will administer the same benchmark assessment or benchmark assessments that it administered to pupils in previous years.

Quality Evidence-Based Assessment Practices

The Port Huron School District believes that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in school/district academic performance and to identify effective instructional programming. We believe it can provide guidance for standardizing or adjusting curriculum and instruction across grade levels, schools, and districts.

However, we will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, Port Huron School District will continue the use of and professional learning around the use of the formative assessment process as a powerful practice embedded in the teaching and learning process to continuously observe where our students are in order to modify instruction.

We believe the use of the formative assessment process, which is supported by an extensive body of research, provides in-time data for both our teachers and students to accelerate their learning and progress and gives us a more complete picture of what our students know and are able to do.

Educational Goals

The NWEA assessments in reading and mathematics will be administered to all K-10 students twice: once in the first nine weeks of the school year, once in January and again prior to the last

day of school. Formative assessments will provide information to inform our progress toward our goals over the course of the year. Progress reports will be available on our website in February and June.

As a means of continuous improvement in teaching & learning, all teachers will receive professional development around, and commit to the use of, the formative assessment process.

GOAL 1 - The district average achievement percentile will increase in ELA from Fall 2020 to Spring of 2021 as measured by NWEA's Measures of Academic Progress.

- All teachers will use the formative assessment process to support adjustment to instructional plans, to support meaningful student progress towards mastery of the state Reading/ELA standards.
- Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be regularly discussed and analyzed by staff.
- Students in our cognitively impaired programs, who NWEA is not appropriate for, will be assessed using alternate benchmark assessments directly from their curricular resources.

Interim benchmark for Goal 1:

An interim benchmark has been established to monitor progress towards achievement of Goal 1. In February, the district average achievement percentile will increase by 1% in ELA from Fall 2020 to Winter of 2021 as measured by NWEA's Measures of Academic Progress.

GOAL 2 - The district average achievement percentile will increase in mathematics from Fall 2020 to Spring of 2021 as measured by NWEA's Measures of Academic Progress.

- All teachers will use the formative assessment process to support adjustment to instructional plans and to support meaningful student progress towards mastery of the state mathematics standards.
- Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be regularly discussed and analyzed by staff.
- Students in our cognitively impaired programs, who NWEA is not appropriate for, will be assessed using alternate benchmark assessments directly from their curricular resources.

Interim Benchmark for Goal 2:

An interim benchmark has been established to monitor progress towards achievement of Goal 2. In February, the district average achievement percentile will increase by 1% in Mathematics from Fall 2020 to Winter of 2021 as measured by NWEA's Measures of Academic Progress.

Instructional Delivery & Exposure to Core Content

- **Please describe** how and where instruction will be delivered during the 2020-2021 school year. (e.g. instruction may be delivered at school or a different location, in-person, online, digitally, by other remote means, in a synchronous or asynchronous format, or any combination thereof).

Note: The [Port Huron School District Preparedness and Response Plan](#), which has the full instructional plan can be found on our website under the Return to School 2020-21 tab.

Modes of Instruction:

Hybrid Mode:

To start the school year, our primary mode of instruction for K-5 students will be a hybrid model. Students will attend school face to face on alternating days and every other Friday. Student and staff health and safety will be addressed through a hybrid model with cohorting at the elementary level that keeps students together for the entire school day.

Middle and high school students will begin the year with a hybrid model that allows for students to attend school on alternating days to receive face to face instruction. On the days when students are not attending face to face, they will be working remotely with instruction and application activities provided by their instructor through the districts' learning management system, Schoology. This schedule attends to health and safety by minimizing the number of students in each class and allowing for maximum social distancing throughout the school day.

Students who are part of our K-8 emotionally impaired or our K-12 cognitively impaired programs are attending five days per week unless the parents elected for their students to participate in the virtual program.

Attendance will be taken according to those physically present on their assigned days and through monitoring of the activity students engage in online on their remote days. Two way communication will take place both in class and as needed on remote learning days between teachers and students.

Virtual Mode:

Families had the opportunity prior to the start of the school year to select between the hybrid model described above and a 100% virtual program. Students in the virtual program will receive instruction at the elementary level from a Port Huron Schools teacher via a combination of platforms, Schoology and Edgenuity's Instructional Services. Students in the secondary program will receive instruction from certified teachers through either Edgenuity's Instructional Services or Michigan Virtual. Secondary students in the virtual program will have a Port Huron Schools teacher of record that will also act as their mentor; ensuring at least two, 2-way communications weekly.

- **Please describe** how instruction for core academic areas will expose each pupil to the academic standards that apply for each pupil's grade level or course in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.

Note: The [Port Huron School District Preparedness and Response Plan](#), which has the full instructional plan can be found on our website under the Return to School 2020-21 tab.

Curriculum and Instruction: Academic Standards

Port Huron Schools curricular resources for core academic areas are selected for their alignment to state standards. As teachers navigate the wider than usual range of competencies expected this fall, they will leverage work done in partnership with our regional educational service agency to address core standards. The resources generated from this work provide guidance to help teachers design new pre-assessments to plan for differentiation of content, use results from pre-assessments to inform instruction, and prioritize K-12 instructional standards for the 2020-2021 School Year. Further resources provided to teachers will guide them to implement instructional approaches to meet the range of student needs as they return to school in the fall, identify assessment ideas that allow students to demonstrate understanding in a variety of ways, assess and provide instruction in the content areas in face-to-face, virtual, and blended classroom environments, and incorporate well-being and SEL/trauma-informed practices into instruction. Students who are participating in the virtual program will be covering the state standards specific to their grade and content level. The expectation in both the hybrid and virtual model is that students are working towards mastery with appropriate supports.

- **Please describe** how pupil progress toward mastery of the standards described within this section will be graded or otherwise reported to the pupil and the pupil's parent or legal guardian.

Assessment and Grading

Port Huron School District bases its assessment system on the Michigan Standards. We regularly assess students at the district and classroom level to determine if they are making progress toward meeting those standards. We place a heavy emphasis on formative assessment. This is critical in the instructional process, so students receive timely feedback that helps them know what they need to do to improve. It also gives the teacher important information to know how to adjust the teaching and learning process to meet each student's needs.

We also have a system for delivering summative assessments at the district and classroom levels. These are given at the end of a period of learning as an evaluation of what has been learned and are part of our district grading process. For example, our teachers deliver summative assessments at the end of each unit of study in our curriculum. These assessments are based on a coherent set of standards in the subject area that focus on a related group of skills and disciplinary knowledge.

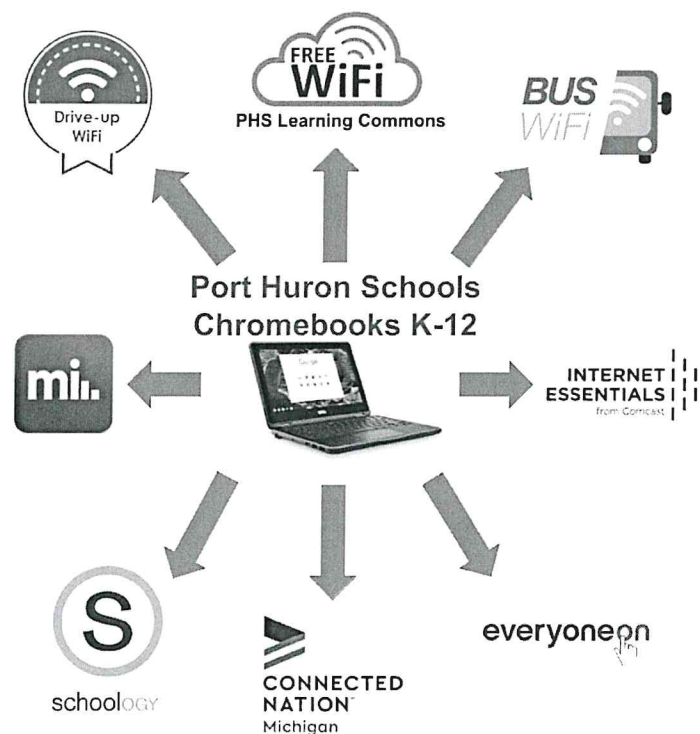
We make available to our parents and legal guardians Skyward Family Access, a web-based system that allows them to see their children's grades at any time. Our teachers keep up to date information on student grades in Skyward. We also send progress reports to our parents and guardians during each marking period. Parents or legal guardians of students in the virtual program will be given an account in Michigan Virtual or Edgenuity to allow them to monitor their children's progress and grades on a regular basis. This is in addition to the expectation we have for all teachers that they keep parents and guardians abreast of any concerns regarding a student's grade through emails, phone calls or Skyward messages. Finally, we send out to parents report cards at the end of each marking period.

Equitable Access

- If delivering pupil instruction virtually, please **describe** how the District/PSA will provide pupils with equitable access to technology and the internet necessary to participate in instruction.

Technology

The Port Huron School District ensures all students will be provided equitable access to technology and the internet as described in our Preparedness and Response Plan that was previously submitted to the state. The Port Huron School District system for maintaining student access to the internet and their instructional materials via their district provided Chromebooks is described in the Preparedness and Response Plan and in the diagram below. In addition to district provided Chromebooks, the district has secured MiFi devices for students who do not have wifi access in order to ensure they can access all instructional materials when working remotely.



- **Please describe** how the District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.

Students with identified special needs

When school starts, students' IEPs, IFSPs, and 504 plans will be reviewed in coordination with general and special education teachers and/or providers to address any data-driven accommodations and/or services that are needed due to known changes in students' needs.

For students in birth to five programming and those in grades K-12 with identified special needs, intervention and support services will be integrated into the student's program immediately upon the start of school.

The district has established structures for general and special education teachers and/or providers to collaborate and communicate through team meetings and the regular use of an accommodation tracking regarding student performance and student needs on IEP goals and objectives with special consideration regarding assistive technology and accessibility.

The district ensures a continuation of services for students receiving speech and language, occupational therapy, physical therapy, or social work services within their IFSP or IEP. The district also ensures a method for the continuation of evaluation for students suspected of having a disability as well as those requiring re-evaluation.

Detailed Special Education Plan

- **Optional Considerations for District/PSA Extended COVID-19 Learning Plans:**
 - 1. In addition to the students with disabilities noted above, please describe how the District/PSA will ensure that the needs of other vulnerable student populations, such as but not limited to, early English Learners and Fledgling/struggling students, are met.
 - 2. Please describe how the District/PSA will ensure that students will, during pandemic learning, have continued access to programs such as, but not limited to, Early Childhood, CTE, Early-Middle College, Dual Enrollment and Advanced Placement as applicable within the District/PSA.

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.

- EL students will receive support in alignment with the District's Language Assistance Plan.
- Certified ESL teachers and ESL tutors will provide instructional support to students in person in the hybrid model. Students in the virtual program will have the option of walk in or virtual support based on what best meets the needs of the students and their family.
- ESL teachers and tutors will reach out to teachers/students/families to offer language support, as needed. In addition, a standing weekly parent meeting is scheduled.
- ESL teachers and tutors will be added to our district's online platforms in order to support and monitor EL student progress.
- 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.

At Risk Learners

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.

In each of our school buildings staff meetings are held on the first through third Tuesdays of each month. Here 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, hybrid, or virtual.

Early Childhood

Early Childhood students will attend school in person on a daily basis. They will receive support from their teacher through face to face instruction and services. In the event of school closure or students needing to quarantine, all activities and instruction will be provided through SeeSaw. This will be supported with regular communication from the classroom teacher and support staff to support instruction.

Secondary Programming

This includes but is not limited to CTE, middle college, dual enrollment and advanced placement courses.

- Students have access to CTE programming at the St. Clair County Career and Technical Center or at Port Huron Northern High School. Students who participate in St. Clair County TEC programs, attend face to face on a daily basis. The district provided daily transportation to ensure students have daily access to the CTE programming at the St. Clair County TEC Center.
- Port Huron Students have the opportunity to participate in middle college courses through the St. Clair County Career and Technical Middle College program and through the Blue Water Middle College program. Both programs provide Chromebooks to students and offer college level courses through St. Clair Community College and are open to all Port Huron high school students who meet the minimum participation requirements.

- Students at Port Huron High School and Port Huron Northern High School have the opportunity to take dual enrollment courses per PA 160. Students have the opportunity to take any course that is academic in nature and not offered through Port Huron Schools through dual enrollment. The instructional model of the dual enrollment courses is decided by the institution overseeing the courses (i.e. community college or university).
- Students at Port Huron High School and Port Huron Northern High School will have access in both the Hybrid Model and the Virtual Model to AP courses. Face to face and virtual AP courses will follow the standards for content and rigor put forth by the College Board.