



Forest Hills Public School District Extended COVID-19 Learning Plan *as Described in [Public Act 149](#), Section 98a*

September 15, 2020

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 state superintendent of public instruction and the state treasurer.



Forest Hills Public Schools Extended COVID-19 Learning Plan

Address of School District/PSA:
Forest Hills Public Schools
6590 Cascade Rd. SE
Grand Rapids, MI 49546

District/PSA Code Number: 41110

District/PSA Website Address: <https://www.fhps.net/>

District/PSA Contact and Title: Daniel Behm, Superintendent

District/PSA Contact Email Address: dbehm@fhps.net

Name of Intermediate School District/PSA: Kent Intermediate School District

Name of PSA Authorizing Body (if applicable):

Date of Approval by ISD/Authorizing Body:

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 1, 2020.
2. 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.
3. Benchmark Assessments: The District/PSA will
 - select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - 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.
4. If delivering pupil instruction virtually, the District/PSA will
 - provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
 - 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.
5. 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:
 - COVID-19 cases or positive COVID-19 tests
 - Hospitalizations due to COVID-19
 - Number of deaths resulting from COVID-19 over a 14-day period
 - COVID-19 cases for each day for each 1 million individuals
 - The percentage of positive COVID-19 tests over a 4-week period
 - Health capacity strength
 - Testing, tracing, and containment infrastructure with regard to COVID-19

6. 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.
7. The District/PSA assures that
 - o instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
 - o the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - o the District/PSA will reconfirm how instruction will be delivered during the 2020-2021 school year thirty days after ISD approval of the plan, and every 30 days thereafter at a meeting of the Board, and
 - o 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.
8. 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.
9. 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 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.



District Superintendent or President of the Board of Education

9-22-2020

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 are more pronounced.

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 2019-2020 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 many students will be behind and will need opportunities to catch up. Teachers will need opportunities to collaborate with each other as they examine student work and determine what comes next in the learning for each student.

As Forest Hills Public Schools plans to begin the school year in a hybrid learning environment, we will need to ensure that there are structures in place to ensure 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.
- **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 nine 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.

During the 2020-2021 school year, FHPS will continue to administer the NWEA MAP reading and mathematics assessments to benchmark student achievement and growth in grades K-8 as it has done in previous years. The NWEA MAP reading and mathematics assessments are aligned to state standards and will be administered to all pupils K-8 at least once within the first nine 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.

Educational goals for K-8 students under the Extended COVID Learning Plan for the 2020-2021 school year:

Mid-year Goal: As measured in aggregate and within all subgroups of pupils, FHPS students will achieve on-track scale scores on the NWEA MAP reading and mathematics assessments in the winter test window. On-track scale scores are determined by the NWEA 2016 Linking Study for Michigan and use NWEA 2015 Norms.

End-of-Year Goal: As measured in aggregate and within all subgroups of pupils, FHPS students will maintain growth in reading and mathematics at or above the 50th percentile of the NWEA MAP Conditional Growth Percentile for winter to spring comparison periods.

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).

INSTRUCTION OVERVIEW OF LEARNING MODELS			
<i>Our plan is based first and foremost on the health and safety of our students and staff members. Second, our plan is designed to deliver high-quality instruction, engage students, bolster social and emotional growth, and foster deep learning.</i>			
PHASES 1-3	PHASE 4		PHASE 5
<p>Schools are closed for in-person instruction.</p> <p>All FHPS students learn in a fully remote or virtual format.</p>	Students K-6	Students 7-12	<p>Regular in-person instruction, five days per week, resumes for all students in grades K-12, with many safety protocols still in place.</p>
	<p>Hybrid: Students in grades K-6 will attend full days, twice a week, every other day. They will also attend a full day once a week with the whole school. When not attending in-person, learning will be remote with required attendance and participation.</p> <ul style="list-style-type: none"> • Phased-in approach for the first two weeks of school (August 31 - Sept. 11) • Gradually increasing in-person instruction Sept. 14 - 25 (W - all students report). • All K-6 students return for face to face instruction starting Sept. 28 • Staff wear face masks at all times • Students wear face masks at all times 	<p>Hybrid: Students in grades 7-12 will attend in-person learning on either M/Th or Tu/F. Following the four week period, the hybrid plan will be re-evaluated based on current conditions. When not attending in-person, learning will be remote with required attendance and participation.</p> <ul style="list-style-type: none"> • Phased-in approach for the first two weeks of school • August 31 - September 25 • Groups divided alphabetically • Staff wear face masks at all times • Students wear face masks at all times • Mask breaks are provided 	

	<ul style="list-style-type: none"> ● Mask breaks are provided for students, with social distancing ● Students eat lunch in their classrooms ● Students are cohorted by classroom and designated playground location ● Specials come to classroom to deliver content ● Learning opportunities outside are encouraged ● Athletics will be determined by the MHSAA (6-12) 	<p>for students, with social distancing</p> <ul style="list-style-type: none"> ● Students eat lunch in their classrooms ● Learning opportunities outside are encouraged ● Athletics will be determined by the MHSAA (6-12) 	
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VIRTUAL OPTION: A fully virtual learning option is available to students in grades K-12 and is delivered via FHPS teachers for K-6 and Michigan Virtual MI certified teachers for 7-12 students. This option requires a semester commitment (August 31 - winter break).

- Students remain full-time FHPS students
- Taught by Michigan certified teachers
- Students in grades 7-12 assigned an FHPS mentor teacher
- Curriculum aligned to MI state standards
- Students have access to available extracurricular activities

IMMERSION VIRTUAL OPTION: A fully virtual option is available to immersion students in grades K-6 and is delivered via FHPS immersion teachers if numbers permit. For immersion students in grades 7-12, if we are unable to provide a particular Social Studies or Language Arts class in the target language, an equivalent class in English can be found through Michigan Virtual. Students are encouraged to take a world language class, at the appropriate level, also through Michigan Virtual. This option requires a semester commitment (August 31 - winter break).

- Students remain full-time FHPS students
- Taught by Michigan certified teachers
- Students taking classes with Michigan Virtual are assigned an FHPS mentor teacher
- Curriculum aligned to MI state standards
- Students have access to available extracurricular activities

- **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.

Curriculum and Instruction: Academic Standards

The Forest Hills Public School District curriculum for core academic areas is aligned to state standards. As teachers navigate the wider than usual range of competencies expected this fall, they will focus on newly created priority standards to meet grade and course content expectations. Teachers will use 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. In addition, each school has developed a Return to School action plan that will guide teachers 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 hybrid classroom environments, and incorporate well-being and SEL/trauma-informed practices into instruction.

As teachers work to engage students remotely, they will use [Best Practices for Teaching Online](#):

- Instructor Presence
- Clear Expectations
- Learning Objectives
- Prompt Feedback
- Engage Students
- Teach for Online Students, Orient Students
- Real-World Applications

- **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.

Forest Hills Public 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 that 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 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 this system. We also send progress reports to our parents and guardians. 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 and phone calls. Finally, we send report cards out to parents at the end of each marking period.

NWEA MAP assessment student progress reports will be shared and communicated with families in a timely manner upon conclusion of each assessment period.

Equitable Access

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| <ul style="list-style-type: none">• 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. |
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Forest Hills Public Schools conducted a survey in Fall 2020 to collect fresh baseline data of family access to technology devices and internet. A Google Form survey link was sent to the Parent/Guardian email for each student in our Student Information System (SIS). We also sent an automated phone call through SchoolMessenger asking parents to complete the survey once for their household. Those families indicating need for devices were provided with a chromebook for each student identified.

The district has distributed district-owned Chromebooks to families to help students participate in virtual instructional activities while at home. The Children's Internet Protection Act requires that all district-owned devices filter inappropriate content, even when devices are outside the district. To comply with this federal law, we have enabled this filtering on all Chromebooks - both district-owned and personal while using the student's school-assigned account. In an effort to protect student on-line safety and privacy, the district teachers utilize only approved websites and applications with students. Recognizing the need for flexibility, an application process is available for staff to receive approval for new websites or applications.

Access points in all buildings have been repositioned to provide connectivity from the parking lots of school buildings. [Maps](#) are published on the district's website to indicate public WIFI access locations and encourage safe access (social distancing, stay in vehicle, etc.).

The district is working with a local internet service provider to assist families/students that currently do not have any internet service.

To support families and their students during remote learning, the district has published on the [Technology website](#) links to resources related to our district's current technology solutions including videos, quick start guides, and tutorials.

FHPS students and families are able to access technology support in the following ways:

- If the student is trying to access a resource or has questions on the assigned work, seek help from the teacher first.
- Use the [Self Help Resources page](#) to answer basic technology questions.
- [Request support using the Student/Family Help Desk Request form](#)
 - Support tickets are resolved between the hours of 8:00 am and 4:30 pm on regularly scheduled school days.

The district has developed procedures for distribution, return and inventory of district-owned devices as part of a return to school technology plan. The procedures include:

Safely bagging devices collected at schools; sanitizing prior to a repair or replacement evaluation; ordering spare parts that may be needed; and conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement.

When a staff or student issued device requires service, a time will be established for the person to bring the device to a designated location at school to exchange it for a replacement device. The device will be disinfected, diagnosed, and repaired or put out of service as deemed appropriate. The original device will be returned as assigned, otherwise it will be returned to inventory for reassignment through this process.

- **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 disabilities under IDEA will receive specialized instruction and related services through in-person, remote and virtual instruction. Students with disabilities will receive services from FHPS special education teachers and related service providers.

IEPs will be followed when students are in-person and to the extent possible during remote instruction under the hybrid model.

Contingency Learning Plans (CLPs) will be developed in collaboration with the IEP team members, including parents, to describe how services will be delivered in a virtual setting.

Students eligible for accommodations under Section 504, will be provided with appropriate accommodations in both a hybrid (in person and remote) setting as well as in a virtual setting.

• **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 Language Learners

FHPS English learners participate meaningfully and equally in educational programs and services. Students who meet the protocol requirements as English Learners (ELs) are provided language assistance program services, in addition to the basic/core education services (adopted by the local board of education) that all students in FHPS receive. This language service program provides meaningful access to the core curriculum and provides direct English language instruction. The intensity of language assistance program services provided is directly related to the individual student's level of proficiency. The less English proficiency a student has, the more intense his or her program of language assistance program services is.

The FHPS language assistance program services include research-based models such as bilingual education, ESL/ELD programs, and/or sheltered instruction. These federally required language assistance program services ensure that ELs have equitable access to the basic, local board of education-adopted curriculum provided to all students, and acquire English language proficiency in both in-person and virtual settings.

Early Childhood, CTE, Early-Middle College, Dual Enrollment and Advanced Placement

The district remains committed to providing dual enrollment and advanced placement course options for students.