



2020-2021

RETURN TO LEARN



Forest Hills Public Schools

6590 Cascade Road SE, Grand Rapids, Michigan 49546

Phone: (616) 493-8800 Fax: (616) 493-8519

www.fhps.net

District Code Number: 41110

Kent Intermediate School District

Table of Contents

Superintendent Letter	02
Preparedness Plan Assurances	03
Instruction	04
Instruction Overview of Learning Models	05
Instructional Components	07
Family Communication Systems	08
Learning Options	09
K-6 In-Person Learning Cohort Information	09
7-12 In-Person Hybrid Information	11
K-12 In-Person Option: Contingency Remote Learning Information	14
FHPS Remote Instruction—Then and Now—What’s Different	14
Elementary FHPS Remote Learning	15
Secondary FHPS Remote Learning	16
Virtual Option	17
Students in Grades K-6	17
Students in Grades 7-12	24
Virtual Option Commitment	25
Virtual Option Sign-up Process and Deadline	25
Frequently Asked Questions	25
Social-Emotional Health and Wellness	26
Professional Learning Plan	27
Safety Protocols	28
Personal Protective Equipment	28
Hygiene	29
Spacing, Movement, and Access	30
Screening Students and Staff	31
Testing Protocols for Students and Staff and Responding to Positive Cases	32
Responding to Positive Cases Among Students and Staff	34
Food Service, Gathering, and Extracurricular Activities	36
Athletics	37
Cleaning	39
Busing and Student Transportation	40
Medically Vulnerable Students and Staff	41
Food Service	42
Transportation	44



Forest Hills Public Schools

All learners achieving individual potential

Dear Forest Hills Community,

On June 30, 2020, Governor Whitmer issued Executive Order 2020-142 requiring all K-12 school systems in Michigan to develop and issue a local plan to safely resume instruction for the 2020–21 school year. As part of the Order, schools must comply with all of the requirements in the document entitled [MI Safe Schools: Michigan’s 2020–21 Return to School Roadmap](#).

We are pleased to issue the Forest Hills Public Schools Return to Learn plan. Included in this plan are the details for how our schools will operate under each of the six phases of Michigan’s reopening plan, the [MI Safe Start plan](#). Our plan’s primary emphasis is the health and safety of all students, staff members, and families. Secondly, our plan is designed to engage students in rigorous, high-quality instruction designed to foster deep learning, mastery of essential standards, and social and emotional well-being and growth. Finally, our plan is designed to align with our district’s [Guiding Principles](#).

Our plan is designed with important input from our local health care community and the Kent County Health Department, and it reflects the latest science and data with respect to SARS-CoV-2, the virus that causes COVID-19. Given that additional research, information, and guidance are constantly evolving, this plan is designed to be a “living document” and will be modified as necessary to reflect the latest health and safety guidance, data, and information.

We are grateful for the collaboration from the following partners as we developed this plan.

Forest Hills Education Association	Kent ISD
FHPS Office of Instruction	Cascade Pediatrics
FHPS Operations Department	Spectrum Health
FHPS Office of Human Resources	FHPS Office of Technology
Chartwells Food Service	FHPS Childcare
Kent County Health Department	Forest Hills Pediatrics

As a learning organization, we are committed to creating the conditions where all learners can achieve their individual potential. During this pandemic, we will continue to put safety first and use the best evidence from public health to drive our decisions, while remaining focused on student learning and serving all of our stakeholders. Thank you for your support and collaboration as we all adapt to these new conditions and work together to overcome the challenges created by this pandemic.

With deep appreciation,

Dan Behm, Superintendent

Preparedness Plan Assurances

Forest Hills Public Schools (FHPS) agrees to meet all of the following requirements of Executive Order 2020-142:

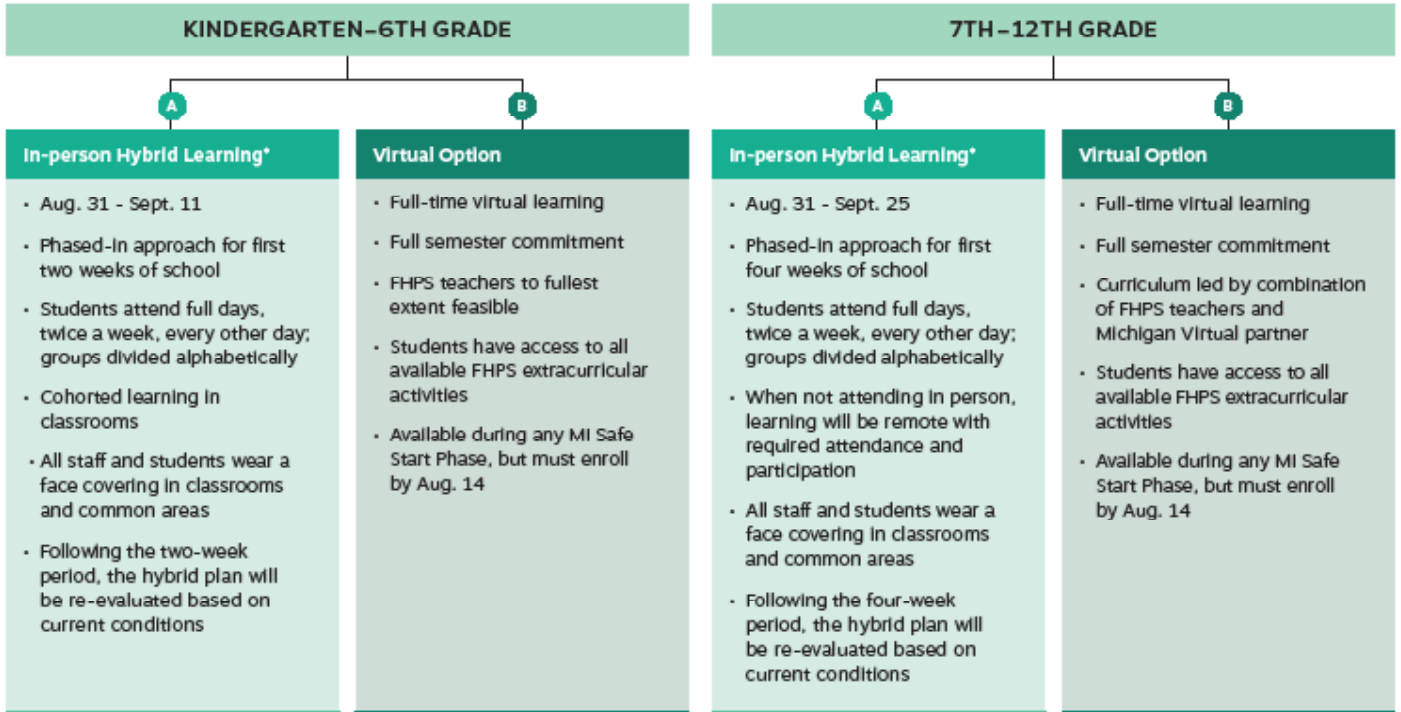
- FHPS assures that when we provide in-person instruction to our students without disabilities, FHPS will also provide in-person instruction to our students with disabilities, consistent with their individualized education programs (IEPs).
- FHPS assures that when schools are closed to in-person instruction, we will 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.
- FHPS assures that while any state of emergency or disaster related to the COVID-19 pandemic continues, we 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.
- FHPS assures that we 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 2019–20 school year.
- FHPS assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan* we will close our 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.
- FHPS assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan* we will suspend athletics, after-school activities, inter-school activities, and busing.
- FHPS assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan* we 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.
- FHPS assures that in **Phases 1, 2, or 3** of the *Michigan Safe Start Plan* we will provide for the continuation of food distribution to eligible students.
- FHPS assures that during **Phase 4** of the *Michigan Safe Start Plan* we will prohibit indoor assemblies that bring together students from more than one classroom.
- FHPS 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.

Instruction

RETURN TO LEARN OPTIONS

MI SAFE START - PHASE 4

FHPS will offer two options to our students—an in-person model and a virtual model. Families will need to choose a model that best suits their student for the entire first semester by Friday, Aug. 14.



*Note: If we move to MI SAFE START: Phase 3, the in-person hybrid plans will revert to remote learning instructed by FHPS teachers.

08.10.20

OVERVIEW OF IN-PERSON LEARNING: GRADES K-6

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 Aug. 31 – Sept. 3	Group A	Group B	Group A	Group B	No school
Week 2 Sept. 8–11	No school	Group A	Group B	Group A	Group B

Following the two-week period, the hybrid plan will be re-evaluated based on current conditions.

OVERVIEW OF IN-PERSON LEARNING: GRADES 7-12

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 Aug. 31 – Sept. 3	Group A	Group B	Group A	Group B	No school
Week 2 Sept. 8–11	No school	Group A	Group B	Group A	Group B
Week 3&4 Sept. 14–25	Group A	Group B	Remote learning	Group A	Group B

Following the four-week period, the hybrid plan will be re-evaluated based on current conditions.

Instruction Overview of Learning Models

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.

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>	Hybrid Option		<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>
	Students K-6	Students 7-12	
	<p>Students in grades K-6 will attend in-person learning two days a week the first two weeks. Following the two-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 • Aug. 31 – Sept. 11 • Groups divided alphabetically • Staff wear face masks at all times • Students wear face masks at all times • 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 	<p>Students in grades 7-12 will attend in-person learning two days a week for the first four weeks. 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 four weeks of school • Aug. 31 – Sept. 25 • Groups divided alphabetically • Staff wear face masks at all times • Students wear face masks at all times • Mask breaks are provided for students, with social distancing • Students eat lunch in their classrooms • Learning opportunities outside are encouraged • Athletics will be determined by the MHSAA 	

Continued on next page

Instruction Overview of Learning Models Cont.

PHASES 1-3	PHASE 4	PHASE 5
<p>Schools are closed for in-person instruction. All FHPS students learn in a fully remote or virtual format.</p>	<p>Virtual Option</p>	<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>A fully virtual learning option is available to students in grades K-12 and is delivered via a combination of FHPS and Michigan Virtual certified teachers. This option requires a semester commitment (Aug. 31 - winter break).</p> <ul style="list-style-type: none"> • Students remain full-time FHPS students • Curriculum aligned to MI state standards • Students have access to available extracurricular activities 	
	<p>Immersion Virtual Option</p>	
	<ul style="list-style-type: none"> • 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 (Aug. 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 	

Instructional Components

Standards-Aligned Curriculum and High-Quality Instructional Materials

Our current Forest Hills Public Schools' curricular resources and instructional framework make up both our in-person and remote options. Additional resources will be utilized to enhance student engagement and the formative assessment process. We will use a Learning Management System (LMS) for all in-person/remote and virtual option students in grades K-12, along with PowerSchool as our student information system for attendance, grades, and other important features.

It is our commitment that every student:

- Has access to standards-aligned, grade-level instruction, including strategies to accelerate student learning
- Be assessed to determine student readiness to engage in grade-level content
- Receives offered scaffolds and supports to meet their diverse academic and social-emotional needs

High-Quality Intervention Services

School-based teams, composed of teachers and principals, attended training this summer to specifically address possible gaps in learning and intervention/enrichment opportunities. We recognize that additional support may be necessary for students as we determine their needs in the first weeks of school. We will continue to provide tiered support. Our building teams will keep a close eye on student needs and communicate needed intervention support to their building principals.

Assessment Methods

Our district assessment plan provides K-12 teachers and students the ability to identify gaps in student learning and target individual student needs on an ongoing basis. Our emphasis on screening and diagnostic assessments fuel our Multi-Tiered System of Supports (MTSS) structure with many forms of student assessment data to consider as teachers work together to plan next steps in instruction.

SPECIAL POPULATIONS

Special Education Services

Services for students with disabilities will be designed to meet the outcomes identified in the students' Individualized Education Program (IEP) in the least restrictive environment (LRE) feasible. Based on the student's IEP, specialized instruction will be provided in person, when possible. All students who are in categorical programs (ECSE, ASD, CI, and Transition Center) will be given face-to-face four days a week, in order to better meet their IEP goals. Students will continue to receive access to instructional materials for use at home, as needed, including assistive technology tools. When possible, special education procedural meetings, such as re-evaluation, eligibility, IEP teams, etc., will be conducted through remote options. Students opting into virtual learning will continue to receive their special education services through Forest Hills Public Schools.

Students with 504 and Medical/Health Plans

During in-person and distance learning settings, students eligible for Section 504 plans will continue receiving their accommodations and other supports included in their plans. Students will continue to receive access to instructional materials for use at home, as needed. When necessary and possible, virtual meetings will be utilized to convene Section 504 procedural meetings such as re-evaluation, eligibility, review, etc. The school will continue to support students with specific medical/health plans.

English Language Learners

Forest Hills Public Schools provides an English Language Development instructional program to meet the language and academic content needs of English Learners (ELs) enrolled in the district. The instructional needs of students at different levels of language proficiency and prior schooling are met differently. English Language Development services will continue to be provided during all learning models.

Family Communication Systems

Communication with our families is a vital component of our Return to Learn Plan. We will continue to use multiple modes of communication, including our district website and social media sites, email and phone, and SchoolMessenger. We will also be transitioning to a Learning Management System, which will provide a centralized location for communication between the student and teacher, as well as the parent/guardian and teacher.

As we move forward, we will implement the following communication protocols:

- Maintain timely, accurate, and clear two-way communication with families regarding students' academic and social-emotional functioning and school and classroom information
- Clearly communicate all plans and expectations for your child's return to school, including modes of assessment, details about curriculum, and expectations for grade-level proficiencies
- Ensure all communications are in both English and the home language of our students when necessary. We will use a variety of resources and tools
- Kent County K-12 ESL Resources: Community, communication, health and education resources for multilingual families
- Translation/interpreting services
- Ensure our teachers know and understand the school communication plan
- Ensure our teachers use the district Learning Management System effectively and parents have access to the information
- Communicate in a timely manner when it becomes necessary to modify our modes of instruction

Family Supports/Partnerships

Forest Hills Public Schools is a learning organization, built upon integrity, and we are committed to our FHPS Guiding Principles. We truly value our parents as essential partners in the educational process.

We plan to provide:

- Family sessions 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 child's learning at home
- Opportunities for parents to build their digital literacy
- Zoom Q&A sessions where parents can interact with teachers to ask questions, as scheduled by building staff
- Virtual roundtable sessions where parents can engage in an informal conversation with school leaders

Learning Options

K-6 IN-PERSON HYBRID COHORT INFORMATION

This plan is designed to reduce the number of students by 50% in the school. For grades K-6, students will attend full days, twice a week, every other day in cohorted classrooms. When not attending in person, learning will be remote with attendance and participation required. Following the two-week period, the hybrid plan will be re-evaluated based on current conditions.

This learning model most closely mirrors our traditional K-6 school experience, following FHPS curriculum and pacing. Students participate in recess, lunch, Specials, and receive pull-out or push-in support services as needed.

First Two-Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 Aug. 31 – Sept. 3	Group A	Group B	Group A	Group B	No school
Week 2 Sept. 8–11	No school	Group A	Group B	Group A	Group B

Following the two-week period, the hybrid plan will be re-evaluated based on current conditions.

Special Area Classes

Art, music, physical education, and Spanish continue to be part of each child's school experience. Special schedules will remain the same as in the past. The special area teacher will come to the student's classroom to deliver the content when possible. Outside learning spaces for physical education will be used as often as weather permits.

Hybrid In-Person and Remote Learning

Students will receive in-person classroom instruction two days a week and remote learning from home two days a week for the first two weeks of school. A hybrid approach to instructional delivery combines face-to-face classroom instruction with remote learning. During classroom instruction time, students can be engaged in authentic, collaborative learning experiences. The online components can include asynchronous and synchronous learning. New learning follows FHPS curriculum and pacing. Learning opportunities that can take place outside are encouraged.

Definitions of Asynchronous and Synchronous Learning

Asynchronous learning is distance learning (student and teacher in separate locations) in which the student and teacher are not connected in real time (not live). Asynchronous learning requires students to independently complete tasks and activities. Example methods of asynchronous online learning include recorded mini lessons, virtual libraries, posted notes, supported independent activities, and exchanges across discussion boards or digital platforms.

Synchronous learning is distance learning (student and teacher in separate locations) in which the student and teacher remain in separate locations but are electronically connected in real time (live). This involves the student and their instructor interacting in a specific virtual place, through a specific online medium, at a specific time.

Lunch

Students eat lunch in their classrooms or a designated space. For the safety of all students, all food entering the classroom must follow the guidelines communicated by the teacher regarding food in that classroom.

Recess

Students will remain in their cohorts during recess.

Face Coverings

Students and staff will follow all required safety protocols under Phase 4 of Michigan’s Return to School Roadmap, and everyone will be required to wear face masks on school buses, inside school buildings, and outside during occasions where social distancing is not possible. Students will be provided with frequent mask breaks outside, and we will maximize opportunities for outdoor instruction, activities, and lunch.

SAMPLE ELEMENTARY SCHOOL COHORT IN-PERSON DAILY SCHEDULE	
8:45	Morning Responsibilities, Class Check-in, Social-Emotional Learning
9:00 - 10:00	Reading Workshop
10:00 - 11:00	Writing Workshop
11:00 - 11:20	Phonics (K-2)/Word Study (3-6)
11:20- 12:00	Lunch & Recess
12:00 - 1:00	Math Workshop
1:00 - 2:00	Specials
2:00 - 2:30	Recess
2:30 - 3:00	Intervention/Enrichment
3:00 - 3:40	Science/Social Studies/Technology
3:40 - 3:45	Wrap-up

Note: Schedules may vary based on grade level.

SAMPLE EASTERN SIXTH-GRADE COHORT IN-PERSON DAILY SCHEDULE	
7:50	Homeroom
7:55 - 8:50	Art/WL/Sci/SS/Add'l Math/Add'l ELA
8:55-9:40	Music/PE
9:40-9:55	Recess/Reading
10:00-12:15	Math/ELA Block
12:15 - 12:35	Recess
12:40-1:00	Lunch
1:05-2:50	Sci/SS/PLTW/Rtl

Learning Options

7-12 IN-PERSON HYBRID INFORMATION

This plan is designed to reduce the number of students by 50% in the school, during passing times, and in classrooms to allow for maximum social distancing. This will allow half of the students to attend school while the other half engage in remote learning at home. The first group of students will attend in-person learning all day Monday and Thursday. The second group of students will attend in-person learning all day on Tuesday and Friday. When students are not attending school in person, they will be required to participate in remote learning and complete assignments at home. Both groups will engage in mandatory remote learning at home all day on Wednesday.

Given that the first two weeks of the school year are four-day weeks, the schedule will be slightly different for these weeks and eliminates the all-student remote learning day in the middle of the week. This plan will allow district and health officials to closely monitor student and staff member health and the prevalence of the virus in our community. As we approach the end of the four-week period, we will see if conditions safely allow for an increase in the amount of time students spend at school.

Hybrid In-Person and Remote Learning

Students will receive in-person classroom instruction two days a week and remote learning from home three days a week. A hybrid approach to instructional delivery combines face-to-face classroom instruction with remote learning. During classroom instruction time, students can be engaged in authentic, collaborative learning experiences. The online components can include asynchronous and synchronous learning. New learning takes place five days a week, following FHPS curriculum and pacing. Learning opportunities that can take place outside are encouraged.

Definitions of Asynchronous and Synchronous Learning

Asynchronous learning is distance learning (student and teacher in separate locations) in which the student and teacher are not connected in real time (not live). Asynchronous learning requires students to independently complete tasks and activities. Example methods of asynchronous online learning include self-guided lesson modules, streaming video content, virtual libraries, posted lecture notes, supported independent activities, and exchanges across discussion boards or digital platforms.

Synchronous learning is distance learning (student and teacher in separate locations) in which the student and teacher remain in separate locations but are electronically connected in real time (live). This involves the student and their instructor interacting in a specific virtual place, through a specific online medium, at a specific time.

Lunch

Students eat lunch in their fourth-hour classrooms. For the safety of all students, all food entering the classroom must follow the guidelines communicated by the teacher regarding food in that classroom.

Face Coverings

Students and staff will follow all required safety protocols under Phase 4 of Michigan's Return to School Roadmap, and everyone will be required to wear face masks on school buses, inside school buildings, and outside during occasions where social distancing is not possible. Students will be provided with frequent mask breaks outside, and we will maximize opportunities for outdoor instruction, activities, and lunch.

SAMPLE MIDDLE SCHOOL HYBRID IN-PERSON SCHEDULE

**Times may vary at each middle school*

	GROUP A	GROUP B
MONDAY	7:55-8:50 1st HOUR 8:55-9:50 2nd HOUR 9:55-10:50 3rd HOUR 10:50-11:15 School-based supports, in 3rd-HOUR classroom 11:20-11:50 LUNCH, in 4th-HOUR classroom 11:55-12:50 4th HOUR 12:55-1:50 5th HOUR 1:55-2:50 6th HOUR	SYNCHRONOUS/ASYNCHRONOUS LEARNING FROM HOME, PERIODS 1-6
TUESDAY	SYNCHRONOUS/ASYNCHRONOUS LEARNING FROM HOME, PERIODS 1-6	7:55-8:50 1st HOUR 8:55-9:50 2nd HOUR 9:55-10:50 3rd HOUR 10:50-11:15 School-based supports, in 3rd-HOUR classroom 11:20-11:50 LUNCH, in 4th-HOUR classroom 11:55-12:50 4th HOUR 12:55-1:50 5th HOUR 1:55-2:50 6th HOUR
WEDNESDAY	SYNCHRONOUS & ASYNCHRONOUS LEARNING FROM HOME, PERIODS 1-6	
THURSDAY	7:55-8:50 1st HOUR 8:55-9:50 2nd HOUR 9:55-10:50 3rd HOUR 10:50-11:15 School-based supports, in 3rd-HOUR classroom 11:20-11:50 LUNCH, in 4th-HOUR classroom 11:55-12:50 4th HOUR 12:55-1:50 5th HOUR 1:55-2:50 6th HOUR	SYNCHRONOUS/ASYNCHRONOUS LEARNING FROM HOME, PERIODS 1-6
FRIDAY	SYNCHRONOUS/ASYNCHRONOUS LEARNING FROM HOME, PERIODS 1-6	7:55-8:50 1st HOUR 8:55-9:50 2nd HOUR 9:55-10:50 3rd HOUR 10:50-11:15 School-based supports, in 3rd-HOUR classroom 11:20-11:50 LUNCH, in 4th-HOUR classroom 11:55-12:50 4th HOUR 12:55-1:50 5th HOUR 1:55-2:50 6th HOUR

SAMPLE HIGH SCHOOL HYBRID IN-PERSON SCHEDULE

**Times may vary at each high school*

	GROUP A	GROUP B
MONDAY	7:45-8:45 1st HOUR 8:50-9:55 2nd HOUR 10:00-11:00 3rd HOUR 11:05-12:00 4th HOUR 12:00-12:30 LUNCH, in 4th-HOUR classroom 12:35-1:35 5th HOUR 1:40-2:45 6th HOUR	SYNCHRONOUS/ASYNCHRONOUS LEARNING FROM HOME, PERIODS 1-6
TUESDAY	SYNCHRONOUS/ASYNCHRONOUS LEARNING FROM HOME, PERIODS 1-6	7:45-8:45 1st HOUR 8:50-9:55 2nd HOUR 10:00-11:00 3rd HOUR 11:05-12:00 4th HOUR 12:00-12:30 LUNCH, in 4th-HOUR classroom 12:35-1:35 5th HOUR 1:40-2:45 6th HOUR
WEDNESDAY	SYNCHRONOUS & ASYNCHRONOUS LEARNING FROM HOME, PERIODS 1-6	
THURSDAY	7:45-8:45 1st HOUR 8:50-9:55 2nd HOUR 10:00-11:00 3rd HOUR 11:05-12:00 4th HOUR 12:00-12:30 LUNCH, in 4th-HOUR classroom 12:35-1:35 5th HOUR 1:40-2:45 6th HOUR	SYNCHRONOUS/ASYNCHRONOUS LEARNING FROM HOME, PERIODS 1-6
FRIDAY	SYNCHRONOUS/ASYNCHRONOUS LEARNING FROM HOME, PERIODS 1-6	7:45-8:45 1st HOUR 8:50-9:55 2nd HOUR 10:00-11:00 3rd HOUR 11:05-12:00 4th HOUR 12:00-12:30 LUNCH, in 4th-HOUR classroom 12:35-1:35 5th HOUR 1:40-2:45 6th HOUR

K-12 IN-PERSON OPTION: CONTINGENCY REMOTE LEARNING INFORMATION

Based on a state and/or local decision about closures as a result of an increase in COVID-19 spread, FHPS is prepared to move a group of students or all students participating in hybrid learning or in-person learning to remote learning. Remote learning days follow a set schedule of asynchronous and synchronous learning, which is delivered by each student’s assigned FHPS teacher(s).

- Instruction during these learning days will be delivered by each student’s assigned FHPS teacher(s) through the district’s Learning Management System (LMS).

FHPS REMOTE INSTRUCTION – THEN AND NOW – WHAT’S DIFFERENT?

Spring 2020	School Year 2020/21
<ul style="list-style-type: none"> • Virtual learning is established and implemented in less than a two-week time frame. 	<ul style="list-style-type: none"> • FHPS has planned for the implementation of a remote learning environment. • The FHPS Remote Learning Plan is being developed with participation and input from teacher-leaders from every building and every level.
<ul style="list-style-type: none"> • Teachers instructed on a limited amount of content. 	<ul style="list-style-type: none"> • Teachers implement the full FHPS curriculum. High levels of rigor, engagement, and feedback are embedded in instruction. • Teachers focus on essential learning standards under a structured and consistent daily schedule of direct instruction. • Attendance is mandatory and will be recorded. Student participation at high levels is expected. • Teachers follow-up with students who may be experiencing challenges in order to equip every student to successfully experience learning. • Supports are in place to promote student engagement and participation.
<ul style="list-style-type: none"> • Google Classroom for instruction, communication, and organization of materials was used as a Learning Management System (LMS). 	<ul style="list-style-type: none"> • FHPS has partnered with Canvas to provide a common remote learning platform for students in all grade levels. Canvas allows for the integration of our Google apps, which we will be able to utilize to help ensure a smooth transition and a rigorous and robust learning experience. • Canvas will be implemented as the FHPS Learning Management System. Canvas is a robust tool designed specifically for parents, students, and teachers as a “one-stop shopping” learning platform. • Implementation will be a phased-in approach. We will start the year using Google Classroom, a familiar tool across the district. • Instructional materials created by teachers on Google Classroom will transfer to Canvas.
<ul style="list-style-type: none"> • Teachers conduct learning from home or off-site. 	<ul style="list-style-type: none"> • Teachers instructing from the classroom under a structured and consistent daily schedule of direct instruction. Classroom setting provides stable bandwidth capabilities.
<ul style="list-style-type: none"> • Feedback on learning was challenging. 	<ul style="list-style-type: none"> • Teachers follow a structured process for providing meaningful feedback, which promotes learning for all students.
<ul style="list-style-type: none"> • Grading and monitoring of assignments were challenging for parents, students, and teachers. 	<ul style="list-style-type: none"> • Grading focuses on the continuation of learning and academic growth. Canvas features three distinct apps to provide parents, teachers, and students the information/feedback they need.
<ul style="list-style-type: none"> • In some cases, limited teacher experience in online learning. 	<ul style="list-style-type: none"> • More experience in online learning with continued opportunities for growth.

ELEMENTARY FHPS REMOTE LEARNING

Students follow their normal school day schedule, just at home. Instruction will be delivered synchronously and asynchronously.

- Targeted instruction and support is provided.
- Attendance is required, recorded, and monitored on remote learning days.
- Student work is assessed in a timely manner, and constructive qualitative and quantitative feedback is given by the teacher.
- Grades and report cards are issued.

SAMPLE ELEMENTARY REMOTE LEARNING SCHEDULE		
8:45-9:00	Morning Meeting & Class Check-in	Synchronous
9:00-9:45	Reading Workshop	Synchronous/Asynchronous
9:45-10:00	Break	
10:00-10:45	Writing Workshop	Synchronous/Asynchronous
10:45-11:00	Break	
11:00 - 11:30	Phonics (K-2)/Word Study (3-6)	Synchronous/Asynchronous
11:30-12:15	Lunch & Break	
12:15 - 1:15	Math Workshop	Synchronous/Asynchronous
1:15-1:30	Break	
1:30-2:00	Intervention/Enrichment	Synchronous/Asynchronous
2:00-3:00	Specials	Synchronous/Asynchronous
3:00 - 3:40	Science/Social Studies/Social-Emotional Learning	Synchronous/Asynchronous
3:40 - 3:45	Afternoon Meeting & Class Check-in	Synchronous

Note: Schedules may vary based on grade level. Class periods consist of large group, small group, 1:1 conferring, and independent work.

SECONDARY FHPS REMOTE LEARNING

Students follow their normal school day schedule, just at home. Instruction will be delivered synchronously and asynchronously.

- Targeted instruction and support is provided.
- Attendance is required, recorded, and monitored on remote learning days.
- Student work is assessed in a timely manner, and constructive qualitative and quantitative feedback is given by the teacher.
- Grades and report cards are issued.

SAMPLE MIDDLE SCHOOL REMOTE LEARNING SCHEDULE		
7:55-8:50	1st HOUR	Synchronous/Asynchronous
8:55-9:50	2nd HOUR	Synchronous/Asynchronous
9:55-10:50	3rd HOUR	Synchronous/Asynchronous
10:50-11:15	Student/Teacher Check-in, 4th HOUR	Synchronous/Asynchronous
11:15-11:50	Lunch & Break	
11:55-12:50	4th HOUR	Synchronous/Asynchronous
12:55-1:50	5th HOUR	Synchronous/Asynchronous
1:55-2:50	6th HOUR	Synchronous/Asynchronous

Note: Social-emotional learning support provided to all students

SAMPLE HIGH SCHOOL REMOTE LEARNING SCHEDULE		
7:45-8:45	1st HOUR	Synchronous/Asynchronous
8:50-9:55	2nd HOUR	Synchronous/Asynchronous
10:00-11:00	3rd HOUR	Synchronous/Asynchronous
11:05-12:00	4th HOUR	Synchronous/Asynchronous
12:00-12:30	Lunch & Break	
12:35-1:35	5th HOUR	Synchronous/Asynchronous
1:40-2:45	6th HOUR	Synchronous/Asynchronous

Note: Social-emotional learning support provided to all students

Virtual Option

We respect that parents and families all have unique needs and considerations. Therefore, families may forego the in-person options described above and elect to enroll their child(ren) in a 100% virtual learning option. Due to staffing constraints and continuity of learning, this option requires that students commit to this plan for the entire semester. Virtual learning will be provided each day of the semester by Michigan certified teachers. Daily student participation, attendance, and academic work are required.

Students with an IEP/504 Plan

Students with IEPs will continue to receive services through FHPS. FHPS special education teachers and related service providers will develop an individual Contingency Learning Plan based on a student's IEP. Students with an IEP will receive focused instruction and services to progress on their goals and objectives. Both students with IEPs and 504 plans will receive appropriate accommodations noted in their plans.

STUDENTS IN GRADES K-6

- Rigorous classroom experience in a virtual setting
- Provides structured flexibility
- Staffed by FHPS teachers facilitating all of the content
- Students with IEPs will continue to receive services through FHPS
- Virtual learning is aligned with current FHPS standards, pacing guides, and curriculum
- Learning will take place at the same pace as within the traditional classrooms
- FHPS teachers will be available to support students and provide the necessary instructional interventions
- Formative and summative assessments will be used in similar ways as the traditional learning environment. Assessments provide feedback to our staff to inform our differentiated instruction

Families Supporting Virtual Learners

Parents/guardians play a very important role in the success of their students, and online learning is no different. Your student will need your support, guidance, and encouragement to be successful. To help support families, FHPS Virtual Option families will receive grade-level curriculum guides. These guides will contain a curriculum outline of each content area, information regarding assessments, suggestions for parents to use at home to support their learner(s), family communication information, and family growth conference information.

Student Experience

- Mirrors traditional classroom in a virtual setting
- Works on a combination of online and offline activities
- Builds social connections with peers in a virtual setting
- Requires attendance and participation
- Provides intervention/enrichment opportunities as needed

Parent/Guardian Experience

- Provides consistency in child's school experience
- Supports student management of school experience
- Provides printed materials to assist the learning experiences
- Communicates clearly and frequently with the teacher
- Meets weekly or biweekly with the teacher for a quick check-in meeting
- Monitors the student to ensure they are working and progressing from home
- Required to commit to a semester at a time

Instructional Delivery

There are a variety of methods for both synchronous and asynchronous instruction depending on the particular subject, ranging from digital curricular materials to video lessons, online simulations, livestreamed lessons, readings, discussion boards, class meetings and discussions, and assessments.

Grading

Grading will closely align with traditional FHPS classrooms, and have both formative and summative assessments. Feedback will be specific, continual, and timely in an effort to maintain high levels of student success.

K-6 Virtual Option	Contingency Remote Learning
Full-time, online K-6 instruction provides the same rigor, pacing, and standards of excellence defined by our traditional learning programs.	Online education is facilitated when the traditional classroom environment is not possible. This will be activated if we are in Phases 1-3 as directed by an executive order.
All classes will be taught by FHPS educators.	All classes will be taught by FHPS educators.
Students will be enrolled for at least one semester.	Students will participate in remote learning as a contingency plan when in-person learning is not possible.
As needed, students will be provided their own Chromebook for use at home.	As needed, students will be provided their own Chromebook for use at home.

FHPS VIRTUAL OPTION DAILY OVERVIEW

ONLINE ENGAGEMENT		
	K-2	3-6
Approximate Expectations for Online Engagement <i>*Screen time</i>	90 Minutes Daily About 40% of Instructional Day	120 Minutes Daily About 40% of Instructional Day
Sample Online Activities	<ul style="list-style-type: none"> • Daily Connections with Teachers/Class • Core Content Mini Lessons (Reading, Writing, Phonics, Math, Science, & Social Studies) • Participating in Interactive Read Aloud • Shared Reading and Shared Writing Activities • 1:1 Conferencing & Small Group Instruction • Social-Emotional Learning • Assessments 	<ul style="list-style-type: none"> • Daily Connections with Teachers/Class • Core Content Mini Lessons (Reading, Writing, Word Study/Vocabulary, Math, Science, & Social Studies) • Participating in Interactive Read Aloud • Book Clubs • 1:1 Conferencing & Small Group Instruction • Social-Emotional Learning • Assessments
OFFLINE ENGAGEMENT		
	K-2	3-6
Approximate Expectations for Offline Engagement	About 60% of Instructional Day	About 60% of Instructional Day
Offline Activities, Supported by the Teacher	<ul style="list-style-type: none"> • Supported Independent Reading/Writing • Supported Independent Math (Workbook Pages, Home Links, Games, Math Exploration) • Phonics Practice • Science Exploration & Journal Pages • Social Studies Exploration & Journal Pages • Intervention/Enrichment • Purposeful Play: The importance of play for emotional, social, physical/ motor, and language development is well documented. Teachers use play as an instructional vehicle, including constructive play, dramatic play, games with rules, and group play. 	<ul style="list-style-type: none"> • Supported Independent Reading/Writing • Supported Independent Math (Workbook Pages, Home Links, Games, Math Exploration) • Word Study Practice • Science Exploration & Journal Pages • Social Studies Exploration & Journal Pages • Intervention/Enrichment
Individualized Supports	Varies per student, based on student needs and/or qualification for services. May include additional time online weekly. <ul style="list-style-type: none"> • Intervention supports • English language supports • Counselor connections • Ancillary services determined for each child 	
SPECIALS		
<i>Online and offline engagement will vary.</i>		
Specials	30-60 Minutes Daily	

Teacher Expectations

- Follow workshop format:
 - Begin with lesson launch, synchronous
 - Ongoing teacher support for small-group work, breakout rooms, independent work, etc.
 - End with synchronous closure of lesson
- Provide accommodations for students who are unable to attend due to reported absence
- Small group/conferring during the independent practice time
- Maintain pace with the lesson framework, district scope, and sequence
- Instructional framework and FHPS curriculum will be implemented in daily lessons
- Attend to social-emotional learning needs throughout the day
- Ongoing and specific assessment, feedback, and intervention/enrichment

Student Expectations

- Attendance is expected and taken AM and PM
- Active participation throughout the day
- Communicate with teacher if you are having tech issues
- Manage technology appropriately
- Communicate with teacher regularly
- Participate in collaboration and small-group work
- Adhere to Student Code of Conduct and Academic Integrity
- Follow all online norms established by the teacher and school
- Have a dedicated “at home” learning space

FHPS VIRTUAL OPTION SAMPLE DAILY SCHEDULE FOR GRADES K-6	
8:45-9:00	Morning Meeting & Class Check-in
9:00-9:45	1st CORE Subject Workshop
9:45-10:15	Movement/Break & Snack
10:15-11:00	2nd CORE Subject Workshop
11:00-11:30	K-2: Phonics 3-6: Word Study & Vocabulary
11:30-12:30	Lunch
12:30-1:15	3rd CORE Subject Workshop
1:15-2:00	4th CORE Subject Workshop
2:00-2:30	Specials
2:30-3:30	Teacher Targeted Connections & Supported Independent Work Could include, but not limited to: <ul style="list-style-type: none">• Purposeful Play• Interactive Read Aloud• Intervention/Enrichment• Book Clubs, 1:1 Conferring, Small-Group Work• Supported Independent Work• Social-Emotional Learning
3:30-3:45	Afternoon Meeting & Class Check-in

Note: Time duration will vary depending on grade and content. Specials timeframe could vary

FHPS IMMERSION VIRTUAL OPTION DAILY OVERVIEW

ONLINE ENGAGEMENT

	K-2	3-6
Approximate Expectations for Online Engagement <i>*Screen time</i>	90 Minutes Daily About 40% of Instructional Day	120 Minutes Daily About 40% of Instructional Day
Sample Online Activities in the Target Language	<ul style="list-style-type: none"> Daily Connections with Teachers/Class Listening and Speaking Activities Vocabulary Activities Core Content Mini Lessons (Reading, Writing, Math, Science, & Social Studies) Participating in Interactive Read Aloud Shared Reading and Shared Writing Activities 1:1 Conferring & Small-Group Instruction Social-Emotional Learning Assessments 	<ul style="list-style-type: none"> Daily Connections with Teachers/Class Listening and Speaking Activities Vocabulary Activities Core Content Mini-Lessons (Reading, Writing, Word Study/Vocabulary, Math, Science, & Social Studies) Participating in Interactive Read Aloud Book Clubs 1:1 Conferring & Small-Group Instruction Social-Emotional Learning Assessments

OFFLINE ENGAGEMENT

	K-2	3-6
Approximate Expectations for Offline Engagement	About 60% of Instructional Day	About 60% of Instructional Day
Offline Activities in the Target Language Supported by the Teacher	<ul style="list-style-type: none"> Supported Independent Reading/Writing Supported Independent Math (Workbook Pages, Home Links, Games, Math Exploration) Science Exploration & Journal Pages Social Studies Exploration & Journal Pages Intervention/Enrichment Purposeful Play: The importance of play for emotional, social, physical/ motor, and language development is well documented. Teachers use play as an instructional vehicle, including constructive play, dramatic play, games with rules, and group play. 	<ul style="list-style-type: none"> Supported Independent Reading/Writing Supported Independent Math (Workbook Pages, Home Links, Games, Math Exploration) Word Study Practice Science Exploration & Journal Pages Social Studies Exploration & Journal Pages Intervention/Enrichment
Individualized Supports	Varies per student, based on student needs and/or qualification for services. May include additional time online weekly. <ul style="list-style-type: none"> Target language supports English language supports Intervention supports Counselor connections Ancillary services determined for each child 	

SPECIALS

Online and offline engagement will vary.

Specials	30-60 Minutes Daily
----------	---------------------

Teacher Expectations – Immersion

- Remain in the target language
- Balance language input and output
- Promote use of the target language by students
- Provide necessary vocabulary and language for students to successfully learn core content
- Follow workshop format:
 - Begin with lesson launch, synchronous
 - Ongoing teacher support for small-group work, breakout rooms, independent work, etc.
 - End with synchronous closure of lesson
- Provide accommodations for students who are unable to attend due to reported absence
- Small group/conferring during the independent practice time
- Maintain pace with the lesson framework, district scope, and sequence
- Instructional framework and FHPS curriculum will be implemented in daily lessons
- Attend to social-emotional learning needs throughout the day
- Ongoing and specific assessment, feedback, and intervention/enrichment

Student Expectations – Immersion

- Remain in the target language
- Active participation in the target language throughout the day
- Communicate with teacher if you are having tech issues
- Manage technology appropriately
- Communicate with teacher regularly
- Participate in collaboration and small-group work
- Adhere to Student Code of Conduct –Academic Integrity
- Follow all online norms established by the teacher and school
- Have a dedicated “at home” learning space

FHPS VIRTUAL OPTION SAMPLE DAILY SCHEDULE FOR GRADES K-6

MB & NT	AV	
8:45-9:00	8:10-8:25	Morning Meeting & Class Check-in
9:00-9:45	8:25-9:10	1st CORE Subject Workshop
9:45-10:15	9:10-9:40	Movement/Break & Snack
10:15-11:00	9:40-10:25	2nd CORE Subject Workshop
11:00-11:30	10:25-10:55	K-2: Vocabulary and Language Activities 3-6: Word Study, Vocabulary, & Language
11:30-12:30	10:55-11:55	Lunch
12:30-1:15	11:55-12:40	3rd CORE Subject Workshop
1:15-2:00	12:40-1:25	4th CORE Subject Workshop
2:00-2:30	1:25-1:55	Specials
2:30-3:30	1:55-2:55	Teacher Targeted Connection & Supported Independent Work Could include, but not limited to: <ul style="list-style-type: none"> • Language Supports • Purposeful Play • Interactive Read Aloud • Intervention/Enrichment • Book Clubs, 1:1 Conferring, Small-Group Work • Supported Independent Work • Social-Emotional Learning
3:30-3:45	2:55-3:10	Afternoon Meeting & Class Check-in

Note: Time duration will vary depending on grade and content. Specials timeframe could vary.

STUDENTS IN GRADES 7-12

- In the event there is enough interest and numbers permit, FHPS will use our own teachers where feasible.
- Students remain full-time FHPS students.
- Students are assigned an FHPS mentor teacher.
- FHPS is expanding its long-standing partnership with Michigan Virtual (MV) to provide a fully online option to our 7-12 students. Our secondary students have previously found success utilizing Michigan Virtual courses when a course is not offered within our school or when an online course solves a student's scheduling conflict.
- Michigan Virtual is accredited and fully aligned with the State of MI Standards, the Common Core Standards, and the Michigan Merit Curriculum to ensure our students are on a pathway toward graduation.
- High school students enrolled in Michigan Virtual pursue courses that fulfill FHPS graduation requirements.
- Students, in partnership with their FHPS mentor and guidance counselor, will individually select courses that best fit their needs and interests.
- Students will receive grades from Michigan Virtual that will be placed on their FHPS transcript.
- Students with IEPs will continue to receive services through FHPS.
- Michigan Virtual offers dozens of core and elective courses, including Advanced Placement, statistics, economics, calculus, world history, U.S. history, government, multiple world languages, music, art, chemistry, physics, and biology.
- World language classes are available to immersion students if immersion classes in the target language are not provided due to limited participation.



Michigan Virtual Resources

[2020/2021 Course Catalog](#)

Link to interactive course catalog where you can view the course description, syllabus, and prerequisites

Key Features of Michigan Virtual:

- No scheduled synchronous learning
- Full asynchronous learning with teachers providing weekly office hours for drop-in support
- Teachers respond to student email within 24 hours
- Teachers provide video and/or text-based feedback on assignments within 72 hours
- Student-to-teacher and student-to-student interaction through email, text, discussion boards, and the Brightspace Learning Management System

VIRTUAL OPTION COMMITMENT

Students choosing a fully virtual option must commit to the semester by Aug. 14, 2020, at 5:00 p.m. Moving between the in-person/hybrid/remote option and virtual option is only possible at the beginning of each semester. All virtual option students remain FHPS students, and as such, must be full-time students.

VIRTUAL OPTION SIGN-UP PROCESS AND DEADLINE

To ensure the district is able to effectively staff and place students, we are requiring currently enrolled families committing to the virtual option to sign up for this option by August 14, 2020, at 5:00 p.m. After submitting the sign-up form, the district will be in contact with you to communicate a confirmation and outline next steps.

- You must complete the form separately for each child you are signing up for the full-time virtual option.
- All sign-ups must be submitted by 5:00 p.m. Friday, Aug. 14, 2020.
- Immersion students enrolling in the full-time virtual learning option will receive instruction from an FHPS immersion teacher in the target language. (A WMU professor will provide virtual instruction for 9th-12th grade Mandarin immersion students.)
- If you are planning to have your child attend school to participate in face-to-face instruction, you do not need to submit this form.

[VIRTUAL OPTION SIGN-UP FORM](#)

FREQUENTLY ASKED QUESTIONS

For additional information, please see the Return to Learn FAQ, online, www.fhps.net.

Social-Emotional Health and Wellness

The social-emotional health and wellness of every child, every day, needs to be at the forefront of our plans and our work with all stakeholders. Some students may have experienced family issues, health emergencies, grief, and/or trauma due to the pandemic. Therefore, it is especially important in 2020–21 to take time at the start of the school year to build community and establish relationships between staff, students, and families. At FHPS, we know that strong relationships are the key to unlocking a child’s potential to learn and grow. Due to the difficulty in being able to “see” and know how each child is doing, we are building intentional opportunities to keep a watchful eye and have a proactive approach to supporting all of our learners.

We continue to collaborate with outside mental health organizations and the Kent County Health Department on all facets of our reopening plan, building resources and supports for our students in the areas of mental and behavioral health. Through this local and county work, we are building mental and behavioral health resources and partnerships that will offer another critical layer of support for students, families, and staff.

SOCIAL-EMOTIONAL HEALTH AND WELLNESS PHASES 1-6

- In weekly meetings, staff review and monitor student academic and social-emotional progress.
- Responsive support and professional learning are provided by ancillary staff based on student needs.
- Frequent student check-ins and ongoing reporting protocols have been established to help evaluate mental well-being.
- FHPS crisis teams maintain crisis management plans for grief and loss support for students and families, loss of a school community member, and grief and loss resources.
- The school mental health liaison works with local agencies and community partners to connect families with resources.
- FHPS continues to invest in school-based counselors, social workers, and mental health liaisons to not only support all students but also provide ongoing professional learning and support to staff.
- FHPS has placed a priority on focusing on SEL Signature Practices strategies. These strategies, when used authentically and intentionally, can help create safe, equity-centered, productive learning and working spaces for students and adults.

Professional Learning Plan

Our professional learning work this year will continue to focus on our shared commitment to **All Learners Achieving Individual Potential**. The district calendar will establish days for teacher professional learning.

Professional learning topics will include:

Social-Emotional Learning: Trauma-informed best practices and self-care to promote holistic wellness and resilience.

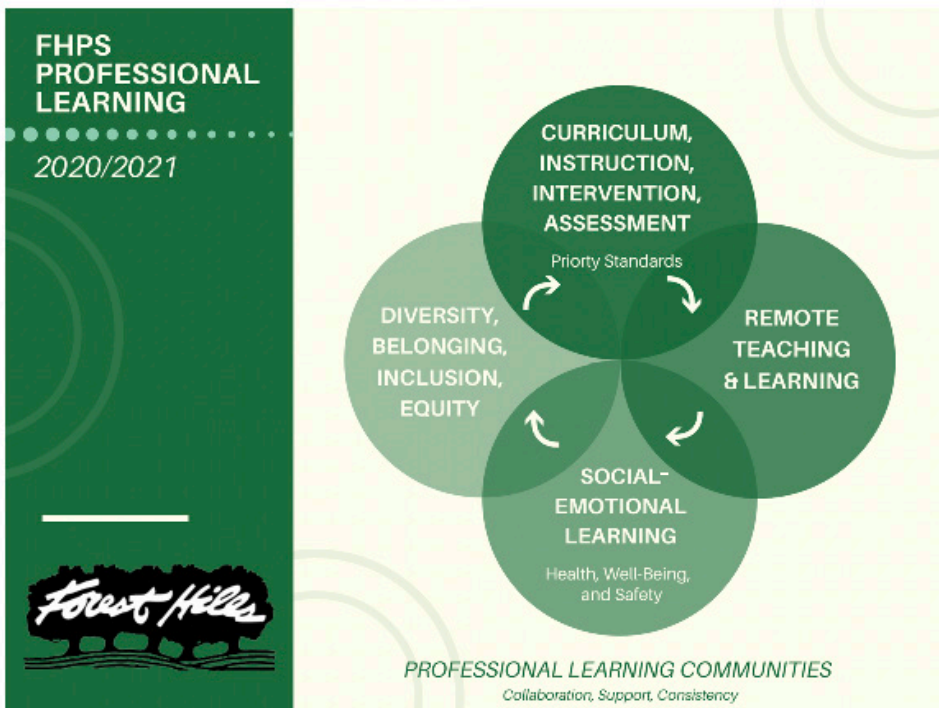
- Health and safety protocols: PPE, hygiene, social distancing, movement, screening, responding to symptoms, cleaning, medically vulnerable students, options-based safety drills.

Diversity, Equity, Inclusion, and Belonging: Restorative supports for educators and learning around equity, implicit bias, and culturally responsive education.

Curriculum, Instruction, Intervention, and Assessment: Identifying priority standards and using Multi-Tiered System of Supports in providing training on the use of students' assessment data in order to deliver differentiated instruction and support for both academic and social-emotional and behavioral needs.

Remote Teaching and Learning:

- Use and effectiveness of digital tools and resources that support remote and virtual learning, including Canvas Learning Management System
- Continued curriculum and content development for online delivery
- Design and development of remote and virtual learning experiences that are equitable and engaging—and are aligned to our district goals and guiding principles
- Differentiation strategies to support students in remote learning



Safety Protocols

PERSONAL PROTECTIVE EQUIPMENT		
PHASES 1-3	PHASE 4	PHASE 5
Schools are closed for in-person instruction.	Staff will wear a face covering at all times, except when eating meals.	Staff will wear a face covering at all times, except when eating meals.
	Students and staff will wear a face covering when utilizing school transportation.	K-12 students will wear a face covering in hallways and common areas.
	K-12 students will wear a face covering in hallways and common areas.	
	K-12 students will wear a face covering in classrooms.	
	Face coverings can be: <ul style="list-style-type: none"> • Reusable/cloth (must be washed daily) • Disposable (must be disposed of at the end of each day) 	
	Any staff or student who is medically unable to tolerate a face covering will not wear one. Documentation is <u>required</u> for this exception.	
	Any staff or student who is incapacitated or unable to remove a face covering without assistance will not wear one.	
	Students with significant disabilities preventing the use of a face covering will follow forthcoming guidance from the Michigan Department of Education.	

HYGIENE

PHASES 1-3	PHASE 4	PHASE 5
<p>Schools are closed for in-person instruction.</p>	<p>Hand sanitizer is located in student building entryways, classrooms, certain common areas, offices, and other areas deemed necessary by the district.</p>	<p>Hand sanitizer is located in student building entryways, classrooms, certain common areas, offices, and other areas deemed necessary by the district.</p>
	<p>Handwashing signage is located throughout each building.</p>	<p>Handwashing signage is located throughout each building.</p>
	<p>Teachers will instruct students on proper handwashing with soap and water for at least 20 seconds on the first day of school and reinforce throughout the year.</p>	<p>Teachers will reinforce with students on proper handwashing with soap and water for at least 20 seconds throughout the year.</p>
	<p>Teachers will instruct students on how to cough and sneeze into their elbows or to cover such with a tissue, dispose of tissue in trash receptacle, and immediately wash hands.</p>	<p>Teachers will instruct students on how to cough and sneeze into their elbows or to cover such with a tissue, dispose of tissue in trash receptacle, and immediately wash hands.</p>
	<p>Staff members are required to watch a training video that includes information on coughing/sneezing into an elbow or tissue.</p>	<p>Staff members are required to watch a training video that includes information on coughing/sneezing into an elbow or tissue.</p>
	<p>Custodial staff monitors soap and hand sanitizer levels and refills as necessary.</p>	
	<p>Periodic breaks for handwashing occur throughout the school day.</p>	
	<p>Supply sharing will be limited.</p>	
	<p>Students' personal items are kept separate in labeled containers, lockers, cubbies, etc. placeholder</p>	
	<p>Hand-sanitizing stations are located throughout each building.</p>	

SPACING, MOVEMENT, AND ACCESS

PHASES 1-3	PHASE 4	PHASE 5
<p>Schools are closed for in-person instruction.</p>	<p>Students will be spaced to the extent possible, including in classrooms where tables are utilized. The district may not always provide the “strongly recommended” 6-foot spacing for desks in classrooms.</p>	<p>Family members or other guests are not allowed in a building, except under extenuating circumstances determined by district and school officials.</p>
	<p>Students will face in the same direction within a classroom as feasible.</p>	
	<p>When feasible, teachers will maintain six feet of spacing between themselves and students.</p>	
	<p>Family members or other guests are not allowed in a building, except under extenuating circumstances determined by district and school officials.</p>	
	<p>Proper social distancing and handwashing signage is located throughout each building.</p>	
	<p>Markers indicating six-foot intervals are located where line formation is anticipated.</p>	
	<p>Office and reception areas are arranged to accommodate social distancing, including markers and seating.</p>	
	<p>Adult guests, such as vendor deliveries and U.S. postal, must wear a facial covering, screen for symptoms, and sanitize hands prior to entry.</p>	

SCREENING STUDENTS AND STAFF

PHASES 1-3	PHASE 4	PHASE 5
Schools are closed for in-person instruction.	FHPS cooperates with the Kent County Health Department regarding implementing protocols for screening students and staff.	Each school has a designated quarantine room with a closable door and identified staff to care for students who become ill at school.
Staff who are working in a building complete a daily screener prior to entry.	Each school has a designated quarantine room with a closable door and identified staff to care for students who become ill at school.	Students who become ill with symptoms of COVID- 19 will be placed in the designated quarantine area until they are picked up by an adult as identified on their school form.
	Students who become ill with symptoms of COVID- 19 will be placed in the designated quarantine area until they are picked up by an adult as identified on their school form.	Symptomatic students sent home from school must be kept home until they have tested negative or have completely recovered according to CDC or Kent County Health Department guidelines.
	Symptomatic students sent home from school must remain home until they have tested negative or have completely recovered according to CDC or Kent County Health Department guidelines.	
	Staff who are working in a building complete a daily screener prior to entry.	

TESTING PROTOCOLS FOR STUDENTS AND STAFF AND RESPONDING TO POSITIVE CASES

PHASES 1-3	PHASE 4	PHASE 5
Schools are closed for in-person instruction.	FHPS cooperates with the Kent County Health Department regarding implementing protocols for screening students and staff.	Students who develop a fever or become ill with COVID-19 symptoms at school will wear a mask and be transported by their parent or legal guardian, emergency contact, or ambulance if clinically unstable, for off- site testing.
Staff members who are working in a building and develop a fever or become ill with COVID-19 symptoms at school will wear a mask and be transported for off- site testing.	Students who develop a fever or become ill with COVID-19 symptoms at school will wear a mask and be transported by their parent or legal guardian, emergency contact, or ambulance if clinically unstable, for off- site testing.	Staff members who develop a fever or become ill with COVID- 19 symptoms at school will wear a mask and be transported for off-site testing.
	Staff members who develop a fever or become ill with COVID- 19 symptoms at school will wear a mask and be transported for off-site testing.	Symptomatic students and staff who are sent home from school must remain home until they have tested negative or have completely recovered according to CDC or Kent County Health Department guidelines.
	Symptomatic students and staff who are sent home from school must remain home until they have tested negative or have completely recovered according to CDC or Kent County Health Department guidelines.	Families are notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home.
	Families are notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home.	In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts will be made to notify any close contacts (those who spent more than 15 minutes less than six feet in close proximity to the student or staff member) so that they can be quarantined for 14 days at home. Students and staff should be closely monitored for any symptoms of COVID-19.

Continued on next page

TESTING PROTOCOLS FOR STUDENTS AND STAFF AND RESPONDING TO POSITIVE CASES CONT.

PHASES 1-3	PHASE 4	PHASE 5
	<p>In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts will be made to notify any close contacts (those who spent more than 15 minutes less than six feet in close proximity to the student or staff member) so that they can be quarantined for 14 days at home. Students and staff should be closely monitored for any symptoms of COVID-19.</p>	<p>Students who develop a fever or become ill with COVID-19 symptoms at school will wear a mask and be transported by their parent or legal guardian, emergency contact, or ambulance if clinically unstable, for off- site testing.</p>
	<p>At this time, empiric testing of all students or staff members in the class is not recommended. Only those who develop symptoms require COVID-19 testing.</p>	<p>At this time, empiric testing of all students or staff members in the class is not recommended. Only those who develop symptoms require COVID-19 testing.</p>

RESPONDING TO POSITIVE TESTS AMONG STUDENTS AND STAFF

PHASES 1-3	PHASE 4	PHASE 5
<p>Schools are closed for in-person instruction.</p>	<p>FHPS cooperates with the Kent County Health Department if a confirmed case of COVID-19 is identified, and collects the contact information for any close contacts of the affected individual from two days before symptoms to the time the individual was last present in the building.</p>	<p>FHPS notifies the Kent County Health Department, staff, and students immediately of any possible case of COVID-19, while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.</p>
<p>Employees with a confirmed case of COVID-19 may only return to the workplace after they are no longer infectious. The Kent County Health Department provides FHPS with instruction about return to work, using the most current guidelines from the CDC for this determination.</p>	<p>FHPS notifies the Kent County Health Department, staff, and students immediately of any possible case of COVID-19, while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.</p>	<p>Guidance will be provided to staff on confidentiality laws and statutes that protect student and staff health information. Student communicable disease-related information is protected health information. (Even if a family/student acknowledges and publicly discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test.)</p>
	<p>Guidance will be provided to staff on confidentiality laws and statutes that protect student and staff health information. Student communicable disease-related information is protected health information. (Even if a family/student acknowledges and publicly discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test.)</p>	<p>The Kent County Health Department initiates contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) is asked to self-quarantine for up to 14 days after exposure. Local health officials, depending on the situation, may identify other contacts who require quarantine. FHPS assists the local health department by collecting data and contact information of those exposed.</p>

Continued on next page

RESPONDING TO POSITIVE TESTS AMONG STUDENTS AND STAFF CONT.

PHASES 1-3	PHASE 4	PHASE 5
	<p>The Kent County Health Department initiates contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) is asked to self-quarantine for up to 14 days after exposure. Local health officials, depending on the situation, may identify other contacts who require quarantine. FHPS assists the local health department by collecting data and contact information of those exposed.</p>	<p>Employees with a confirmed case of COVID- 19 may only return to the workplace after they are no longer infectious. The Kent County Health Department provides FHPS with instruction about return to work, using the most current guidelines from the CDC for this determination.</p>
	<p>Employees with a confirmed case of COVID- 19 may only return to the workplace after they are no longer infectious. The Kent County Health Department provides FHPS with instruction about return to work, using the most current guidelines from the CDC for this determination.</p>	
	<p>A mask, gloves, and face shield are worn by custodial staff while cleaning in response to a positive test from a student or staff member.</p>	
	<p>Every effort is made for staff to close any small areas where a student or staff member who tested positive for COVID-19 was located for a period of 24 hours prior to cleaning to minimize the risk of any airborne particles.</p>	

FOOD SERVICE, GATHERING, AND EXTRACURRICULAR ACTIVITIES

PHASES 1-3	PHASE 4	PHASE 5
Schools are closed for in-person instruction.	Indoor assemblies that bring together students from more than one classroom are not allowed.	Serving and cafeteria staff use barrier protection, including gloves, face shields, and surgical masks.
	Students, teachers, and cafeteria staff wash hands before and after every meal.	Students, teachers, and cafeteria staff wash hands before and after every meal.
		All gatherings, including those that occur outdoors (e.g., graduations) comply with current and future executive orders that set caps on congregations of people.
		Field trips will be approved on a case-by-case basis and will require face coverings by staff and students while on the bus.

ATHLETICS

PHASES 1-3	PHASE 4	PHASE 5
<p>Schools are closed for in-person instruction.</p>	<p>FHPS complies with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).</p>	<p>Students, teachers, and staff use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant confirms they are healthy and without any symptoms prior to any event.</p>
	<p>Students, teachers, and staff use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant confirms they are healthy and without any symptoms prior to any event.</p>	<p>All equipment is disinfected before and after use.</p>
	<p>All equipment is disinfected before and after use.</p>	<p>Each participant will use a clearly marked water bottle for individual use. There should be no sharing of this equipment.</p>
	<p>At inter-school competitions, face coverings are worn if school transportation is provided. Buses are cleaned and disinfected before and after every use, as detailed in the subsequent “Busing and Student Transportation” section.</p>	<p>Indoor spectator events are limited to 50 people. Large-scale outdoor spectator or stadium events are limited to 250 people. Spectators not part of the same household must always maintain six feet of distance from one another.</p>
	<p>Spectators must wear face coverings and maintain six feet of social distancing at all times. In spaces where six feet of social distancing cannot be maintained, spectators will not be allowed. A limit on the number of spectators may be required to comply with six feet of social distancing. Entering and exiting locations and processes may be adjusted to prevent crowding.</p>	<p>Buses are cleaned and disinfected before and after every use, as detailed in the subsequent “Busing and Student Transportation” section.</p>

Continued on next page

ATHLETICS CONT.

PHASES 1-3	PHASE 4	PHASE 5
	<p>Each participant will use a clearly marked water bottle for individual use. There should be no sharing of this equipment.</p>	
	<p>Handshakes, fist bumps, and other unnecessary contact are not allowed.</p>	
	<p>Indoor weight rooms and physical conditioning activities that require shared equipment are not allowed. Outdoor physical conditioning activities are allowed while maintaining social distancing.</p>	
	<p>Large-scale indoor spectator events are suspended. Large-scale outdoor spectator or stadium events are limited to 100 people, and people not part of the same household must maintain six feet of distance from one another.</p>	

CLEANING

PHASES 1-3	PHASE 4	PHASE 5
Schools are closed for in-person instruction.	Frequently touched surfaces, including light switches, doors, benches, and bathrooms, are cleaned at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.	Frequently touched surfaces, including light switches, doors, benches, and bathrooms, are cleaned at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.
Cleaning practices continue for buildings where staff is working.	Libraries, computer labs, arts, and other hands-on classrooms must undergo cleaning after every class period with either an EPA- approved disinfectant or diluted bleach solution.	Libraries, computer labs, arts, and other hands-on classrooms must undergo cleaning after every class period with either an EPA- approved disinfectant or diluted bleach solution.
Functional order is maintained at buildings where staff is not working.	Student desks will be wiped down with an EPA- approved sanitizer between each class period.	Student desks will be wiped down with an EPA- approved sanitizer between each class period.
	Playground structures will undergo normal routine cleaning, but using an EPA-approved disinfectant is unnecessary.	Playground structures will undergo normal routine cleaning, but using an EPA- approved disinfectant is unnecessary.
	Cleaning, disinfecting, and sanitizing products are stored correctly and away from children. Products are used with proper ventilation.	Cleaning, disinfecting, and sanitizing products are stored correctly and away from children. Products are used with proper ventilation.
	Staff wears gloves, a mask, and face shield when performing all cleaning activities.	Staff wears gloves, a mask, and face shield when performing all cleaning activities.
		Athletic equipment is cleaned with either an EPA-approved disinfectant or diluted bleach solution before and after each use.

BUSING AND STUDENT TRANSPORTATION

PHASES 1-3	PHASE 4	PHASE 5
Schools are closed for in-person instruction.	A hand sanitizer station is located on each bus. The bus driver and students will use hand sanitizer upon entering.	A hand sanitizer station is located on each bus. The bus driver and students will use hand sanitizer upon entering.
All busing operations are suspended.	The bus driver, staff, and all students will wear a face covering while on the bus, if medically feasible. Bus drivers may remove face covering while driving if they wear prescription eyeglasses.	The bus driver, staff, and all students will wear a face covering while on the bus if medically feasible.
	Transportation vehicles are cleaned and disinfected before and after every transit route. Children will not be present when a vehicle is being cleaned.	Transportation vehicles are cleaned and disinfected before and after every transit route. Children will not be present when a vehicle is being cleaned.
	Frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) are cleaned and disinfected prior to morning routes and afternoon routes.	Frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) are cleaned and disinfected prior to morning routes and afternoon routes.
	Schools will work with families to ensure students who become ill during the day return home safely.	Schools will work with families to ensure students who become ill during the day return home safely.
	If a student becomes sick during the day, they cannot use group transportation to return home and must follow protocols outlined in the Screening Students and Staff section.	If a student becomes sick during the day, they cannot use group transportation to return home and must follow protocols outlined in the Screening Students and Staff section.
	If a driver becomes sick during the day, they must follow protocols for sick staff outlined in the Screening Students and Staff section and will not return to drive students.	If a driver becomes sick during the day, they must follow protocols for sick staff outlined in the Screening Students and Staff section and will not return to drive students.
	If weather permits, doors and windows will be open while the vehicle is being cleaned and between trips to let the vehicles thoroughly air out.	
	If weather permits, windows will be open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe.	

MEDICALLY VULNERABLE STUDENTS AND STAFF

PHASES 1-3	PHASE 4	PHASE 5
<p>Schools are closed for in-person instruction.</p>	<p>Systematically review all current plans (e.g., Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special health care needs and update their care plans as needed to decrease their risk for exposure to COVID- 19.</p>	<p>Systematically review all current plans (e.g., Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special health care needs and update their care plans as needed to decrease their risk for exposure to COVID- 19.</p>
	<p>Create a process for students/families and staff to self-identify as high-risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignments.</p>	<p>Create a process for students/families and staff to self-identify as high-risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignments.</p>

Food Service

The Forest Hills Food Service Department is dedicated to serving nutritious and delicious meals to our students. We comply with the USDA guidelines and all state and local health ordinances. Our staff will be ready on day one, having been trained in proper safety protocols such as correct use of a face covering, proper hygiene, and cleaning/sanitizing of workstations and frequently touched areas of the kitchens and service areas. The health and safety of our students and staff are our number one priority.

PHASES 1-3 - SCHOOL CLOSED FOR IN-PERSON INSTRUCTION

K-12

- Meal distribution will be available at Central High School and Northern High School
- Distribution days: Tuesday and Thursday (days are subject to change)
- Distribution times: 12:00 p.m. – 1:00 p.m. and 5:00 p.m. – 6:00 p.m. (times are subject to change)
- Only registered FHPS students are eligible (price based on eligibility)
- Families will need to pre-order breakfast and/or lunch from a set menu

PHASES 4-5 - SCHOOL OPEN FOR IN-PERSON INSTRUCTION WITH SAFETY PROTOCOLS*

K-6 In-person Hybrid Learning

Breakfast

Meadow Brook, Orchard View, Northern Trails, Northern Hills Middle, Northern High, Eastern Middle/High

- Pick up from the cafeteria on the way to class
- Two options: hot or cold

Lunch

Ada, Ada Vista, Collins, Knapp Forest, Meadow Brook, Orchard View, Pine Ridge, Thornapple

- Students will place their meal/milk order each morning with their teacher
- One option available (vegetarian option available daily)
- Monday, Wednesday, Friday = hot lunch
- Tuesday, Thursday = cold, fun lunch
- Meals will be delivered to each classroom

Goodwillie

- Students will place their orders each morning with their teacher
- One option available (vegetarian option available daily)
- Cold boxed lunch option only
- Meals will be labeled and delivered to each classroom

Central Woodlands, Northern Trails

- Students will place their order each morning at kiosks
- Students will be required to use hand sanitizer before and after using the kiosk
- Five meal options available:
 - 3 hot
 - 1 cold
 - 1 vegetarian
- Students will pick up their labeled meals at dedicated times and locations
- Students will eat at assigned locations

7-12 In-person Hybrid Learning

Central Middle, Eastern Middle, Northern Hills Middle

- Students will place their order at kiosks on Monday or Tuesday depending on their cohort
- Students may place orders for remote and face-to-face days.
- Students will be required to use hand sanitizer before and after using the kiosk
- Six meal options available:
 - 4 hot
 - 1 cold
 - 1 vegetarian
- Students will pick up their labeled meals at dedicated times and locations
- Students will eat at assigned locations

Transition Center

- Students will place their orders each morning with their teacher
- One option available (vegetarian option available daily)
 - Cold boxed lunch

K-12 Virtual Option Phases 4-5*

K-12

- Meal distribution will be available at the Food Service Production Building
- Distribution day: Wednesday
- Distribution time: 5:00 p.m. - 6:00 p.m.
- Only registered FHPS students are eligible (price based on eligibility)
- Families will need to pre-order from a set menu using a special link
- Meals cover a five-day period

*The process for Phase 5 is subject to change based on Executive Orders.

Transportation

Ensuring our students are safely transported to and from school is one of the district's top priorities. We take all of the required and strongly recommended provisions of the MI Safe Schools: Return to School Roadmap very seriously. Our drivers will be ready to go on day one having been trained in how to correctly wear a face covering, proper use of hand sanitizer, and how to clean and disinfect the bus before each run.

PHASES 1-3 - SCHOOL CLOSED FOR IN-PERSON INSTRUCTION

No transportation will be provided

PHASES 4-5 - SCHOOL OPEN FOR IN-PERSON INSTRUCTION WITH SAFETY PROTOCOLS

FHPS safety protocols

- Bus drivers will be trained in proper cleaning protocols
- Bus drivers and students will use hand sanitizer (supplied on the bus) upon entering and exiting
- Bus drivers and students are required to wear face coverings while on the bus, if medically feasible
- Bus drivers may remove face covering while driving if they wear prescription eyeglasses
- Buses will be thoroughly cleaned and disinfected between bus runs and at the completion of morning and evening operations
- Students will not be allowed to ride a nonscheduled bus such as going home with a friend
- Students who become ill during the day will not be allowed to ride the bus home
- Unloading at the schools will be staggered to allow spacing of students entering the building (PM dismissal procedure and loading to be determined)

Bus Stop Safety and Boarding Protocol

- Nonfamilial students should maintain social distance at bus stops
- Students must wear their masks while waiting at the bus stop if unable to maintain recommended social distancing
- Students must be prepared to board by having their mask on prior to boarding

We use third parties, Dean Transportation (Dean), to provide transportation services for select educational programs. Dean developed a safety plan that aligns with the MI Safe Schools: Return to School Roadmap. FHPS will work closely with Dean to ensure proper safety protocols are followed.