

# **Hudsonville Public Schools**

## **Return to School**

### **Parent Guidebook**



Changes to this document will take place on a regular basis as we continue to get updated information from health and state officials.



[Introduction](#)

[District Mission Statement](#)

[Beliefs](#)

[Guiding Principles for the 2020-21 School Year:](#)

[Curriculum and Instruction](#)

[Elementary Instructional Focus:](#)

[Secondary Instructional Focus:](#)

[Technology and Devices](#)

[Phases 1-3 Remote Learning for All](#)

[Phases 1-3 Special Education](#)

[Phase 4-6 In-Person Instruction](#)

[Phase 4-6 Remote Learning for Some - Eagle Virtual - For those who choose](#)

[Phases 4-6 Special Education](#)

[Phases 4-6 Assessment](#)

[Mental and Social-Emotional Wellness](#)

[Operations and Procedures](#)

[How to use this document?](#)

[Why do we need to follow these procedures and routines?](#)

[What is a cohort? What is commingling?](#)

[Facial Coverings](#)

[Classrooms](#)

[Food Service/Cafeteria](#)

[Visitors/Volunteers](#)

[Students or Staff Illness](#)

[Transportation and Student Drop-Off/Pick-Up](#)

[Extracurriculars and Athletics](#)



## Introduction

Hudsonville Public Schools has developed an instructional plan which follows the [MI Return to School Roadmap](#) for each phase of school reopening. These instructional and operational expectations follow the required elements of each phase and contain many of the strongly recommended practices.

## District Mission Statement

The mission of Hudsonville Public Schools is to educate, challenge, and inspire all learners to become contributing, responsible members of a global society.

## Beliefs

- The Hudsonville Public School District believes that all students can learn.
- The Hudsonville Public School District is committed to providing a challenging and engaging curriculum, effective instruction, and a positive, supportive environment.
- The Hudsonville Public School District realizes success will be achieved through a cooperative partnership of students, teachers, support staff, administrators, board members, parents, and the community.

## Guiding Principles for the 2020-21 School Year:

The State of Michigan has been very clear within the MI Return to School Roadmap that regardless of the phase or platform for learning, students must have opportunity to advance in the curriculum, to meet essential standards, to receive a high level of feedback, and to be supported mentally and social-emotionally throughout the school year. To accomplish these goals, we will stay centered on the following guiding principles:

- 1) Learning must happen throughout the year, regardless of phases or format for learning.**
  - This will require a deeper partnership with families
  - This will require a higher level of technology integration with instructional practices
  - This will require more focus on building and supporting the skill of self-direction in students
  - This will require frequent assessment and response to data

- 2) We will deliver high-quality instruction and differentiated support for all students in all phases and formats of learning.**
- Regardless of phase or format of learning, our students will receive the opportunity to advance in their learning and skills of grade-level standards. Compared to the spring of 2020, our students will experience a higher level of academic rigor and acceleration of learning
  - Our learners will receive high levels of feedback and opportunities to respond through frequent live/direct instruction with their teachers, providing a higher level of engagement than what was experienced last spring
  - Students will continue to have opportunities to receive differentiated instruction, interventions, and support, regardless of the return-to-school phase or format of learning
- 3) In order for students to access academic instruction, we must also address their mental and social-emotional wellness**
- Staff will foster student psychological safety through cultivating strong relationships with students
  - School staff will partner with families to address the whole child needs
  - All school staff will play a role in supporting social-emotional wellness and competencies, with a particular emphasis on emotional identification, regulation, and mental wellness
  - Educators have the power to inspire joy through teaching and learning on both academic and social-emotional concepts
- 4) Collaboration is key to provide students with equitable learning opportunities in all phases and formats**
- Students across the district will receive equitable learning experiences, which will be created through common instructional standards, pacing, learning targets and prioritization of live instruction versus recorded or written assignments
  - To accomplish equitable, consistent instruction, educators will engage in a high level of collaboration with teaching teams
  - This will require teaching teams to engage in professional learning and utilize new tools in a remote learning environment

## Curriculum and Instruction

### Elementary Instructional Focus:

- Literacy
- Numeracy
- Instructional Technology integration as we move to 1 to 1 district-wide
- Wellness

### Secondary Instructional Focus:

- While progressing towards the Michigan Merit Curriculum (MMC) requirements, teaching and learning will also allow students to make progress on essential skills
  - MIDDLE SCHOOL: The instructional focus for middle school students will be to ensure high leverage instructional strategies and interventions around prioritized essential standards in core content areas.
  - HIGH SCHOOL: Within required MMC coursework, students will be assessed on their prerequisite skills. Teachers will respond to this data by providing students an opportunity to receive specific instruction on any missing skills through differentiated

learning opportunities. This will allow students to best access instruction within the required coursework.

- Instructional Technology integration as we move to 1 to 1 district-wide
- Wellness

## **Technology and Devices**

Throughout in-person instruction and to provide remote instruction, teachers will provide students with a means to access asynchronous instruction. For students that are not participating in Eagle Virtual, this platform will be Google Classroom. During in-person instruction, teachers will maintain resources on their Google Classroom and provide direct instruction to students on how to access and use the Google Classroom. Staff will be supported with additional professional learning to ensure increased rigor, feedback and enhanced teaching in learning should school closure occur during the school year.

## **Phases 1-3 Remote Learning for All**

As part of the Return to School Roadmap, we must ensure every student has access to standards-aligned, grade-level instruction, including strategies to accelerate student learning. We must ensure each student is assessed to determine student readiness to engage in grade-level content and offered scaffolds and supports to meet their diverse academic and social-emotional needs. We must deliver the best practices that promote student engagement, consistency, and differentiation.

- Synchronous (live) and asynchronous (recorded or assignments) instruction will be required  
Synchronous instruction occurs by Google Meet and asynchronous instruction will occur by Google Classroom
- Grade levels/departments will collaborate to develop and share common instruction and formative and summative assessments
- Daily attendance will be required and maintained
- Students will receive grades/credits based on current grading practices (ie. not solely based on attendance/participation)
- Interventions and special services (special education and ELL etc.) will continue to be provided to applicable/eligible students
- Teachers will provide regular opportunities for relational connection, classroom community, and/or social-emotional learning with students.

## **Phases 1-3 Special Education**

- District administrators and staff will collaborate with families to develop individualized plans to meet student's disability-related needs as they pertain to remote learning and continued progress towards individualized goals
- Programs and services may include: individual or small group live instruction/therapy related to IEP goals, individual or small group "office hours" to support assignments, assistance with accommodations or modifications, and/or the provision of tangible materials or assignments (i.e., paper-pencil packets, required manipulatives for learning, etc.).
- Students who may have previously been enrolled in Eagle Virtual, will continue to receive instruction and services through their remote teachers and service providers

- If the school year begins in Phase 4 but transitions to Phase 3, students will continue with the same special education providers that they had in Phase 4.

## **Phase 4-6 In-Person Instruction**

As part of the Return to School Roadmap, we must ensure every student has access to standards-aligned, grade-level instruction, including strategies to accelerate student learning. We must ensure each student is assessed to determine student readiness to engage in grade-level content and offered scaffolds and supports to meet their diverse academic and social-emotional needs. We must deliver the best practices that promote student engagement, consistency, and differentiation.

- Elementary students will receive core instruction in the areas of ELA, Math, Specials & Social Emotional Learning. Remaining time will be allocated towards intervention, recess, lunch, and transitions needed for cleaning protocols, etc. Social Studies and Science are temporarily removed from the daily schedule to adjust for anticipated needs in the core content areas.
- Middle School and High School students will receive all-access to typical year course offerings.
- Teachers at all levels will be expected to engage with their students in google classroom to share assignments and feedback and/or access in-class assignments, where age-appropriate. This will allow ease of transition should we experience a school closure and have to return to full remote learning, as well as help students who may need to be quarantined and access school from home.

## **Phase 4-6 Remote Learning for Some - Eagle Virtual - For those who choose**

As part of the Return to School Roadmap, we must ensure every student has access to standards-aligned, grade-level instruction, including strategies to accelerate student learning. We must ensure each student is assessed to determine student readiness to engage in grade-level content and offered scaffolds and supports to meet their diverse academic and social-emotional needs. We must deliver the best practices that promote student engagement, consistency, and differentiation.

- Eagle Virtual students will be provided asynchronous instruction (recorded or posted assignments) and at times synchronous instruction (live) by an HPS instructor
- PK-5 Teachers and students will engage using U of M Roadmaps Curriculum, and 6-12 Teachers and students will be using Michigan Virtual Curriculum
  - Google Classroom will be used to manage assignments and provide feedback to students
  - Assessments will be administered, and grades will be provided
  - Daily attendance is required
  - Assignments will be required outside of synchronous instruction
  - Students will receive progress reports and/or grades to reflect growth and achievement
  - Interventions and special services (special education and ELL etc.) will continue to be provided to applicable/eligible students
  - Students may transition back to in-person learning at the beginning of a new semester (Elementary and MS) and trimester (High School) \*This applies even if school closure occurs and all HPS students move to virtual learning
  - Elementary and Middle School students will have access to core classes only
  - HS students will have access to core classes and elective courses required to meet MMC expectations via Michigan Virtual
  - MS students will not be eligible to participate in band/choir

- HS students will be eligible to participate in band/choir, as this relates to MMC
- MS/HS students will not be eligible to participate in co-curricular activities (athletics, Science Olympiad, Robotics, etc.)

## **Phases 4-6 Special Education**

- In-Person Learners:
  - Programs and Services will be delivered according to students' IEPs.
  - To the greatest extent possible, elementary students will receive special education instruction and services with same-class peers. When groups need to involve students from more than one classroom, students will wear facial coverings, be spaced apart, and receive services in a sanitized, special education classroom or office.
- Eagle Virtual Learners:
  - Special education programs will be delivered by teachers, different than those assigned to in-person learning.
  - Special education services (i.e., Speech and Language Therapy, Occupational Therapy, School Social Work, Physical Therapy, School Psychological Services) will be delivered by providers that are servicing in-person and remote learners. For this reason, services must occur during the school day. Services may be delivered at school if parents are in agreement, and the service cannot be adequately delivered otherwise.

## **Phases 4-6 Assessment**

- PK-8 students will participate in academic screening measures throughout the year. This screening information will inform intervention groups both in in-person and virtual settings
- All students will participate in formative and summative assessment in order to inform subsequent instruction and measure student growth.

## **Mental and Social-Emotional Wellness**

- Screening
  - In accordance with one of the strongly recommended components of the Return to School Roadmap, students in grades PK-12 will participate in a universal screener to indicate their social-emotional wellbeing. This information will support school teams to respond and support individual student needs.
- Teaching & Learning
  - Students will receive instruction and support to learn and build upon skills such as: social-emotional habits and coping skills, emotional identification, and self-advocacy.
- Support & Communication
  - Each building will maintain a support team to review and advise on individual student referrals.
- Positive-Behavior Supports & Interventions
  - The development and implementation of PBIS will continue throughout the district to support student's understanding of prosocial behavior and use of social-emotional skills. PBIS will integrate remote learning expectations and respond to the unique social-emotional factors of being a learner during this time.

# Operations and Procedures

## How to use this portion of the document?

This operational portion of the document is color-coded for elementary, middle, and high school levels when a procedure or routine differs. Please be sure to be abreast of the information that pertains to your child's particular building or classroom level. Some procedures and routines will be different due to the requirements of the MI Return to School Roadmap.

- The color coding will follow this key:
  - **Universal Procedures and Routines - BLACK**
  - **Elementary Procedures and Routines- ORANGE**
  - **Middle School Procedures and Routines- PURPLE**
  - **High School Procedures and Routines- MAROON**

Staff must consider all the routines and procedures in this document to be mandatory. This document is a part of the Board Approved COVID-19 Preparedness and Response Plan for Hudsonville Public Schools.

## Why do we need to follow these procedures and routines?

The State of Michigan has been very clear within the MI Return to School Roadmap that in order to return to school in a face-to-face capacity with students, schools MUST follow the requirements outlined in the plan and implement as many of the strongly recommended and recommended items as possible. By following these steps outlined for the district, leaders feel the mitigation and spread of COVID-19 will be reduced. This is a public health requirement that must be followed.

## What is a cohort? What is commingling?

Within this document, you will read the term cohort. Cohort means a group of students that always stays together. Think of it as an individual elementary class (i.e. Mrs. Farrell's 1st-grade class). It is not an entire grade (i.e. the class of 2021 cohort). Commingling is when a student from one cohort comes into contact with another student from a different cohort. Since secondary students will be commingling throughout the day, they will always be wearing face coverings. Whenever there is a commingling of students inside a building or outside a building, and six feet of social distancing cannot be maintained, face coverings are required.

## Facial Coverings

**All 6-8 students will wear face coverings at all times except for during meals.**

**All 9-12 students will wear face coverings at all times except for during meals.**

**Kindergarten-5 students will be required to wear face coverings whenever 6-foot social distancing cannot occur in the cohort/classroom. They will also wear face coverings whenever commingling of cohorts (i.e. hallways, interventions, recess, pick-up/drop-off).**

- **PreK students do not have to wear face coverings when in the building according to the MI Safe Schools Roadmap**
  - **This includes ECC students**
- **Specials classrooms could require masks**
- **Due to high-risk students and staff, there may be cohorts within grade levels that are required to wear masks K-5 within their grade level classroom at all times**



- Students that are incapacitated or unable to remove the facial covering without assistance must not wear a facial covering.

## Classrooms

Classroom arrangements will need to physically distance students and staff as best as possible within the physical boundaries of the classroom.

- No podding of students or desks
- All desks and tables need to face the same direction
- Space desks as physically far apart as possible
- If tables are used, space students as far apart as possible
- Remove any furniture in classrooms that is not utilized for instructional seating to create more space in the room (ex. Couches, oversized chairs)
  - This includes any decorations, including floor lamps with cloth-covered shades or “other” furniture that might not maximize space
- Carpet seating can only allow 50% (15 students) on the carpet at one time
- Special Education Classrooms or Offices
  - When students are in a special education setting and are from the same cohort, face coverings are not required in grades PK-5. If students are within a special education setting from more than one cohort, students must be spaced apart to the extent appropriate and feasible, and facial coverings must be worn.

Hand sanitizer stations or bottles will be placed near the door inside the classroom. Every staff and student will sanitize-in and sanitize-out when entering and leaving the classroom. Signage within the classroom will need to be posted reminding students to wash their hands frequently, social distance, and to cough or sneeze into their elbow.

- **PBIS lessons are created to help teach PK-5 students proper sanitizing routines**

## Food Service/Cafeteria

All students and staff must sanitize their hands using a hand sanitizer with a minimum of 60% alcohol or washing hands with soap and water for 20 seconds or more.

- Students must wear facial coverings to pick up a school lunch, whether they eat in their classroom or cafeteria.
- Staff will have to space themselves at a minimum of 6ft social distance when eating. Staff will need to utilize multiple classrooms or spaces in order to accommodate social distancing.
- **High school students will have three (3) lunches utilizing the cafeteria, hallways, outside, entryways, and media center.**
  - **Students must distance themselves as much as possible (aiming for 6ft social distance)**
- **Middle school students will have three (3) lunches utilizing the cafeteria, hallways, outside, entryways, and media center.**
  - **Students must distance themselves as much as possible (aiming for 6ft social distance)**
- **Elementary school PK-2 students will eat in the cafeteria at six feet social distance from one another**
  - **Staff will have to walk students down to the cafeteria to ensure social distancing, face covering, and correct passage.**
  - **Jamestown Lower and the ECC processes will be decided at the building level due to student population**

- **Elementary school 3rd-5th students will walk down to the cafeteria with face coverings to pick up their lunches and then eat in their cohorts within their classrooms.**
  - **Support staff will be utilized for supervision during classroom use.**
  - **Jamestown Upper will be decided at the building level due to student population**

## **Visitors/Volunteers**

No parents, guests, volunteers, visitors, etc. are allowed past the office while in Phase 4. Anyone that does enter the building will be required to wear face coverings pursuant to EO 2020.147. Signage will be posted on the doors when entering the building.

All offices will be equipped with plexiglass at the front desk. Furniture in the main office will be arranged so that six feet of social distancing is maintained. Floor marks will indicate proper spacing for anyone in the office.

If a visitor must enter the building beyond the main office, he/she will be screened for symptoms, wear facial covering, and wash/sanitize hands prior to entering. Strict records, including date and time, will be kept of non-school employees or other visitors entering and exiting the building

## **Students or Staff Illness**

Schools must cooperate with the local public health department regarding implementing protocols for screening students/staff and when a positive test of COVID-19 is indicated with the building.

- Schools must 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 at school.
- Students who become ill with symptoms of COVID-19 will be placed in an identified quarantine area with a surgical mask in place until they can be picked up.
  - Identified school staff caring for these children should wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.
- Staff who become ill with symptoms of COVID-19 will be sent home.
- Symptomatic students and staff sent home from school should be kept home until they have tested negative for COVID-19 or have been released from isolation, according to the Ottawa County Health Department (OCHD) or their primary health care provider.
- Families will be 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 as directed by the OCHD.
- Hudsonville Public Schools will work in concert with the OCHD when it comes to any positive cases of COVID-19. OCHD will handle all contact tracing and instruct who should go into quarantine if there is a positive case
- All classrooms will be thoroughly sanitized nightly, no matter if there are positive COVID-19 cases or not.
- If a positive case happens within a classroom, we will be advised by the health department on how we should proceed.

Temperature checks of students and staff can take place whenever a staff member indicates a concern with a student/staff member or if staff or student is returning from being ill. Parents will be encouraged to temperature check their student(s) every day before sending them to school.

## **Transportation and Student Drop-Off/Pick-Up**

- Buses must be sanitized after every run, whenever the bus is empty of students.

- All windows that open must be open whenever possible.
- All drivers and students must wear face coverings whenever on the bus
- All drivers must sanitize frequently touched areas (ex. dashboard, steering wheel)
- All students must sanitize their hands before entering the bus and before exiting the bus
- If a student becomes sick during the day, they must not use group transportation to return home and must follow protocols outlined above. If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and must not return to drive students.
  - Parents (or an emergency contact) will be required to pick their child up from school
- **When buses arrive at the building, students are to report directly to their classrooms**
- Bus loading at end of day
  - **Staggered release by classroom (or grade level or by bus)**
  - **Staff to supervise dismissal to buses or parent pick up, etc.**
  - **All students must wear masks while on school grounds or on the bus (until their bus ride ends)**
- Secondary students are to exit the building directly to their mode of transportation (bus, parent pickup, personal transportation). Students not able to exit immediately will be asked to remain in their classroom until their mode of transportation has arrived.

## **Extracurriculars and Athletics**

Since commingling will occur in clubs, teams, or groups, all staff and students in extracurriculars inside must wear face coverings. If staff and students hold their club/group outside and six feet of social distancing can be maintained then no face coverings are required.

- Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering.
- Every participant should confirm that they are healthy and without any symptoms prior to any event.
- There should be no sharing of equipment.
- 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.