Global Heights COVID-19 Preparedness and Response Plan

Address of School District: 23713 Joy Rd., Dearborn Heights, MI 48127

District Code Number: 82725

Building Code Number(s): 00442

District Contact Person: Shawn Robson

District Contact Person Email Address: robsons@gee-edu.com

Local Public Health Department: Wayne County

Local Public Health Department Contact Person: Carol Austerberry
causterb@waynecounty.com

Name of Intermediate School District: Wayne Resa

Name of Authorizing Body: Grand Valley State University

Date of Adoption by Board of Directors: July 23, 2020

_____
President of the Board of Directors

July 23, 2020
Date

Assurances

- The Academy will cooperate with local public health authorities if a confirmed case of COVID-19 is identified and, in particular will collect the contact information for any close contacts of the affected individual from two days before he or she shows symptoms to the time when he or she was last present at the Academy.

- The Academy acknowledges that it is subject to the rules governing workplace safety established in section 1 of Executive Order 2020-114 or any successor order, and has adopted a Workplace Preparedness Plan. <u>A copy of this plan is attached.</u>

- The Academy will be or is closed to in-person instruction when the region in which it is located in is in Michigan Safe Start Plan Phases 1-3.

- The Academy's sponsored inter-school, after school activities and athletics will be suspended when the region in which it is located in is in Michigan Safe Start Plan Phases 1-3.

- The Academy will 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.

- The Academy will provide for the continued pay of school employees while redeploying staff to provide meaningful work in the context of the Preparedness Plan.

- The Academy prohibits indoor assemblies that bring together students from more than one classroom during Michigan Safe Start Plan Phase 4.

GLOBAL HEIGHTS ACADEMY

Introduction and Overview

Mission
"To promote lifelong learning by nurturing academic excellence, positive character and an appreciation of cultures."

Prior to the Governor closing schools and requiring school to transition from physical to virtual classrooms in March 2019, GEE academies were uniquely prepared to make this transition seamlessly and effortlessly overnight as a result of their curriculum already offering blended learning opportunities with significant on-line components facilitated by GEE's technology infrastructure, one-to-one student access to laptops and access to internet.

Consistent with the Michigan "Safe Start Plan," all GEE academies will maintain as their first priority, the safety and health of their students, parents, teachers and staff. GEE makes exceedingly well informed decisions relative to teaching and learning in this COVID-19 era of education based on, but not limited to, information from the Michigan Department of Education, medical experts, executive orders from the Governor and over 1300 student, teacher and parent survey responses.

During this time of Synchronous (real time online or in-person learning) and Asynchronous (learning resources available anytime online), all GEE academies are committed to 100% equity. That is, all students have access to the human, material and technological resources to be successful academically, socially, emotionally and physically. All online learning is balanced with non-screen-time activity including independent reading, physical activity, lunch, breaks, and off-line assignments and projects.

GEE academies are presently moving ahead with grade-level curriculum, offering every student access to all grade-level standards on pace to advance to the next grade level at grade level. This includes all GEE students with special needs as well, students requiring additional specialized supports, including IEPs, a 504, second language or other needed supports.

Presently, all GEE academies are engaged 100% in on-line learning. That said, we anticipate a gradual return to the GEE academies' physical buildings and classrooms beginning at some point during the 2020-21 school year. This gradual return will take place in 6 phases consistent with the MI Safe Schools Roadmap, which in turn is consistent with the 6 phases of the MI Safe Stat Plan. All GEE academies are prepared to flexibly move in and out of these phases as COVID-19 circumstances may change throughout the 2020-21 school year:

Scenario I   All Students Stay at Home (100% online learning)

Scenario II Hybrid

A.   Some students (E.g., 40-60%) are allowed to return to school, following strict social distancing and health and safety

protocols. Initially, these students, consistent with GEE's commitment to equity, will be prioritized based on individual student needs and will be consistent with GEE's commitment to provide all students access to required services.

B. All students return to the building in cohorts, but on alternating days, to ensure social distancing and the implementation of COVID-19 Preparedness and Response Plan protocols.

C. All students return to the building, but in student cohorts in the AM and PM, to ensure social distancing and the implementation of COVID-19 Preparedness and Response Plan protocols.

Scenario III All Students Return to Building

Note: Students may return to school, but parents are not yet willing to let their children return. In these cases, GEE will continue to provide for 100% online synchronous and asynchronous teaching and learning.

Food distribution, breakfasts and lunches, will continue across all phases. Transportation services will be adjusted to ensure safe and healthy practices on school busses. All GEE academies will implement CDC cleaning and disinfecting recommendations, enhanced ventilation strategies and social distancing protocols to ensure that classrooms and school spaces remain as safe and healthy as possible.

Return to Building

When we will return to face-to-face teaching and learning depends on the location of the school, as the MI Safe Start Plan divides the state into regions. Depending on the region within which the academy is located and the phase that region is assigned in accordance with the MI Safe Start Plan, these are the scenarios:

1. Schools do not open for in-person instruction and instruction is provided remotely (MI Safe Start Phases 1-3).
2. Schools open for in-person instruction with more stringent required safety protocols (MI Safe Start Phase 4).
3. Schools open for in-person instruction with moderate required safety protocols (MI Safe Start Phase 5).
4. Schools open for in-person instruction with minimal required safety protocols (MI Safe Start Phase 6).

In short, school remains closed if within phases 1-3 and may start to re-open with stringent safety protocols beginning in phase 4.

The MI Safe Schools Plan and this COVID-19 Preparedness and Response Plan outline the same guidelines and expectations throughout each of their respective 6 phases, starting with stringent and becoming increasingly more relaxed as we move from phase 1 to phase 6. These guidelines and expectations are related to:
· Instruction

- Professional Development
- Technology
- Personal Protective Equipment
- Hygiene
- Spacing, Movement and Access
- Screening Students, staff and Guests
- Responding to Positive Cases
- Facilities
- Cleaning
- Communications and Family Supports
- Medically Vulnerable Students and Staff
- Food Service, Gathering, and Extracurricular Activities
- Busing and Student Transportation
- Athletics

Plan for Operating during Phases 1, 2 or 3 of the Michigan Safe Start Plan

Phase 1, 2, or 3 Safety Protocols

Consistent with MI Safe Start Plan Phases 1-3:

Personal Protective Equipment and Hygiene
- Schools are closed for in-person instruction.

Spacing and Movement
- Schools are closed for in-person instruction.
- School buildings may continue to be used by licensed child care providers, if providers follow all emergency protocols identified by the state.
- School employees and contractors are permitted to be physically present in school buildings for the purposes of conducting basic school operations, including cleaning and remote live instruction, as determined by school administrators.

Screening Students
- Schools are closed for in-person instruction.

Responding to Positive Tests Among Staff and Students
- Schools are closed for in-person instruction.

Food Service, Gathering and Extracurricular Activities
- Schools enact food distribution programs.
- All inter-school activities are discontinued.
- After-school activities are suspended.
- With the approval of the Michigan Department of Education (MDE), The Educational Service Provider created a food delivery plan for breakfast and lunch for any students and local families during school closures.
- Educational Service Provider Food Service provides meals available for pick-up between 11:00am – 1:00pm. These meals are intended for children up to 18

years old and any child with special needs up to 26 years old. The Educational Service Provider distributes these meals to children, parents/guardians. The meals contain a balanced breakfast and lunch. Because we are practicing social distancing it is requested that one designated person pick up meals for the family. The Educational Service Provider has established a Food Service Hotline in the event anyone participating in the meal program has food allergy needs or cannot make it to a pick-up location, at which point arrangements will be made on a case-by-case basis. The Educational Service Provider has established 21 food pick up locations across Washtenaw and Wayne counties, 8 food pick up locations in Washtenaw county and 13 food pick up locations in Wayne county. The Educational Service Provider food delivery program will run as long as the government permits and as long as the health and safety of the drivers and food distributors are not compromised.

<u>Athletics</u>
- All athletics are suspended.

<u>Cleaning</u>
- Schools are closed for in-person instruction, and cleaning practices have been adjusted to maintain school building functional order.

<u>Busing and Student Transportation</u>
- All busing operations are suspended.

<u>Licensed Child Care</u>
- All child care facilities are closed for in-person instruction.

<u>Extent to which school employees and contractors will be physically present in the school building</u>
- The extent to which teachers, administrators and staff will be physically present in the building is contingent upon Governor executive orders and/or what phase (1-6) we are in at any given point in the school year. Cleaning crews, contractors and any other "essential" employees are in buildings, as permitted by, and consistent with the protocols of, the MI Safe Start Plan, on the continuum.

Phase 1, 2, or 3 Mental & Social-Emotional Health

The physical and mental health of our students is paramount. District academies maintain a full complement of related services personnel, including social workers, who are prepared to support any and all struggling students.

As situations arise school staff who are alerted to a concern reach out to instructional coaches, student advisors, counselors and principals. The administrative team contacts our school social workers who are given details and contact information to families in need. Support is provided virtually or through phone conversations depending on requests from families.

In addition, the staff have been provided social emotional support lessons, our SEL curriculum Positive Action of has disseminated Family Kits with online lessons and we

provide parents with community resources through Washtenaw ISD, Wayne RESA and ACCESS.

Finally, although the district has achieved 100% equity in student and family access to its e-learning plan, the District understands that its students and their families are experiencing significant disruption in their lives and that their child's health and safety are paramount. So, as the District continues implementation of its e-learning plan, and remains resolute in its commitment to teaching and learning and providing students a sense of normalcy, direction and purpose, at the same time, the District does not want students to experience any added stress or anxiety. If for any reason a student needs an accommodation or modification relative to their District e-learning plan experience, parents are asked to, without hesitation, reach out to their child's teacher.

Phase 1, 2, or 3 Instruction

The District e-learning plan is built on a foundation of equity. That is, 100% of District academy students will have access to a computer and the internet, and all students including those with special needs have access to guaranteed (covers all grade level Michigan academic standards) and viable (attainable from within the structures of the District e-learning plan) curriculum. Students are central to the e-learning plan. The District e-learning plan maintains the continuity of curriculum and instruction. The transition from regular classroom to virtual classroom was relatively seamless, as all District curriculum comprises online components that students have been engaging in on the continuum, prior to COVID-19. In addition, District curriculum publishers, since COVID-19, have prepared and disseminated additional online supplemental materials, resources and modules to ensure that the pace, scope and sequence of the curriculum is not compromised, as it *builds on each student's strengths, interests, and needs.*

Since day one of the Governor's "stay-at-home" executive order, the intent of the District e-learning plan has been, and will continue to be, to move the curriculum forward, thereby offering every District academy student the opportunity to advance to the next grade level, at grade level.

In order to execute the shift from regular classroom to virtual classroom, various stakeholders assumed requisite roles and responsibilities:

Principal e-Learning Responsibilities
1. Ensures that the students and parents can access the e-learning lessons and understand the e-learning lesson expectations.
2. Provides special training for students and parents specific to e-learning lesson access.
3. Monitors all daily e-learning activity, including attendance.

Instructional Coach e-Learning Responsibilities
1. Creates e-learning videos and trains their teachers on e-learning lesson development and posting in Google Classroom.

2. Creates e-learning videos and trains teachers how to train students and parents on accessing the e-learning lessons remotely.
3. Monitors all daily e-learning activity and supports teacher e-learning lesson planning.
4. Joins in live virtual meetings with students and teachers to model lessons.

Teacher (of record) e-Learning Responsibilities
1. Plans e-learning lessons two weeks at a time to ensure lessons are current, relevant and responsive to student progress.
2. Posts daily e-learning lessons by 9:00 AM.
3. Monitors engagement of students on a daily basis.
4. Reaches out to students and parents who are not consistently engaging in daily e-learning lessons.
5. Prepares five hours of e-learning lessons four days a week, Monday-Thursday with content and/or instruction throughout each e-learning day, while ensuring course load is differentiated for Special Education students, students with 504s, ELs and struggling students. SIOP strategies will be integrated into e-learning lesson plans.
6. Prepares authentic e-learning lessons directly connected to the curriculum. If technology does not support the use of the core curriculum, teachers use the curriculum as a pacing guide and scope and sequence to ensure standards are covered.
7. Prepares e-learning lessons that include, at the appropriate grades, continued use of existing computer aided instructional programs that remediate foundational skills, monitor student progress and report that progress to teachers on the continuum (E.g., Lexia, DreamBox, and EasyCBM).
8. Prepares e-learning lessons that may include supplemental resources that have been vetted by the Educational Service Provider.
9. Provides evidence that learning occurred using a variety of strategies and formative assessments to monitor student progress on the continuum, providing meaningful and timely feedback to students about their learning.
10. Special Education teachers will continue to work with caseload students on IEP goals in live small group and one-on-one sessions.
11. Reading specialists, paraprofessionals, EL and all other related services teachers will work with their students in live small group and one-on-one sessions.

Daily Content Expectations
Elementary School Sample Schedule

Monday-Thursday		
Time	Subject/Class period	Session Type
8:00-8:20	Number Corner	Live whole group
8:20-8:30	Break	
8:30-9:30	Reading	Live choice
9:30-9:40	Break	

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9:40-10:25	Science/Social Studies M/W Writing T/H	Live/recorded choice
10:25-10:35	Break	
10:35-11:20	Arabic	Live choice
11:20-12:15	Lunch	
12:15-1:15	Math	Live choice
1:15-1:25	Break	
1:25-1:55	Lexia/DreamBox	
1:55-2:40	Specials	Live choice
2:45-3:30	Remediation Time	Live choice

Friday		
Time	Subject/Class period	Session Type
8:00-8:45	Reading	Live whole group
9:00-9:45	Reading	Live whole group
10:00-10:45	Math	Live whole group
11:00-11:45	Math	Live whole group

Non-negotiables:

Content	Time spent
Number Corner/schedule of the day	Live whole group daily
Reading	Live 60 minutes daily
Science/Social Studies	Recorded/live twice a week 45 minutes
Math	Live 60 minutes daily
Remediation Time	Live 45 minutes daily
Writing	Live 45 minutes every other day

Lexia/Dreambox	Maximum 30 daily
Arabic	Live 45 minutes daily
Specials	Live 45 minutes once a week per special

- Number Corner/schedule of the day will begin the day at 8:00 am for 20 minutes whole group instruction.
- During each instructional period, the teacher is synchronously engaged live with students 100% of the time - whole group, one-on-one or small group.
- Students not engaged with the teacher live are working independent of the teacher individually or in small groups, but still have access to the teacher if needed.
- Teachers need to adjust pacing for this alternating-day block scheduling (Social Studies/Science & Writing).
- Teachers record and post all live sessions.
- Every child must interact live with the General Education teacher for each above subject for a minimum of 15-20 minutes daily

Options for teachers:
- 15-20 minute whole group instruction, the rest small group/independent practice
- 15-20 minute whole group instruction, middle minutes one-on-one/small group/independent practice, 15-20 minute whole group instruction (summary)
- one-on-one/small group/independent practice the whole hour

Middle and High School

Monday/Wednesday		
Time	Subject/Class period	Session Type
8:00-9:30	1st Hour	Live choice
9:45-11:15	3rd Hour	Live choice
11:15-12:15	Prep/lunch	
12:15-1:45	5th Hour	Live choice
2:00-3:30	7th Hour	Live choice

Tuesday/Thursday		
Time	Subject/Class period	Session Type

8:00-9:30	2nd Hour	Live choice
9:45-11:15	4th Hour	Live choice
11:15-12:15	Prep/lunch	
12:15-1:45	6th Hour	Live choice
2:00-2:30	Advisory	Live whole group
2:30-3:30	Prep	

Non-negotiables:
- During each instructional period, the teacher is meeting synchronously engaged live with students 100% of the time - whole group, one-on-one or small group.
- Students not engaged with the teacher live are working independent of the teacher individually or in small groups, but still have access to the teacher if needed.
- Teachers need to adjust pacing for this alternating-day block scheduling.

Options for teachers:
- 15-20 minute whole group instruction, the rest small group/independent practice
- Part I 15-20 minute whole group, 25-30 minutes one-on-one/small group/independent practice; Part II 15-20 minute whole group, 25-30 minutes one-on-one/small group/independent practice
- 45 minute whole group, 45 minute one-on-one/small group/independent practice
- 15-20 minute whole group instruction, 50-60 minutes one-on-one/small group/independent practice, 15-20 minute whole group instruction (summary)

Related Service Responsibilities
The speech therapist and other related services providers, including Special Ed., will operate as consultants when teachers are putting together e-learning lessons for students who receive related services. Although the services may not be replicated through an e-learning platform, there will be plans for the parents to implement some of the services at home under the guidance of the related service provider. Related services and Special Education teachers will also create one-on-one or small group e-learning lessons/sessions.

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

The District remains committed to keeping its students at the center of all they do. The COVID-19 crisis has only strengthened the District's resolve. The District is committed to educating the Whole Child on the continuum.

Platforms for e-learning
The Educational Service Provider supports Moodle. Additional e-Learning tools include:

Platforms:	Platforms (Cont.)	Recording apps:	Meeting apps:
Google Classroom	Whatsapp	Loom	GoToMeeting
Agilix Buzz	Google Calendar	Screencastify	Zoom Pro
Class Dojo	GEE email	Macintosh Screen	Google Meet
Edmodo	Facebook	Recording	Facetime
ClassTag	Swiftk12	Flipgrid	
Remind	Jamboard		
Bloomz	Seesaw		

- Students engage in regular meetings with their classroom and/or mentor teacher regarding class progress as well as technology and social-emotional needs

District's plans to deliver content in multiple ways so that all pupils can access learning

 Examples of e-Learning lesson plan components
- Live virtual instruction with a whole or small group that is recorded and uploaded for later access
- Pre-recorded instruction covering a topic
- Links to videos, activities, Power Points, assignments, etc.
- Cross-curricular project-based learning opportunities
- Discussion boards
- Instructions on how to access, complete and submit work:
  - Editable PDF
  - Google Form
  - Google Folder
  - Moodle Submission
  - Upload photos from phone, tablet etc. of work
- Content and language objectives must be included.
- Specialists (EL teachers, SpEd teachers, reading specialists) and paraprofessionals meet virtually with small groups and individual students to provide further support
- Teachers meet virtually with small groups and individual students as needed for extra support and remediation

- Zoom has been configured with a vanity url linked through Clever with setting recommendations to teachers to ensure that live meetings involve only District students and employees and can be customized to an invitation-only participator meeting

District's plans to manage and monitor learning by pupils

District/ PSA Response:
- Teachers provide a variety of formative and summative work through:
  - Exit tickets
  - Discussion boards
  - Curriculum reports, Lexia, Dreambox reports
  - Teacher assessments Moodle
  - Curricular assessments
  - Assignments
- Teachers provide grades and written feedback on submitted work.
- Principals, coaches and other administrators are co-teachers in each teacher's virtual classroom and conduct virtual walkthroughs on a regular basis.
- Special Education:
  - Communication
    - ☐ Phone call to all special education parents
    - ☐ The SE Team divides the list of all the students (SE teacher, Speech, OT, SSW)
    - ☐ Each team member calls the student on their list to discuss the following
    - ☐ Check the well-being of the child
    - ☐ Inform the parent that the student will receive services
    - ☐ Verify the phone number, the email of the parent and their preferred method of communication.
    - ☐ Determine resource needs; Chromebook, internet access
    - ☐ Informing them of the agreed upon scheduled times of service.
    - ☐ An initial contact log is completed until services are established.
    - ☐ Staff communication
    - ☐ The SE Team will meet every Monday at 8:00 am (30min) for updates.
    - ☐ The point person for each team will meet with the Special Education Supervisor on Fridays (time tbd) to communicate concerns and strategies from the team.
  - Compliance
    - ☐ IEP meetings will be conducted remotely or by phone.
    - ☐ Invitations and IEP documents will be sent by email (per parent request) or by mail.
    - ☐ All IEP documents and service logs are documented in the PowerSchool system.

  - Services

□ Services will consist of one-on-one with the case manager, small groups or one-on-one with parent assistance and the case manager.
□ Services will address the student's IEP goals/objectives and accommodations based upon the IEP program and service times.
□ As the team continues to service the student, the service provider will gather data from the sessions and the parents. This data will be used to determine if there are any additional barriers present because of the administration of remote services.
□ If barriers are present, the IEP team(including the parent) will meet to discuss a temporary accommodation. The temporary accommodation will be documented in the student service logs.

- 504's:
  - 504's are a regular education initiative
  - Teachers maintain contact with students and implement 504 accommodations
  - Teachers input all services into 504 accommodation log

Communication
1. Students and parents are notified per the academy's usual home-school communication protocol.
2. Platforms for communication include Gmail, Google Classroom, Buzz, GoToConnect, Facebook, Instagram, Twitter, WhatsApp, Remind, iMessage, Class Dojo, Google Meet and Google Calendar, et. al.
3. Additionally, Robocalls (SchoolAnnouncement/SwiftK-12) update parents as necessary.
4. The District translates parent communication letters to Arabic, Bengali and Spanish. In addition, verbal communication to families, when needed, is also accommodated by native speakers of Arabic, Bengali and Spanish.
5. The Academy has posted the Plan on the school website, and updates the site regularly, communicating current and relevant data.

Phase 1, 2, or 3 Operations

Educational Service Provider e-Learning Responsibilities
1. Ensures that all students have requisite technology (Chromebooks) and internet access in order to engage with e-learning lessons.
2. Individual academy websites are kept up to date with current COVID-19 information by the Educational Service Provider.
3. Creates e-learning portal with teacher trainings and exemplars of e-learning best practices.
4. Redeployment of staff was not necessary.

Plan for Operating during Phase 4 of the Michigan Safe Start Plan

Phase 4 Safety Protocols

Consistent with MI Safe Start Phase 4:

<u>Personal Protective Equipment</u>
- Facial coverings must always be worn by staff except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Any staff member who cannot medically tolerate a facial covering must not wear one. Any staff member that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering.
    - PreK-5 and special education teachers will consider wearing clear masks.
    - Homemade facial coverings must be washed daily.
    - Disposable facial coverings must be disposed of at the end of each day.
- Facial coverings must be worn by preK-12 students, staff, and bus drivers during school transportation. Any staff or student that is unable to medically tolerate a facial covering must not wear one. Any staff or student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
- Facial coverings must always be worn in hallways and common areas by preK-12 students in the building except for during meals. Any student that is unable
- to medically tolerate a facial covering must not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
    - Homemade facial coverings must be washed daily.
    - Disposable facing coverings must be disposed of at the end of each day.
    - Note: Students with significant disabilities preventing the use of facial coverings are referred to forthcoming guidance from MDE.
- Facial coverings must be worn in classrooms by all students grades 6-12. Any student who cannot medically tolerate a facial covering must not wear one. Any student who is incapacitated, or unable to remove the facial covering without assistance, must not wear one.
- All students in grades K-5 must wear facial coverings unless students remain with their classes throughout the school day and do not come into close contact with students in another class.
- Facial coverings will be worn by K-5 students and students with special needs in classrooms.
- Facial coverings will be worn by PreK students and students with special needs in hallways and common areas.
- Facial coverings will be not be worn by in classrooms by children ages 3 and 4.
- Facial coverings will be not be worn by children under age 2.

<u>Hygiene</u>
- Provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff
- and students, paper towels, tissues, and signs reinforcing proper handwashing techniques).
- Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.

- Educate staff and students on how to cough and sneeze into their elbows, or to cover with a tissue. Used tissues will be thrown in the trash and hands washed immediately using proper hand hygiene techniques.
- Systematically and frequently check and refill soap and hand sanitizers.
- Students and teachers must have scheduled handwashing with soap and water every 2-3 hours.
- Limit sharing of personal items and supplies such as writing utensils.
- Keep students' personal items separate and in individually labeled cubbies, containers, or lockers.
- Limit use of classroom materials to small groups and disinfect between use, or provide adequate supplies to assign for individual student use.
- Procure portable handwashing and/or hand sanitizing stations to set up throughout school buildings.

Spacing, Movement and Access
- Space desks six feet apart in classrooms. Class sizes will be kept to the level afforded by necessary spacing requirements.
- In classrooms where large tables are utilized, space students as far apart as feasible.
- As feasible, arrange all desks facing the same direction toward the front of the classroom.
- Teachers will maintain six feet of spacing between themselves and students as much as possible.
- Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials and by appointment only.
- Post signage to indicate proper social distancing.
- Floor tape or other markers will be used at six- foot intervals where line formation is anticipated.
- Provide social distancing floor/seating markings in waiting and reception areas.
- Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.
- Adult guests entering the building will be screened for symptoms, wear a 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.
- If a classroom has windows that can open, they will be open as much as possible, weather permitting. Considerations will be made for students with allergy-induced asthma.
- As able and appropriate, schools will try to cohort groups of students to isolated hallways or areas that can be monitored.
- As able, "specials" (like art, music, and library) will be brought to the classrooms instead of having students move to different locations.
- If all students cannot fit in the classroom space available, a school may consider implementing a staggered school schedule that incorporates alternative dates of attendance or use of virtual teaching. If a staggered school schedule is adopted, schools will partner with community organizations to identify safe spaces where children can engage virtually, especially if

family members work and children cannot be home alone.
- Efforts will be made to keep six feet of distance between people in the hallways. Staggered movements at incremental intervals will be used if feasible to minimize the number of persons in the hallways as able.
- Have staff monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.
- Where possible, physical education will be held outside and social distancing of six feet will be practiced.
- Boarding schools will seek guidance from MDHHS regarding spacing, movement, and facility access.
- Flow of foot traffic will be directed in only one direction, if possible. If one-way flow is not possible, hallways will be divided with either side following the same direction.
- Entrances and exits will be kept separate to keep traffic moving in a single direction.

Screening Students and Staff
- Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff.
- Every school will identify and designate a quarantine area and a staff person to care for students who become ill 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 will wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.
- Symptomatic students sent home from school will be kept home until they have tested negative or have completely recovered according to CDC guidelines.
- Staff will conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they will stay home.
- A monitoring form (paper or electronic) for screening employees will be developed.
- Families are encouraged to check their child's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 or greater will stay home and consider coronavirus testing if symptoms of COVID-19 are present.
- Families are encouraged to monitor their children for symptoms of COVID-19. The presence of any symptoms, including cough or shortness of breath, will prompt the family to keep the student home from school and to follow up with a primary care
- provider.

Testing Protocols for Students and Staff and Responding to Positive Cases
- Schools must cooperate with the local public 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 guardian, emergency

contact, or ambulance if clinically unstable, for off-site testing.
- Staff 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 sent home from school will be kept home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.
- 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.
- In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts will be made to contact 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 will be closely monitored for any symptoms of COVID-19. At this time, empiric testing of all students or staff members in the class is not recommended. Only those that develop symptoms require testing for COVID-19.
- Parents and guardians are encouraged to check students' temperature at home every morning using oral, tympanic (ear), or temporal scanners; students with a temperature of 100.4 or greater must stay home and consider coronavirus testing.
- Parents and guardians are encouraged to monitor for symptoms of COVID-19. The presence of any unexplained symptoms, including cough or shortness of breath, will prompt the parent or guardian to keep the student home from school and to follow up with their primary care provider.

Responding to Positive Tests Among Staff and Students
- All schools, public and private, must cooperate with the local public health department if a confirmed case of COVID-19 is identified, and in particular, 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 the school.
- Notify local health officials, 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.
  - The Local Health Department will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be 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. Schools can help the local health department by collecting data and contact information of those exposed.
  - Note: schools will provide staff with guidance 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).

Prompt identification and isolation of potentially infectious individuals is a critical step in protecting the ACADEMY and all of its constituent groups, which include students, teachers, parents, staff, visitors, contractors, et al.

The ACADEMY has implemented the following policies and procedures for prompt identification and isolation of sick people:

- All academy constituents must self-monitor for signs and symptoms of COVID-19 if they suspect possible exposure.
- All academy constituents exhibiting signs and symptoms of COVID-19 or suspecting exposure to COVID-19 are prohibited from entering any ACADEMY premise or client-worksite.
- All academy constituents testing positive for COVID-19 or demonstrating principal symptoms of COVID-19, such as fever, atypical cough, or atypical shortness of breath must not come into work.
    - Instead, such academy constituents must notify the school leaders or other administrators working for or assigned to work at the academy right away.
    o Such academy constituents may only come into work after three (3) days have elapsed since their symptoms resolved, and fourteen (14) days have passed since their symptoms first appeared or since they were swabbed for the test that yielded the positive result.
- All academy constituents must not come into work if they have had close contact with an individual who tests positive for COVID-19 or with an individual who displays one or more of the principal symptoms of COVID-19 (fever, atypical cough, or atypical shortness of breath).
    - Instead, such academy constituents must notify their school leaders or other administrators working for or assigned to work at the academy right away.
    - Such academy constituents may only come into work after either fourteen (14) days have passed since the last close contact with the sick or symptomatic individual, or the symptomatic individual receives a negative COVID-19 test.
- The ACADEMY will designate and train certain academy constituents as point persons for how to immediately isolate a person who shows symptoms of COVID-19 at work.
    o In such a case, while maintaining proper social distancing, the point person should take the potentially infectious person to a location away from all other academy constituents, customers, and other visitors.
    o Although most worksites do not have specific isolation rooms, designated areas with closable doors may serve as isolation rooms until a potentially sick person can be removed from the worksite.
- The ACADEMY must take steps to limit spread of the respiratory secretions of a person who may have COVID-19, including providing a face mask, if feasible and available, and asking the person to wear it.
- If possible, the ACADEMY must isolate people suspected of having COVID-19 separately from those with confirmed cases to prevent further transmission—particularly in worksites where medical screening, triage, or healthcare activities occur, using either a permanent (e.g., wall/different room) or temporary barrier (e.g., plastic sheeting).

- The ACADEMY must restrict the number of academy constituents and others entering isolation areas.
- The ACADEMY must protect all academy constituents in close contact with (i.e., within 6 feet of) a sick person or who have prolonged/repeated contact with such persons by using additional engineering and administrative controls, safe work practices, and PPE.
- If a sick worker is suspected or confirmed to have COVID-19, the ACADEMY will follow the CDC cleaning and disinfection recommendations.
- Employees with a confirmed case of COVID-19 will only return to the workplace after they are no longer infectious. Local health officials will provide instruction about return to work, using the most current guidelines from the CDC for this determination.
- Cleaning staff will wear a surgical mask, gloves, and a face shield when performing cleaning of these areas.
- If possible, smaller areas such as individual classrooms will be closed for 24 hours before cleaning to minimize the risk of any airborne particles.

Food Service, Gathering, and Extracurricular Activities
- Prohibit indoor assemblies that bring together students from more than one classroom.
- Classrooms or outdoor areas will be used for students to eat meals at school, if distancing guidelines cannot be met.
- If cafeterias must be used, meal times will be staggered to create seating arrangements with six feet of distance between students.
  - Serving and cafeteria staff will use barrier protection including gloves, face shields, and surgical masks.
  - Students, teachers, and food service staff will wash hands before and after every meal.
- Students, teachers, and staff will wash hands before and after every event.
- Large scale assemblies of more than 50 students are suspended.
- Off-site field trips that require bus transportation to an indoor location are suspended.
- Recess will be conducted outside whenever possible with appropriate social distancing and cohorting of students. If more than one class is outside, students will wear facial coverings.
- If possible, school-supplied meals will be delivered to classrooms with disposable utensils.
- If possible, schools will offer telecasting of assemblies and other school-sanctioned events.
- Extracurricular activities may continue with the use of facial coverings.

Athletics
- Comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).
- Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant will confirm that they are healthy and without any symptoms prior to any event.
- All equipment must be disinfected before and after use.

- Inter-school competitions may be held provided that, facial coverings are worn if school transportation is provided. Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent "Busing and Student Transportation" section.
- Spectators are allowed provided that facial coverings are used by observers and six feet of social distancing can be maintained at all times. Attention must given to entry and exit points to prevent crowding.
- Each participant must use a clearly marked water bottle for individual use. There will be no sharing of this equipment.
- Handshakes, fist bumps, and other unnecessary contact must not occur.
- Indoor weight rooms and physical conditioning activities that require shared equipment are suspended. Outdoor physical conditioning activities are allowed while maintaining social distancing.
- 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.

Cleaning
- Frequently touched surfaces including light switches, doors, benches, bathrooms, must undergo cleaning at least every four hours 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.
- Student desks must be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.
- Playground structures must continue to undergo normal routine cleaning, but using an EPA- approved disinfectant is unnecessary.
- Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products.
- Staff must wear gloves, surgical mask, and face shield when performing all cleaning activities.

Busing and Student Transportation
- Require the use of hand sanitizer before entering the bus. Hand sanitizer must be supplied on the bus.
- The bus driver, staff, and all students in grades preK-12, if medically feasible, must wear facial coverings while on the bus. Note: there may be situations where it is not safe for the bus driver to wear a facial covering. Decisions about these situations will be made on a case-by-case basis with local public health officials.
- Clean and disinfect transportation vehicles before and after every transit route. Children must not be present when a vehicle is being cleaned.
- Clean and disinfect 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) prior to morning routes and prior to afternoon routes.

- Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily.
- Create a plan for getting students home safely if they are not allowed to board the vehicle.
- 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.
- Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
- Weather permitting, consider keeping windows 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
- 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 healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19.
- 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.
- Pertaining to medically vulnerable students, revise the school's remote learning plan to incorporate feedback and input from teachers, families, students, and school leaders and improve its effectiveness. Share it with all involved stakeholders.
- Staff caring for children and providing any medical care that include aerosol generating procedures (e.g., nebulizers) will have N95 masks.
- Enable staff who are high-risk for severe illness to minimize face-to-face contact and to allow them to maintain a distance of six feet from others, modify job responsibilities that limit exposure risk, or to telework if possible.

Phase 4 Mental & Social-Emotional Health (Strongly Recommended)

The physical and mental health of our students is paramount. District academies maintain a full complement of related services personnel, including social workers, who are prepared to support any and all struggling students.

As situations arise school staff who are alerted to a concern reach out to instructional coaches, student advisors, counselors and principals. The administrative team contacts our school social workers who are given details and contact information to families in need. Support is provided virtually or through phone conversations depending on requests from families.

In addition, the staff have been provided social emotional support lessons, our SEL curriculum Positive Action of has disseminated Family Kits with online lessons and we

provide parents with community resources through Washtenaw ISD, Wayne RESA and ACCESS.

Finally, although the district has achieved 100% equity in student and family access to its e-learning plan, the District understands that its students and their families are experiencing significant disruption in their lives and that their child's health and safety are paramount. So, as the District continues implementation of its e-learning plan, and remains resolute in its commitment to teaching and learning and providing students a sense of normalcy, direction and purpose, at the same time, the District does not want students to experience any added stress or anxiety. If for any reason a student needs an accommodation or modification relative to their District e-learning plan experience, parents are asked to, without hesitation, reach out to their child's teacher.

Phase 4 Instruction

Based on 1354 student, teacher and parent survey responses; principal input; and Central Office administrator and Director input:

Consistent with Phase 4 and before schools reopen:

Governance
- A Return to Instruction and Learning Committee, led by the Principal, and composed of a broad group of stakeholders, will be established to:
  - Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations.
  - Revise the district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness.
  - Share the district's remote learning plan with all involved stakeholders in case of a return to remote learning.

Instruction
- Activate hybrid learning programs at scale to deliver standards-aligned curricula and high-quality instructional materials. Integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. Consult MDE for high-quality digital resources.
- Make expectations clear to school leaders and teachers around hybrid or remote instruction that include:
  - Best practices for blended or remote learning;
  - Grade-level proficiencies;
  - Modes of student assessment and feedback;
  - Differentiated support for students;
  - The inclusion of social-emotional learning; and
  - Guidance around daily instructional time and workload per different grade bands to ensure consistency for students.

- Set an instructional vision that ensures that:
  - Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
  - Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
  - Every students' academic and social- emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.
- Secure supports for students who are transitioning to postsecondary.
- Support schools to implement grade-level curricula that is aligned to Michigan preK-12 standards.
  - Support teachers to utilize power standards that identify the major work of the grade
    in order to focus, prioritize, and accelerate instruction.
- Revise students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers to reflect the child's evolving needs based on assessment data and parent feedback, and design accommodations and match services accordingly.
  - Commence intervention and support services. This plan includes all programs and learning environments, especially special education, birth to five services, and CTE.
  - Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible.
- Inventory all intervention programs and services available to students on the district and school level and identify any gaps.
- Remain connected with MDE about policies and guidance.
- Develop a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

Communications and Family Supports

- Implement any additional communication systems needed to reach every family and student in their home language through multiple modes (e.g., text, all call, email, home visit) to share:
  - Expectations around their child's return to school;
  - Clear information about schedules and configurations, if hybrid;
  - Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies; and
  - Plans for each of the different school opening scenarios.

- Provide resources that demonstrate schools value parents as partners in their child's education. Offer family supports that provide families with:
  - Training about how to access and use the school's chosen digital systems and tools;
  - Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child;
  - Opportunities to build their digital literacy; and
  - Strategies to support their child's learning at home.

Professional Learning
- Provide adequate time for schools and educators to engage in:
  - Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed;
  - Identify students who did not engage in remote learning and develop a plan to provide additional supports, if needed. Share data and concerns about each student's growth and needs with students' assigned teacher(s) for the 2020-2021 school year;
  - Identify students who potentially need additional support; and
  - Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning.
- Create a plan for professional learning and training, with goals to:
  - Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education;
  - Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use; and
  - Build school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging.

Consistent with Phase 4 and when schools reopen:
Instruction
- Ensure that every student:
  - Has access to standards-aligned, grade- level instruction, including strategies to accelerate student learning;
  - Is assessed to determine student readiness to engage in grade-level content; and
  - Is offered scaffolds and supports to meet their diverse academic and social- emotional needs.
- Conduct checkpoints with school leaders around curriculum pacing and ongoing monitoring of student progress, specifically honing in on the growth of students who need acceleration.

- Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.
- Conduct a review of each students' IEP in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services including OT, PT, and Speech while school buildings were closed.
- Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs.
- Set expectations for schools and teachers to integrate high quality digital tools and resources that are appropriate and sustainable at each grade level, to increase teachers' and students' familiarity with online learning in case of a return to remote instruction.
- Determine and activate structures outside of the regular school day, such as summer learning options, extended day, and after-school programming, to potentially be leveraged to support students in need of additional support.
- Support schools to communicate regularly with families in their home language about their child's progress and the targeted plans for students in need of additional support.
- If hybrid, activate plans to monitor and assess the following:
  - Connectivity and Access:
    - Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.
  - Attendance:
    - Develop systems to monitor and track students' online attendance on a daily basis.
  - Student Work:
    - Teachers will assess the quality of student work and provide feedback to students and families.
    - Students will self-assess the quality of work, reflect on teacher feedback, and learning progress.

Phase 4 Operations

Consistent with Phase 4 of the MI Safe Start Plan:

Facilities
Before Schools Reopen for In-Person Instruction
- Audit necessary materials and supply chain for cleaning and disinfection supplies.
- Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.
  - Advocate for ISDs to coordinate with LEMPs.
- Audit any additional facilities that the district may have access to that could be used for learning.
- Provide school-level guidance for cleaning and disinfecting all core assets including buildings and playgrounds. Frequently touched surfaces

will be cleaned several times a day.
- Alert school-based custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and/or CDC. It is expected that this guidance will be updated in real-time based on the status of community spread across local geographies.
- Encourage schools to convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection.
- Encourage schools to provide advanced training for custodial staff.
- Custodial staff will continue deep cleaning over the summer.
- Audit all school buildings with a focus on:
  - How many classrooms are available;
  - The size of each classroom;
  - Additional spaces that are available (e.g., gym, lunchroom, auditorium); and
  - The ventilation in each classroom.

- Audit school security protocols to decide if any process changes need to be implemented.
- School security staff will follow CDC protocols if interacting with the general public.
- Maintain facilities for in-person school operations.
  - Check HVAC systems at each building to ensure that they are running efficiently.
  - Air filters will be changed regularly.
  - Custodial staff will distribute wastebaskets, tissues, and CDC-approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during travel between sites.
  - Signage about frequent handwashing, cough etiquette, and nose blowing will be widely posted, disseminated, and encouraged through various methods of communication.
  - Custodial staff will follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.
- School leaders will conduct and document a facility walk-through with the custodial services team to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.
- Procure level-1 facial coverings, including those with a transparent front, for preK-5 teachers, low- income students, and students with special needs.
- Procure level-1 surgical masks for cleaning and janitorial staff.

If Schools are Instructed to Close for In-Person Instruction
- Activate school cleaning and disinfection protocols according to the CDC

School Decision Tree.
Custodial staff will wear surgical masks when performing cleaning duties.
- Maintain facilities for resumption of school operations.

Budget, Food Service, Enrollment, and Staffing
Before Schools Reopen for In-Person Instruction
- Support schools in assessing student arrival protocols. This will include how students arrive at and depart from school (e.g., school bus, dropped off via car, drive themselves, walk, public transportation).
- Support schools in conducting staff and student outreach to understand who is coming back.
    - For staff, this will include a breakdown of the staff — administrators, educators, support staff, full-time nurses, part-time nurses, school counselors, etc.
    - Develop a staffing plan to account for teachers and staff who are not returning or are at risk (i.e., those who are 65 years or have an underlying medical condition and decide not to return).
    - For students, this will include those with preexisting conditions who may need a remote learning environment.
- Assess need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs.
- Recruit, interview and hire new staff.
- Consider redeploying underutilized staff to serve core needs.
- Communicate any student enrollment or attendance policy changes with school staff and families.
- Provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely.
- Seek and provide guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies).
- Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs.
- Inventory how many substitute teachers are available.
- Build and send back to school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures.
- Verify that student and staff handbooks and planners are printed and ready for distribution and/or are available digitally. Create a master list of any changes to distribute at the first staff meeting.
- Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.
- Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.

- Work with school leaders to orient new school staff to any operational changes.
- Create master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind.
- Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.

Technology
Strongly Recommended Before Schools Re- open for In-Person Instruction

- Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.
- Designate a single point of contact in each school to plan and communicate with district technology teams.
- Develop a district technology plan that includes guidance for schools. If possible, include training and support for educators to adapt remote learning for the classroom.
- Identify a device and/or general technology support lead for each school. Consider elevating that position to a more formal role and providing additional support potentially with parent volunteers.
- Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.
- Where practical given demands on parents or guardians, consider identifying family technology liaisons to support communication regarding the use of technology. (For example, the existing parent organization may be able to fulfill this role).

- Develop district-wide procedures for return and inventory of district owned devices as part of a return to school technology plan. The procedures will include:
    - Safely bagging devices collected at schools;
    - Sanitizing the devices prior to a repair or replacement evaluation;
    - Ordering accessories that may be needed over the summer; and
    - Conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement.
- Identify an asset tracking tool.
- Identify a vendor to assist with processing, returning, and maintaining devices, if needed.
- Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.
- Prepare the Infrastructure Evaluation process.
  Every WiFi access point and wired network device will be tested.
- Develop a technology support plan for families.

If Schools are Instructed to Close for In-Person Instruction
- Deploy digital learning devices and move to virtual learning.

- Communicate consistent procedures for return and inventory of school owned devices as part of a return to school technology plan. The procedures will include:
  - Safely bagging devices collected at schools;
  - Transporting them to a central location;
  - Sanitizing the devices prior to a repair or replacement evaluation; and
  - Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.
- Ensure that school and community access points and wired network devices are functional.

When Schools Reopen for In-Person Instruction
- Organize and centralize online resources that were created, published, or distributed by teachers and others during the closure period.
- Compile technology-facing lessons learned for inclusion in the district's updated remote learning plan.
- Review issue tracking and inventory results frequently as a way of understanding the quality and progress of technology processes in your district.
- Continue infrastructure evaluations until all issues are resolved.
- Identify chronic technology issues that arose during the school closure period and use them to begin the development of a long-term technology maintenance plan.

Transportation
Before Schools Reopen for In-Person Instruction
- Inventory buses, contractors, including any vehicles used for transporting students to/from school or
  to other school events, and students riding buses. Address questions, such as:
  - How many buses are or could be made available in the district?
  - How much variation is there in the size and maximum capacity of buses in the district?
  - How have the buses been currently or historically used (i.e., transportation to/ from school, transportation for multiple schools, athletic events, food service delivery)?
  - How many drivers will be returning? How many are in the training pipeline? What is the plan to address any shortage of drivers?
- Assess whether any bus contractors have been impacted by COVID-19 (i.e., closed or opt-out from current routes).
- Inventory bus drivers to understand the extent of high-risk populations.
- Finalize bus procedures for bus drivers and students that are informed by public health protocols.

- Encourage close collaboration between transportation and IEP teams to monitor changes to students' IEPs and implement accordingly.

<u>If Schools Are Instructed to Close for In-Person Instruction</u>
Utilize buses to provide food service and delivery of instructional materials where possible
<u>Plan for Operating during Phase 5 of the Michigan Safe Start Plan</u>

Phase 5 Safety Protocols

Consistent with Phase 5 of the MI Safe Start Plan:
Personal Protective Equipment
- Facial coverings will always be worn by staff except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Any staff member who cannot medically tolerate a facial covering will not wear one. Any staff member that is incapacitated or unable to remove the facial covering without assistance, will not wear a facial covering.
    - PreK-5 and special education teachers will consider wearing clear masks.
    - Homemade facial coverings will be washed daily.
    - Disposable facial coverings will be disposed of at the end of each day.
- Facial coverings will always be worn in hallways and common areas by preK-12 students in the building except for during meals. Any student that is unable to medically tolerate a facial covering will not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, will not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. If social distancing and cohorting is practiced and enforced, facial coverings for students in grades preK-5 are encouraged but not required.
    - Homemade facial coverings will be washed daily.
    - Disposable facing coverings will be disposed of at the end of each day.

- Facial coverings will be considered for PreK students and students with special needs in hallways and common areas.
    - Facial coverings are not recommended for use in classrooms by children ages 3 and 4.
    - Facial coverings will never be used on children under age 2.
- Facial coverings will be considered for K-5 students and students with special needs in classrooms, especially if students and teachers are not placed in cohorts.
- Facial coverings will be worn in classrooms by grades 6-12 students. Any student who cannot medically tolerate a facial covering must not wear one. Any student that is incapacitated

or unable to remove the facial covering without assistance, must not wear one.
- Gloves are not required except for custodial staff or teachers cleaning their classrooms.

Hygiene
- Provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques).
- Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.
- Educate staff and students to cough and sneeze into their elbows, or to cover with a tissue. Used tissues will be thrown in the trash and hands washed immediately using proper hand hygiene techniques.
- Students will wash their hands or use hand sanitizer after changing any classroom; teachers in the classroom will wash their hands or use sanitizer every time a new group of students enters their room.
- Systematically and frequently check and refill soap and hand sanitizers.
- Students and teachers will have scheduled handwashing with soap and water every 2-3 hours.
- Limit sharing of personal items and supplies such as writing utensils.
- Keep students' personal items separate and in individually labeled cubbies, containers, or lockers.
- Limit use of classroom materials to small groups and disinfect between uses or provide adequate supplies to assign for individual student use.
- Procure portable handwashing and/or hand sanitizing stations to set up throughout school buildings.

Spacing Movement and Access
- Spacing is six feet between desks to the extent that it is feasible.
- Class sizes will be kept to the level afforded by necessary spacing decisions.
- In classrooms where tables are utilized, space students as far apart as feasible.
- Arrange all desks facing the same direction toward the front of the classroom.
- Teachers will try to maintain six feet of spacing between themselves and students as much as possible.
- Post signage to indicate proper social distancing.
  - Floor tape or other markers will be used at six-foot intervals where line formation is anticipated.
  - Provide social distancing floor/seating markings in waiting and reception areas.
  - Post signs on the doors of restrooms to indicate proper

social distancing and hand hygiene techniques.
- o Post signs on the doors of restrooms to indicate proper social distancing.
- If a classroom has windows that can open, they will be open as much as possible, weather permitting. Considerations will be made for students with allergy-induced asthma.
- As able, schools will try to cohort groups of students to isolated hallways or areas that can be monitored for positive cases if there is a COVID-19 exposure.
- As able, "specials" (like art, music, and library) will be brought to the classrooms instead of having students move to different locations.
- Flow of foot traffic will be directed in only one direction, if possible. If one-way flow is not possible, hallways can be divided with either side following the same direction.
- Efforts will be made to keep six feet of distance between people in the hallways. Staggered movements at incremental intervals will be used if feasible to minimize the number of persons in the hallways as able.
- Have staff monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.
- Boarding schools will seek guidance from MDHHS regarding spacing, movement, and facility access.

Screening Students, Staff, and Guests
- Every school will identify and designate a quarantine area and a staff person to care for children who become ill at school.
- Students who become ill with symptoms of COVID-19 at school 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 will wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.
- Symptomatic students sent home from school will be kept home until they have tested negative or have completely recovered according to CDC guidelines.
- Strict records, including date and time, will be kept of non-school employees or other visitors entering and exiting the building.

- Staff will conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they will stay home.
- Any parents or guardians entering the building will wash or sanitize hands prior to entry.
- Parents or guardians are not allowed in the school building except under extenuating circumstances as determined by school officials. Only one parent or guardian per child will be allowed to enter except under

extenuating circumstances as determined by school officials.
- Parents or guardians are encouraged to check their children's temperature at home every morning using oral, tympanic (ear), or temporal scanners; students with a temperature of 100.4 or greater will stay home and consider coronavirus testing if no other explanation is available.
- Parents or guardians are encouraged to ask their children or monitor for symptoms of COVID-19, including cough, congestion, shortness of breath, or gastrointestinal symptoms every morning. Any positives will prompt parents or guardians to keep the student home from school.
- Entrances and exits will be kept separate to keep traffic moving in a single direction.

Testing Protocols for Students and Staff and Responding to Positive Cases
- Students who develop fever or become ill with symptoms of COVID-19 at school will wear a mask and be transported by their parent/guardian, emergency contact, or ambulance, if clinically unstable, for off-site testing.
- Staff who develop fever or become ill with symptoms of COVID-19 at school will wear a mask and will be transported for off-site testing.
- Parents and guardians will be notified of the presence of any laboratory positive or clinically diagnosed cases in the classroom and/or school to encourage closer observation for any symptoms at home.
- Symptomatic students and staff sent home from school will be kept home until they have tested negative or have been released from isolation according to CDC guidelines.
- In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts will be made to contact any close contacts (those who spent more than 15 minutes within six feet to the student or staff member) so that they can be quarantined at home. Classmates will be closely monitored for any symptoms. At this time, empiric testing of all students in the class is not recommended. Only those that develop symptoms require testing.
- Parents or guardians are encouraged to check student's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 greater must stay home and consider COVID-19 testing if no other explanation is available.
- Parents or guardians are encouraged to monitor for symptoms of COVID-19, including any cough, congestion, shortness of breath, or gastrointestinal symptoms every morning. Any positives will prompt the parent or guardian to keep the student home from school and seek out testing.

Responding to Positive Tests Among Staff and Students
- Notify local health officials, 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.

- o The Local Health Department will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self quarantine for up to 14 days after exposure. Local health officials, depending on situation, may identify other contacts who require quarantine. Schools can help the local health department by collecting data and contact information of those exposed.
- o Note: schools will provide staff with guidance 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).

- Employees with a confirmed case of COVID-19 will only return to the workplace after they are no longer infectious. Local health officials will provide instruction about return to work, using the most current guidelines from the CDC for this determination.
- If possible, smaller areas such as individual classrooms will be closed for 24 hours before cleaning to minimize the risk of any airborne particles.

- Cleaning staff will wear a surgical mask when performing cleaning of these areas along with gloves and face shield.

Food Service, Gathering, and Extracurricular Activities
- Serving and cafeteria staff will use barrier protection including gloves, face shields, and surgical masks.
- Students, teachers, and cafeteria staff wash hands before and after every meal.
- All gatherings, including those that occur outdoors (e.g., graduations) will comply with current and future executive orders that set caps on congregations of people.
- If field trips occur, they will comply with transportation guidelines within this document, including mandatory facial covering.
- If possible, classrooms will be used for eating in place, taking into consideration food allergies.
- If cafeterias need to be used, meal times will be staggered to create seating arrangements with six feet of distance between students.
- If possible, school-supplied meals will be delivered to classrooms with disposable utensils.
- Schools will offer telecasting of assemblies and other school-sanctioned events if able.
- Students and teachers will wash hands before and after every event.
- After-school programs may continue with the use of facial coverings.

Athletics

- 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.
- Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant will confirm that they are healthy and without any symptoms prior to any event.
- All equipment must be disinfected before and after use.
- Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent "Busing and Student Transportation" section.
- Each participant will use a clearly marked water bottle for individual use. There will be no sharing of this equipment.
- Indoor weight rooms and physical conditioning activities are allowed. Social distancing of six feet between participants will be maintained while indoors and sharing equipment will be avoided.
- Handshakes, fist bumps, and other unnecessary contact will not occur.

Cleaning

- Frequently touched surfaces including lights, doors, benches, and bathrooms will undergo cleaning at least every four hours with either an EPA- approved disinfectant or diluted bleach solution.
- Libraries, computer labs, arts, and other hands- on classrooms will undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution. Efforts must be made to minimize sharing of materials between students, as able.
- Student desks will be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.
- Playground structures will continue to undergo normal routine cleaning, but using an EPA- approved disinfectant is unnecessary.
- Athletic equipment can be cleaned with either an EPA-approved disinfectant or diluted bleach solution before and after each use.
- Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use such products.
- Staff will wear gloves, surgical masks, and face shield when performing all cleaning activities.

Busing and Student Transportation

- Strongly encourage the use of hand sanitizer before entering the bus. Hand sanitizer will be supplied on the bus.
- The bus driver, staff, and all students in grades preK-12, if medically feasible, will wear facial coverings while on the bus.
- Clean and disinfect transportation vehicles regularly. Children

will not be present when a vehicle is being cleaned.
- [Clean and disinfect](#) 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) prior to morning routes and prior to afternoon routes.
- Clean, sanitize, and disinfect equipment including items such as car seats and seat belts, wheelchairs, walkers, and adaptive equipment being transported to schools.
- Create a plan for getting students home safely if they are not allowed to board the vehicle.
- If a student becomes sick during the day, they will not use group transportation to return home and will follow protocols outlined above.
- If a driver becomes sick during the day, they will follow protocols for sick staff outlined above and will not return to drive students.
- Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
- Weather permitting, consider keeping windows 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
- 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 healthcare needs and updating their care plans as needed to decrease their risk for exposure to COVID-19.
- 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.
- Staff caring for children and providing any medical care that include aerosol generating procedures (e.g., nebulizers) will wear an N95 mask at the time of delivery.
- Enable staff who self-identify as high risk for severe illness to minimize face-to-face contact and to allow them to maintain a distance of six feet from others, modify job responsibilities that limit exposure risk, or to telework if possible.

Phase 5 Mental & Social-Emotional Health

The physical and mental health of our students is paramount. District academies maintain a full complement of related services personnel, including social workers, who are prepared to support any and all struggling students.

As situations arise school staff who are alerted to a concern reach out to instructional coaches, student advisors, counselors and principals. The administrative team contacts our school social workers who are given details and contact information to families in need. Support is provided virtually or through phone conversations depending on requests from families.

In addition, the staff have been provided social emotional support lessons, our SEL curriculum Positive Action of has disseminated Family Kits with online lessons and we provide parents with community resources through Washtenaw ISD, Wayne RESA and ACCESS.

Finally, although the district has achieved 100% equity in student and family access to its e-learning plan, the District understands that its students and their families are experiencing significant disruption in their lives and that their child's health and safety are paramount. So, as the District continues implementation of its e-learning plan, and remains resolute in its commitment to teaching and learning and providing students a sense of normalcy, direction and purpose, at the same time, the District does not want students to experience any added stress or anxiety. If for any reason a student needs an accommodation or modification relative to their District e-learning plan experience, parents are asked to, without hesitation, reach out to their child's teacher.

Phase 5 Instruction

Consistent with Phase 5 of the MI Safe Start Plan:

Governance
- A Return to Instruction and Learning Committee, led by the Principal, and composed of a broad group of stakeholders, will be established to:
  - Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations.
  - Revise the district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness.
  - Share the district's remote learning plan with all involved stakeholders in case of a return to remote learning.

Instruction
- Set an instructional vision that ensures that:
  - Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
  - Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
  - Every students' academic and social- emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.

- Support schools to implement grade-level curricula that is aligned to Michigan preK-12 standards.

  - Support teachers to utilize power standards that identify the major work of the grade
    in order to focus, prioritize, and accelerate instruction.
- Revise students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers to reflect the child's evolving needs based on assessment data and parent feedback, and design accommodations and match services accordingly.
  - Commence intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE.
  - Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible.
- Inventory all intervention programs and services available to students on the district and school level and identify any gaps.
- Remain connected with MDE about policies and guidance.
- Develop a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.
- Secure supports for students who are transitioning to postsecondary.

Before Schools Reopen for In-Person Instruction

Communications and Family Supports
- Implement any additional communication systems needed to reach every family and student in their home language through multiple modes (e.g., text, all call, email, home visit) to share:
  - Expectations around their child's return to school;
  - Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies; and
  - Plans for each of the different school opening scenarios.
- Provide resources that demonstrate schools value parents as partners in their child's education. Offer family supports that provide families with:
  - Training about how to access and use the school's chosen digital systems and tools;
  - Opportunities to build their digital literacy; and
  - Strategies to support their child's learning at home.
Professional Learning
- Provide adequate time for schools and educators to engage in:
  - Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings

are open or closed;
- Identify students who did not engage in remote learning and develop a plan to provide additional supports, if needed. Share data and concerns about each student's growth and needs with students' assigned teacher(s) for the 2020-2021 school year;
- Identify students who potentially need additional support; and
- Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning.
- Create a plan for professional learning and training, with goals to:
  - Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education;
  - Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use; and
  - Build school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging.

When Schools Reopen for In-Person Instruction
Instruction
- Ensure that every student:
  - Has access to standards-aligned, grade- level instruction, including strategies to accelerate student learning;
  - Is assessed to determine student readiness to engage in grade-level content; and
  - Is offered scaffolds and supports to meet their diverse academic and social- emotional needs.
- Conduct checkpoints with school leaders around curriculum pacing and ongoing monitoring of student progress, specifically honing in on the growth of students who need acceleration.
- Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.
- Conduct a review of each students' IEP in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services including OT, PT, and Speech while school buildings were closed.
- Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs.
- Set expectations for schools and teachers to integrate high quality digital tools and resources that are appropriate and sustainable at each grade level, to increase teachers' and students' familiarity with online learning in case of a return to remote instruction.
- Determine and activate structures outside of the regular school day, such as summer learning options, extended day, and after-

school programming, to potentially be leveraged to support
students in need of additional support.

- Support schools to communicate regularly with families in their
  home language about their child's progress and the targeted plans
  for students in need of additional support.

Phase 5 Operations

Consistent with Phase 5 of the MI Safe Start Plan:

Facilities
Before Schools Reopen for In-Person Instruction
- Audit necessary materials and supply chain for cleaning and
  disinfection supplies.
- Coordinate with Local Emergency Management Programs (LEMP) for support
  with procurement of cleaning and disinfection supplies.
    - Advocate for ISDs to coordinate with LEMPs.
- Audit any additional facilities that the district may have access to
  that could be utilized for learning.
- Provide school-level guidance for cleaning and disinfecting all core
  assets including buildings and playgrounds. Frequently touched surfaces
  will be cleaned several times a day.
- Alert school-based custodial and infection control staff of any changes
  in recommended cleaning guidelines issued by OSHA and CDC. It is expected
  that this guidance will be updated in real-time based on the status of
  community spread local geographies.
- Encourage schools to convene custodial and facilities staff to
  review and make actionable district guidance regarding cleaning
  and disinfection.
- Encourage schools to provide advanced training for custodial staff.
- Custodial staff will continue deep cleaning over the summer.
- Audit all school buildings with a focus on:
    - How many classrooms are available;
    - The size of each classroom;
    - Additional spaces that are available (e.g., gym, lunchroom,
      auditorium, etc.); and
    - The ventilation in each classroom.
- Audit school security protocols to decide if any process changes need to
  be implemented.
    - School security staff will follow CDC protocols if
      interacting with the general public.
- Maintain facilities for in-person school operations.
    - Check HVAC systems at each building to ensure that they
      are running efficiently.
    - Air filters will be changed regularly.
    - Custodial staff will distribute wastebaskets, tissues, and
      CDC approved soap to every office and classroom so that these
      materials can be used upon entry and exit into any discrete

location and during transit between sites.
- o Signage about frequent handwashing, cough etiquette, and nose blowing will be widely posted, disseminated, and encouraged through various methods of communication.
- o Custodial staff will follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.
- School leaders will conduct and document a facility walk-through with the custodial services team to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.
- Procure level-1 facial coverings, including those with a transparent front, for preK-5 teachers, low- income students, and students with special needs.
- Procure level-1 surgical masks for cleaning and janitorial staff.

Budget, Food Service, Enrollment, and Staffing
Before Schools Open for In-Person Instruction
- Support schools in assessing student arrival protocols. This will include how students arrive at and depart from school (e.g., school bus, dropped off via car, drive themselves, walk, public transportation).
- Support schools in conducting staff and student outreach to understand who is coming back.
  - o For staff, this will include a breakdown of the staff — administrators, educators, support staff with a teaching license, support staff without a teaching license, full-time nurses, part-time nurses, school counselors, etc.
  - o Develop a staffing plan to account for teachers and staff who are not returning or are at risk (i.e., those who are 65 years or have an underlying medical condition and decide not to return).
  - o For students, this will include those with preexisting conditions who may need a remote learning environment.
- Assess need for new or additional positions with a specific focus on student and staff wellness, but also including technology support.
- Recruit, interview and hire new staff.
- Consider redeploying underutilized staff to serve core needs.
- Communicate any student enrollment or attendance policy changes with school leaders, and families.
- Provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely.
- Seek and provide guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies).
- Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs.
- Inventory how many substitute teachers are available.
- Build and send back to school communications to all relevant

stakeholders (i.e., parents or guardians, school staff) and include updates across all workflows.
- Verify that student and staff handbooks and planners are printed and ready for distribution. Create a master list of any changes to distribute at the first staff meeting.
- Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and socialize with school leaders.
- Engage school leaders in a budgeting exercise to help them plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.
- Work with school leaders to orient new school staff to any operational changes.
- Create master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind.
- Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.

Technology
Before Schools Reopen for In-Person Instruction
- Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.
- Designate a single point of contact in each school to plan and communicate with district technology teams.
- Develop a district plan that includes guidance for schools. If possible, include training and support for teachers to adapt remote learning skills for the classroom.
- Identify a device and/or general technology support lead for each school. Consider elevating that position to a more formal role and providing additional support potentially with parent volunteers.
- Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.
- Where practical given demands on parents or guardians, consider identifying family technology liaisons to support communication regarding the use of technology. (For example, the existing parent organization may be able to fulfill this role).
- Develop district-wide procedures for return and inventory of district owned devices as part of a return to school technology plan. The procedures will include:
  - Safely bagging devices collected at schools;
  - Sanitizing the devices prior to a repair or replacement evaluation;
  - Assessing technology needs from loaner devices during Spring 2020;
  - Ordering accessories that may be needed over the summer; and

- o Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.
- Identify an asset tracking tool.
- Identify a vendor to assist with processing, returning, and maintaining devices, if needed.
- Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.
- Prepare the Infrastructure Evaluation process.
  Every WiFi access point and wired network device will be tested.
- Develop a technology support plan for families.
- Where possible, consider implementing live streaming of classrooms for students who are medically vulnerable.

Transportation
Before Schools Reopen for In-Person Instruction
- Inventory buses, contractors, including any vehicles used for transporting students to/from school or to other school events, and students riding buses. Address questions, such as:
  - o How many buses are or could be made available in the district?
  - o How much variation is there in the size and maximum capacity of buses in the district?
  - o How have the buses been currently or historically used (i.e., transportation to/from school, transportation for multiple schools, athletic events, food service delivery)?
  - o How many drivers will be returning? How many are in the training pipeline? What is the plan to address any shortage of drivers?
- Assess whether any bus contractors have been impacted by COVID-19 (i.e., closed or opt-out from current routes).
- Inventory bus drivers to understand the extent of high-risk populations.
- Finalize bus procedures for bus drivers and students that are informed by public health protocols.
- Encourage close collaboration between transportation and IEP teams to monitor changes to students' IEPs and implement accordingly.

TITLE	GHA Preparedness Plan
FILE NAME	GHA 20-21 SY Preparedness Plan (3).docx
DOCUMENT ID	4d98c7bf6e74228fb49d5fe83f74fe9ad35fd592
AUDIT TRAIL DATE FORMAT	MM / DD / YYYY
STATUS	● Completed

Document History

SENT	**07 / 24 / 2020** 21:22:35 UTC	Sent for signature to Hussein Mahmoud (mahmoudh1@gee-edu.com) from davillierh@gee-edu.com IP: 108.228.212.154
VIEWED	**07 / 29 / 2020** 01:33:57 UTC	Viewed by Hussein Mahmoud (mahmoudh1@gee-edu.com) IP: 68.49.30.179
SIGNED	**07 / 29 / 2020** 01:34:18 UTC	Signed by Hussein Mahmoud (mahmoudh1@gee-edu.com) IP: 68.49.30.179
COMPLETED	**07 / 29 / 2020** 01:34:18 UTC	The document has been completed.