



BYRON CENTER CHARTER SCHOOL

9930 Burlingame Ave. SW, Byron Center, MI 49315 Mark Kasmer, Principal
Phone: (616) 878-4852 - Fax: (616) 878-7196 Email: office@byroncentercharter.org

Byron Center Charter School COVID-19 Preparedness and Response Plan

Address of School District: 9930 Burlingame Ave SW, Byron Center, MI 49315

District Code Number: 41908

Building Code Number(s): 08326

District Contact Person: Mark Kasmer

District Contact Person Email Address: mkasmer@byroncentercharter.org

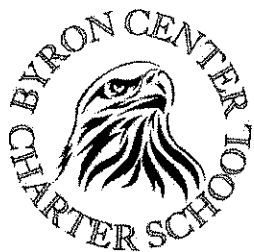
Local Public Health Department: Kent County Health Department, JoAnn Hoganson

Local Public Health Department Contact Person Email Address:
joann.hoganson@kentcountymi.gov

Name of Intermediate School District: Kent Intermediate School District

Name of Authorizing Body: Grand Valley State University

Date of Adoption by Board of Directors: August 11, 2020



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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. A copy of this plan is attached.
- The Academy will be or is closed to in-person instruction when the region in which it is located 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 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, subject to any applicable requirements of a collective bargaining agreement if applicable.
- The Academy prohibits indoor assemblies that bring together students from more than one classroom during Michigan Safe Start Plan Phase 4.

President of the Board of Directors

8-11-20

Date



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Introduction and Overview

The BCCS School Improvement (SI) Team serves as a launch and oversight team for the preparedness plan. BCCS created subgroups to work on specified topics including Instruction, Physical Plant/PPE, Special Ed and Supplemental Supports, Mental/Emotional Health and Wellness and School Safety. The subgroups collaborated with stakeholders and related agencies to develop recommendations for a preparedness plan. The SI Team ultimately finalized the plan. Information from perceptual surveys from stakeholders as well using anecdotal data from our remote learning experience in the spring were used in plan development. The plan is ultimately guided by our school's mission *Empowering students to reach their greatest potential by emphasizing personal connections, academic excellence, and positive character values*. Our plan is intended to maintain our mission regardless of circumstances as a result of the pandemic. The core principles considered in creation of the plan include:

- Provide safe learning and working environments for students and staff. Provide social emotional learning and wellness services, while educating and meeting the needs of the whole child. Provide high quality instruction and academic resources.
- Provide clear, consistent and accurate communications to stakeholders.
- Provide programs and services that are in compliance with requirements and guidance from local, state and federal leaders.
- Provide educational options that meet the needs of our school community.



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

Phase 1, 2, or 3 Safety Protocols

BCCS school employees and contractors will be available /present to provide necessary functions to carry out the district's remote/distance learning plan during phases 1,2 and 3. Following COVID-19 emergency protocols for entering and exiting the building, school employees and contractors will have access to school for the purpose of obtaining necessary resources and/or devices and conducting school business in order for continued teaching and services. Protocols for entrance and exiting the building will be expected of all personnel including questionnaires, temperature checks, social distancing and PPE through guidance from CDC and KCHD. In addition, BCCS will enact and communicate our food distribution program provided by Byron Center Public School (BCPS). Information and communication regarding specific distribution sites will be made available through the school's office. A supplemental weekend food program for designated families will be provided through Hand to Hand facilitated by a community partner. The school does not provide bussing. All transportation is provided by individual families of BCCS students. BCCS does not have a licensed child care center at this time, and will not provide childcare services during phases 1-3.

BCCS will have school employees and contractors follow state emergency cleaning protocols for maintaining our school building function and order. These practices will be facilitated and managed through our school's Physical Plant/PPE team consisting of school nurse, facilities director, office manager and chief administrative officer. The guidance and information needed for developing protocols and procedures will come from the Kent County Health Department, CDC and State educational agencies. The communications of specific safety protocols and expectations regarding entrance/exit, hygiene and PPE expectations, spacing and movement, exposure/positive tests, cleaning will be provided in two ways: KCHD Playbook (series of videos for parents, teachers, administrators and students) and the school stakeholder guides developed and distributed by the SI team. The SI team will also monitor plans and guidance from KCHD during weekly meetings as appropriate. Adjustments will be made and communicated with stakeholders through the building administration correspondence with stakeholders, as appropriate.



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

The SI team will provide oversight for the implementation and communication of the schools mental and social emotional health plans. The specific protocols, procedures and expectations are developed by the assigned Mental and Emotional Health and Wellness SI subgroup including school counselor, school social worker, school nurse, school special education coordinator and the chief administrative officer. The SI subgroup developed plans under the guidance from the KCHD and community mental health and wellness agencies. The information/protocols will include mental health and wellness, screening and risk assessment, ongoing reporting, identification and referral, resources, supports and services. The SI subgroup will facilitate communications and training of stakeholders. Specific training for staff is outlined in the building annual professional development plan. Additional topics for staff PD include staff mental health and wellness, managing trauma, social emotional learning strategies and Crisis Management as outlined in the schools EOP (Emergency Operations Plan). The information and protocols will be communicated through the building stakeholder guides, professional development and a designated area on the school website. Additional guidance will be provided through the KCHD playbook.



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Phase 1, 2, or 3 Instruction

Governance and Oversight: The SI team will provide oversight for the development implementation, evaluation and communication of the preparedness and response plan for BCCS. The instructional delivery plans during phases 1-3 will be developed by a SI Instruction and Remote/Distance Learning subgroup to include grade span teacher representatives, technology team representatives, special education /504 coordinator and chief administrative officer. Plan development included perceptual/survey data gathered through stakeholder surveys. Data analysis revealed 95+ % of families have access to high speed internet. Families overwhelmingly agreed the workload expectations as acceptable and appropriate for age groups. In addition over 90% of families understood the remote learning plans. Data also revealed the concerns about safety during in-school instruction, yet believe face to face instruction was by far a better option than remote learning for their students and implications for continued disrupted learning.

Format: BCCS will use on-line and hard copy platforms suited to meet the needs of the students and their families. The teachers and staff will maintain academic rigor that meets the course/grade-level essential learning standards while providing ongoing communication and support to students and families. Ongoing technology training for staff, students and parents is provided by in-house certified trainers and will be available through person to person and digital formats.

The following lists the major components in the school's remote instructional plan for phases 1-3 K-12 Items:

- Use Common Applications for Instruction: Google Classroom, SeeSaw, Flip Grid (up to 10 Minutes), Google Meets
- All BCCS students will be issued Chromebook
- Asynchronous Instruction and Synchronous meetings
- Ongoing Professional Development for Staff
- Ongoing Training for Parents and Students
- Apply Contingency/Supplemental Support Services for all Special Education/504 plans.
 - All Elementary and Designated Mid-High SWDs Issued I-PAD to access support services
 - Designated students will be issued assistive technologies



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K-5 Items:

- Platform: Hard Copy / Weekly Packets until deployment of full remote learning plan using SeeSaw and Google Classroom platforms.

Initial Remote Learning Plan (continuation for spring 2020)

- Friday Pick-up/Drop Off (drive by)
- Provide Digital Weekly Instructional Plan (lessons, and resources /materials)
- Daily synchronous meetings for learner expectations, attendance, building relationships and connection among students and teachers.
- Teachers use student accountability logs for self-evaluation and to report grades (communicated through weekly packets)
- Supplemental Targeted Assistance for Designated Title I Students

Transitional Phase /Transition to SeeSaw and Google Classroom: provide resources and training of stakeholders to move from continuation to full remote learning plan.

Full Remote Learning Implementation

- All instructional resources (lessons, materials, assessments) provided through the SeeSaw platform K-3 and Google Classroom 4-5.
- Using Google Meets, teachers will provide daily synchronous meetings for learner expectations, attendance, building relationships and connection among students and teachers.
- Supplemental Targeted Assistance for Designated Title I Students

6-12 Items:

- Platform: All 6-12 will use Google Classroom for their Remote Learning instruction plan (continuation from spring 2020)
- Introduction of Weekly Activities
- Teachers use PowerSchool for grading and communication
- Coordination of Services with Dual Enrollment and Career/Tech Education Service Providers

The teachers engage in a multitude of outreach activities designed to help students and families feel connected, valued, build relational capacity and as a mechanism to understand and address their social, emotional and academic needs. Methods include emails, phone calls, video conferencing in scheduled and non-scheduled settings. Each K-5 teacher is to have a minimum of a weekly individual check-in with every student, and mid-high teachers will do so with any student who is not performing satisfactorily on the assigned academic activities. Otherwise



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Mid-high teachers will rotate classes for individual weekly checks. Teachers will have daily office time and will be available for additional times as needed by students/parents. Teachers will organize grade-level video conferencing gatherings with defined norms and schedule of activities to maintain the relationships between students and school. Resource Room Teachers and Itinerant staff provide ongoing support to students and families. They coordinate with general education teachers to accommodate lessons and offer direct service to students and families through video conferencing, email and phone conversations.

Other supports include access to family resources for social, emotional and mental health on the school's website and direct services through school personnel.

The following lists the major components in the school's remote learning plans that are designed to put students and families first so as to build relational capacity, and have them feel valued, safe and connected to the school community:

- Personal Check-ins
- Weekly Opportunity for Social Interaction
- SWD/504 Checks and Ongoing Supports
- Ongoing Communication with Parents
 - PowerSchool/Documentation
 - Phone Calls
- The Whole Child Resources (on BCCS website)
 - Basic Needs/Resources (Food, Shelter, \$'s)
 - Social/Emotional and Mental Health Resources
 - Updates on Coronavirus (Nurses Corner)
- Hand to Hand Home Deliveries
- Kids Hope Mentors

The school will ensure equitable access to all components of the distance learning plan for all students. If a student cannot access the internet or is unable to use the technology, the school also provides hard copies of instructional materials and/or assistive technology necessary to meet the student's unique needs. If parents are unable to retrieve the packets, the school will send the schoolwork through the mail or set-up an agreed upon alternative plan.

The decision was also made to provide all SWD's with I-Pads so as to have access to assistive technologies previously used and opportunity for person to person progress monitoring and support from Resource Room teachers and continued service and assistance from Itinerant



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service providers though google meets. Teachers will monitor progress and adjustments will be made based upon student need. This may include 6-12 hard copies/books and person to person phone conversations if necessary. Each teacher is also providing set office hours. In addition to these office hours, the schools' interventionists and special education instructors are meeting virtually with students one-on-one each week to provide additional support. All direct lessons include a video component, whether teacher-created or teacher-curated, based on the essential learning targets of the lesson. Itinerant Staff and RR teachers will serve as interventionists to assist with student success. Resource Room teachers are also assisting with accommodated lessons based on individual student needs and IEP/504 Plans. Documentation of all accommodations and the impact on learning will be maintained in PowerSchool. The personnel are serving as ongoing interventionists and are providing additional resources for student success and/or supplemental materials for practice.

Assessment of student progress will vary based upon age span, content and course expectations. These will include formative assessments to help guide instruction and summative tests to measure mastery. In early grades teachers may use one to one meetings to assess student mastery, whereas high school age students may use a teacher designed performance assessment to measure degree of conceptual understanding. The type or format of test used is to match the rigor of learner outcome as much as practical in a remote environment. Where and when practical, teachers will use pre-tests to gauge student readiness. Additionally, the school will seek to administer large scale norm referenced and/or criterion referenced assessments if deemed as acceptable through MDE and test administration agencies to get a bead on the student readiness and current level of performance. These assessments would be utilized in making curriculum and instructional decisions with students.

BCCS teachers are using the various work submission formats to collect and track student work. At K-5 levels students will be submitting their work along with their self-check Accountability Logs each week. This occurs when families pick-up their learning packets for the following week. In the initial plan K-2 teachers will review the work and assign a rating using accountability logs. In the full remote plan K-2 teachers will communicate progress and performance using the SeeSaw platform. The 3-12 teachers will record and communicate grades through PowerSchool. The teacher will maintain a record of the scores in their gradebook. Mid-High teachers will continue to post grades in PowerSchool. Parents and students have access so as to increase accountability and monitor performance. Teachers are required to have student check-ins that alternate by grade levels each week. However, teachers hold weekly check-ins with students and or parents when their performance is below expectations. The 4-12



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students submit their work through Google Classroom and parents receive email notification of tasks when assigned by the teacher. Documentation of all parent communications will be maintained in PowerSchool. Teachers routinely provide feedback on assignments and offer opportunities to improve when appropriate. Additional support is provided by Resource Room teachers, Itinerant Staff and Interventionists through student check-ins, Google Meets, emails and collaboration with general education teachers.

Career technology teachers (KCTC) will continue services through a remote learning plan as determined by the service provider (ISD). Dual Enrollment and on-line classes will continue as planned with ongoing oversight and communication of student progress by the teacher of record.

The instructional learning times for remote instruction will vary based upon the grade span of the students (k-1, 2-3, 4-5, 6-8 and 9-12). These expectations will be outlined and communicated with stakeholders using the Remote Learning Plan documents (continued from spring 2020). The documents provide general time expectations and a sample weekly schedule that balances the academic expectations.

Professional Learning (PD) continues throughout the summer. The PD for staff is outlined in our SI annual PD plans specifically includes staff training on strategies and components for effective remote/distance learning plans through Kent ISD Remote Learning Boot Camp and the GVSU Google Classroom series. Additional staff training will focus on accessing and utilization of digital resources available with adopted textbook programs. The major topics in the Roadmap will be addressed with all personnel prior to the start of the year to include mental /emotional health and wellness and cultural responsiveness and restorative practices among stakeholders. During the remote learning phase the teachers will have at a minimum weekly department/grade span meetings as an opportunity to meet in Professional Learning Communities to monitor progress of plan implementation and as a mechanism to identify and address issues/concerns and needs of students and families. The SI Team grade span reps will help provide feedback to the SI Team so to monitor and adjust implementation of the schools return to school plan.



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Phase 1, 2, or 3 Operations

Cleaning Supplies and Materials: The school will continue to audit and monitor needs for cleaning supplies and necessary equipment to facilitate a responsible and safe return to the building for face to face instruction. The School Facilities Coordinator will collaborate with the Physical Plant PPE team to facilitate procurement of cleaning and disinfecting supplies in coordination with ISD, county health department and identified supply resource agencies. Items will be stocked over the summer to prepare for the return of staff and students. All staff responsible for cleaning and disinfecting the building will be required to wear masks/acceptable face coverings while performing duties. The cleaning and disinfecting protocols will follow the guidelines provided through the KCHD and/or CDC Cleaning Tree Guidelines.

Technology Equal Access: Each student will be issued a school Chromebook for access to the digital resources. All Chromebooks will come preloaded with a school cover page to include visual links to teacher accounts, and educational resource links and tools. Tablets will also be distributed to SWDs, 504 and EL students when appropriate so to use assistive technologies for equitable access to learning. The ISD point of contact for BCCS is Jay Manning.

BCCS contracts technology services through Kent ISD who will provide oversight and guide our schools' review and update of relevant policies including data privacy, acceptual use and accidental damage/theft/loss. Any changes will be communicated to all stakeholders through the school office.

Food and Pantry services will continue as they have in the Spring. BCPS is our school food service provider. The schools food service coordinator routinely provides updates for food area services as does Kent ISD and the GVSU Charter Schools Office. Supplemental weekend services are also made available through the Hand to Hand Program led by a community organization partner. Information is communicated through the school office and maintained on the school website.

Attendance and participation in an expectation of remote/distance learning, and will be recorded and documented by supervision teachers based upon scheduled check-in times, virtual meetings and by way of monitoring participation and completion of schoolwork. Teachers will communicate with parents/guardians of students who are not in regular attendance and document correspondence in PowerSchool. Documented non-participation will be reported to the administration who will investigate and address the situation until resolved.



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

Phase 4 Safety Protocols

BCCS SI Team will provide oversight for the operating plan for reopening schools during phase 4 of the Michigan safe plan. The Physical Plant/ PPE subgroup will provide help to develop the plan under the guidance from the county health department, CDC and designated school safety and wellness agencies by the ISD and MDE. The expectations will be shared with stakeholders through videos, instruction/lessons and through the BCCS Stakeholder Guides for our return to school plan. Specific topics include:

Face Coverings

- The expectations for the wearing of face coverings and how to obtain clean face coverings will be included in all district to parent communications, all student orientations, and all staff orientations.
- Students and parents will be required to watch a safety video on the wearing of and expectations for maintenance of face coverings as presented through the KCHD Playbook.
- Building and grounds signage will be prominent throughout the school facility and clearly identify who is required to wear face coverings in each designated area of the building and grounds.
- Staff and students will be expected to have appropriate face coverings daily. Additional will be ordered and available when needed on a daily basis.
- Fabric and/or clear face coverings will be expected of teachers with the requirement to wear the clear mask during instruction.
- Face coverings are expected to be washed as guided by health officials.
- Individuals (staff or students) who claim medical exemption will need to meet with the School Nurse to provide rationale and documentation.
- Exempted individuals will be recorded in a master database and communicated with school personnel indicating this exemption.
- PreK-5 students will not be required to wear a face covering once they are situated in the classroom.
- Students who are capable of wearing a face covering and refuse to do so in an area where a face covering is required will be issued a face covering by a school official (teacher, paraprofessional, administrator, etc.) and asked to put the face covering on. The instance will be documented as a log entry in PowerSchool.



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- Students showing patterns of non-compliance will be removed from the school building and placed into remote instruction until the student agrees to comply with this safety protocol. Parents will be notified of each instance of non-compliance by the administration or school safety officer. Continued removals from the school building may result in permanent placement into remote instruction with the student being banned from coming to the school site.
- Staff who are capable of wearing a face covering and refusing to do so will be addressed by the school administrator and may face progressive disciplinary measures up to and including termination.
- Guests to the school building (presenters, substitute teachers, etc.) will be expected to wear masks. Upon signing in at the main office, guests will be instructed to wear the face covering at all times. Disposable masks will be available and issued if needed. Instances of non-compliance will result in the guest being escorted from the building by the school nurse or building administrator.
- In instances of uncertainty about individuals not wearing face coverings, these matters will be relayed to the building administration for review and subsequent decision/action.

Hygiene

- Every classroom will be supplied with a fixed or portable handwashing/sanitizing station.
- Supplies (paper towels, soap, hand sanitizer, tissues, and trash receptacles) will be checked daily and restocked in the classroom.
- Teachers will contact the office immediately if supplies run out during the school day.
- Each classroom will have a hygiene protocol with timelines that are posted and communicated via newsletters/stakeholder guides.. It will include
 - Hand-washing/sanitizing schedule
 - Room and materials cleaning schedule
- Teacher or school nurse will teach students the following on the first day of school and reinforce weekly or more often as needed (this may be done via video)
 - proper handwashing on the first day of school and reinforce weekly or more often if needed
 - how to cough and sneeze into their elbows, or to cover with a tissue and dispose of it in the trash



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- Proper mitigation strategies including hand washing and sneezing will be communicated to families via newsletters/stakeholder guides. Parents and caregivers will be asked to review and reinforce with their students.
- Custodial staff will
 - Procure adequate soap, hand sanitizer, paper towels, tissues
 - Post signage related to cleaning and hygiene strategies in each room, restroom, throughout the hallways
 - Monitor hygiene supplies and refill as needed three times daily
 - Procure hand sanitizing stations as deemed necessary during walk-through with building leader
- Sharing school supplies will be limited, and each student will have their own supply box/area for materials.
- A list of these supplies will be generated as appropriate for each grade level and or specific middle school or high school course and posted to the school website.

Cleaning

- Frequently touched surfaces will be cleaned and sanitized every 4 hours
- 6-12 Desks will be wiped down with appropriate disinfectant whenever there is a transition of students/classes.
- Playground Structures will be cleaned as usual.
- Staff will be trained and expected to use proper cleaning and disinfecting and storage protocols are used as communicated through KCHD videos and Stakeholder Guides.
- Cleaning staff will wear gloves, mask and face shield when performing cleaning activities.

Spacing, Movement and Access

- Building/facility leaders and custodial staff will walk through each building to assess the number of desks, tables, the capacity to optimize physical distance with existing student enrollment and furniture.
- Building/facility leaders will determine what furniture or supplies can be removed from the building or what alternate furniture can be used to create greater physical distance.
- Hallways, gym, entry, and sidewalks will be marked in 6-foot increments and travel patterns.
- Signage will be posted throughout the building and on restroom doors reminding



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students, staff, and guests of the physical distance guidance.

- Drinking fountains will be disabled and marked out of order. Students will use water bottle filling stations.
- Visitors to the building will check in through the office. (Plexiglas barriers will be installed in office area)
- Names and affiliation of all guests/visitors will be tracked. Visitors will be required to sign in/out to document time, purpose, and locations visited in the building.
- Only essential visitors (ISD Consultants, State Agency Workers, College Representatives, etc.) will be permitted limited access to interact with students, and only after reviewing and signing off on all safety expectations.

Screening Students:

- BCCs will cooperate with the local public health department regarding implementing protocols for screening students and staff.
- A designated quarantine area and a staff person to care for students who become ill will be made available at school.
- Students who become ill with symptoms of COVID-19 will be placed in the identified quarantine area with a surgical mask in place until they can be picked up. Identified school staff caring for these children should wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.
- Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines.
- Staff should 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 should stay home.
- Families will be 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 should stay home and consider coronavirus testing if symptoms of COVID-19 are present.

Responding To Positive Tests Among Faculty, Staff and Students: The leadership team/nurse of the school will notify local health officials, faculty/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.



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Local health officials, depending on the situation, may identify other contacts who require quarantine. The leadership team/school nurse of the school will provide faculty/staff with guidance on confidentiality laws and statutes that protect student and faculty/staff health information.

Food Service:

- BCCS will follow the protocols and guidelines from BCPS food service program, as our school's food service provider.
- Students will eat in classrooms with cohorts of students
- Mid-High Students will eat outside when possible
- Mid-High students will be separated for maximum distancing
- Schedule will allow designated groups of students to obtain lunches while distancing and not interfering with other cohorts.

Assemblies/Athletics/Extra Curricular

- Assemblies larger than 50 people are suspended or conducted through telecasting.
- The school will not participate in Fall athletics this year, and we will not have cross country practices. This will be reviewed in the Spring.
- All extracurricular activities will be suspended until phase 5 or higher.
- Offsite field trips will be postponed, unless outside with parents/caregivers as drivers.

Transportation

- school does not provide transportation services

Medically Fragile Students/Staff

- Individualized Educational Programs, Service Plans or 504 plans for accommodating students with special healthcare needs will be reviewed through our coordinator of special education and school nurse. Updates will be made as needed to decrease the risk of exposure to COVID-19.
- Individual plans may include alternate working environments
- A process for identification and planning for students/family members who are high risk of severe illness due to COVID infection will be shared with stakeholders through KCHD Playbook and stakeholder guides.



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

Screening

- BCCS will coordinate with KCHD to implement a mental health screening for all students.
- Screening is compliant with HIPAA and FERPA policies.
- BCCS will have and communicate rapid referral and identification process with staff.
- Referrals will be addressed through building a Child Study team.
- Staff will receive timely professional training with regard to Mental Health and Wellness, Referral and Identification protocols, Trauma Informed Practices, Strategies for Self Care and Wellness for students and staff members.
- Mrs. Holly Cravino, school counselor will serve as a point person for Mental and Emotional Health programs and support services and school liaison for KCHD and Community Mental Health organizations.
- School Mental/Emotional Health and Wellness Team will actively seek tools resources from for Mental/Emotional Health and Wellness.
- Team will activate and communicate comprehensive mental/emotional health and wellness plans related to pandemic and transition back to school with stakeholders.
- Mental/Emotional Health and Wellness resources will be communicated and made available to stakeholders through stakeholder guides and designated pages on the school's website.
- School personnel will review and follow the Crisis Management Plan in the school's EOP as part of the annual PD.

Phase 4 Instruction

The school SI team is the leadership team for planning organization and implementation for the return to school plan.

- The SI team will serve as the leadership team to determine the type of instruction/learning as in-school, distance/remote learning and possibly a hybrid plan.
- School Leadership will communicate learning format with stakeholders as decisions



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are made.

- Initial instruction format for 2020-21 school year is face to face with implementation of specific safety and wellness protocols and readiness to move to remote learning as necessary.
- Parents will also be offered a full on-line opportunity from a third party.
- School Leadership will create and communicate schedules for instruction format with stakeholders.
- The instruction sub group will be the primary team to plan and orchestrate the material resources needed to implement the delivery of instruction.
- Staff Professional Development and Training will be facilitated through school leadership in consultation and guidance from SI sub committees.
- Transition to and from learning plans are intended to be as seamless as possible

Vision of Instruction

- BCCS is committed to the school's mission and vision
- BCCS seeks to provide consistent, quality instruction, programs and services regardless of the type of instruction/learning plan offered.
- The instruction will be aligned with the course/grade-level state standards.
- Fluid and Seamless Transitions between types/formats
- Safe, caring and orderly environments
- Equal Opportunity and Access to programs and services
- Educating the Whole Child
- Focus on Mental /Emotional Health and wellbeing of stakeholders.

Staff Consideration of Instruction for All Students Includes

- Alignment to state grade/course expectations
- Methods to assess readiness, monitor student progress, performance and growth.
- Ability to adapt and scaffold and differentiate learning to meet student needs with consideration for supplemental support services.
- Ongoing collaboration/communication between stakeholders that focuses on communication of student performance and growth.

SWDs and Students with 504 Plans

- BCCS will follow the Kent ISD Special Education Companion Document to guide plans for Students with Disabilities and 504 Students (comprehensive plan developed in



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collaboration with Kent ISD Special Education leadership and County Special Education Coordinators and Supervisors).

- General and Special Education teachers and service providers will collaborate on student programming and services and level of need
- IEP and 504 plans will be reviewed by special education and general education staff and parents/Guardians
- Staff will consider delivery methods of assessments and instruction
- Consideration will be given to accessibility (instruction, resources and services), provision of assistive technologies and recovery services.
- If needed, the school will provide facial coverings with visible mouth for SWDs.

Communications with Stakeholder

- Ongoing and timely communications will be provided to members of the school community to assure that students have access to instruction and related resources and materials
- Communications come in multiple forms to include newsletter, videos, school websites, person to person.
- Staff will also use phones, texting, student g-mail and PowerSchool accounts for ongoing communications with parents/guardians and students.
- School will provide stakeholder guides and access to KCHD Playbooks for building safety expectations and protocols as related to COVID-19.

Parents as Partners

- BCCS leadership and staff will provide ongoing training, resources and support to help parents/guardians access and utilize digital platforms.
- Staff will provide parents with tools and resources that help them engage in, and monitor the progress, of their child's education.
- School supports include methods to monitor and provide assistance for parents/families with limited engagement in remote learning.

Professional Learning:

- Provision of resources that have focused on preparation and readiness remote/distance learning during summer months.
- Provides timely ongoing training to assist staff with ability to effectively use programs for remote learning and effective access of digital material, resources and tools.
- Develops understanding resources and time for aligning instruction to state standards and delineation of critical/power standards.



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- Includes training on equitable access for all learners and education that refrains from implicit bias.
- Includes social/emotional learning and culturally responsive education.
- Provide staff with the understanding, tools and structures to address mental/emotional health and wellness of students and staff members.
- Provide staff with guides to communicate expectations of interactions and engagement between stakeholders as related to COVID 19.
- Engages and shares responsibilities among staff and leadership
- Considers time needed and that is responsive to the needs of the instructional

Student Learning: Regardless of the format of learning, BCCS Leadership Team, faculty and staff will do their best to assure all students and stakeholders have the understanding, tools and resources to effectively

- engage and complete schoolwork
- access instructional resources and materials
- monitor and track learning
- access needed information and resources
- communicate between stakeholders
- meet the needs of each learner

Phase 4 Operations

Facilities

Information and guidelines regarding the management of the facility for the BCCS reopening plan will come from CDC , OSHA, Kent County Health Department. BCCS school leadership team for facilities included SI Team Members and Plants and Safety SI Subcommittee.

Supplies: Prior to the school reopening for in-person instruction, the leadership team under guidance of the School Plans SI subcommittee will audit the necessary materials and supply chain for cleaning and disinfection supplies. The leadership team will coordinate with the local REMCE, county health department, and if necessary the Local Emergency Management (LEMP) for support with procurement of cleaning and disinfecting materials.

Cleaning: The school leadership and facilities director will ensure that all required cleaning protocols are followed, including frequently touched surfaces that are cleaned several times a



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day. The leadership team and facilities manager will inform the school-based custodial staff of the changes to the cleaning disinfecting process and protocols.

Classroom Usage: Prior to in-person instruction taking place, the school leadership team/ and facility director will audit classroom availability, the size of each classroom, additional spaces that are available for use, and the ventilation/HVAC of each learning space. Alterations or changes in usage will be considered and determined by the leadership and SI team.

HVAC: All HVAC systems will be checked by the facilities director. Decisions to upgrade filters, and/or change distribution of airflow will be made with guidance from proper authorities.

Security: An assessment of the school security system by the school leadership and Plant and Safety SI Team of school security protocols will be conducted prior to students and faculty/staff returning to school.

Signage and Communication: Signage regarding daily protocols such as handwashing, cough etiquette will be posted throughout the building. The school nurse and facilities manager will coordinate posting. Signs will be obtained through Kent County Health Department. Communications will also be done through the BCCS Stakeholder Guides.

Bussing: BCCS does not have bussing services.

Budget, Food Service, Enrollment, and Staffing

Student Drop-Off and Pick-Up - Phase 4 may necessitate the need for changes to our drop-off and pick-up process. Any changes to this process will be communicated to families ahead of time. Increasing the staggered drop-off and pick-up times may be required to ensure social distancing both inside and outside of the school building.

Master Schedule - Please note that changes to the master schedule may be necessary to ensure proper social distancing procedures are in place and limit student contact throughout the school day. Decisions will be made by the leadership team and the instructional delivery SI Subcommittee.

Staff and Student Attendance - The leadership team and mental/emotional, health, wellness team of the school will conduct staff and outreach to understand who will be returning to school. The leadership team will develop a staffing plan that may need to account for any



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employees who are unable to return to school or personnel vacancies. Additionally, if there are students with preexisting conditions or other documented medical issues who are unable to return to school, a remote learning plan will be created for that student. The coordinator of special education and school nurse will conduct student audits in communication with parents. Any policy change to attendance policy for staff and students, will be communicated to stakeholder through the school leadership.

Legal Counsel - The leadership team of the school will consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19.

Budgeting - The leadership team of the school will examine the budget to plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.

Technology Point of Contact - Jay Manning and the KISD Help Desk will serve as our point of contact for all technology needs from students, parents, and faculty and staff.

Return of Student Technology - Student technology should be returned to school leadership and/or faculty and staff in the soft tech bag issued with the device. The school will begin the process of sanitizing the devices prior to evaluation for repair or replacement. The school will do its best to minimize time that students are without their technology.

School Closing for In-Person Instruction - Digital devices will be deployed to students and a move to virtual learning will commence as soon as possible.

Reopening for In-Person Instruction - The school leadership team and faculty/staff will review tracking and inventory results from student device return as a way of understanding the quality and progress of technology processes. Chronic technology issues that arose during the school closure period will be identified.



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Plan for Operating during Phase 5 of the Michigan Safe Start Plan

Phase 5 Safety Protocols

Operations: School preparedness and response activities around surveillance and active mitigation continue from Phase 4 with loosening of required safety protocols. BCCS will remain prepared to implement social distancing measures. Short-term dismissals and suspensions of extracurricular activities remain possible for cleaning and contact tracing purposes. Students and teachers at increased risk of severe illness should remain prepared to implement remote teaching and learning modalities. BCCS will consider the judgment of the local health department for the sub-region of concern. BCCS will be open for in-person instruction with minimal required safety protocols.

PPE: In Phase 5, the leadership team/SI Team and Sub Committees will determine if and when masks are not required of faculty/staff, students, and visitors to BCCS. Unless otherwise communicated by the leadership team of the school, facial coverings are required for faculty/staff and Mid-high students at all times while inside. Elementary students are to wear masks when traveling in hallways. This communication will be sent to faculty/staff, parents, students, and community members via email, postings, and/or announcement on our website. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Any faculty/staff member or student who cannot medically tolerate a facial covering should not wear one. Any faculty/staff member or student that is incapacitated or unable to remove the facial covering without assistance, should not wear a facial covering. Homemade facial coverings should be washed daily. Disposable facial coverings should be disposed of at the end of each day. Masks will not be required for outdoor activities, however, all protocols from the state will be followed in terms of numbers and distancing.

Hygiene: BCCS will continue to provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by faculty/staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques).

There will be a continued emphasis by the leadership team and faculty/staff to emphasize handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer



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that contains at least 60% alcohol. In addition, continued emphasis will be placed on making sure all students and faculty/staff of the school cough and sneeze into their elbows, or cover with a tissue. All used tissues will be thrown in the trash and hands washed immediately using proper hand hygiene techniques. Faculty/staff and students will be encouraged to wash/sanitize their hands frequently throughout the school day. There will be frequent checks of soap dispensers and hand sanitizing stations by facilities manager to make sure there is an adequate supply. The school will continue to limit the sharing of personal items and supplies between students. Learning spaces will be routinely cleaned throughout the school day.

Spacing Movement and Access: When feasible, adequate spacing between students will continue. When feasible, desks will be arranged in the same direction toward the front of the classroom. When possible, teachers will continue to maintain at least six feet apart between themselves and their students. Social distancing will continue to be encouraged in all common areas of the building. As able, classes will continue to meet outdoors. If a classroom has windows that can open, they will be open as much as possible, weather permitting.

Screening Students, Staff and Guests: A predetermined area will continue to be used as the designated quarantine/isolation area. Students who become ill with symptoms of COVID-19 at school, will be kept in the isolation area until picked-up by a parent or guardian. Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC and Kent County Health Department Guidelines.

All faculty/staff members should conduct a daily self-examination, including temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature, they should stay home.

Parents or guardians and volunteers are not allowed in the school building except under extenuating circumstances as determined by the school leadership team. When necessary, only one parent or guardian per child will be allowed to enter except under extenuating circumstances as determined by school/county health officials.

Any parent or guardian or volunteer must wear a mask at all times inside the school building. Parents or guardians are encouraged to check their student's temperature at



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home every morning using oral, tympanic (ear), or temporal scanners. Students with a temperature, should stay home and consider coronavirus testing if no other explanation is available. Parents or guardians are encouraged to ask their student or monitor for symptoms of COVID-19, including cough, congestion, shortness of breath, or gastrointestinal symptoms every morning. Any positives should prompt parents or guardians to keep the student home from school.

Testing Protocols for Students, faculty and Staff and Responding to Positive Cases: The school will follow the testing and response to positive case guidelines from the Kent County Health Department. Any student who develops a fever or becomes ill with symptoms of COVID-19 at school should wear a mask and be transported by their parent/guardian, emergency contact, or ambulance, if clinically unstable, for off-site testing. Faculty/staff members who develop a fever or become ill with symptoms of COVID-19 at school should wear a mask, and should 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 should be kept home until they have tested negative or have been released from isolation according to CDC/KCHD guidelines

In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts should be made to contact any close contacts (those who spent more than 15 minutes within six feet to the student or faculty/staff member) so that they can be quarantined at home. Classmates should 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.

Responding To Positive Tests Among Faculty, Staff and Students: The leadership team/nurse of the school will notify local health officials, faculty/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



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quarantine. The leadership team/school nurse of the school will provide faculty/staff with guidance on confidentiality laws and statutes that protect student and faculty/staff health information.

Food Service, Gathering, and Extracurricular Activities: Students and faculty/staff members should wash hands before and after every meal. BCCS administration will coordinate a plan for breakfast and lunch with BCPS who provides food services for the school. All gatherings, including those that occur outside 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, which includes mandatory facial coverings. After-school programs can continue with the use of mandatory facial coverings.

Athletics: While BCCS has limited athletic programs, any indoor spectator event is limited to 50 people. Large scale outdoor spectator events are limited to 250 people. Every participant will confirm that they are healthy and without any symptoms prior to any event. All equipment will be disinfected before and after use. Each participant must use a clearly marked water bottle for individual use. No sharing of water bottles or similar equipment is permitted. Handshakes, fist bumps, and other unnecessary contact should not occur.

Cleaning: Frequently touched surfaces including lights, doors, benches, and bathrooms will be routinely cleaned. Student desks/tables should be wiped down with either an EPA approved disinfectant or a diluted bleach solution after every class period. The school will continue to ensure the 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.

Busing and Student Transportation: The BCCS does not provide busing for students.

Medically Vulnerable Students and Faculty/Staff : The leadership team and faculty/staff will do their best to enable any faculty/staff member or student who is medically confirmed as high-risk for severe illness to minimize face-to-face contact and allow them to maintain social distancing.



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Phase 5 Mental & Social-Emotional Health

Mental/Emotional Health and Wellness

The leadership and SI team and subcommittees of the school will continue to provide faculty/staff with timely, responsive, and ongoing training/PD as well as needed tools, resources and implementation support, focused on a variety of topics, including: social-emotional learning, mental health, trauma-informed best practices, identification of students at risk and proper local referral protocols, and self-care to promote personal wellness and resiliency, and to prevent burnout and vicarious trauma.

BCCS has named our counselor as our schools liaison with mental and community health agencies. The school also uses the Child Study Plan/Approach to orchestrate programs and services. The school also has a comprehensive Crisis Management Plan as part of its EOP that can be deployed if necessary.

Communication and Family Supports - The leadership team of the school will continue to implement communication systems needed to reach every family and student, through multiple modes of communication. BCCS will continue to provide resources that demonstrate our school values parents and guardians as partners in their child's education. Supports may include additional training in internet safety, or ways to support learning in the home. Communications between the home and school and support services of parents and families and are an integral part of our mental/emotional health and wellness programming.



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Phase 5 Instruction

Governance and Professional Learning

The BCCS SI and Leadership will continue to survey stakeholders about learning format used as a way to gather feedback and help increase future effectiveness of programs and services

The leadership team and faculty/staff will continue to identify students who did not engage in remote learning and develop a plan to provide additional support, if needed. Students/families who potentially need additional help will be identified and opportunities to build their capacity for digital and/or remote learning will be offered.

Communications with stakeholder continue to be provided in a variety of formats.

Continued professional development and training will be provided to faculty/staff on the chosen digital systems and tools in use at the school, and as a result of survey data taken from stakeholder groups. SI Team and instruction subcommittee will monitor and facilitate staff professional training.

High quality instruction will continue with emphasis on the whole child, and programs and services that meet the student needs of each student.



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Phase 5 Operations

Facilities and Operations

The school leadership and facilities manager will continue to audit necessary materials and supply chain of cleaning and disinfection supplies. The leadership and SI Team will continue to audit building space/usage and HVAC systems and make recommendations based upon needs and best practices. The security protocols will continue to be addressed through the Plant and Safety subcommittee and the building Crisis Team and EOP.

The signage and posting of safety protocols for handwashing, coughing and basic germ spread will continue. Direct instruction of safety protocols will also be an ongoing expectation of staff, especially in younger grades and in Health and PE classes.

Plans for arrival and dismissal as well as movement in the building will continue to be audited and analyzed by leadership and SI team members.

Any changes in attendance and enrollment protocols will be communicated through the school office.

The school will continue to have a technology liaison and instructional leadership subcommittee to support ongoing development and implementation of a system-wide technology plan.



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MEDIUM RISK EMPLOYER'S COVID-19 Preparedness and Response Plan

In accordance with Executive Order 2020-97, Axios/Byron Center Charter School ("Company") institutes this COVID-19 Preparedness and Response Plan ("Plan").

Company aims to protect its workforce by enacting all appropriate prevention efforts. Company is continually monitoring guidance from local, state, and federal health officials and implementing workplace and Plan modifications where appropriate.

Employees with questions are encouraged to contact Human Resources via phone at 616-878-4852 and/or email at office@byroncentercharter.org

Company designates the following worksite supervisors/employees to implement, monitor, and report on this Plan: Steve Boersma, Facilities Director. Company will designate additional individuals as needed.

This Plan is maintained and posted at Byron Center Charter School, A copy will be provided to all employees by August 17, 2020.

1. Prevention Efforts and Workplace Controls

a. Cleanliness and Social Distancing

Company limits the number of employees present on premises and the movement of employees between work sites to no more than is strictly necessary. Employees who are able to perform their essential duties remotely may be permitted to work from home in accordance with approved telework arrangements.

Only critical infrastructure workers performing necessary work, or workers permitted by Executive Order to resume duties, are directed to report on-site. For such workers, Company abides by the recommended social distancing and other safety measures and establishes the following:

- Gatherings where social distancing cannot be maintained are prohibited;
- Staff meetings are held remotely, or with social distancing and masks;
- Employees are encouraged to maintain physical distance even when on break, as well as before and after working hours;
- Employees are required to maintain physical distance when reporting to work, clocking in, leaving work, and clocking out;
- Company utilizes ground markings, signs, and physical barriers, as appropriate, to further facilitate social distancing;
- Employees' work stations are no fewer than six feet apart;
- Whenever possible, Company utilizes flexible and/or rotational scheduling, including staggered start and break times, to limit the number of employees simultaneously working on-site;
- Company assigns employees to dedicated entry points to reduce congestion at the main entrance;

- Company provides visual indicators of appropriate spacing for employees throughout the premises and outside of the dedicated entry points in case of congestion;
- Company restricts usage of non-essential common space;
- Company utilizes physical barriers, where possible and appropriate, separating work stations from cafeteria tables;
- Company turns off water fountains;
- Company posts this Plan to emphasize the importance of personal hygiene;
- Employees' interactions with the general public and delivery personnel are modified to allow for social distancing and additional physical space between parties; and
- Non-essential travel and in-person visits are postponed or cancelled.

Company provides employees with, at a minimum, non-medical grade face coverings, if they have forgotten to bring their own, as well as appropriate personal protective equipment ("PPE") (e.g., gloves, goggles, face shields, face masks). Masks must be worn by employees when in shared spaces (e.g., in-person meetings, restrooms, hallways), and if they consistently maintain fewer than six feet of separation. PPE is available at office and, when used, must be disposed of in trash receptacles.

In addition, Company is instituting the following cleanliness measures:

- Where possible, increasing ventilation rates and circulation throughout worksites;
- Implementing a cleanliness plan and infection-control measures in accordance with EPA Guidance for Cleaning and Disinfecting, performing routine environmental cleaning and disinfection with an EPA-approved disinfectant, especially of common areas and frequently touched surfaces;
 - Identifying what needs to be cleaned with soap and water, including visibly dirty surfaces;
 - Identifying what needs to be disinfected with an EPA-approved disinfectant or EPA-approved alternative, considering estimates that COVID-19 lasts in the air for 3 hours and on common surfaces for varying lengths of time (e.g., 5 days on glass; 4 days on wood; 3 days on plastic and stainless steel; and 24 hours on cardboard);
- Where available, providing hand-washing and/or hand-sanitizing stations in high-traffic areas to enable easy access by employees.

Company identifies the following locations as high-risk areas: hallways, lunch/break rooms. Employees must maintain social distancing when occupying and/or passing through these areas. Schedules will be staggered to accommodate social distancing.

Company provides employees with cleaning and disinfecting supplies which will be delivered to their classrooms.

Employees are expected to minimize COVID-19 exposure by:

- Cleaning work stations at the beginning and end of each shift;
- Avoiding, when possible, the use of other employees' phones, desks, offices, or other work tools and equipment;
- Frequently cleaning and disinfecting tools and equipment;
- Frequently washing hands with soap and water for at least 20 seconds;
- Utilizing hand sanitizer when soap and water are unavailable;
- Avoiding touching their faces with unwashed hands;
- Avoiding handshakes or other physical contact;
- Avoiding close contact with sick people;

- Practicing respiratory etiquette, including covering coughs and sneezes;
- Immediately reporting unsafe or unsanitary conditions on Company premises to designated Plan supervisors and/or Human Resources;
- Complying with Company's daily screening processes;
- Seeking medical attention and/or following medical advice if experiencing COVID-19 symptoms;
- Complying with self-isolation or quarantine orders; and
- Utilizing personal protective equipment and hand sanitizer on public transportation.

Employees are trained on the information contained within this Plan, as well as the CDC's "How to Protect Yourself and Others" and "How to Safely Wear and Take Off a Cloth Face Covering" posters, attached here. Employees return a signed acknowledgement to Human Resources, confirming their receipt and review of the information.

b. Supplemental Measures Upon Notification of Employee's COVID-19 Diagnosis and/or Symptoms

An employee with a COVID-19 diagnosis or who displays symptoms consistent with COVID-19 must be immediately removed from the worksite.

In response to a confirmed diagnosis or display of COVID-19 symptoms, as defined by the Daily Screening process, by any individual who worked at or visited the worksite, Company:

- Informs all employees, owners, contractors, or suppliers who may have come into contact with the diagnosed/symptomatic individual in the 48 hours preceding the onset of symptoms of a potential exposure;
- Keeps confidential the identity of the diagnosed/symptomatic individual; and
- Implements its response plan and cleaning and disinfecting protocols, including shutting down appropriate areas of the premises, increasing ventilation, and conducting a deep cleaning of both the diagnosed/symptomatic individual's workstation and those common areas potentially infected by the individual.

All employees who worked in sustained, close proximity to the diagnosed/symptomatic individual (i.e., those employees who worked within six feet of the diagnosed/symptomatic individual for at least ten minutes) in the 48-hour timeframe are also removed from the worksite for at least 14 days; however, should these exposed employees later develop COVID-19 symptoms and/or receive a confirmed diagnosis, they may not report on-site until all return-to-work requirements are met, defined below.

Company's Human Resources Department confidentially maintains a central log of diagnosed/symptomatic employees. If applicable, Company notifies Company leadership, contractors or owners of confirmed COVID-19 diagnoses among workers on premises.

Within 24 hours of a confirmed COVID-19 diagnosis, Company notifies the local public health department.

Company's Human Resources maintains documentation related to exposure notifications.

Company completes an OSHA Form 300, as well as a Form 301, "if it is more likely than not that a factor or exposure in the workplace caused or contributed to the illness." If an employee infects a coworker, the coworker has suffered a work-related illness if one of the recording criteria (e.g., medical treatment or days away from work) is met.

c. Worker Exposure Classification

Employees' "worker exposure" is classified as medium risk by the Occupational Safety and Health Administration's guidance because they frequently and/or closely interact with the general public.

Given this classification, Company provides the following controls in addition to the above-summarized prevention efforts: installing physical barriers where feasible, limiting exposure to the general public, and minimizing face-to-face contact.

2. Identification and Isolation of Sick and/or Exposed Employees

Risk and exposure determinations are made without regard to employees' protected characteristics, as defined by local, state, and federal law.

Any health-related information and documentation gathered from employees is maintained confidentially and in compliance with state and federal law. Specifically, medical documentation is stored separate from employees' personnel documentation.

a. Employees' Self-Monitoring

The following employees should **not** report to work and, upon timely notification to their supervisor and Human Resources, will be removed from the regular work schedule:

- Employees who are currently and atypically suffering from symptoms of COVID-19, such as fever of 100.4 degrees or greater, chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, sore throat, new loss of smell or taste, congestion or runny nose, and/or gastrointestinal problems, including nausea, diarrhea, and vomiting, whether or not accompanied by a formal COVID-19 diagnosis;
- Employees who, in the last 14 days, have had close contact with and/or live with any person having a confirmed COVID-19 diagnosis; and
- Employees who, in the last 14 days, have had close contact with and/or live with any person who is atypically suffering from symptoms of COVID-19, such as fever of 100.4 degrees or greater, chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, sore throat, new loss of smell or taste, congestion or runny nose, and/or gastrointestinal problems, including nausea, diarrhea, and vomiting.

Such employees may only resume in-person work upon meeting all return-to-work requirements, defined below.

b. Daily Screenings

To prevent the spread of COVID-19 and reduce the potential risk of exposure, employees and students will self-screen daily before entering the building. Company screens visitors on a daily basis at dedicated entry points; Company ensures visitors utilize these entry points by barring entry via other egresses.

Employees are asked the following questions before entering the worksite:

1. Are you currently and atypically suffering from any of the following symptoms – fever of 100.4 degrees or greater, chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, sore throat, new loss of smell or taste, congestion or runny nose, and/or gastrointestinal problems, including nausea, diarrhea, and vomiting?

- a. Once a touchless thermometer is available, temperature checks are performed.
 - b. If yes, access is denied, and employee is advised to self-isolate/self-quarantine at home, until employee is permitted to return to work as defined below.
2. Have you lived with, or had close contact with, someone in the last 14 days diagnosed with or displaying the symptoms of COVID-19?
 - a. If yes, access is denied, and employee is advised to self-isolate/self-quarantine at home, until at least 14 days after the close contact.
3. Have you travelled internationally in the last 14 days?
 - a. If yes, access is denied, and employee is advised to self-isolate/self-quarantine at home, until at least 14 days after the return from travel.

Visitors who reply “Yes” to any of the above questions are not permitted entrance.

Employees who develop symptoms during their shift must immediately report to their supervisor and/or Human Resources.

Company’s Human Resources maintains documentation related to daily screenings.

c. Return-to-Work Requirements

Employees who were themselves diagnosed with COVID-19, or experienced symptoms thereof, as defined by the Daily Screening process, may only return to work upon confirmation of the cessation of symptoms and contagiousness, proof of which may be acquired via the test-based strategy or the symptom-based strategy.

The test-based strategy is preferred but relies upon the availability of testing supplies and laboratory capacity. Under this strategy, employees may discontinue isolation and return to work upon achieving the following conditions:

- Resolution of fever without the use of fever-reducing medications;
- Improvement in respiratory symptoms (e.g., cough, shortness of breath); **and**
- Two consecutive negative results from COVID-19 tests conducted at least 24 hours apart and in accordance with the current FDA/CDC-recommended procedure.

Under the symptom-based strategy, employees may discontinue isolation and return to work upon achieving the following conditions:

- At least 24 hours have passed since recovery defined as resolution of fever without the use of fever-reducing medications;
- Improvement in respiratory symptoms (e.g., cough, shortness of breath); **and**
- At least 10 days have passed since symptoms first appeared.

Employees who came into close contact with a COVID-19 case must quarantine for 14 days since last date of close contact. Employees who live in the same house as the COVID-19 positive person are to remain out of school while the household member is in isolation (10 days). The student must continue in quarantine for 14 days after the last date of close contact after household member’s isolation

Employees are typically required to submit a release to return to work from a healthcare provider; given the current stressors on the healthcare system, Company may accept written statements from employees confirming all the factors supporting their release.

3. Workplace Flexibilities and Potential Benefits for Employees Affected by COVID-19

Company employees will use their accumulated paid time off for absences. There is also an option to solicit donation of days from other employees. Company will work with employees to create a plan to help them through their unpaid leave.

In addition, employees may be eligible for paid and unpaid leaves of absence.

Employees may be permitted to utilize available paid-time off provided under Company policy concurrently with or to supplement any approved leave.

a. FFCRA

Employees may qualify for two different types of paid leave under the Families First Coronavirus Response Act (“FFCRA”).

Under the Emergency Paid Sick Leave Act (“EPSLA”), employees may seek up to two weeks (i.e., 10 business days) of paid leave for the following reasons:

1. Subject to a Federal, State, or local quarantine or isolation order related to COVID-19;
2. Advised to self-quarantine due to concerns related to COVID-19;
3. Experiencing symptoms of COVID-19 and seeking a medical diagnosis;
4. Caring for an individual subject to a quarantine or isolation order or advised to self-quarantine due to concerns related to COVID-19;
5. Caring for a son or daughter whose school or childcare provider is closed or unavailable due to COVID-19 precautions; and
6. Experiencing any other substantially similar condition specified by the Secretary of Health and Human Services, in consultation with the Secretary of the Treasury and the Secretary of Labor. (Please note, the Secretary of Health and Human Services has not defined conditions which trigger this subpart under the EPSLA.)

For full-time employees, two weeks of leave equates to 80 hours; for part-time employees, two weeks of leave equates to a number of hours equivalent to the number of hours usually worked in a two-week period.

Paid leave for reasons 1, 2, and 3, above, is paid at the employee’s regular rate of pay, capped at \$511/day. Paid leave for reasons 4, 5, and 6, above, is paid at a rate equivalent to two-thirds of an employee’s regular rate of pay or minimum wage, whichever is greater, capped at \$200/day.

Under the Emergency Family and Medical Leave Expansion Act, employees may seek up to twelve weeks of leave to care for a son or daughter whose school or childcare provider is closed or unavailable due to COVID-19 precautions. The first two weeks of leave, which run concurrently with the EPSLA leave, may be unpaid; the remaining ten weeks of leave are paid at a rate equivalent to two-thirds of an employee’s regular rate of pay or minimum wage, whichever is greater, capped at \$200/day.

b. Executive Order 2020-36

Employees who require leave beyond the EPSLA because of their own COVID-19 diagnosis/symptoms, or because they have had close contact or live with an individual with a COVID-19 diagnosis/symptoms, may be eligible for unpaid leave under Executive Order 2020-36 until permitted thereunder to return to work.

c. Unemployment Compensation Benefits

Under Executive Order 2020-76, and the federal CARES Act, unemployment compensation benefits are expanded in terms of eligibility, amount, and duration.

Employees who are unable to report to work for reasons related to COVID-19 are referred to Human Resources for information on unemployment compensation benefits. Such reasons include the following:

1. Being under self-isolation or self-quarantine in response to elevated risk from COVID-19 due to being immunocompromised;
2. Displaying at least one of the principal symptoms of COVID-19 (i.e., fever, atypical cough, atypical shortness of breath);
3. Having close contact in the last 14 days with a confirmed COVID-19 diagnosis;
4. Needing to care for someone with a confirmed COVID-19 diagnosis; and
5. Fulfilling a family care responsibility as a result of a government directive (e.g., caring for a child whose school or childcare provider is closed or otherwise unavailable due to COVID-19).

d. FMLA and ADA

Employees may be entitled to unpaid leave under the Family and Medical Leave Act (“FMLA”) if their absence is related to their own serious health condition or that of a family member. COVID-19 may constitute a serious health condition where “complications arise.”

Company is also mindful of its obligations under the Americans with Disabilities Act (“ADA”). Specifically, if an employee requests an accommodation because of a condition that may be complicated by COVID-19 (e.g., cystic fibrosis, emphysema, COPD), then Company engages in the interactive process to provide a reasonable accommodation. This may mean allowing the employee to work remotely (if reasonable) or work an alternative schedule.

4. Plan Updates and Expiration

This Plan responds to the COVID-19 outbreak. As this pandemic progresses, Company will update this Plan and its corresponding processes.

This Plan will expire upon conclusion of its need, as determined by Company and in accordance with guidance from local, state, and federal health officials.

Help Protect Yourself and Others from COVID-19



Stay 6 feet from others



Wear a cloth face covering



Wash your hands often



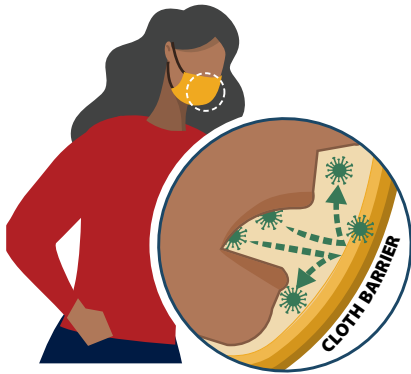
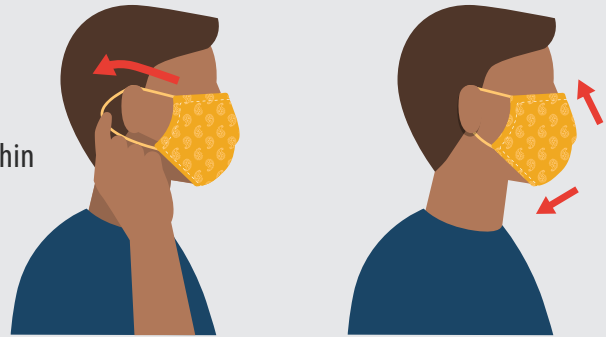
cdc.gov/coronavirus

How to Safely Wear and Take Off a Cloth Face Covering

Accessible: <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>

WEAR YOUR FACE COVERING CORRECTLY

- Wash your hands before putting on your face covering
- Put it over your nose and mouth and secure it under your chin
- Try to fit it snugly against the sides of your face
- Make sure you can breathe easily
- Do not place a mask on a child younger than 2

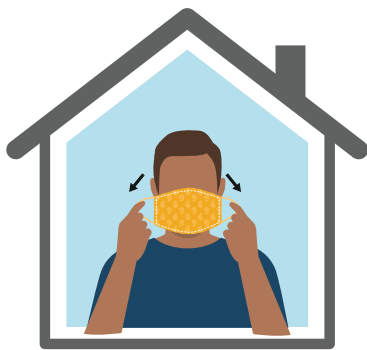


USE THE FACE COVERING TO HELP PROTECT OTHERS

- Wear cloth face coverings in public settings and when around people who don't live in your household, especially when other social distancing measures are difficult to maintain
- Don't put the covering around your neck or up on your forehead
- Don't touch the face covering, and, if you do, clean your hands

FOLLOW EVERYDAY HEALTH HABITS

- Stay at least 6 feet away from others
- Avoid contact with people who are sick
- Wash your hands often, with soap and water, for at least 20 seconds each time
- Use hand sanitizer if soap and water are not available



TAKE OFF YOUR CLOTH FACE COVERING CAREFULLY, WHEN YOU'RE HOME

- Untie the strings behind your head or stretch the ear loops
- Handle only by the ear loops or ties
- Fold outside corners together
- Place covering in the washing machine
- Wash your hands with soap and water



Cloth face coverings are not surgical masks or N-95 respirators, both of which should be saved for health care workers and other medical first responders.

For instructions on making a cloth face covering, see:

[cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)

ACKNOWLEDGMENT

By signing below, Employee acknowledges receipt of and training on the following:

- Company's COVID-19 Preparedness and Response Plan;
- CDC's "How to Protect Yourself and Others" poster; and
- CDC's "How to Safely Wear and Take Off a Cloth Face Covering" poster.

Employee understands it is his/her responsibility to review and understand the above. Employee acknowledges and agrees that he/she will comply with all safety and COVID-19 procedures implemented by Company.

Employee

Date