Covenant House Academy COVID-19 Preparedness and Response Plan

Address of School District: 1450 25th Street, Detroit, MI 48216

District Code Number: 82991

Building Code Number(s): 89621 (East), 09649 (Central), 09624 (Southwest)

District Contact Person: Mr. Terrence George, Superintendent

District Contact Person Email Address: tgeorge@chayvs.org

Local Public Health Department: City of Detroit

Local Public Health Department Contact Person Email Address: dhdoutbreak@detroitmi.gov

Name of Intermediate School District: Wayne Regional Educational Support Services Agency

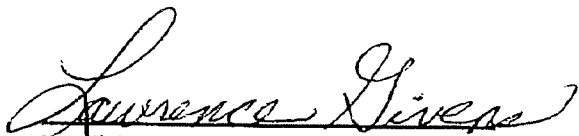Name of Authorizing Body: Grand Valley State University

Date of Adoption by Board of Directors:

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.

Laurence Givens

President of the Board of Directors

_8/6/20_

Date

Introduction and Overview

MISSION STATEMENT

The Covenant House Academies provide at-risk youth in our communities with new opportunities to earn a high school diploma, improve their life skills, and the academic foundation to continue on to higher education or post-secondary skills training. Aided with a compassionate and caring staff, the schools prevent poverty, underachievement and homelessness while offering hope, encouragement and a better chance for future success.

GUIDING PRINCIPLES

1. CHA students do better at school than remotely, due to the structure, guidance and support we provide.
2. CHA students and their families are at high risk for COVID-19 by virtue of geography, race, and income.
3. Safety of students and staff is paramount in every decision.
4. Reduced student movement = reduced risk of transmission.

INTRODUCTION

"The novel coronavirus (COVID-19) is a respiratory disease that can result in serious illness or death. It is caused by a new strain of coronavirus not previously identified in humans and easily spread from person to person. There is currently no approved vaccine or antiviral treatment for this disease." (Michigan Governor Executive Order 20-142)

Since the closure of school buildings in Mid-March, Covenant House Academy has worked to keep students supported through weekly mobile food pantries, weekly wellness check-ins, counseling supports, and resources to social services. Academically, more than 35% of CHA students received a computing device to continue working in our online curriculum and a number received assistance in setting up Internet connectivity in the home. All instructors held regular office hours, and many worked with students outside

the normal school day, often at night and on weekends. In spite of these supports, many of our students have struggled over the past four months. Many students have lost family members, and some have been hospitalized for COVID. At least one student spent weeks in a medically-induced coma, and two former students died in car accidents while with current CHA students.

To prepare for the reopening of schools, the district formed a committee of administrators, teachers and staff in early June to begin answering critical questions and forging a plan. Four subcommittees focused on the following areas: 1) Safety and Sanitation, 2) Operations, 3) Contingencies ("what-ifs") and 4) Communications.

The work of our Reopening Committee was informed by guidance from the State of Michigan, Grand Valley State University, and an untold amount of literature, research, and webinars/meetings. In addition, concerns and suggestions were solicited from all staff via survey and staff meeting discussions. Lastly, students and parents were surveyed to ascertain their biggest concerns and gather their recommendations. This input from staff, students and parents greatly influenced the final plan presented here.

The Reopening Committee will monitor implementation of this plan throughout the school year, refining procedures and incorporating new research findings as they become available.

Terrence M. George

Superintendent
Covenant House Academy Detroit
August 3, 2020

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

Phase 1, 2, or 3 Safety Protocols
> **Note:** *Italicized text from MI Safe Start*, *with Y, N or NA indicating inclusion in plan*

1-1-1.   Personal Protective Equipment and Hygiene.
REQUIRED
- *Schools are closed for in-person instruction.* **[Y]**

1-1-2.   Spacing and Movement.
REQUIRED
- *Schools are closed for in-person instruction.* **[Y]**
- *School buildings may continue to be used by licensed childcare providers, if providers follow all emergency protocols identified by the state.* **[Y]**
- *School employees and contractors are permitted to be physically present in school buildings for the purposes of conducting basic school operations, including remote live instruction, as determined by school administrators.* **[Y]**

    a. Building access closed to all except District employees or contractors necessary to conduct minimum basic school operations.
       i.   Food operations in the buildings are closed.
      ii.   All after school activities are closed.
     iii.   District will arrange and publish food bank dates/locations at the schools to the community.
     iv.   The District does not have an athletic program nor operate any type of busing/transportation.
      v.   The District does not have a childcare program.
     vi.   Face masks are required at all times in the building.
    b. The one campus with a daycare (Southwest) will follow the emergency protocols established by the state.

1-1-3.   Screening Students.
REQUIRED
- *Schools are closed for in-person instruction.* **[Y]**

1-1-4. Responding to Positive Tests Among Staff and Students.
REQUIRED

- *Schools are closed for in-person instruction.* ***[Y]***

1-1-5. Food Service, Gathering and Extracurricular Activities.
REQUIRED

- *Schools enact food distribution programs.* ***[Y]***
- *All inter-school activities are discontinued.* ***[NA]***
- *After-school activities are suspended.* ***[NA]***

a. The District coordinates regular food distributions for student families and the public in collaboration with Gleaners Community Food Bank.
b. The District website links to lists and maps of food pantries and school distribution sites so that families can find the nearest source of food.

1-1-6. Athletics.
REQUIRED

- *All athletics are suspended.* ***[NA]***

a. The District does not have an athletic program.

1-1-7. Cleaning.
REQUIRED

- *Schools are closed for in-person instruction, and cleaning practices are adjusted to maintain school building functional order.* ***[Y]***

a. Contractor will conduct level one cleaning for all closed buildings on a regular basis when no one is entering the facilities. Level one includes:
   i. Wear disposable gloves to clean and disinfect.
   ii. Additional personal protective equipment (PPE) might be required based on the cleaning/disinfectant products being used and whether there is a risk of splash.
   iii. Gloves and gear should be removed carefully to avoid contamination of the wearer and the surrounding area.
   iv. Keeping surface wet for a period of time (see product label).
   v. Have good ventilation during use of cleaning product.

      vi.   Wear skin protection and consider eye protection for potential splash hazards.

     vii.   Use UV light wand on keyboards, tablets, and phones.

b. Contractor will conduct level one and level two cleaning for each active building at the end of each day of use. Level two includes:

      i.   Clean surfaces using soap and water, then use disinfectant.

     ii.   Clean and disinfect community spaces.

    iii.   Practice routine cleaning of frequently touched surfaces; Tables. doorknobs, water fountains, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, sinks, etc.

1-1-8.   Busing and Student Transportation.

REQUIRED

- _All busing operations are suspended._ **[NA]**

a. The District does not conduct transportation operations.

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

Note: *Italicized text from MI Safe Start*, *with Y, N or NA indicating inclusion in plan*

1-2-1. Mental Health.

<u>*STRONGLY RECOMMENDED*</u>

- *Schools should implement a mental health screening for all students by a trained professional, if possible. Any screening should be compliant with HIPAA and FERPA policies. Screening instructions (offered verbally to younger students) should provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines.* **[Y]**
- *Establish and communicate guidelines to all staff regarding identification and rapid referral of at- risk students to appropriate building-level support teams.* **[Y]**
- *Provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk, proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.* **[Y]**
- *Establish a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of a school staff member).* **[Y]**
- *Compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that reference school and community wellness resources.* **[Y]**
- *Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.* **[Y]**
- *Provide resources for staff self-care, including* <u>resiliency strategies</u>*.* **[Y]**
- *Designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners.* **[Y]**
- *Leverage MDE resources for student and staff mental health and wellness support.* **[Y]**
- *Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).* **[Y]**

- *Communicate with parents and guardians, via a variety of channels, return to school transition information including:*
  - ☐ *Destigmatization of COVID-19.* **[Y]**
  - ☐ *Understanding normal behavioral response to crises.* **[Y]**
  - ☐ *General best practices of talking through trauma with children.* **[Y]**
  - ☐ *Positive self-care strategies that promote health and wellness.* **[Y]**

a. Mentorship Program.
    i. Each student is assigned an adult mentor.
    ii. The mentor will make phone contact with the student and guardian on a weekly basis.
    iii. The mentor will ask about
        1. Welfare
        2. Needs
        3. Academics
    iv. The mentor will refer the student to the appropriate point of contact (Social Worker, Staff members, outside agencies, etc.) as needs are ascertained.
    v. The mentor will record the conversation in the District's Mentor Communication Log.
    vi. The mentor will contact the Social Worker of any crisis situation or circumstances as soon as possible.
    vii. The Administrative Team and Social Worker will review the log for follow-up and any actions required on a daily basis.
    viii. Staff members will seek out students who are not being reached by telephone to establish contact, inform the mentor, and address the well-being needs of the student. Staff members will complete the Communication Log for each attempted contact and results.
b. Grief/Trauma.
    i. The District formed a grief/trauma team consisting of school social workers and counselors primarily.
        1. The team trains the staff in grief/trauma protocols for the District.
        2. The team develops the curriculum based upon training and needs of the schools.
        3. The team conducts any required grief or trauma relief for students or staff as needed.

4. Provides strategies for students, parents, and staff in dealing with trauma and grief.
    ii. All staff completed level one training provided by STARR Commonwealth for being a trauma informed school in May 2020.
    iii. Each school will have a certified trauma-informed trainer to train new staff.
c. District Social Workers.
    i. The Social Workers and District will serve as the informational hub for maintaining a list of wellness resources. Resources will also be posted on the District's website.
    ii. Provide resources for staff self-care, including resiliency strategies.
    iii. Leverage MDE resources for mental and emotional health Mental Health Resources.
    iv. Serves as the mental health liaison who works with the District, local public health agencies, and community partners.
    v. Assist in monitoring District email hotline.
d. Communications.
    i. District posts on website infographics and videos about how COVID19 operates.
    ii. Each school's main telephone line and social worker email are used for stakeholders mental health concerns.
    iii. District shares mental health resources via website, emails, twitter, Edulink, school information system, and student learning management system (Clever/Edmentum).
    iv. The District will conduct periodic surveys of all stakeholders (Students, Parents, Staff) to gauge and help evaluate the policies and protocols).
    v. The District will host virtual Town Halls for stakeholders; two during the day and two during the evening.
    vi. The District will utilize all forms of communication to maximize information/dissemination:
      1. District website
      2. District Social Media (Facebook, Twitter, etc.)
      3. Parent Emails
      4. Staff calling/texting students
      5. Edulink
      6. Postal mail

Phase 1, 2, or 3 Instruction

Note: *Italicized text from MI Safe Start*, *with **Y**, **N** or **NA** indicating inclusion in plan*

1-3-1. Governance.

STRONGLY RECOMMENDED

- *Create a district Return to Instruction and Learning working group, potentially led by the Director of Curriculum, Chief Academic Officer or the equivalent, and composed of a broad group of stakeholders on the district and school level, 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.* **[Y]**
  - ☐ *Revise the district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness.* **[Y]**
  - ☐ *Share the district's remote learning plan with all involved stakeholders.* **[Y]**

a. The District superintendent, assistant superintendent, curriculum director, principals, facilities contractor, teacher-leaders, teachers, and staff formed the reopening and return to instruction team.
b. The District solicited student and parent input via survey and solicitation on the school's web site to incorporate into planning and lessons learned. The District will solicit stakeholder input.
c. Once approved, the plan will be posted on the school's web site along with a scheduled (AM/PM) town hall meeting for all stakeholders.

1-3-2. Remote learning.

STRONGLY RECOMMENDED

- *Ensure that remote learning plans, revised based on feedback and input from school leaders, educators, families, and students, are distributed to all involved stakeholders in their home language. Create opportunities for ongoing feedback.* **[Y]**
- *Activate remote 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.* **[Y]**
- *Support schools to assess every student in grades pre-K - 12 during the first few weeks of school, using a screener, diagnostic, or formative*

assessments that can be given online or conducted virtually, to understand where students are academically and inform instructional decisions for teachers, students, and families. **[Y]**

- *Review students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers to reflect the child's needs based on assessment data and parent feedback, and design accommodations and match services accordingly.* **[Y]**
  - *Commence online intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and career and technical education.* **[Y]**
  - *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.* **[Y]**
- *Secure supports for students who are transitioning to postsecondary.* **[Y]**
- *Conduct checkpoints with school leaders around curriculum and instruction and ongoing monitoring of student progress, specifically honing in on the progress of students in need of additional support.* **[Y]**
- *Remain connected with MDE about policies and guidance.* **[Y]**
- *Develop a continuation of services plan for students needing occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.* **[Y]**

a. All school content will be remote access utilizing the current curriculum learning management system. It will be the same system used in the classroom by teachers for in-person instruction as an alternative high school.
b. Remote learning requires a student to have a device capable of accessing the Internet.
c. If a student does not have a device, the school will issue a device. The student/parent assumes liability.
d. Potential Internet access points, besides a student's home, will be provided. The school will share any internet promotional offers for free or reduced rates from reliable providers and facilitate set-up.

e. School staff will ascertain a student's access to a device per the assigned list. Each building will work with the District to get a device and connectivity as needed.

f. Staff members will deliver devices and students will sign for them with the expectation of both daily use and proper care until returned.

g. Mentors and course teachers will monitor student use of the online curriculum and coursework via the learning management system (Edmentum). Teachers will encourage students to continue to be engaged and complete work. The teacher will also share work progress with the student's mentor for potential subsequent conversations.

h. Students will take the NWEA MAP and possibly the NWEA Screener to better understand where students are academically and inform instructional decisions for teachers, students, and families.

i. Mentors and course teachers will take particular note of those students not engaged or completing coursework on a weekly basis. Parents/guardians will be included in conversations about any student whose work is less than the minimum required set by the District.

j. Teachers will provide timely feedback on student work completed.

k. Students should assess their own work when the curriculum or teacher directions provide the opportunity.

l. Coursework. The District follows the Michigan Merit Curriculum and graduation requirements.

m. Final Exams.
  i. Students wishing to take course final exam will coordinate with the teacher to "open" the test AFTER they have satisfied the teacher's course completion expectations.
  ii. ENGLISH. Final exams will remain locked. Students must contact their teacher when they are ready for the exam. In addition to the written exam, there will be an oral exit interview and project.
  iii. MATH. Final exams will remain locked. Students must contact their teacher when they are ready for the exam. In addition to the written exam, there will be an oral exit interview.
  iv. SOCIAL STUDIES. Final exams will remain locked. Students must contact their teacher when they are ready for the exam. In addition to the written exam, there will be an oral exit interview.
  v. SCIENCE. Final exams will remain locked. Students must contact their teacher when they are ready for the exam. In addition to the written exam, there will be an oral exit interview and project.

1-3-3. Communication & Family Supports.
STRONGLY RECOMMENDED
- *Implement any additional communication systems needed to reach every family and student in their home language through multiple modes (e.g., text, call, email, home visit) to share:*
    - *Expectations around the duration of the closure and reopening;* **[Y]**
    - *Decisions about grade-level proficiencies, modes of assessment and feedback, daily instructional time, and estimated workload. This should be done in collaboration with local bargaining units;* **[Y]**
    - *Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child; and* **[Y]**
    - *Training on accessing and using the school's digital systems and tools, and workshops for families to build digital literacy.* **[Y]**

   a. Communicate with all stakeholders:
      i. The District will share expectations of closure duration and reopening.
      ii. The District will have infographics to explain the Edmentum curriculum and assessments.
      iii. The District will share staff and teacher availability times.
      iv. The counselors and teachers will share estimated workload and expectations about signing in and completing course activities.
      v. The counselors will share best practices for family support of learning at home.
      vi. The District will have infographics and help desk hours on "How-to" access the school's digital systems and tools.

1-3-4. Professional Learning.
STRONGLY RECOMMENDED
- *Continue to provide professional learning and training through virtual modes for educators to:*
    - *Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education;* **[Y]**
    - *Share knowledge, continuously learn, and exchange ideas, successes and failures around remote learning;* **[Y]**
    - *Share information and data about students' assessment results, progress, and completed assignments;* **[Y]**

- o *Learn how to use the school's digital systems and tools appropriately and sustainably; and [Y]*
- o *Build capacity around high-quality remote learning. [Y]*

a. The District will conduct professional development. Topics will include:
   i. Restorative supports
   ii. Learning equity and implicit bias
   iii. Social-Emotional learning
   iv. Culturally responsive education
   v. Data to inform
   vi. Using the Learning Management System (Edmentum)
b. Share information data regarding student assessments, learning needs, progress, completing course activities.
c. The District completed training for becoming a Trauma Informed School system.
d. Using school data systems.
e. Continue to utilize subject-PLCs for collaboration and development of a week's worth of supplemental/reinforcement/enrichment instruction/workload for students on a regular basis.

1-3-5. Monitoring.
STRONGLY RECOMMENDED
- *Activate plans to monitor and assess the following:*
  - o *Connectivity and Access:*
    - ▪ *Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork. [Y]*
  - o *Attendance:*
    - ▪ *Develop systems to monitor and track students' online attendance on a daily basis. [Y]*
  - o *Student Work:*
    - ▪ *Teachers will assess the quality of student work and provide feedback to students and families. [Y]*
    - ▪ *Students will self-assess the quality of work, reflect on teacher feedback, and learning progress. [Y]*

a. Mentors and course teachers will monitor student use of the online curriculum and coursework via the learning management system (Edmentum). Teachers will encourage students to continue to be

engaged and complete work. The teacher will also share work progress with the student's mentor for potential subsequent conversations.

b. Mentors and course teachers will take particular note of those students not engaged or completing coursework on a weekly basis. Parents/guardians will be included in conversations about any student whose work is less than the minimum required set by the District.

c. Teachers will provide timely feedback on student work completed.

d. Students should assess their own work when the curriculum or teacher directions provide the opportunity.

e. Technology points of contact will be listed for each school on the District's and individual school's websites:

    i. Technology Support/Help Desk: Lead Teacher

    ii. Internet Support: District Parent/Community Engagement Liaison

    iii. Curriculum Support: Teacher

f. Special Education

    i. Special education teachers will contact their caseload students to review their learning and accommodation needs.

    ii. Special education will review students IEPs/504s and review with that student's teachers for accommodations and health issues.

    iii. Special education will record the contact in the Mentorship Communications Log.

    iv. Special education will coordinate, communicate, and collaborate with of the teachers of their caseload students for the learning accommodations.

    v. Special education teachers will conduct planning meetings with their student caseload's regular education teachers to review learning and needs. They will document and include in the student's file. Also, they will have a meeting with the building administration regarding special education students.

    vi. Special education teachers will coordinate supports for students who are transitioning out of the school (transferring or postsecondary).

    vii. Special education teachers will develop a continuation of services plan for students needing occupational, physical, and/or speech and language therapy.

    viii. Special education teachers will remain current with MDE policies and guidance.

Phase 1, 2, or 3 Operations

> **Note:** *Italicized text from MI Safe Start*, *with **Y**, **N** or **NA** indicating inclusion in plan*

1-4-1. Facilities.

<u>STRONGLY RECOMMENDED</u>

- *Audit necessary materials and supply chain for cleaning and disinfection supplies.* **[Y]**
- *Continue to maintain schools in good working order to prepare for the subsequent return of students.* **[Y]**
- *Execute school cleaning and disinfection protocols according to the <u>CDC School Decision Tree</u>.* **[Y]**
- *Custodial staff are recommended to wear surgical masks when performing cleaning duties.* **[Y]**
- *ISDs and schools should create a contingency plan to coordinate the use of school buildings for essential actions including elections, food distribution, and childcare, particularly for essential workers.* **[Y]**
- *Coordinate with <u>Local Emergency Management Programs</u> (LEMP) for support with procurement of cleaning and disinfection supplies.* **[Y]**

a. Custodial contractor maintains cleaning and disinfection supplies at each building. Custodial services will also coordinate with Local Emergency Management Programs for support for procurement of cleaning and disinfection supplies.
b. District and Covenant House Michigan continue to maintain each school's physical plant and grounds.
c. Custodial staff conduct level one and two cleanings (see section 1-1-7).
d. District coordinated with Gleaners Community Food Bank for food distribution plan.
e. District coordinates with Wayne Country RESA and Detroit Health Department.

1-4-2. Technology.

<u>STRONGLY RECOMMENDED</u>

- *Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.* **[Y]**
- *Designate a single point of contact in each school to plan and communicate with district technology teams.* **[Y]**
- *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. **[Y]**

- 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. **[Y]**
- Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet. **[Y]**
- Where practical given demands on parents or guardians, consider identifying family technology liaisons to support communication regarding the use of technology and serve as a "help desk." **[Y]**
- Develop district-wide procedures for return and inventory of district-owned devices as part of a return to school technology plan. The procedures should include:
  - Safely bagging devices collected at schools; **[Y]**
  - <u>Sanitizing the devices</u> prior to a repair or replacement evaluation; **[Y]**
  - Ordering accessories that may be needed over the summer; and **[Y]**
  - Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement. **[Y]**
- Identify an asset tracking tool. **[Y]**
- Identify a vendor to assist with processing, returning, and maintaining devices, if needed. **[Y]**
- Develop on-site triage of staff and student devices to minimize the time that staff may be without a device. **[Y]**
- Prepare the Infrastructure Evaluation process. Every WiFi access point and wired network device should be tested. **[Y]**
- Develop a technology support plan for families. **[Y]**
- Continue to monitor device usage and compliance with online learning programs. **[Y]**
- Provide support programs to ensure that students and families can access online teaching and troubleshoot problems with access. **[Y]**
- Ensure that students can submit assignments and be evaluated accordingly. **[Y]**
- Schedule ongoing staff training on platforms and tools. **[Y]**
- Review and update (as needed) relevant technology policies including data privacy policies, acceptable use policies, and policies related to

accidental damage, theft, and loss of technology. **[Y]**

- *Ensure every student has access to the appropriate technology and connectivity needed to continue learning.* **[Y]**

a. The District will survey families regarding their need for devices and Internet access at the beginning of the year and as additional students transfer into the school.
b. The Lead Teacher of each school will be part of the District technology team determining technology needs, management, and future recommendations. The Lead Teacher also serves as the students' technology support for devices and website program access/functions. If the Lead Teacher cannot resolve the issue, it is elevated by them to the District Curriculum Director. If it is an Internet connectivity issue, it is elevated to the District Parent and Community Engagement Liaison.
c. The District schools are designed for online learning, either in-person or remotely. As such, there is not a need to train teachers on conducting remote learning as it is practiced as a matter of course every day.
d. Technology points of contact will be listed for each school on the District's and individual school's websites:
   i. Technology Support/Help Desk: Lead Teacher
   ii. Internet Support: District Parent/Community Engagement Liaison
e. Equipment Return
   i. The staff member will collect devices from students who
      1. Transfer out from the school
      2. Graduate
      3. Return to in-person schooling.
   ii. While wearing gloves, the staff member will inspect the equipment, make sure all components are both present and in working order.
   iii. Staff members will maintain inventory control and accountability of the equipment in accordance with the District asset tracking tool/document.
   iv. Upon returning equipment, it will be placed in a bag to be sanitized by the UV wand and appropriate cleaner.
   v. The staff member will identify accessories that may be needed and submit a purchase order to the principal.
   vi. Once the equipment is cleaned and all components present, the staff member will conduct maintenance on the device resetting to school/factory settings (removing personal settings, malware, etc.) for the next user upon issuance.

> vii. Missing or damaged equipment will be brought to the attention of the principal and the principal will review with District.
>
> viii. The student should complete a statement of what is missing or broken and the reasons why.

f. The school will utilize Macro Connect as a vendor to assist with student technology devices and management.

g. Macro Connect maintains and tests the District's network and Wi-Fi networks in all buildings.

h. If a student has a device that no longer functions, he or she coordinates with their mentor for a replacement.

i. Teachers and staff are available to assist during the normal school hours to assist any student or parent via phone, email, or Google/Zoom meeting.

j. Staff members, Lead Teacher, and District Parent/Community Engagement Liaison work with individual students and parents to support students with technology as identified/needed.

k. The District Technology Team reviews the District's technology policies (acceptable use, care, privacy, etc.) and ensures all applicable laws (FERPA, Privacy Act, etc.) are clearly identified and incorporated into the student handbook and made available to parents/guardians.

1-4-3. Budget, Food Service, Enrollment, and Staffing.

STRONGLY RECOMMENDED

- *Based on instructional programming, provide instructional resources and materials to staff and students as feasible.* **[Y]**
- *Work with MDE to understand flexibility with hiring and develop a plan to govern hiring in a remote environment.* **[Y]**
- *Ensure a plan for nutrition services and student meals is in place, and provide a list of alternative meal options to families.* **[Y]**
- *Solidify food service processes, device distribution, delivery sites, and communication plans as necessary.* **[Y]**
- *Define logistical expectations, including attendance expectations and time on schooling by grade level for students and teachers.* **[Y]**

a. Budget

    i. The District instructional program is online. Supplemental instructional resources are requested by teachers with connections to the curriculum.

      ii. The District is ordering additional technology to accommodate more students who may find themselves 100% remote learning without a device.

  b. Food Service

      i. The District is coordinating with food banks (Gleaners Food Bank) for weekly food deliveries at the District and another high school campus in lieu of attempting to serve lunches which is prohibitive due to student dispersal and transportation challenges surround our student population.

      ii. The District circulates dates and locations on websites, Edulink, emails, and other forms of social media on a scheduled, routine basis so families can plan accordingly in advance.

  c. Enrollment/Attendance Expectations

      i. Students are expected to complete at least 10-20 hours of engagement per week on their course.

      ii. Students are expected to complete at least two courses every seven weeks.

      iii. Students can be assigned up to two online course(s) at a time. They will not be scheduled for a new course until both courses are completed.

      iv. Teachers and staff are expected to be available to students and fellow staff during school hours during the work week via computer, phone, or meetings. Exceptions would be for school holidays and approved requests for personal time off.

  d. Staffing

      i. The District is working with their human resources contractor regarding hiring in a remote environment. All components of hiring (posting, screening, checking references, offering) remain the same, except interviews are done via videoconference.

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

Phase 4 Safety Protocols

Note: *Italicized text from MI Safe Start*, *with **Y**, **N** or **NA** indicating inclusion in plan*

4-1-1. Personal Protection Equipment.

<u>REQUIRED</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***. [Y]**
  - *PreK-5 and special education teachers should consider wearing clear masks.* **[NA]**
  - *Homemade facial coverings must be washed daily.* **[Y]**
  - *Disposable facial coverings must be disposed of at the end of each day.* **[Y]**
- *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.* **[Y]**
- *Facial coverings must always be worn in hallways and common areas by preK-12 students in the building except for during meals.* **[Y]**
  - *Any student that is unable*
    - *to medically tolerate a facial covering must not wear one.*
    - *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.* **[Y]**
  - *Homemade facial coverings must be washed daily.* **[Y]**
  - *Disposable facing coverings must be disposed of at the end of each day.* **[Y]**
  - *Note: Students with significant disabilities preventing the use of facial coverings are referred to forthcoming guidance from MDE.* **[Y]**

- *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. **[Y]***
- *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. [**NA]***

STRONGLY RECOMMENDED
- *Facial coverings should be considered for K-5 students and students with special needs in class- rooms. **[NA]***
- *Facial coverings should be considered for preK students and students with special needs in hallways and common areas. **[NA]***
- *Facial coverings are not recommended for use in classrooms by children ages 3 and 4. **[NA]***
- *Facial coverings should never be used on children under age 2. **[NA]***

a. Facial coverings must always be worn by all staff and students while in the building except for meals. This includes classrooms, hallways, offices, and common areas.
b. Visitors to the building must also wear a face mask while in the building. The school will provide a temporary one as needed and custodial personnel will disinfect at the end of the day.
c. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Homemade facial coverings must be washed daily.
d. The school will provide a disposable mask for anyone wishing entry that does not have a mask.
e. Disposable facial coverings must be disposed of at the end of each day.
f. Any staff member who cannot medically tolerate a facial covering must not wear one. The staff member will be provided a face shield. They will provide a doctor's note to their principal which will be deemed valid until the end of the current school year.
g. Any student who cannot medically tolerate a facial covering must not wear one. The school will provide an assigned face shield to those students. The face shield will be issued and collected each day. It will be sanitized after school each day. The student will provide a doctor's note to their principal which will be deemed valid until the end of the current school year.

h. Any student, staff member, or visitor that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering.

i. Any transportation provided by the school for students requires students and staff wear masks.

4-1-2. Hygiene.

REQUIRED

- *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).* **[Y]**
- *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.* **[Y]**

STRONGLY RECOMMENDED

- *Educate staff and students on how to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.* **[Y]**
- *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.* **[Y]**
- *Limit sharing of personal items and supplies such as writing utensils.* **[Y]**
- *Keep students' personal items separate and in individually labeled cubbies, containers, or lockers.* **[Y]**
- *Limit use of classroom materials to small groups and disinfect between use, or provide adequate supplies to assign for individual student use.* **[Y]**
- *Procure portable handwashing and/or hand sanitizing stations to set up throughout school buildings.* **[Y]**

a. Every classroom teacher will reinforce handwashing (at least 20 seconds soap and water) and hand sanitizer protocols at the beginning of class.

b. Inside each room's doorway will be a hand sanitizer for everyone's use. It will contain at least 60% alcohol.

c. Outside each classroom will be a hand sanitizer for everyone's use.

d. Conspicuously placed in the hallways will be hand sanitizers for everyone's use.
e. Everyone will use the hand sanitizer before entering a room and use the hand sanitizer when leaving a room.
f. Staff and students will use hand sanitizer coming into the building, mid-morning, after lunch, and leaving the building on a daily basis.
g. Signage (In rooms and halls):
    i. How to cough and sneeze into elbows.
    ii. Encouraging use of hand sanitizer.
    iii. Proper ways to wash hands.
    iv. Keeping social distance
    v. Limiting sharing of personal items (Pencils, phones, etc).
h. Outdoor signage (lawn signs):
    i. Reinforce masks, distancing, washing hands
i. Custodial services will ensure hand sanitizers, soap, and paper towels are in adequate supply mid-day and at the end of each school day.
j. Sneeze guard will be in all main offices and the District visitor welcome area. It will be cleaned daily by custodial services.
k. Schools will strive to meet the 6' separation.
l. Students will keep their bags, books, and personal items with themselves since there are no lockers. They will not share their property (include cell phones) or touch other student or staff property to avoid contamination.
m. Keep hand sanitizers away from fire or flame.
n. All students and staff will utilize hand sanitizer going into a room or office and use hand sanitizer leaving the room.
o. Additional key times to wash hands include:
    i. After blowing one's nose, coughing, or sneezing.
    ii. After using the restroom.
    iii. Before eating or preparing food.
    iv. After contact with animals or pets.
    v. Before and after providing routine care for another person who needs assistance.
p. Wash hands often with soap and water for 20 seconds.
    i. Always wash immediately after removing gloves and after contact with a person who is sick.
    ii. Hand sanitizer: If soap and water are not available and hands are not visibly dirty, an alcohol-based hand sanitizer that contains at least 60% alcohol may be used. However, if hands are visibly dirty, always wash hands with soap and water.

4-1-3. Space, Movement, and Access

STRONGLY RECOMMENDED

- *Space desks six feet apart in classrooms. Class sizes should be kept to the level afforded by necessary spacing requirements.* **[Y]**
- *In classrooms where large tables are utilized, space students as far apart as feasible.* **[Y]**
- *As feasible, arrange all desks facing the same direction toward the front of the classroom.* **[Y]**
- *Teachers should maintain six feet of spacing between themselves and students as much as possible.* **[Y]**
- *Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials.* **[Y]**
- *Post signage to indicate proper social distancing.* **[Y]**
- *Floor tape or other markers should be used at six- foot intervals where line formation is anticipated.* **[Y]**
- *Provide social distancing floor/seating markings in waiting and reception areas.* **[Y]**
- *Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.* **[Y]**
- *Adult guests entering the building should be screened for symptoms, wear a facial covering, and wash/sanitize hands prior to entering. Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building.* **[Y]**

RECOMMENDED

- *If a classroom has windows that can open, they should be open as much as possible, weather permitting. Considerations should be made for students with allergy-induced asthma.* **[Y]**
- *As able and appropriate, schools should try to cohort groups of students to isolated hallways or areas that can be monitored.* **[Y]**
- *As able, "specials" (like art, music, and library) should be brought to the classrooms instead of having students move to different locations.* **[Y]**
- *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 should partner with community organizations to identify safe spaces where children can engage virtually, especially if family members work and children cannot be home alone. **[Y]**

- *Efforts should be made to keep six feet of distance between people in the hallways. Staggered movements at incremental intervals should be used if feasible to minimize the number of persons in the hallways as able.* **[Y]**
- *Have staff monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.* **[Y]**
- *Where possible, physical education should be held outside and social distancing of six feet should be practiced.* **[NA]**
- *Boarding schools should seek guidance from MDHHS regarding spacing, movement, and facility access.* **[NA]**
- *Flow of foot traffic should be directed in only one direction, if possible. If one-way flow is not possible, hallways should be divided with either side following the same direction.* **[Y]**
- *Entrances and exits should be kept separate to keep traffic moving in a single direction.* **[N]**
    - o The facilities have the capability to monitor/control traffic so as to avoid simultaneous incoming/outgoing traffic. Due to physical layout, security, and lack of personnel, the facilities will operate one access point each.
    - o The District eliminated class changes and the entry/exit point will not be used at the same time.

a. Students, staff, and visitors enter building using one entrance monitored by the security guard while maintaining the 6' distance as marked on the pavement in single file manner. Family members and guests ae only allowed in school for extenuating circumstances and even then must wait in main office or conference room. The access point will operate as an entrance at the beginning of school and an exit point at the end of the school day. At no point will it have entering and exiting people at the same time.

b. Entry
    i. Students
        1. All students use one door to enter and leave the school.
        2. Students line up in a single file outside on marks 6' apart.

3. Staff conducts wellness check before entry into building
   a. Wellness Questionnaire (QR Code, Chromebook, or Paper)
   b. https://misymptomapp.state.mi.us/login
   c. Shows staff member green or red check screen to proceed.
   d. Staff get a daily report of who passed/failed and shared with department of health for contact tracing.
   e. Staff member asks health questions (and records on paper name, date, time, temp) if individual unable to use the Michigan Symptom Application:
      i. Since your last visit to a District facility, have you had a COUGH that cannot be attributed to another health condition?
      ii. Since your last visit to a District facility, have you had SHORTNESS OF BREATH that cannot be attributed to another health condition?
      iii. Since your last visit to a District facility, have you had a FEVER (100.4F or higher) that cannot be attributed to another health condition?
      iv. Since your last visit to a District facility, have you taken MEDICATION FOR A FEVER?
      v. Since your visit to a District facility, have you had TWO OR MORE of the following: (Chills, Headache, Muscle Pain, Sore Throat, Repeated shakes with chills, New loss of taste or smell)?
      vi. Within the last 14 days have you been in close contact (within 6 feet for at least 10 minutes) with anyone with a CONFIRMED OR SUSPECTED CASE of COVID-19?
   f. Temperature check (over 100.4 and send to doctor)
   g. Face mask check. Issues a mask if student does not possess or wearing. Must be wearing mask to enter.
   h. Student uses hand sanitizer
4. If student has temperature or fails questionnaire, does not come into building (see section 4-1-5).
5. Staff member conducts student Entry, Sign In, Inspection & Search

ii. Staff
1. All staff use one door to enter and leave the school.
2. Staff conducts wellness check before entry into building
   a. Wellness Questionnaire (QR Code, Chromebook, or Paper)
      https://misymptomapp.state.mi.us/login
   b. Shows staff member green or red check screen to proceed.

c. Staff get a daily report of who passed/failed and shared with department of health for contact tracing.
d. Staff member asks health questions (and records on paper name, date, time, temp) if individual unable to use the Michigan Symptom Application
   i. Since your last visit to a District facility, have you had a COUGH that cannot be attributed to another health condition?
   ii. Since your last visit to a District facility, have you had SHORTNESS OF BREATH that cannot be attributed to another health condition?
   iii. Since your last visit to a District facility, have you had a FEVER (100.4F or higher) that cannot be attributed to another health condition?
   iv. Since your last visit to a District facility, have you taken MEDICATION FOR A FEVER?
   v. Since your visit to a District facility, have you had TWO OR MORE of the following: (Chills, Headache, Muscle Pain, Sore Throat, Repeated shakes with chills, New loss of taste or smell)?
   vi. Within the last 14 days have you been in close contact (within 6 feet for at least 10 minutes) with anyone with a CONFIRMED OR SUSPECTED CASE of COVID-19?
3. Temperature check (over 100.4 and send to doctor)
4. Face mask check. Issues a mask if staff does not possess or wearing. Must be wearing mask to enter.
5. Staff uses hand sanitizer
6. Staff member keeps a log of screened staff each day.
iii. Visitors
1. All visitors use one door to enter and leave the school.
2. Staff conducts wellness check before entry into building
   a. Wellness Questionnaire (QR Code, Chromebook, or Paper)
   b. Staff member asks health questions (and records on paper name, date, time, temp)
      i. Do you have a COUGH that cannot be attributed to another health condition?
      ii. Do you have SHORTNESS OF BREATH that cannot be attributed to another health condition?
      iii. Do you have a FEVER (100.4F or higher) that cannot be attributed to another health condition?

    iv. Today, have you taken MEDICATION FOR A FEVER?

    v. Do you have TWO OR MORE of the following: (Chills, Headache, Muscle Pain, Sore Throat, Repeated shakes with chills, New loss of taste or smell)?

    vi. Within the last 14 days have you been in close contact (within 6 feet for at least 10 minutes) with anyone with a CONFIRMED OR SUSPECTED CASE of COVID-19?

  3. Temperature check (over 100.4 and send to doctor)

  4. Face mask check. Issues a mask if staff does not possess or wearing. Must be wearing mask to enter.

  5. Visitor uses hand sanitizer

  6. Staff keeps a log of visitors including name, date, time in, time out, purpose/area of visit.

  7. Parent meetings will occur in a separate room (i.e. conference room) that is a low traffic and exposure area.

 iv. Staff member will operate the touchless temperature check station at the entrance to the building.

 v. Staff member will have a hand-held, touchless thermometer to check students at request or randomly.

 vi. All staff will be COVID tested within one week of students' first day of school and provide documentation to their administrator.

 vii. Students will remain in their assigned classroom for the day to minimize exposure.

 viii. Indoor assemblies are prohibited.

 ix. Students will keep their bags, books, and personal items with themselves since there are no lockers. They will not share their property (include cell phones) or touch other student or staff property to avoid contamination.

 x. Students will not touch other students or staff at any time.

c. Dismissal / Exiting.

 i. Once dismissed, students will exit the building directly. They will be required to leave school grounds without any loitering.

 ii. Students who wish to leave earlier than the end of the day request to leave from their teacher. The teacher will notify the main office who will contact the parent/guardian for permission. The main office will advise the requesting teacher who will advise the requesting student. No student will be permitted to leave early unless contact and approval is provided. The student will remain in class.

    iii.   Students who live independently and wish to leave early will report to the main office. The main office will keep a record of the student leaving to include date, time, reason.

    iv.   Bus Tickets. Bus tickets will be available at the one entrance/exit point for signature and distribution for those eligible.

    v.   Where feasible, duct tape or decals will identify six feet of distance on the floor in main halls leading to/from exit as well as from a teacher's/staff member's desk. Floor markings will also be in the main office. Narrow hallways may be divided with one side all moving in the same direction to curtail exposure.

d. Classrooms will function as self-contained and students will remain in their assigned classroom for the day.

e. All students will attend school every day to start. Students will work at every other carrel or spaced out at tables to afford the six-foot social distance. When not feasible due to space and number of attending students, then sneeze guards will be used at tables. The carrels are fixed so they cannot be moved to face the same direction in the rooms. Tables will be arranged to maximize as much distance as possible between students and preferable facing the front of the room in the same direction.

f. If the District enrolls and has more students showing up for classes beyond capacity to maintain distances, then the school will consider moving to cohort model and divide students into two groups while having one group in class for a week and the other group working remotely (see section 1-3-2). The following week they would flip. The District and teachers will utilize Edmentum, Zoom, and Google Classroom for learning.

g. Teachers will maintain six feet of distance between students. They will utilize white boards, projectors, and technology to aid students as they work on online material.

h. Teachers will keep windows as open as possible to maximize air flow.

i. Teachers will only allow one student at time out of their classrooms for bathroom breaks and limit the time to less than 5 minutes. Security will monitor cameras and student movement striving to keep social distancing. Classrooms will dismiss in a staggered manner, controlling the number of students to maintain social distancing leaving the room.

j. Signage (In rooms and halls):
    i.   How to cough and sneeze into elbows.
    ii.   Encouraging use of hand sanitizer.
    iii.   Proper ways to wash hands.
    iv.   Keeping social distance
    v.   Limiting sharing of personal items (Pencils, phones, etc).

k. Outdoor signage (lawn signs):
   i. Reinforce masks, distancing, washing hands
l. Only one student will be allowed in the bathroom at a time. This will be enforced by a hallway monitor.
m. The additional duty of being a hallway monitor will be shared amongst the non-teaching staff. This person will have a desk in the hall in a vantage point to observe student movement and compliance. The duty will be rotated as each school leadership determines. It is the mission of the monitor to enforce the safety protocols for students, correct/record noncompliance, and report to the school leadership serious or repetitive noncompliance.
n. Teachers remain in the same classroom as much as possible to minimize movement and cross-contamination.
o. Students may use water dispensers in the classroom. The water fountain will be turned off.
p. Students will stay on their side of the hallway for one directional flow similar to two-way traffic lanes.

4-1-4. Screening Students and Staff.

REQUIRED

- *Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff.* **[Y]**

STRONGLY RECOMMENDED

- *Every school should identify and designate a quarantine area and a staff person to care for students who become ill at school.* **[Y]**
- *Students who become ill with symptoms of COVID-19 should be placed in an identified quarantine area with a surgical mask in place until they can be picked up. Identified school staff caring for these children should wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.* **[Y]**
- *Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines.* **[Y]**
- *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.* **[Y]**

RECOMMENDED

- *A monitoring form (paper or electronic) for screening employees should be developed. **[Y]***
- *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 should stay home and consider coronavirus testing if symptoms of COVID-19 are present. **[Y]***
- *Families are encouraged to monitor their children for symptoms of COVID-19. The presence of any symptoms, including cough or shortness of breath, should prompt the family to keep the student home from school and to follow up with a primary care provider. **[Y]***

a. The District will communicate with local health officials through Wayne RESA on a regular basis regarding protocols, illness, and best-practices.

b. Parents/guardians should conduct daily examination of their student. If they have a fever (100.4 or greater), are showing symptoms (cough, shortness of breath, etc.), or have had direct contact with COVID19 individual within the last 2 days, they should stay home, contact a doctor, and notify the school.

c. Staff should conduct daily self-examination. If they have a fever ((100.4 or greater), are showing symptoms (cough, shortness of breath, etc.), or have had direct contact with COVID19 individual within the last 2 days, they should stay home.

d. Everyone will be administered a wellness check (temperature and questionnaire), preferably immediately outside the building or immediately in the vestibule inside a building. The screening questionnaire can be completed via QR code or paper copy each time a person wishes entry into a District facility. A record will be kept electronically or paper by the staff.

e. Buildings use a COVID-19 screening questionnaire and a touchless thermometer either immediately outside of the building or immediately inside the building.

f. Individuals move in single file, with mask, and social distancing.

g. The security guard or staff member issues instructions to maintain safety protocols.

h. Sick Call Room

i.   Each building will have a designated room for students who become ill or develop a fever during the day; preferably closest to the building entrance.
ii.   The room will only have chairs for students, spaced 6' apart whenever possible.
iii. Students who failed the temperature or wellness check upon arrival and cannot get home can wait in the sick-call room until they can arrange transportation.
iv.   The staff member will supervise the room.
v.   Students are not permitted to leave the room other than depart the school.
vi.   Students may use the bathroom, but must be escorted and custodial personnel notified of their bathroom use so can be immediately disinfected.
vii. The room will receive a deep cleaning (Level Four) after each day's use.

4-1-5. Testing Protocols (Sick Student/Staff).

REQUIRED
- *Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff.* **[Y]**

STRONGLY RECOMMENDED
- *Students who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported by their parent or guardian, emergency contact, or ambulance if clinically unstable, for off-site testing.* **[Y]**
- *Staff who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported for off-site testing.* **[Y]**
- *Symptomatic students and staff sent home from school should be kept home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.* **[Y]**
- *Families should 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.* **[Y]**
- *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 less than six feet in close proximity to the student or staff member) so that they can be quarantined for 14 days at home.*

Students and staff should be closely monitored for any symptoms of COVID-19. 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. **[Y]**

RECOMMENDED
- *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.* **[Y]**
- *Parents and guardians are encouraged to monitor for symptoms of COVID-19. The presence of any unexplained symptoms, including cough or shortness of breath, should prompt the parent or guardian to keep the student home from school and to follow up with their primary care provider.* **[Y]**

a. The District will communicate with local health officials on a regular basis regarding protocols, illness, and best-practices.
b. Students
   i. Outside of building.
     1. Students who show up with a fever (100.4 or greater) or answer yes to the wellness questionnaire will be told to return home and come back after a 10 day self-quarantine period with a doctor's note demonstrating a negative for COVID19 test.
     2. The staff member will
       a. Collect contact information of any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at school.
       b. The student's name and date of the incident will be given to the main office.
     3. Isolate the student outdoors weather permitting, otherwise the sick-call room ensuring masked.
     4. The main office will inform the principal and contact the parent/guardian regarding the student sent home, the reason, and suggested safety protocols for self-quarantine while home. The availability of continuing remote learning will also be shared.
     5. Students with no means to return home in a timely manner, in coordination with the parent/guardians, will be placed on the next bus home. The student will be isolated in the sick room

until the bus time. The staff member will coordinate getting the student home.

6. The principal in turn will notify the District, school social worker, and HR (for contact tracing).
7. The District will notify local health officials.
8. The social worker will stay in contact with the student during the 10 days to provide social, emotion, and mental health support.
9. Communications
    a. The administrator notifies the District.
    b. The District notifies the health department.
    c. The administration will notify the building staff
    d. The administration notifies the parents and students of the school.

ii. <u>Inside of building</u>.
1. The staff member will
    a. Verify symptoms.
    b. Collect contact information of any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at school.
    c. The student's name and date of the incident will be given to the main office.
    d. Isolate the student in sick-call room ensuring masked.
    e. Notify the Staff member of need to supervise the student.
2. The main office will inform the principal and contact the parent/guardian regarding the student needing to be sent home, the reason, and suggested safety protocols for self-quarantine while home. The availability of continuing remote learning will also be shared.
3. The principal will notify the District, school social worker, and HR (for contact tracing).
4. The District will notify local health officials.
5. The social worker will stay in contact with the student during the 10 days to provide social, emotional, and mental health support.
6. Staff will coordinate with custodial for cleaning/disinfecting areas the student has touched or been two days before discovery, including their classroom.
7. Close the room to students and staff to until it can be filtered and cleaned.

a. This initial short-term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school. This allows the local health officials to help the school determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.

b. Discourage staff, students, and their families from gathering or socializing anywhere. This includes group childcare arrangements, as well as gathering at places like a friend's house, a favorite restaurant, or the local shopping mall.

8. Explain students are to continue their work remotely and how they will be notified of updates and changes.

9. Communications
   a. The administrator notifies the District.
   b. The District notifies the health department.
   c. The administration will notify the building staff
   d. The administration notifies the parents and students of the classroom and school.

c. Staff
   i. Outside of building.
      1. Staff who show up with a fever (100.4 or greater) or answer yes to the wellness questionnaire will be told to return home and come back after a 10 day self-quarantine period.
      2. A staff member will
         a. Collect contact information of any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at school.
         b. The staff's name and date of the incident will be given to the main office.
      3. The main office will inform the principal.
      4. The principal in turn will notify the District and HR (for contact tracing).
      5. The District will notify local health officials.
      6. The administration will stay in contact with the staff during the 10 days to provide social, emotion, and mental health support.
      7. Communications
         a. The administrator notifies the District.
         b. The District notifies the health department.
         c. The administration will notify the building staff

      d. The administration notifies the parents and students of the school.

8. Staff with symptoms will need to follow CDC guidelines.

ii. <u>Inside of building</u>.

1. A staff member will
   a. Verify symptoms.
   b. Collect contact information of any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at school.
   c. The staffs name and date of the incident will be given to the main office.
2. The main office will inform the principal.
3. The staff member will be sent home and encouraged to contact their doctor.
4. The principal will find out if the staff member wishes to continue remote teaching and gather course/records access.
5. The principal in turn will notify the District and HR (for contact tracing).
6. The District will notify local health officials.
7. The administration will stay in contact with the staff during the 10 days to provide social, emotion, and mental health support.
8. Staff will coordinate with custodial for cleaning/disinfecting areas the staff has touched or been two days before discovery.
9. Close the room to students and staff to until it can be filtered and cleaned.
   a. This initial short-term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school. This allows the local health officials to help the school determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.
10. Discourage staff, students, and their families from gathering or socializing anywhere. This includes group childcare arrangements, as well as gathering at places like a friend's house, a favorite restaurant, or the local shopping mall. Students are to continue their work remotely.
11. Communications
    a. The administrator notifies the District.
    b. The District notifies the health department.

      c. The administration will notify the building staff
      d. The administration notifies the parents and students of the school.
    12. Staff will need to follow CDC guidelines.

d.   Anyone who presents with antibodies in their system will be treated no differently and is not viewed as immune in accordance with the current science.

4-1-6. Responding to Positive Tests

REQUIRED

- *School will 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. [Y]*

STRONGLY RECOMMENDED

- *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. [Y]*
  - *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 should 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). [Y]*
- *Employees with a confirmed case of COVID-19 should 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. **[Y]**
- *Cleaning staff should wear a surgical mask, gloves, and a face shield when performing cleaning of these areas.* **[Y]**
- *If possible, smaller areas such as individual classrooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles.* **[Y]**

a. The District will communicate with local health officials information on the COVID-19 case and contact information while maintaining legal confidentiality.
b. A staff member will collect contact information of any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at school and share with District.
c. 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.
d. The District will provide guidance on student and staff communicable disease related information being protected health information.
e. Employees with a confirmed case of COVID-19 should only return to the workplace after they are no longer infectious per CDC guidelines.
f. The primary area of where the staff works will be closed until air is filtered or for 24 hours when possible. The closure is for cleaning by custodial personnel wearing mask, gloves, and face shield when cleaning.
g. Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, remote controls, etc.

4-1-7. Food Service, Gathering, and Extracurricular Activities.
REQUIRED
- *Prohibit indoor assemblies that bring together students from more than one classroom.* **[Y]**

RECOMMENDED
- *Classrooms or outdoor areas should be used for students to eat meals at school if distancing guidelines cannot be met.* **[Y]**

- *If cafeterias must be used, mealtimes should be staggered to create seating arrangements with six feet of distance between students.* **[NA]**
  - o *Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks.*
  - o *Students, teachers, and food service staff should wash hands before and after every meal.*
- *Students, teachers, and staff should wash hands before and after every event.* **[Y]**
- *Large scale assemblies of more than 50 students are suspended.* **[Y]**
- *Off-site field trips that require bus transportation to an indoor location are suspended.* **[Y]**
- *Recess should be conducted outside whenever possible with appropriate social distancing and cohorting of students. If more than one class is outside, students should wear facial coverings.* **[NA]**
- *If possible, school-supplied meals should be delivered to classrooms with disposable utensils.* **[Y]**
- *If possible, schools should offer telecasting of assemblies and other school-sanctioned events.* **[NA]**
- *Extracurricular activities may continue with the use of facial coverings.* **[NA]**

a. Food Service.
   i. Staff and students will eat in their classroom.
   ii. Lunches will be cooked in the kitchen and then will be brought to classrooms and trash deposited in the room.
   iii. Kitchen personnel will wash hands before and after preparing and serving. They will also use masks and gloves. Face shields optional.
   iv. Lunches will be served in staggered, cascading sequence using carts and student representatives. Meals will be individually wrapped and delivered with disposable utensils. Student representatives will wash hands before and in between each classroom delivery.
   v. Students and staff will maintain the required distance while eating.
b. Gatherings.
   i. Indoor assemblies are prohibited.
   ii. No classrooms may be combined.
   iii. Staff and students will wash their hands after every event.

iv.   Field trips are prohibited.
  c. Extracurricular Activities.
     i.   Extracurricular activities are prohibited.

4-1-8. Athletics.

REQUIRED

- *Comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).* **[NA]**
- *Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant should confirm that they are healthy and without any symptoms prior to any event.* **[NA]**
- *All equipment must be disinfected before and after use.* **[NA]**
- *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.* **[NA]**
- *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 be given to entry and exit points to prevent crowding.* **[NA]**
- *Each participant must use a clearly marked water bottle for individual use. There should be no sharing of this equipment.* **[NA]**
- *Handshakes, fist bumps, and other unnecessary contact must not occur.* **[NA]**
- *Indoor weight rooms and physical conditioning activities that require shared equipment are suspended. Outdoor physical conditioning activities are allowed while maintaining social distancing.* **[NA]**
- *Large scale indoor spectator events are suspended.* **[NA]**
- *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.* **[NA]**

  a. Covenant House Academy does not have an athletic program.

4-1-9. Cleaning.

REQUIRED

- *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. **[Y]**

- _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._ **[NA]**
- _Student desks must be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period._ **[Y]**
- _Playground structures must continue to undergo normal routine cleaning, but using an EPA- approved disinfectant is unnecessary._ **[NA]**
- _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._ **[Y]**
- _Staff must wear gloves, surgical mask, and face shield when performing all cleaning activities._ **[Y]**

   a.   Practice routine cleaning of frequently touched surfaces: tables, doorknobs, water fountains, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, sinks, etc.

   b.   High contact/traffic areas will be wiped down with disinfectant four times a day (at least every four hours): Before school, mid-morning, after lunch, and after school.

   c.   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.

   d.   Student desks must be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.

   e.   Cleaning supplies will be stored in the supply room.

   f.   Staff must wear gloves, face mask, and face shield when cleaning.

   g.   Clean/disinfect all sneeze guards daily.

   h.   Levels of cleaning.

      1. Level One.

         i.   Wear disposable gloves, mask, face shield to clean and disinfect.

      ii.   Additional personal protective equipment (PPE) might be required based on the cleaning/disinfectant products being used and whether there is a risk of splash.

     iii.   Gloves and gear should be removed carefully to avoid contamination of the wearer and the surrounding area.

     iv.   Keeping surface wet for a period of time (see product label).

      v.   Have good ventilation during use of cleaning product.

     vi.   Wear skin protection and consider eye protection for potential splash hazards.

    vii.   Use UV light wand on keyboards, tablets, and phones.

2. Level Two. Level One and…

      i.   Clean surfaces using soap and water, then use disinfectant.

     ii.   Clean and disinfect community spaces.

     iii.   Practice routine cleaning of frequently touched surfaces; Tables. doorknobs, water fountains, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, sinks, etc.

3. Level Three. Levels One, Two, and…

      i.   Additional personal protective equipment (PPE) might be required based on the cleaning/disinfectant products being utilized.

     ii.   Vapor treatment.

4. Level Four. Levels One, Two, Three, and…

      i.   Vacuum the space if needed. Use vacuum equipped with high-efficiency particulate air (HEPA) filter, if available.

     ii.   Use air filter scrubber as needed.

     iii.   Do not vacuum a room or space that has people in it. Wait until the room or space is empty to vacuum, such as at night, for common spaces, or during the day for private rooms.

     iv.   Consider temporarily turning off room fans and the central HVAC system that services the room or space, so that particles that escape from vacuuming will not circulate throughout the facility.

      v.   Once area has been appropriately disinfected, it can be opened for use.

     vi.   Others without close contact with the person who is sick can return to activities immediately after disinfection.

k. If more than 7 days since the person who is sick visited or used the facility, additional cleaning and disinfection is not necessary.

l. The District does not have libraries or a playground.

4-1-10. Busing and Transportation.
  <u>REQUIRED</u>
  - *Require the use of hand sanitizer before entering the bus. Hand sanitizer must be supplied on the bus. **[NA]***
  - *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 should be made on a case-by-case basis with local public health officials. **[NA]***
  - <u>*Clean and disinfect*</u> *transportation vehicles before and after every transit route. Children must not be present when a vehicle is being cleaned.* ***[NA]***
  - *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. **[NA]***
  - *Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily. **[NA]***
  - *Create a plan for getting students home safely if they are not allowed to board the vehicle. **[NA]***
  - *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. **[NA]***
  - *Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out. **[NA]***
  - *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. **[NA]***

  a. The District does not operate transportation services.

4-1-11. Medically Vulnerable Students and Staff
  <u>STRONGLY RECOMMENDED</u>
  - *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. **[Y]**

- *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. **[Y]***

<u>RECOMMENDED</u>

- *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.* **[Y]**
- *Staff caring for children and providing any medical care that include aerosol generating procedures (e.g., nebulizers) should have N95 masks.* **[NA]**
- *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. Meaningfully engage and consult with local bargaining units.* **[Y]**

a. Special education teachers will review students IEPs/504s and review with that student's teachers for accommodations and health issues.
b. Staff will review student records for any individual healthcare plans.
c. Staff will survey parents, students, and teachers for any students who have health vulnerabilities. Staff will develop protocols, working with the parents/guardians, for reducing the risk for this population.
d. The administration will identify 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 in coordination with the District human resources and superintendent.
e. Parents/Guardians can submit a written request to the principal to be a "remote learning student" in lieu of physically attending the school due to safety concerns.
f. The request will identify acceptance by the student and parent/guardian of the school's expectations and conditions
   1. Logging into account every week,
   2. Completing course activities every week,

3. Minimum of 10-20 hours per week of active engagement in the course.
4. Completing at least two courses every seven weeks.
5. Failure to meet the conditions may result in the student be disenrolled, but not until after major intervention attempts.

4-1-12. Noncompliance.
   a. Students will receive training on new procedures and expectations within the first days of returning. Teachers will ensure all their students are familiar with the new procedures and expectations.
   b. Students who refuse to comply with safety protocols will be asked to leave for the safety of other students and staff.
   c. Students will be specifically asked to comply once. If a student fails to comply, then administration and security will be notified.
   d. The teacher will write up failure to comply in MISTAR behavior.
   e. The administration and social worker will meet with the student and decide if the student will be sent home after contacting the parent/guardians.
   f. Students who are removed for noncompliance will be isolated from other students until a decision is made whether to send the student home or not.
   g. The administration will contact the parent/guardian to explain the situation and expectations.
   h. Staff members will provide bus tickets as necessary.
   i. The student will not be able to return until a conversation and agreement is made with the parents/guardian and student moving forward.
   j. Repeat offenders may have other consequences in accordance with the student handbook up to and including expulsion.
   k. Security will assist in removing students as necessary.

Phase 4 Mental & Social-Emotional Health
    Note: *Italicized text from MI Safe Start, with Y, N or NA indicating inclusion in plan*

4-2-1.   **Mental Health.** **(**Before Schools Reopen for In-Person or Hybrid Instruction)

STRONGLY RECOMMENDED
- *Encourage schools to implement a mental health screening for all students by a trained professional, if possible. Any screening should be compliant with HIPAA and FERPA policies.* **[Y]**
Screening instructions (offered verbally to younger students) should provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines.
- *Establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams.* **[Y]**
- *Provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk and proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.* **[Y]**
- *Encourage the identification of a point person or establish an access navigator to centralize mental health referrals, communications to families/ students, and public-facing wellness materials.* **[Y]**
- *Establish a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of a school staff member).* **[Y]**
- *Compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that references school and community wellness resources.* **[Y]**
- *Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.* **[Y]**
- *Provide resources for staff self-care, including resiliency strategies.* **[Y]**
- *Designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners.* **[Y]**
- *Leverage MDE resources for student and staff mental health and wellness support.* **[Y]**

- *Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).* **[Y]**
  - *Communicate with parents and guardians, via a variety of channels, return to school transition information including:*
  - *Destigmatization of COVID-19;*
  - *Understanding normal behavioral response to crises;*
  - *General best practices of talking through trauma with children; and*
  - *Positive self-care strategies that promote health and wellness.*

a. Mentorship Program.
   i. Each student is assigned an adult mentor.
   ii. The mentor will make phone contact with the student and guardian on a weekly basis.
   iii. The mentor will ask about
      1. Welfare
      2. Needs
      3. Academics
   iv. The mentor will refer the student to the appropriate point of contact (Social Worker, Staff members, outside agencies, etc.) as needs are ascertained.
   v. The mentor will record the conversation in the District's Mentor Communication Log.
   vi. The mentor will contact the Social Worker of any crisis situation or circumstances as soon as possible.
   vii. The Administrative Team and Social Worker will review the log for follow-up and any actions required on a daily basis.
   viii. Staff members will seek out students who are not being reached by telephone to establish contact, inform the mentor, and address the well-being needs of the student. The Staff member will complete the Communication Log for each attempted contact and results.
b. Grief/Trauma.
   i. The District formed a grief/trauma team consisting of school social workers and counselors primarily.
   ii. The team trains the staff in grief/trauma protocols for the District.
      1. The team develops the curriculum based upon training and needs of the schools.
      2. The team conducts any required grief or trauma relief for students or staff as needed.

      3. Provides strategies for students, parents, and staff in dealing with trauma and grief.

   iii. All staff completed level one training provided by STARR Commonwealth for being a trauma informed school in May 2020.

   iv. Each school will have a certified trauma informed trainer to train new staff.

c. District Social Workers.

   i. The Social Workers and District will serve as the informational hub for maintaining a list of wellness resources. Resources will also be posted on the District's website.

   ii. Provide resources for staff self-care, including resiliency strategies.

   iii. Leverage MDE resources for mental and emotional health Mental Health Resources.

   iv. Serves as the mental health liaison who works with the District, local public health agencies, and community partners.

   v. Assist in monitoring District email hotline.

d. Communications.

   i. District posts on website infographics and videos about how COVID19 operates.

   ii. District shares mental health resources via website, emails, twitter, Edulink, school information system (MISTAR), and student learning management system (Clever/Edmentum).

   iii. The District will conduct periodic surveys of all stakeholders (Students, Parents, Staff) to gauge and help evaluate the policies and protocols).

   iv. The District will host virtual Town Halls for stakeholders; two during the day and two during the evening.

   v. The District will utilize all forms of communication to maximize information/dissemination:

      1. District website

      2. District Social Media (Facebook, Twitter, etc.)

      3. Parent Emails

      4. Staff calling/texting students

      5. Edulink

      6. Postal mail

Phase 4 Instruction

> **Note:** *Italicized text from MI Safe Start, with Y, N or NA indicating inclusion in plan*

4-3-1. **Governance.** (Before Schools Reopen for In-Person or Hybrid Instruction)
STRONGLY RECOMMENDED
- *Create a district Return to Instruction and Learning working group, potentially led by the Director of Curriculum, Chief Academic Officer or the equivalent, and composed of a broad group of stakeholders on the district and school level, to:* **[Y]**
  - *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.* **[Y]**
  - *Revise the district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness.* **[Y]**
  - *Share the district's remote learning plan with all involved stakeholders in case of a return to remote learning.* **[Y]**

  l. The Returning to Instruction and Learning team formed to work on reopening plans and consist of a wide stake holder group.
  m. The District, besides the working group, has surveyed staff, parents, and students during the summer and will continue to do so.
  n. The District continuity of learning plan was reviewed and updated, incorporated into Phases 1 through 3 of this plan.
  o. The District will post the roadmap plan on its web site, town hall meeting, and other forms of communication with parents and students.

4-3-2. **Instruction.** (Before Schools Reopen for In-Person or Hybrid Instruction)
STRONGLY RECOMMENDED
- *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.* **[Y]**
- *Make expectations clear to school leaders and teachers around hybrid or remote instruction that include:* **[Y]**
  - *Best practices for blended or remote learning;*
  - *Grade-level proficiencies;*
  - *Modes of student assessment and feedback;*

- o   Differentiated support for students;
- o   The inclusion of social-emotional learning; and
- o   Guidance around daily instructional time and workload per different grade bands to ensure consistency for students.
- Set an instructional vision that ensures that: **[Y]**
  - o   Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
  - o   Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
  - o   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. **[Y]**
- Support schools to implement grade-level curricula that is aligned to Michigan preK-12 standards. **[Y]**
  - o   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. **[Y]**
  - o   Commence intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE. **[Y]**
  - o   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. **[Y]**
- Inventory all intervention programs and services available to students on the district and school level and identify any gaps. **[Y]**
- Remain connected with MDE about policies and guidance. **[Y]**

- *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.* **[Y]**

a. The District continues to use the asynchronous online curriculum (Edmentum and Rosetta Stone). Students continue to work either at school or at home. The system/protocols are not new to the student body.

b. The District continues to share best practices for remote learning, to include weekly communication with students. Teachers are available to assist students in courses.

c. Instructional Vision: Every student has access to Michigan Merit Curriculum and will be supported by teachers and staff in academic achievement, social, and emotional well-being while setting up our students for success post-graduation.

d. Students will take the NWEA MAP and possibly the NWEA Screener to better understand where students are academically and inform instructional decisions for teachers, students, and families.

e. Each school provides supports for students to transition into post-secondary education.

f. The District will revise students' IEP/504 plans in coordination with feedback from teachers, parents, and assessment data on a regular basis. The special education teachers can conduct zoom collaborative meetings with general education teachers for each of our students throughout the year.

g. The District reviews all student support and intervention services on a routine basis, to include feedback from stakeholders.

h. The District maintains regular contact with MDE, Grand Valley State University, and Wayne County RESA.

i. The District coordinates with Wayne County RESA and Detroit Community Schools for continuation of services for any students needing occupational, physical, or speech/language therapy.

4-3-3. Communications and Family Supports. (Before Schools Reopen for In-Person or Hybrid Instruction)

STRONGLY RECOMMENDED
- *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: **[Y]***
  - *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**: [Y]***
  - *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.*

a. The District will utilize all forms of communication to maximize information/dissemination:
   i. District website
   ii. District Social Media (Facebook, Twitter, etc.)
   iii. Parent Emails
   iv. Staff calling/texting students
   v. Edulink
   vi. Postal mail
b. The different phases (100% remote, in-person, or hybrid) are part of this plan and made available to parents via the District web site.
c. The District will have a parent portal for information as part of the school information system.
d. The District maintains a parent resource page as part of the District's website for support (how-to, FAQ, learning at home, and further assistance contact information.

4-3-4. **Professional Learning** (Before Schools Reopen for In-Person or Hybrid Instruction)

STRONGLY RECOMMENDED

- *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; [Y]*
  - *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; [Y]*
  - *Identify students who potentially need additional support; and [Y]*
  - *Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning. [Y]*
- *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; [Y]*
  - *Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use; and [Y]*
  - *Build school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging. [Y]*

a. The District calendar provides time for collaboration by subject on a regular basis.
b. Each buildings team review student progress and engagement on a regular basis with an eye toward assisting each student progress and grow.
c. All staff and teachers share best practices in terms of strategies for individual students and technology that may address students' individual needs.
d. The District is developing the PD focus for year to include restorative practices for the staff, equity, and social-emotional learning for our students.

e. The District and each building's Lead Teacher trains staff on District digital systems. Staff share tools and techniques amongst themselves as well.

4-3-5. Instruction.

<u>STRONGLY RECOMMENDED</u>

- *Ensure that every student:*
  - *Has access to standards-aligned, grade- level instruction, including strategies to accelerate student learning;* **[Y]**
  - *Is assessed to determine student readiness to engage in grade-level content; and* **[Y]**
  - *Is offered scaffolds and supports to meet their diverse academic and social- emotional needs.* **[Y]**
- *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.* **[Y]**
- *Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.* **[Y]**
- *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.* **[Y]**
- *Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs.* **[Y]**
- *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.* **[Y]**
- *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.* **[Y]**
- *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.* **[Y]**
- *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.* **[Y]**

- o *Attendance:*
  - ▪ *Develop systems to monitor and track students' online attendance on a daily basis. [Y]*
- o *Student Work:*
  - ▪ *Teachers will assess the quality of student work and provide feedback to students and families. [Y]*
  - ▪ *Students will self-assess the quality of work, reflect on teacher feedback, and learning progress. [Y]*

a. Students utilize established online curriculum aligned with the Michigan Merit Curriculum (Edmentum).
b. Students are assessed in their first few weeks to determine current learning readiness using the NWEA online testing tool.
c. Teachers provide scaffolds and support to students as they progress through the coursework.
d. Teachers monitor students' progress through the coursework (pretests, activities, quizzes, posttests, and end of course assessments). Teachers provide support to students with the goal of a student completing in accordance with the District pacing guide for graduation.
e. Teachers and staff collaborate on student progress and learning needs are identified and additional support planned.
f. Special education students IEPs/504s are reviewed by the support team to decide if any adjustments are required since the schools were closed to in-person instruction.
g. The District reviews additional curriculum materials that supports differentiation or other learning support for students.
h. Teachers ensure students understand online curriculum and can utilize and navigate the online learning system.
i. The District determines if additional academic learning structures outside of the school day are necessary (i.e. tutoring, staggered office hours, etc.) and can be done while minimizing risks to students and staff.
j. Teachers communicate with parents on a regular basis regarding their son or daughter's progress, needs, and what is being done to support their learning.
k. The District maintains awareness of student connectivity off site and works to enable continued schoolwork when not in the building by loaning a device and sharing various Internet connectivity plans for students. This is done by direct query and surveys conducted by the staff.

l. The learning management system (Edmentum) captures students' offsite attendance, usage, and progress to both the teachers and the District.

m. Teachers regularly assess student progress and work to provide feedback, to include reteaching the content/skill to further student learning.

n. Students learn the material online with the support of their assigned classroom teacher.

o. Year-long courses taught in the traditional "live instruction" manner must be suspended during this phase. This does not preclude any teacher from conducting mini-lessons as warranted and complimentary to student learning.

p. The District will start with 100% in-person instruction in fixed classrooms with seating and conditions to minimize student and staff movement while continuing to learn.

q. If the District exceeds safe capacity with existing CDC distancing guidelines, then the District superintendent may decide to go to a two-cohort model (A and B group) of attending alternating weeks.

r. Classroom routines includes chunks of time
    i.   Social
    ii. Instructional
    iii. Physical (standing, stretching, yoga, etc.)
    iv. Emotional (video clip, music, PBIS, Restorative Practices)

s. Students will be allowed to take two classes at a time, but both classes must be completed before a new class will be scheduled.

t. The building test coordinator will arrange for all state testing and associated requirements in accordance with the various safety and control practices.

Phase 4 Operations

> **Note:** *Italicized text from MI Safe Start, with Y, N or NA indicating inclusion in plan*

4-4-1. **Facilities.** (Before Schools Reopen for In-Person or Hybrid Instruction)
STRONGLY RECOMMENDED

- *Audit necessary materials and supply chain for cleaning and disinfection supplies.* **[Y]**
- *Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.*
  - *Advocate for ISDs to coordinate with LEMPs.* **[N]**
- *Audit any additional facilities that the district may have access to that could be used for learning.* **[Y]**
- *Provide school-level guidance for cleaning and disinfecting all core assets including buildings and playgrounds. Frequently touched surfaces should be cleaned several times a day.* **[Y]**
- *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.* **[Y]**
- *Encourage schools to convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection.* **[Y]**
- *Encourage schools to provide advanced training for custodial staff.* **[Y]**
- *Custodial staff should continue deep cleaning over the summer.* **[Y]**
- *Audit all school buildings with a focus on:* **[Y]**
  - *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.* **[Y]**
- *School security staff should follow CDC protocols if interacting with the general public.* **[Y]**
- *Maintain facilities for in-person school operations.*
  - *Check HVAC systems at each building to ensure that they are running efficiently.* **[Y]**
  - *Air filters should be changed regularly.* **[Y]**

- *Custodial staff should 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. **[Y]***
- *Signage about frequent <u>handwashing, cough etiquette, and nose blowing</u> should be widely posted, disseminated, and encouraged through various methods of communication. **[Y]***
- *Custodial staff should follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties**. [Y]***

- *School leaders should 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. **[Y]***
- *Procure level-1 facial coverings, including those with a transparent front, for preK-5 teachers, low- income students, and students with special needs. **[NA]***
- *Procure level-1 surgical masks for cleaning and janitorial staff. **[Y]***

a. The custodial contractor takes daily inventory of cleaning supplies
b. The custodial contractor coordinates with the Local Emergency Management Programs for supply support along with Covenant House Michigan.
c. The District coordinates with Covenant House Michigan for access to other facilities that could be used for learning.
d. Contractor will conduct cleaning for all buildings on a regular basis.
    i. Wear disposable gloves, mask, and face shield to clean and disinfect.
    ii. Additional personal protective equipment (PPE) might be required based on the cleaning/disinfectant products being used and whether there is a risk of splash.
    iii. Gloves and gear should be removed carefully to avoid contamination of the wearer and the surrounding area.
    iv. Keeping surface wet for a period of time (see product label).
    v. Have good ventilation during use of cleaning product.
    vi. Wear skin protection and consider eye protection for potential splash hazards.
    vii. Use UV light wand on keyboards, tablets, and phones.

viii. Clean surfaces using soap and water, then use disinfectant.
ix. Clean and disinfect community spaces.
x. Practice routine cleaning of frequently touched surfaces; Tables. doorknobs, water fountains, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, sinks, etc.
xi. The District and custodial contractor will remain up to date with the latest cleaning guidance from the CDC, state, and health departments.

e. The District will meet on a regular basis with the custodial contractor regarding cleaning, disinfecting, and operations.
f. The contractor will encourage staff to receive advanced training when made available.
g. Custodial personnel will conduct deep cleaning during the summer months.
h. The District conducted audit for space, classrooms, ventilation, security protocols for operations.
i. School security follows CDC guidelines in dealing with students, staff, and the public.
j. The District maintains facilities operations with ensuring HVAC systems working properly and maintained (i.e. changing air filters), signage regarding hygiene and safety, and general upkeep of the buildings.
k. Each building will conduct a regular walkthrough with custodial contractor before school begins in-person instruction and throughout the year.
l. The District will provide disposable face masks and two cloth masks to each high school student to utilize.
m. The custodial contract will provide level 1 surgical masks, gloves, and face shields for cleaning duties.
n. District coordinates with Wayne Country RESA and Detroit Health Department.

4-4-2. If Schools Are Instructed to Close for In-Person Instruction
STRONGLY RECOMMENDED
- *Activate school cleaning and disinfection protocols according to the CDC School Decision Tree.* **[Y]**
- *Custodial staff should wear surgical masks when performing cleaning duties.* **[Y]**
- *Maintain facilities for resumption of school operations.* **[Y]**

a. Contractor will conduct cleaning for all buildings on a regular basis.
   i. Wear disposable gloves, mask, and face shield to clean and disinfect.
   ii. Additional personal protective equipment (PPE) might be required based on the cleaning/disinfectant products being used and whether there is a risk of splash.
   iii. Gloves and gear should be removed carefully to avoid contamination of the wearer and the surrounding area.
   iv. Keeping surface wet for a period of time (see product label).
   v. Have good ventilation during use of cleaning product.
   vi. Wear skin protection and consider eye protection for potential splash hazards.
   vii. Use UV light wand on keyboards, tablets, and phones.
   viii. Clean surfaces using soap and water, then use disinfectant.
   ix. Clean and disinfect community spaces.
   x. Practice routine cleaning of frequently touched surfaces; Tables. doorknobs, water fountains, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, sinks, etc.
b. Outside of the governor's decree, the department of health will give guidance when to temporarily close a school or district and for how long.

4-4-3. Budget, Food Service, Enrollment, and Staffing (Before Schools Reopen for In-Person or Hybrid Instruction)
STRONGLY RECOMMENDED
- *Support schools in assessing student arrival protocols. This should include how students arrive at and depart from school (e.g., school bus, dropped off via car, drive themselves, walk, public transportation).* **[Y]**
- *Support schools in conducting staff and student outreach to understand who is coming back.*
  o *For staff, this should include a breakdown of the staff – administrators, educators, support staff, full-time nurses, part-time nurses, school counselors, etc.* **[Y]**
  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).* **[Y]**
  o *For students, this should include those with preexisting conditions who may need a remote learning environment.* **[Y]**
- *Assess need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19*

related needs. **[Y]**

- Work with relevant local bargaining units to assess how job responsibilities may shift in light of COVID-19 and how new or additional responsibilities will be accounted for. **[NA]**
- Recruit, interview and hire new staff. **[Y]**
- Consider redeploying underutilized staff to serve core needs. **[Y]**
- Where possible, and in partnership with local bargaining units, identify and modify staff positions, that would enable high-risk staff to provide remote services. **[Y]**
- Communicate any student enrollment or attendance policy changes with school staff and families. **[Y]**
- Provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely. **[Y]**
- Seek and provide guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies). **[Y]**
- Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs. **[Y]**
- Inventory how many substitute teachers are available. **[Y]**
- Build and send back to school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures. **[Y]**
- 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. **[Y]**
- Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders. **[Y]**
- Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars. **[Y]**
- Work with school leaders to orient new school staff to any operational changes. **[Y]**
- 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. **[Y]**
- Collaborate with food service staff to ensure any necessary food handling

changes are implemented based on local public health guidance. **[Y]**

a. The District reviewed entry and exit protocols for each building.
b. The District conducted a survey to identify returning staff.
c. The District identified which staff are at a higher risk due to existing medical condition or age. The District staff plan took into account the list so as to minimize risk to the most vulnerable.
d. Each school is identifying their students with preexisting conditions that may require remote learning due to higher risk of becoming ill.
e. The District conducted a staff needs survey in terms of technology support, emotional support, and other COVID-19 related needs.
f. The District is revising job descriptions and cross-leveling responsibilities to accommodate the shifts associated with the COVID-19 situation. There is no bargaining unit, but staff are solicited for input into the revisions.
g. The District will conduct routine hiring practices except the interview may be virtual (i.e. zoom) until the final candidate(s) is (are) identified.
h. The District will communicate enrollment, attendance, and expectation changes to staff, parents, and students.
i. The District decides on the use of CARES Act funding for key funding in accordance with this plan.
j. The District continues to work with outside agencies (e.g., United Way) to provide additional support and services to students and families. Each school's staff member and social worker are the key points of action and coordination.
k. The District uses existing in-building staff to fulfill the need to substitute for a classroom teacher.
l. The District will utilize all forms of communication to maximize information/dissemination of the latest policies and procedures:
    i. District website
    ii. District Social Media (Facebook, Twitter, etc.)
    iii. Parent Emails
    iv. Calling/texting students
    v. Edulink
    vi. Postal mail
m. The District will have the staff handbook and student handbook printed and ready for distribute as well as a digital version prominently available.
n. The District will have the plan reviewed for legal compliances.
o. The District leadership developed three budgetary scenarios regarding the potential amount of financial reduction anticipated.

p. The District leadership is working with school leaders on the plan and educating their building staffs to changes in policy, procedures, and operations.

q. The District created a master calendar, daily schedule, and lunch plan for staff and students with student safety in mind.

  i. Master calendar has all students present for all five days, except holidays and PD days (usually at least one per month).
  ii. The first day of the school year for students is July 28, 2020.
  iii. The first day of the school year for teachers is July 27, 2020.
  iv. The last day of school for students is June 23, 2021.
  v. The last day of school for teachers is June 25, 2021.
  vi. The student day begins at 9:00 am and ends at 2:30 pm.
  vii. The staff day begins at 8:30 am and ends at 3:30 pm.

r. The District and schools coordinate with the food contractor for the meals and deliver to the classrooms for consumption.

4-4-4. **Technology.** (Before Schools Reopen for In-Person or Hybrid Instruction)
STRONGLY RECOMMENDED

- *Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.* **[Y]**
- *Designate a single point of contact in each school to plan and communicate with district technology teams.* **[Y]**
- *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.* **[Y]**
- *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*. **[Y]**
- *Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.* **[Y]**
- *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*). **[Y]**
- *Develop district-wide procedures for return and inventory of district owned devices as part of a return to school technology plan. The procedures should include:*
  o *Safely bagging devices collected at schools*; **[Y]**

- o *Sanitizing the devices prior to a repair or replacement evaluation; [Y]*
- o *Ordering accessories that may be needed over the summer; and [Y]*
- o *Conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement. [Y]*
- *Identify an asset tracking tool. [Y]*
- *Identify a vendor to assist with processing, returning, and maintaining devices, if needed. [Y]*
- *Develop on-site triage of staff and student devices to minimize the time that staff may be without a device. [Y]*
- *Prepare the Infrastructure Evaluation process. [Y]*
- *Every WiFi access point and wired network device should be tested. [Y]*
- *Develop a technology support plan for families. [Y]*

a. The District surveys families regarding their need for devices and Internet access at the beginning of the year and as additional students transfer into the school.
b. The Lead Teacher of each school will be part of the District technology team determining technology needs, management, and future recommendations. The Lead Teacher also serves as the students' technology support for devices and website program access/functions. If the Lead Teacher cannot resolve the issue, it is elevated by them to the District Curriculum Director. If it an Internet connectivity issue, it is elevated to the District Parent and Community Engagement Liaison.
c. The District schools are designed for online learning either in-person or remotely. As such, there is not a need to train teachers on conducting remote learning as it is practiced as a matter of course every day.
d. Technology points of contact will be listed for each school on the District's and individual school's websites:
   i. Technology Support/Help Desk: Lead Teacher
   ii. Internet Support: District Parent/Community Engagement Liaison
e. Equipment Return
   i. The staff member will collect devices from students who
      1. Transfer out from the school
      2. Graduate
      3. Return to in-person schooling.

  ii. While wearing gloves, the staff member will inspect the equipment, make sure all components are both present and in working order.

  iii. The staff member will maintain inventory control and accountability of the equipment on a periodic basis in accordance with the District asset tracking tool/document.

  iv. Upon returning equipment, it will be placed in a bag to be sanitized by the UV wand and appropriate cleaner.

  v. Staff members will identify accessories that may be needed and submit a purchase order to the principal.

  vi. Once the equipment is cleaned and all components present, the staff member will conduct maintenance on the device resetting to school/factory settings (removing personal settings, malware, etc.) for the next user upon issuance.

  vii. Missing or damaged equipment will be brought to the attention of the principal and the principal will review with District.

  viii. The student should complete a statement of what is missing or broken and the reasons why.

f. The school will utilize Macro Connect as a vendor to assist with student technology devices and management.

g. Macro Connect maintains and tests the District's network and Wi-Fi networks in all buildings.

h. If a student has a device that no longer functions, he or she coordinates with the Staff member for a replacement.

i. Teachers and staff are available to assist during the normal school hours to assist any student or parent via phone, email, or Google/Zoom meeting.

j. The Staff member, Lead Teacher, and District Parent/Community Engagement Liaison work with individual students and parents to support students with technology as identified/needed.

k. The District Technology Team reviews the District's technology policies (acceptable use, care, privacy, etc.) and ensures all applicable laws (FERPA, Privacy Act, etc.) are clearly identified and incorporated into the student handbook and made available to parents/guardians.

4-4-5. **Technology.** (If Schools Are Instructed to Close for In-Person Instruction)
STRONGLY RECOMMENDED
- *Deploy digital learning devices and move to virtual learning.* **[Y]**
- *Communicate consistent procedures for return and inventory of school owned devices as part of a return to school technology plan. The procedures should include:*

- o *Safely bagging devices collected at schools;* **[Y]**
- o *Transporting them to a central location;* **[Y]**
- o <u>*Sanitizing the devices*</u> *prior to a repair or replacement evaluation; and* **[Y]**
- o *Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.* **[Y]**
- *Ensure that school and community access points and wired network devices are functional.* **[Y]**

a. The District will survey families regarding their need for devices and Internet access at the beginning of the year and as additional students transfer into the school.
b. The Lead Teacher of each school will be part of the District technology team determining technology needs, management, and future recommendations. The Lead Teacher also serves as the students' technology support for devices and website program access/functions. If the Lead Teacher cannot resolve the issue, it is elevated by them to the District Curriculum Director. If it an Internet connectivity issue, it is elevated to the District Parent and Community Engagement Liaison.
c. The District schools are designed for online learning either in-person or remotely. As such, there is not a need to train teachers on conducting remote learning as it is practiced as a matter of course every day.
d. Technology points of contact will be listed for each school on the District's and individual school's websites:
   i. Technology Support/Help Desk: Lead Teacher
   ii. Internet Support: District Parent/Community Engagement Liaison
e. Equipment Return
   i. The staff member will collect devices from students who
      1. Transfer out from the school
      2. Graduate
      3. Return to in-person schooling.
   ii. While wearing gloves, the staff member will inspect the equipment, make sure all components are both present and in working order.
   iii. The staff member will maintain inventory control and accountability of the equipment in accordance with the District asset tracking tool/document.
   iv. Upon returning equipment, it will be placed in a bag to be sanitized by the UV wand and appropriate cleaner.

v. The staff member will identify accessories that may be needed and submit a purchase order to the principal.

vi. Once the equipment is cleaned and all components present, the staff member will conduct maintenance on the device resetting to school/factory settings (removing personal settings, malware, etc.) for the next user upon issuance.

vii. Missing or damaged equipment will be brought to the attention of the principal and the principal will review with District.

viii. The student should complete a statement of what is missing or broken and the reasons why.

f. The school will utilize Macro Connect as a vendor to assist with student technology devices and management.

g. Macro Connect maintains and tests the District's network and Wi-Fi networks in all buildings.

h. If a student has a device that no longer functions, he or she coordinates with the Staff member for a replacement.

i. Teachers and staff are available to assist during the normal school hours to assist any student or parent via phone, email, or Google/Zoom meeting.

j. The Staff member, Lead Teacher, and District Parent/Community Engagement Liaison work with individual students and parents to support students with technology as identified/needed.

k. The District Technology Team reviews the District's technology policies (acceptable use, care, privacy, etc.) and ensures all applicable laws (FERPA, Privacy Act, etc.) are clearly identified and incorporated into the student handbook and made available to parents/guardians.

4-4-6. **Technology.** (When Schools Reopen for In-Person Instruction)
STRONGLY RECOMMENDED
- _Organize and centralize online resources that were created, published, or distributed by teachers and others during the closure period_**. [Y]**
- _Compile technology-facing lessons learned for inclusion in the district's updated remote learning plan._ **[Y]**
- _Review issue tracking and inventory results frequently as a way of understanding the quality and progress of technology processes in your district._ **[Y]**
- _Continue infrastructure evaluations until all issues are resolved_**. [Y]**

- *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.* **[Y]**

a. Online materials are part of the learning management system (Edmentum). They are stored by their respective lessons. Teachers maintain their online materials on the online portal (Clever) for student and parent access.
b. The District technology team surveys students, parents, and staff for lessons learned and incorporation into the District's long-range technology planning.
c. The District reviews inventory control measures regularly to sustain practices and improvements.
d. The District technology team, along with the contractor, evaluate infrastructure performance and needs on a regular basis.
e. The District technology team identifies remote learning access issues and applies recommended solutions into the District long term technology maintenance plan.

4-4-7. **Transportation.** (Before Schools Reopen for In-Person or Hybrid Instruction)
<u>STRONGLY RECOMMENDED</u>
- *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:* **[NA]**
  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).* **[NA]**
- *Inventory bus drivers to understand the extent of high-risk populations.* **[NA]**
- *Finalize bus procedures for bus drivers and students that are*

*informed by public health protocols. **[NA]***

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

a. The District does not have or operate buses. Students arrive by public transportation, family drop off, or private ride sharing company.

4-4-8. **Transportation. (**Schools Instructed to Close for In-Person Instruction)
STRONGLY RECOMMENDED
- *Utilize buses to provide food service and delivery of instructional materials where possible**. [NA]***

a. The District does not have buses. The staff member will assist in delivery of instructional materials similar to Phases 1, 2, and 3. Food distribution will continue at school campuses on a regular basis.

4-4-9. **Enrollment**
   a. New Student
      1. Student completes online form before coming to school or paper application at school.
      2. Student sends enrollment documentation electronically or brings to office
         a. Birth certificate
         b. IEP
         c. Shot record
         d. Transcripts
      3. **For students with IEP's** – Special Ed. Director reviews IEP and assigns case teacher
      4. Administrative Assistant enters student into MISTAR
      5. Student attends orientation
      6. Student takes academic screener
      7. Student meets w/counselor and gets schedule
      8. Student begins classes
      9. Teacher welcomes new student
   b. Re-Enrolling Student.
      1. Student completes online form before coming to school or paper application at school.
      2. Student sends enrollment documentation electronically or brings to office

a. Birth certificate
b. IEP
c. Shot record
d. Transcripts
3. **For students with IEP's** – Special Ed. Director reviews IEP and assigns case teacher
4. Administrative Assistant enters student into MISTAR
5. Student attends orientation
6. Student takes academic screener
7. Student meets w/counselor and gets schedule
8. Student begins classes
9. Teacher welcomes new student

c. Transferring Student
1. **For students with IEP's** – Special Ed. Director reviews IEP and assigns case teacher
2. Administrative Assistant enters student into MISTAR
3. Student attends orientation
4. Student takes academic screener
5. Student meets w/counselor and gets schedule
6. Student begins classes
7. Teacher welcomes new student

4-4-10. Orientation
a. Parents
   i.   All receive a welcome packet
   ii. All watch the COVID-19 video (info on how it works)
   iii. All watch/read/hear school rules/reopening safety
b. Students
   i.   All receive a welcome packet
   ii. All watch the COVID-19 video (info on how it works)
   iii. All watch/read/hear school rules/reopening safety

4-4-11. Student Conferencing
a. Student conferencing (counseling, social worker, etc) can occur in an individual's office or a common room (i.e. conference room).
b. If in a common room, the staff must notify the custodial personnel of its use for later disinfecting.
c. Sneeze guards will be utilized.

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

Note: *Italicized text from MI Safe Start, with Y, N or NA indicating inclusion in plan*

Phase 5 Safety Protocols

5-1-1. Personal Protective Equipment.
STRONGLY RECOMMENDED
- *Facial coverings should 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 should not wear one. Any staff member that is incapacitated or unable to remove the facial covering without assistance, should not wear a facial covering.* **[Y]**
  - *PreK-5 and special education teachers should consider wearing clear masks.* **[N]**
  - *Homemade facial coverings should be washed daily.* **[Y]**
  - *Disposable facial coverings should be disposed of at the end of each day.* **[Y]**
- *Facial coverings should 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 should not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, should 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.* **[Y]**
  - *Homemade facial coverings should be washed daily.* **[Y]**
  - *Disposable facing coverings should be disposed of at the end of each day.* **[Y]**

RECOMMENDED
- *Facial coverings should be considered for preK students and students with special needs in hallways and common areas.* **[Y]**
  - *Facial coverings are not recommended for use in classrooms by children ages 3 and 4.* **[NA]**
  - *Facial coverings should never be used on children under age 2.* **[NA]**

- *Facial coverings should be considered for K-5 students and students with special needs in classrooms, especially if students and teachers are not placed in cohorts.* **[NA]**
- *Facial coverings should 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.* **[Y]**
- *Gloves are not required except for custodial staff or teachers cleaning their classrooms.* **[Y]**

a. Facial coverings must always be worn by all staff and students while in the building except for meals. This includes classrooms, hallways, offices, and common areas.
b. Visitors to the building must also wear a face mask while in the building. The school will provide a temporary one as needed and custodial personnel will disinfect at the end of the day.
c. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Homemade facial coverings must be washed daily.
d. The school will provide a disposable mask for anyone wishing entry that does not have a mask.
e. Disposable facial coverings must be disposed of at the end of each day.
f. Any staff member who cannot medically tolerate a facial covering must not wear one. They can wear a face shield instead for protection. They will provide a doctor's note to their principal which will be deemed valid until the end of the current school year.
g. Any student who cannot medically tolerate a facial covering must not wear one. The school will provide an assigned face shield to those students. The face shield will be issued and collected each day. It will be sanitized after school each day. The student will provide a doctor's note to their principal which will be deemed valid until the end of the current school year.
h. Any student, staff member, or visitor that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering.
i. Any transportation provided by the school for students requires students and staff wear masks.
j. Gloves are not required for staff, students, or visitors. Only when performing cleaning are gloves required.

5-1-2. Hygiene.

<u>STRONGLY RECOMMENDED</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 <u>signs</u> reinforcing proper handwashing techniques)*. **[Y]**
- *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.* **[Y]**
- *Educate staff and students to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.* **[Y]**
- *Students should wash their hands or use hand sanitizer after changing any classroom; teachers in the classroom should wash their hands or use sanitizer every time a new group of students enters their room.* **[Y]**

<u>RECOMMENDED</u>
- *Systematically and frequently check and refill soap and hand sanitizers.* **[Y]**
- *Students and teachers should have scheduled handwashing with soap and water every 2-3 hours.* **[Y]**
- *Limit sharing of personal items and supplies such as writing utensils.* **[Y]**
- *Keep students' personal items separate and in individually labeled cubbies, containers, or lockers.* **[Y]**
- *Limit use of classroom materials to small groups and disinfect between uses or provide adequate supplies to assign for individual student use.* **[Y]**
- *Procure portable handwashing and/or hand sanitizing stations to set up throughout school buildings.* **[Y]**

a. Every classroom teacher will reinforce handwashing (at least 20 seconds soap and water) and hand sanitizer protocols at the beginning of class.
b. Inside each room's doorway will be a hand sanitizer for everyone's use. It will contain at least 60% alcohol.
c. Outside each classroom will be a hand sanitizer for everyone's use.
d. Conspicuously placed in the hallways will be hand sanitizers for everyone's use.

e. Everyone will use the hand sanitizer before entering a room. And use the hand sanitizer when leaving a room.
f. Staff and students will use hand sanitizer coming into the building, mid-morning, after lunch, and leaving the building on a daily basis.
g. Signage (In rooms and halls):
    i. How to cough and sneeze into elbows.
    ii. Encouraging use of hand sanitizer.
    iii. Proper ways to wash hands.
    iv. Keeping social distance
    v. Limiting sharing of personal items (Pencils, phones, etc).
h. Outdoor signage (lawn signs):
    i. Reinforce masks, distancing, washing hands
i. Custodial services will ensure hand sanitizers, soap, and paper towels are in adequate supply mid-day and at the end of each school day.
j. Sneeze guard will be in all main offices and the District visitor welcome area. It will be cleaned daily by custodial services.
k. Schools will strive to meet the 6' separation for seating and only go to 5' distance if school student capacity is exceeded on a "as needed" basis.
l. Any classroom materials used in the classroom will be kept to small groups and disinfected between uses.
m. Students will keep their bags, books, and personal items with themselves since there are no lockers. They will not share their property (include cell phones) or touch other student or staff property to avoid contamination.
n. Keep hand sanitizers away from fire or flame.
o. All students and staff will utilize hand sanitizer going into a room or office and use hand sanitizer leaving the room.
p. Additional key times to wash hands include:
    i. After blowing one's nose, coughing, or sneezing.
    ii. After using the restroom.
    iii. Before eating or preparing food.
    iv. After contact with animals or pets.
    v. Before and after providing routine care for another person who needs assistance.
q. Wash hands often with soap and water for 20 seconds.
    i. Always wash immediately after removing gloves and after contact with a person who is sick.
    ii. Hand sanitizer: If soap and water are not available and hands are not visibly dirty, an alcohol-based hand sanitizer that contains at least 60% alcohol may be used. However, if hands are visibly dirty, always wash hands with soap and water.

5-1-3. Space, Movement, and Access

RECOMMENDED

- *Spacing is six feet between desks to the extent that it is feasible.* **[Y]**
- *Class sizes should be kept to the level afforded by necessary spacing decisions.* **[Y]**
- *In classrooms where tables are utilized, space students as far apart as feasible.* **[Y]**
- *Arrange all desks facing the same direction toward the front of the classroom.* **[Y]**
- *Teachers should try to maintain six feet of spacing between themselves and students as much as possible.* **[Y]**
- *Post signage to indicate proper social distancing.* **[Y]**
  - *Floor tape or other markers should 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.*
  - *Post signs on the doors of restrooms to indicate proper social distancing.*
- *If a classroom has windows that can open, they should be open as much as possible, weather permitting. Considerations should be made for students with allergy-induced asthma.* **[Y]**
- *As able, schools should 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.* **[Y]**
- *As able, "specials" (like art, music, and library) should be brought to the classrooms instead of having students move to different locations.* **[NA]**
- *Flow of foot traffic should 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.* **[Y]**
- *Efforts should be made to keep six feet of distance between people in the hallways. Staggered movements at incremental intervals should be used if feasible to minimize the number of persons in the hallways as able.* **[Y]**
- *Have staff monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.* **[Y]**

- *Boarding schools should seek guidance from MDHHS regarding spacing, movement, and facility access.* **[NA]**

a. Students, staff, and visitors enter building using one entrance monitored by the security guard while maintaining the 6' distance as marked on the pavement in single file manner. Family members and guests are only allowed in school for extenuating circumstances and must wait in main office or conference room. The access point will operate as an entrance at the beginning of school and an exit point at the end of the school day. At no point will it have entering and exiting people at the same time.

b. Entry
   i. <u>Students</u>
      1. All students use one door to enter and leave the school.
      2. Students line up in a single file outside on marks 6' apart.
      3. Staff conducts wellness check before entry into building
         a. Wellness Questionnaire (QR Code, Chromebook, or Paper)
         b. https://misymptomapp.state.mi.us/login
         c. Shows staff member green or red check screen to proceed.
         d. Staff get a daily report of who passed/failed and shared with department of health for contact tracing.
         e. Staff member asks health questions (and records on paper name, date, time, temp)
            i. Since your last visit to a District facility, have you had a COUGH that cannot be attributed to another health condition?
            ii. Since your last visit to a District facility, have you had SHORTNESS OF BREATH that cannot be attributed to another health condition?
            iii. Since your last visit to a District facility, have you had a FEVER (100.4F or higher) that cannot be attributed to another health condition?
            iv. Since your last visit to a District facility, have you taken MEDICATION FOR A FEVER?
            v. Since your visit to a District facility, have you had TWO OR MORE of the following: (Chills, Headache, Muscle Pain, Sore Throat, Repeated shakes with chills, New loss of taste or smell)?
            vi. Within the last 14 days have you been in close contact (within 6 feet for at least 10 minutes) with anyone with a CONFIRMED OR SUSPECTED CASE of COVID-19?

f. Temperature check (over 100.4 and send to doctor)
g. Face mask check. Issues a mask if student does not possess or wearing. Must be wearing mask to enter.
h. Student uses hand sanitizer

4. If student has temperature or fails questionnaire, does not come into building (see section 4-1-5).
5. Staff member conducts student Entry, Sign In, Inspection & Search

ii. Staff
1. All staff use one door to enter and leave the school.
2. Staff conducts wellness check before entry into building
   e. Wellness Questionnaire (QR Code, Chromebook, or Paper) https://misymptomapp.state.mi.us/login
   f. Shows staff member green or red check screen to proceed.
   g. Staff get a daily report of who passed/failed and shared with department of health for contact tracing.
   h. Staff member asks health questions (and records on paper name, date, time, temp)
      i. Since your last visit to a District facility, have you had a COUGH that cannot be attributed to another health condition?
      ii. Since your last visit to a District facility, have you had SHORTNESS OF BREATH that cannot be attributed to another health condition?
      iii. Since your last visit to a District facility, have you had a FEVER (100.4F or higher) that cannot be attributed to another health condition?
      iv. Since your last visit to a District facility, have you taken MEDICATION FOR A FEVER?
      v. Since your visit to a District facility, have you had TWO OR MORE of the following: (Chills, Headache, Muscle Pain, Sore Throat, Repeated shakes with chills, New loss of taste or smell)?
      vi. Within the last 14 days have you been in close contact (within 6 feet for at least 10 minutes) with anyone with a CONFIRMED OR SUSPECTED CASE of COVID-19?
3. Temperature check (over 100.4 and send to doctor)
4. Face mask check. Issues a mask if staff does not possess or wearing. Must be wearing mask to enter.
5. Staff uses hand sanitizer
6. Staff member keeps a log of screened staff each day.

iv. <u>Visitors</u>
   1. All staff use one door to enter and leave the school.
   2. Staff conducts wellness check before entry into building
      a. Wellness Questionnaire (QR Code, Chromebook, or Paper)
      b. Staff member asks health questions (and records on paper name, date, time, temp)
         i. Do you have a COUGH that cannot be attributed to another health condition?
         ii. Do you have SHORTNESS OF BREATH that cannot be attributed to another health condition?
         iii. Do you have a FEVER (100.4F or higher) that cannot be attributed to another health condition?
         iv. Today, have you taken MEDICATION FOR A FEVER?
         v. Do you have TWO OR MORE of the following: (Chills, Headache, Muscle Pain, Sore Throat, Repeated shakes with chills, New loss of taste or smell)?
         vi. Within the last 14 days have you been in close contact (within 6 feet for at least 10 minutes) with anyone with a CONFIRMED OR SUSPECTED CASE of COVID-19?
   3. Temperature check (over 100.4 and send to doctor)
   4. Face mask check. Issues a mask if visitor does not possess or wearing. Must be wearing mask to enter.
   5. Visitor uses hand sanitizer
   6. Staff keeps a log of visitors including name, date, time in, time out, purpose/area of visit.
   7. Parent meetings will occur in a separate room (i.e. conference room) that is a low traffic and exposure area.

iv. Staff member will operate the touchless temperature check station at the entrance to the building.

v. Staff member will have a hand-held, touchless thermometer to check students at request or randomly.

vi. All staff will be COVID tested within one week of students' first day of school and provide documentation to their administrator.

vii. Students will remain in their assigned classroom for the day to minimize exposure.

viii. Indoor assemblies are prohibited.

ix. Students will keep their bags, books, and personal items with themselves since there are no lockers. They will not share their property (include cell phones) or touch other student or staff property to avoid contamination.

     x.   Students will not touch other students or staff at any time.
c. Dismissal / Exiting.
     i.   Once dismissed, students will exit the building directly. They will be required to leave school grounds without any loitering.
     ii.   Students who wish to leave earlier than the end of the day request to leave from their teacher. The teacher will notify the main office who will contact the parent/guardian for permission. The main office will advise the requesting teacher who will advise the requesting student. No student will be permitted to leave early unless contact and approval is provided. The student will remain in class.
     iii.   Students who live independently and wish to leave early will report to the main office. The main office will keep a record of the student leaving to include date, time, reason.
     iv.   Bus Tickets. Bus tickets will be available at the one entrance/exit point for signature and distribution for those eligible.
     v.   Duct tape or decals will identify six feet of distance on the floor in main halls leading to/from exit as well as from a teacher's/staff member's desk. Floor markings will also be in the main office. Hallways will be divided with one side all moving in the same direction.
d. Classrooms will function as self-contained and students will remain in their assigned classroom for the day.
e. All students will attend school every day to start. Students will work at every other carrel or spaced out at tables to afford the six-foot social distance. When not feasible due space and number of attending students, then sneeze guards will be used at tables while maintaining at least a five-foot spread. The carrels are fixed so they cannot be moved to face the same direction in the rooms. Tables will be arranged to maximize as much distance as possible between students and preferable facing the front of the room in the same direction.
f. If the District enrolls and has more students showing up for classes beyond capacity to maintain distances, then the school will consider moving to cohort model and divide students into two groups while having one group in class for a week and the other group working remotely (see section 1-3-2). The following week they would flip. The District and teachers will utilize Edmentum, Zoom, and Google Classroom for learning.
g. Teachers will maintain six feet of distance between students. They will utilize white boards, projectors, and technology to aid students as they work on online material.
h. Teachers will keep windows as open as possible to maximize air flow.

i. Teachers will only allow one student at time out of their classrooms for bathroom breaks and limit the time to less than 5 minutes. Security will monitor cameras and student movement striving to keep social distancing. Classrooms will dismiss in a staggered manner, controlling the number of students so to maintaining social distancing leaving the room.

j. Signage (In rooms and halls):
    iii. How to cough and sneeze into elbows.
    iv. Encouraging use of hand sanitizer.
    v. Proper ways to wash hands.
    vi. Keeping social distance
    vii. Limiting sharing of personal items (Pencils, phones, etc).

k. Outdoor signage (lawn signs):
    iii. Reinforce masks, distancing, washing hands

l. Only one student will be allowed in the bathroom at a time. This will be enforced by a hallway monitor.

m. The additional duty of being a hallway monitor will be shared amongst the non-teaching staff. This person will have a desk in the hall in a vantage point to observe student movement and compliance. The duty will be rotated as each school leadership determines. It is the mission of the monitor to enforce the safety protocols for students, correct/record noncompliance, and report to the school leadership serious or repetitive noncompliance.

n. Teachers remain in the same classroom as to minimize movement and cross-contamination.

o. Students may use water dispensers in the classroom, but the hallway water fountain will on be used for water bottles, not traditional use.

p. Students will stay on their side of the hallway for one directional flow similar to two-way traffic lanes.

5-1-4. Screening Students, Staff, and Guests

STRONGLY RECOMMENDED

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

RECOMMENDED

- *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.* **[Y]**
- *Any parents or guardians entering the building should wash or sanitize hands prior to entry.* **[Y]**
- *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 should be allowed to enter except under extenuating circumstances as determined by school officials.* **[Y]**
- *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 should stay home and consider coronavirus testing if no other explanation is available.* **[Y]**
- *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 should prompt parents or guardians to keep the student home from school.* **[Y]**
- *Entrances and exits should be kept separate to keep traffic moving in a single direction.* **[Y]**

a. The District will communicate with local health officials on a regular basis regarding protocols, illness, and best-practices.
b. Parents/guardians should conduct daily examination of their student. If they have a fever (100.4 or greater), are showing symptoms (cough, shortness of breath, etc.), direct contact with COVID19 individual within the last 2 days, they should stay home, contact a doctor, and notify the school.
c. Staff should conduct daily self-examination. If they have a fever ((100.4 or greater) or direct contact with COVID19 individual within the last 2 days, they should stay home.
d. Everyone will be administered a wellness check (temperature and questionnaire), preferably immediately outside the building or immediately in the vestibule inside a building. The screening questionnaire can be completed via QR code or paper copy each time a person wishes entry into a District facility. A record will be kept electronically or paper by the staff.
e. Buildings use a COVID-19 screening questionnaire and a touchless thermometer either immediately outside of the building or immediately inside the building.
f. Individuals move in single file, with mask, and social distancing.
g. The security guard or staff member issues instructions to maintain safety protocols.
h. Sick Call Room
    i. Each building will have a designated room for students who become ill or develop a fever during the day, preferably closest to the building entrance.
    ii. The room will only have chairs for students, spaced 6' apart whenever possible.
    iii. Students who failed the temperature or wellness check upon arrival and cannot get home can wait in the sick-call room until they can arrange transportation.
    iv. The staff member will supervise the room.
    v. Students are not permitted to leave the room other than depart the school.
    vi. Students may use the bathroom, but must be escorted. Custodial personnel will be notified of their bathroom use so can be immediately disinfected.
    vii. The room will receive a deep cleaning (Level Four) after each day's use.

5-1-5. Testing Protocols for Students and Staff and Responding to Positive Cases.

STRONGLY RECOMMENDED

- *Students who develop fever or become 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.* **[Y|**
- *Staff who develop fever or become ill with symptoms of COVID-19 at school should wear a mask and should be transported for off-site testing.* **[Y]**
- *Parents and guardians should 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.* **[Y]**
- *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 guidelines.* **[Y]**
- *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 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.* **[Y]**

RECOMMENDED

- *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.* **[Y]**
- *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 should prompt the parent or guardian to keep the student home from school and seek out testing.* **[Y]**

a. The District will communicate with local health officials on a regular basis regarding protocols, illness, and best-practices.

b. Students
   ii. Outside of building.
      1. Students who show up with a fever (100.4 or greater) or answer yes to the wellness questionnaire will be told to return home and come back per CDC guidelines.
      9. The staff member will
         a. Collect contact information of any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at school.
         b. The student's name and date of the incident will be given to the main office.
      10. Isolate the student outdoors weather permitting, otherwise the sick-call room ensuring masked.
      11. The main office will inform the principal and contact the parent/guardian regarding the student sent home, the reason, and suggested safety protocols for self-quarantine while home. The availability of continuing remote learning will also be shared.
      12. Students with no means to return home in a timely manner, in coordination with the parent/guardians, will be placed on the next bus home. The student will be isolated in the sick room until the bus time. The staff member will coordinate getting the student home.
      13. The principal in turn will notify the District, school social worker, and HR (for contact tracing).
      14. The District will notify local health officials.
      15. The social worker will stay in contact with the student during the 10 days to provide social, emotion, and mental health support.
      16. Communications
         a. The administrator notifies the District.
         b. The District notifies the health department.
         c. The administration will notify the building staff
         d. The administration notifies the parents and students of the school.
      17. Students with symptoms will need follow CDC guidelines.
   iii. Inside of building.
      2. The staff member will
         a. Verify symptoms.
         b. Collect contact information of any close contacts of the affected individual from two days before he or she showed

symptoms to the time when he or she was last present at school.

   c. The student's name and date of the incident will be given to the main office.

   d. Isolate the student in sick-call room ensuring masked.

   e. Notify the Staff member of need to supervise the student.

3. The main office will inform the principal and contact the parent/guardian regarding the student needing to be sent home, the reason, and suggested safety protocols for self-quarantine while home. The availability of continuing remote learning will also be shared.

4. The principal in turn will notify the District, school social worker, and HR (for contact tracing).

5. The District will notify local health officials.

6. The social worker will stay in contact with the student during the 10 days to provide social, emotional, and mental health support.

7. Staff will coordinate with custodial for cleaning/disinfecting areas the student has touched or been two days before discovery.

8. Close the room to students and staff to until it can be filtered and cleaned.

   a. This initial short-term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school.

   b. This allows the local health officials to help the school determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.

9. Discourage staff, students, and their families from gathering or socializing anywhere. This includes group child care arrangements, as well as gathering at places like a friend's house, a favorite restaurant, or the local shopping mall.

10. Explain students are to continue their work remotely and how they will be notified of updates and changes.

11. Communications

   a. The administrator notifies the District.

   b. The District notifies the health department.

   c. The administration will notify the building staff

   d. The administration notifies the parents and students of the school.

12. Students will need to follow CDC guidelines.

e. Staff
   ii. Outside of building.
2. Staff who show up with a fever (100.4 or greater) or answer yes to the wellness questionnaire will be told to return home and come back per CDC guidelines. A staff member will
   a. Collect contact information of any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at school.
   b. The staff's name and date of the incident will be given to the main office.
3. The main office will inform the principal.
4. The principal in turn will notify the District and HR (for contact tracing).
5. The District will notify local health officials.
6. The administration will stay in contact with the student during the 10 days to provide social, emotion, and mental health support.
7. Communications
   a. The administrator notifies the District.
   b. The District notifies the health department.
   c. The administration will notify the building staff
   d. The administration notifies the parents and students of the school.
8. Staff with symptoms will need a doctor's note to return to the school.
   iii. Inside of building.
1. A staff member will
   a. Verify symptoms.
   b. Collect contact information of any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at school.
   c. The staffs name and date of the incident will be given to the main office.
2. The main office will inform the principal
3. The staff member will be sent home and encouraged to contact their doctor.
4. The principal will find out if the staff member wishes to continue remote teaching and also gather course/records access.

5. The principal in turn will notify the District and HR (for contact tracing).
6. The District will notify local health officials.
7. The administration will stay in contact with the staff during the 10 days to provide social, emotional, and mental health support.
8. Staff will coordinate with custodial for cleaning/disinfecting areas the staff has touched or been two days before discovery.
9. Close the room to students and staff to until it can be filtered and cleaned.
   a. This initial short-term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school.
   b. This allows the local health officials to help the school determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.
   c. Discourage staff, students, and their families from gathering or socializing anywhere. This includes group childcare arrangements, as well as gathering at places like a friend's house, a favorite restaurant, or the local shopping mall.
10. Communications
    a. The administrator notifies the District.
    b. The District notifies the health department.
    c. The administration will notify the building staff
    d. The administration notifies the parents and students of the school.
11. Staff will need to follow CDC guidelines.
   f. Anyone who presents with antibodies in their system will be treated no differently and is not viewed as immune in accordance with the current science.

5-1-6. Responding to Positive Tests
STRONGLY RECOMMENDED
- *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.* **[Y]**
  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.**[Y]**

o Note: schools should 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). **[Y]**

- Employees with a confirmed case of COVID-19 should 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. **[Y]**

RECOMMENDED
- If possible, smaller areas such as individual classrooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles. **[Y]**
- Cleaning staff should wear a surgical mask when performing cleaning of these areas along with gloves and face shield. **[Y]**

a. The District will communicate with local health official's information on the COVID-19 case and contact information while maintaining legal confidentiality.

b. A staff member will collect contact information of any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at school and share with District.

c. 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.

d. The District will provide guidance on student and staff communicable disease related information being protected health information.

e. Employees with a confirmed case of COVID-19 should only return to the workplace per CDC guidelines.

f. The primary area of where the staff works will be closed for 24

hours and receive a deep cleaning by custodial personnel wearing mask, gloves, and face shield when cleaning.

g. Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, remote controls, etc.

5-1-7. Food Service, Gathering, and Extracurricular Activities.

STRONGLY RECOMMENDED

- *Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks.* **[Y]**
- *Students, teachers, and cafeteria staff wash hands before and after every meal.* **[Y]**
- *All gatherings, including those that occur outdoors (e.g., graduations) should comply with current and future executive orders that set caps on congregations of people.* **[Y]**
- *If field trips occur, they should comply with transportation guidelines within this document, including mandatory facial covering.* **[Y]**

RECOMMENDED

- *If possible, classrooms should be used for eating in place, taking into consideration food allergies.* **[Y]**
- *If cafeterias need to be used, meal times should be staggered to create seating arrangements with six feet of distance between students.* **[Y]**
- *If possible, school-supplied meals should be delivered to classrooms with disposable utensils.* **[Y]**
- *Schools should offer telecasting of assemblies and other school-sanctioned events if able.* **[NA]**
- *Students and teachers should wash hands before and after every event.* **[Y]**
- *After-school programs may continue with the use of facial coverings.* **[Y]**

a. Food Service.
   i. Staff and students will eat in their classroom.
   ii. Lunches will be cooked in the kitchen and hen will be brought to classrooms and trash deposited in the room.
   iii. Kitchen personnel will wash hands before and after preparing and serving. They will also use masks and gloves. Face shields optional.
   iv. Lunches will be served in staggered, cascading sequence using carts and student representatives. Meals will be individually wrapped and

delivered with disposable utensils. Student representatives will wash hands before and in between each classroom delivery.

    v.   Students and staff will maintain the required distance while eating.

b. Gatherings.

    i.   Indoor assemblies are prohibited.

    ii.   No classrooms may be combined.

    iii.   Staff and students will wash their hands after every event.

    iv.   Field trips are prohibited.

c. Extracurricular Activities.

    i.   After school activities can occur as long as distance and masks are being adhered to.

5-1-8. Athletics.

STRONGLY RECOMMENDED

- *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. [NA]*
- *Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant should confirm that they are healthy and without any symptoms prior to any event. [NA]*
- *All equipment must be disinfected before and after use. [NA]*
- *Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent "Busing and Student Transportation" section. [NA]*
- *Each participant should use a clearly marked water bottle for individual use. There should be no sharing of this equipment. [NA]*

RECOMMENDED

- *Indoor weight rooms and physical conditioning activities are allowed. Social distancing of six feet between participants should be maintained while indoors and sharing equipment should be avoided. [NA]*
- *Handshakes, fist bumps, and other unnecessary contact should not occur. [NA]*

a. The District does not have an athletic program.

5-1-9. Cleaning.

STRONGLY RECOMMENDED

- *Frequently touched surfaces including lights, doors, benches, and bathrooms should undergo cleaning at least every four hours with either an EPA- approved disinfectant or diluted bleach solution.* **[Y]**
- *Libraries, computer labs, arts, and other hands- on classrooms should 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.* **[Y]**
- *Student desks should be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.* **[Y]**
- *Playground structures should continue to undergo normal routine cleaning, but using an EPA- approved disinfectant is unnecessary.* **[Y]**
- *Athletic equipment can be cleaned with either an EPA-approved disinfectant or diluted bleach solution before and after each use.* **[Y]**
- *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.* **[Y]**

RECOMMEND

- *Staff should wear gloves, surgical masks, and face shield when performing all cleaning activities.* **[Y]**

a. Practice routine cleaning of frequently touched surfaces; Tables. doorknobs, water fountains, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, sinks, etc.

b. High contact/traffic areas will be wiped down with disinfectant four times a day (at least every four hours): Before school, mid-morning, after lunch, and after school.

c. 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.

d. Student desks must be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.

e. Playground structures must continue to undergo normal routine cleaning, but using an EPA- approved disinfectant is unnecessary.

    i.   Do not spray disinfectant on outdoor playgrounds- it is not an efficient use of supplies and is not proven to reduce risk of COVID-19 to the public.

    ii.   High touch surfaces made of plastic or metal, such as grab bars and railings should be cleaned routinely.

    iii.   Cleaning and disinfection of wooden surfaces (play structures, benches, tables) or groundcovers (mulch, sand) is not recommended.

    iv.   Sidewalks and roads should not be disinfected. Spread of COVID-19 from these surfaces is very low and disinfection is not effective.

f.   Cleaning supplies will be stored in the supply room.

g.   Staff must wear gloves, face mask, and face shield when cleaning.

h.   Clean/disinfect all sneeze guards daily.

i.   Levels of cleaning.

    1.   Level One.

        i.   Wear disposable gloves, mask, face shield to clean and disinfect.

        ii.   Additional personal protective equipment (PPE) might be required based on the cleaning/disinfectant products being used and whether there is a risk of splash.

        iii.   Gloves and gear should be removed carefully to avoid contamination of the wearer and the surrounding area.

        iv.   Keeping surface wet for a period of time (see product label).

        v.   Have good ventilation during use of cleaning product.

        vi.   Wear skin protection and consider eye protection for potential splash hazards.

        vii.   Use UV light wand on keyboards, tablets, and phones.

    2.   Level Two. Level One and…

        i.   Clean surfaces using soap and water, then use disinfectant.

        ii.   Clean and disinfect community spaces.

        iii.   Practice routine cleaning of frequently touched surfaces; Tables. doorknobs, water fountains, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, sinks, etc.

    3.   Level Three. Levels One, Two, and…

        i.   Additional personal protective equipment (PPE) might be required based on the cleaning/disinfectant products being utilized.

        ii.   Vapor treatment.

4. Level Four. Levels One, Two, Three, and…

    i. Vacuum the space if needed. Use vacuum equipped with high-efficiency particular air (HEPA) filter, if available.

    ii. Use air filter scrubber as needed.

    iii. Do not vacuum a room or space that has people in it. Wait until the room or space is empty to vacuum, such as at night, for common spaces, or during the day for private rooms.

    iv. Consider temporarily turning off room fans and the central HVAC system that services the room or space, so that particles that escape from vacuuming will not circulate throughout the facility.

    v. Once area has been appropriately disinfected, it can be opened for use.

    vi. Others without close contact with the person who is sick can return to activities immediately after disinfection.

j. If more than 7 days since the person who is sick visited or used the facility, additional cleaning and disinfection is not necessary.

5-1-10. Busing and Student Transportation
STRONGLY RECOMMENDED

- *Strongly encourage the use of hand sanitizer before entering the bus. Hand sanitizer should be supplied on the bus.* **[NA]**
- *The bus driver, staff, and all students in grades preK-12, if medically feasible, should wear facial coverings while on the bus.* **[NA]**
- *Clean and disinfect transportation vehicles regularly. Children should not be present when a vehicle is being cleaned.* **[NA]**
- *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* **[NA]**
- *buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.* **[NA]**
- *Clean, sanitize, and disinfect equipment including items such as car seats and seat belts, wheelchairAs, walkers, and adaptive equipment being transported to schools.* **[NA]**
- *Create a plan for getting students home safely if they are not allowed to board the vehicle.* **[NA]**
- *If a student becomes sick during the day, they should not use*

group transportation to return home and should follow protocols outlined above. *[NA]*

- *If a driver becomes sick during the day, they should follow protocols for sick staff outlined above and should not return to drive students. [NA]*

RECOMMENDED

- *Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out. [NA]*
- *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. [NA]*

a. The District does not operate buses or transportation. Students use public transportation, family, or other commercial transportation.

5-1-11. Medically Vulnerable Students and Staff.
STRONGLY RECOMMENDED

- *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. [Y]*
- *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. [Y]*

RECOMMENDED

- *Staff caring for children and providing any medical care that include aerosol generating procedures (e.g., nebulizers) should wear an N95 mask at the time of delivery. [Y]*
- *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. [Y]*

a. Special education teachers will review students IEPs/504s and review with that student's teachers for accommodations and health issues.
b. Staff will review student records for any individual healthcare plans.
c. Staff will survey parents, students, and teachers for any students who have health vulnerabilities. Staff will develop protocols, working with the parents/guardians, for reducing the risk for this population.
d. The administration will identify 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 in coordination with the District human resources and superintendent.
e. Parents/Guardians can submit a written request to the principal to be a "remote learning student" in lieu of physically attending the school due to safety concerns.
f. The request will identify acceptance by the student and parent/guardian of the school's expectations and conditions
    1. Logging into account every week,
    2. Completing course activities every week,
    3. Minimum of 10 hours per week of active engagement in the course.
    4. Failure to meet the conditions may result in the student be disenrolled.

5-1-12. Noncompliance.
a. Students will receive training on new procedures and expectations within the first days of returning. Teachers will ensure all their students are familiar with the new procedures and expectations.
b. Students who refuse to comply with safety protocols will be asked to leave for the safety of other students and staff.
c. Students will be specifically asked to comply once. If a student fails to comply, then administration and security will be notified.
d. The teacher will write up failure in MISTAR behavior.
e. The administration and social worker will meet with the student and decide if the student will be sent home after contacting the parent/guardians.
f. Students who are removed for noncompliance will be isolated from other students until a decision is made whether to send the student home or not.
g. The administration will contact the parent/guardian to explain the situation and expectations.
h. Staff members will provide bus tickets as necessary.

i.   The student will not be able to return until a conversation and agreement is made with the parents/guardian and student moving forward.

j.   Repeat offenders may have other consequences in accordance with the student handbook up to and including expulsion.

k.   Security will assist in removing students as necessary.

Phase 5 Mental & Social-Emotional Health
> **Note:** *Italicized text from MI Safe Start*, *with **Y**, **N** or **NA** indicating inclusion in plan*

5-2-1. **Mental Health.** (Before Schools Reopen for In-Person Instruction)
RECOMMENDED
- *Encourage schools to implement a mental health screening for all students by a trained professional, if possible. Any screening should be compliant with HIPAA and FERPA policies. **[Y]***
  Screening instructions (offered verbally to younger students) should provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines.
- *Establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams. **[Y]***
- *Provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk and proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma. **[Y]***
- *Encourage the identification of a point person or establish an access navigator to centralize mental health referrals, communications to families/ students, and public-facing wellness materials. **[Y]***
- *Establish a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of a school staff member). **[Y]***
- *Compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that references school and community wellness resources. **[Y]***
- *Establish ongoing reporting protocols for school staff to evaluate physical and mental health status. **[Y]***
- *Provide resources for staff self-care, including resiliency strategies**. [Y]***
- *Designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners. **[Y]***
- *Leverage MDE resources for student and staff mental health and wellness support. **[Y]***

- *Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).* **[Y]**
- *Communicate with parents and guardians, via a variety of channels, return to school transition information including:* **[Y]**
  - *Destigmatization of COVID-19;*
  - *Understanding normal behavioral response to crises;*
  - *General best practices of talking through trauma with children; and*
  - *Positive self-care strategies that promote health and wellness.*

a. Mentorship Program.
   i. Each student is assigned an adult mentor.
   ii. The mentor will make phone contact with the student and guardian on a weekly basis.
   iii. The mentor will ask about
      1. Welfare
      2. Needs
      3. Academics
   iv. The mentor will refer the student to the appropriate point of contact (Social Worker, Staff members, outside agencies, etc.) as needs are ascertained.
   v. The mentor will record the conversation in the District's Mentor Communication Log.
   vi. The mentor will contact the Social Worker of any crisis situation or circumstances as soon as possible.
   vii. The Administrative Team and Social Worker will review the log for follow-up and any actions required on a daily basis.
   viii. Staff members will seek out students who are not being reached by telephone to establish contact, inform the mentor, and address the well-being needs of the student. Staff members will complete the Communication Log for each attempted contact and results.
b. Grief/Trauma.
   i. The District formed a grief/trauma team consisting of school social workers and counselors primarily.
   ii. The team trains the staff in grief/trauma protocols for the District.
      1. The team develops the curriculum based upon training and needs of the schools.
      2. The team conducts any required grief or trauma relief for students or staff as needed.

       3. Provides strategies for students, parents, and staff in dealing with trauma and grief.

    iii. All staff completed level one training provided by STARR Commonwealth for being a trauma informed school in May 2020.

    iv. Each school will have a certified trauma informed trainer to train new staff.

c. District Social Workers.

    i. The Social Workers and District will serve as the informational hub for maintaining a list of wellness resources. Resources will also be posted on the District's website.

    ii. Provide resources for staff self-care, including resiliency strategies.

    iii. Leverage MDE resources for mental and emotional health Mental Health Resources.

    iv. Serves as the mental health liaison who works with the District, local public health agencies, and community partners.

    v. Assist in monitoring District email hotline.

d. Communications.

    i. District posts on website infographics and videos about how COVID19 operates.

    ii. District shares mental health resources via website, emails, twitter, Edulink, school information system (MISTAR), and student learning management system (Clever/Edmentum).

    iii. The District will conduct periodic surveys of all stakeholders (Students, Parents, Staff) to gauge and help evaluate the policies and protocols).

    iv. The District will host virtual Town Halls for stakeholders; two during the day and two during the evening.

    v. The District will utilize all forms of communication to maximize information/dissemination:

        1. District website
        2. District Social Media (Facebook, Twitter, etc.)
        3. Parent Emails
        4. Staff calling/texting students
        5. Edulink
        6. Postal mail

Phase 5 Instruction
> **Note:** *Italicized text from MI Safe Start*, *with* **Y**, **N** *or* **NA** *indicating inclusion in plan*

5-3-1. **Governance. (**Before Schools Reopen for In-Person Instruction)
<u>*RECOMMENDED*</u>
- *Create a district Return to Instruction and Learning working group, potentially led by the Director of Curriculum, Chief Academic Officer or the equivalent, and composed of a broad group of stakeholders on the district and school level, 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.* **[Y]**
  - □ *Revise the district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness.* **[Y]**
  - □ *Share the district's remote learning plan with all involved stakeholders in case of a return to remote learning.* **[Y]**

  a. The District superintendent, assistant superintendent, curriculum director, principals, facilities contractor, teacher-leaders, teachers, and staff formed the reopening and return to instruction team.
  b. The District solicits student and parent input via survey and solicitation on the school's web site to incorporate into planning and lessons learned. The District will solicit stakeholder input.
  c. Once approved, the plan will be posted on the school's web site along with a scheduled (AM/PM) town hall meeting for all stakeholders.

5-3-2. **Instruction. (**Before Schools Reopen for In-Person Instruction)
<u>*RECOMMENDED*</u>
- *Set an instructional vision that ensures that**: [Y]***
  - o *Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.*
  - o *Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.*
  - o *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. [Y]*
  - o *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. [Y]*
  - o *Commence intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE. [Y]*
  - o *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. [Y]*
- *Inventory all intervention programs and services available to students on the district and school level and identify any gaps. [Y]*
- *Remain connected with MDE about policies and guidance. [Y]*
- *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. [Y]*
- *Secure supports for students who are transitioning to postsecondary. [Y]*

a. The District continues to use the asynchronous online curriculum (Edmentum and Rosetta Stone). Students continue to work either at school or at home. The system/protocols are not new to the student body.
b. The District continues to share best practices for remote learning, to include weekly communication with students.
c. Instructional Vision: Every student has access to Michigan Merit Curriculum, and will be supported by teachers and staff in

academic achievement, social, and emotional well-being while being prepared for post-graduation success.

d. Students will take the NWEA MAP and possibly the NWEA Screener to better understand where students are academically and inform instructional decisions for teachers, students, and families.

e. Each school provides supports for students to transition into post-secondary education.

f. The District will revise students' IEP/504 plans in coordination with feedback from teachers, parents, and assessment data on a regular basis. The special education teachers can conduct zoom collaborative meetings with general education teachers for each of our students throughout the year.

g. The District reviews all student support and intervention services on a routine basis, to include feedback from stakeholders.

h. The District maintains regular contact with MDE, Grand Valley State University, and Wayne County RESA.

i. The District coordinates with Wayne County RESA and Detroit Community Schools for continuation of services for any students needing occupational, physical, or speech/language therapy.

5-3-3.   Communications and Family Supports. (Before Schools Reopen for In-Person or Instruction)

RECOMMENDED

- *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: **[Y]***
  - o *Expectations around their child's return to school;*
  - o *Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies; and*
  - o *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**: [Y]***
  - o *Training about how to access and use the school's chosen digital systems and tools;*
  - o *Opportunities to build their digital literacy; and*
  - o *Strategies to support their child's learning at home.*

a. The District will utilize all forms of communication to maximize information/dissemination:
  i. District website
  ii. District Social Media (Facebook, Twitter, etc.)
  iii. Parent Emails
  iv. Staff calling/texting students
  v. Edulink
  vi. Postal mail
b. The different phases (100% remote, in-person, or hybrid) are part of this plan and made available to parents via the District web site.
c. The District will have a parent portal for information as part of the school information system.
d. The District maintains a parent resource page as part of the District's website for support (how-to, FAQ, learning at home, and further assistance contact information.

5-3-4. **Professional Learning** (Before Schools Reopen for In-Person Instruction)
 RECOMMENDED
- *Provide adequate time for schools and educators to engage in:*
  o *Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed;* **[Y]**
  o *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* **; [Y]**
  o *Identify students who potentially need additional support; and* **[Y]**
  o *Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning.* **[Y]**
- *Create a plan for professional learning and training, with goals to:*
  o *Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional*

learning, and culturally responsive education; **[Y]**
- o *Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use; and* **[Y]**
- o *Build school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging.* **[Y]**

a. The District calendar provides time for collaboration by subject on a regular basis.
b. Each buildings team review student progress and engagement on a regular basis with an eye toward assisting each student progress and grow.
c. All staff and teachers share best practices in terms of strategies for individual students, but also technology uses that may address a student's individual needs.
d. The District is developing the PD focus for year to include restorative practices for the staff, equity, and social-emotional learning for our students.
e. The District and each building's Lead Teacher trains staff on District digital systems. Staff share tools and techniques amongst themselves as well.

5-3-5. Instruction.
<u>RECOMMENDED</u>
- *Ensure that every student:*
  - o *Has access to standards-aligned, grade- level instruction, including strategies to accelerate student learning;* **[Y]**
  - o *Is assessed to determine student readiness to engage in grade-level content; and* **[Y]**
  - o *Is offered scaffolds and supports to meet their diverse academic and social- emotional needs.* **[Y]**
- *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.* **[Y]**
- *Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.* **[Y]**
- *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. **[Y]**

- Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs. **[Y]**
- 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. **[Y]**
- 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. **[Y]**
- 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. **[Y]**

a. Students utilize established online curriculum aligned with the Michigan Merit Curriculum (Edmentum).
b. Students are assessed in their first few weeks to determine current learning readiness using the NWEA online testing tool.
c. Teachers provide scaffolds and support to students as they progress through the coursework.
d. Teachers monitor students' progress through the coursework (pretests, activities, quizzes, posttests, and end of course assessments). Teachers provide support to students with the goal of a student completing in accordance with the District pacing guide for graduation.
e. Teachers and staff collaborate on student progress and learning needs are identified and additional support planned.
f. Special education students IEPs/504s are reviewed by the support team to decide if any adjustments are required since the schools were closed to in-person instruction.
g. The District reviews additional curriculum materials that supports differentiation or other learning support for students.
h. Teachers ensure students understand online curriculum and can utilize and navigate the online learning system.
i. The District determines if additional academic learning structures outside of the school day are necessary and can be done while minimizing risks to students and staff.

j. Teachers communicate with parents on a regular basis regarding their son or daughter's progress, needs, and what is being done to support their learning.
k. The District maintains awareness of student connectivity off site and works to enable continued school work when not in the building by loaning a device and various Internet connectivity plans for students. This is done by direct query and surveys conducted by the staff.
l. The learning management system (Edmentum) captures students' offsite attendance, usage, and progress to both the teachers and the District.
m. Teachers regularly assess student progress and work to provide feedback, to include reteaching the content/skill to further student learning.
n. Students learn the material online with the support of their assigned classroom teacher.
o. Year-long courses taught in the traditional "live instruction" manner must be suspended during this phase. This does not preclude any teacher from conducting mini-lessons as warranted and complimentary to student learning.
p. The District will start with 100% in-person instruction in fixed classrooms with seating and conditions to minimize student and staff movement while continuing to learn.
q. If the District exceeds safe capacity with existing CDC distancing guidelines, then the District superintendent will decide if to go to a two cohort model (A and B group) of attending in alternating weeks.
r. Classroom routines includes chunks of time
   i. Social
   ii. Instructional
   iii. Physical (standing, stretching, yoga, etc.)
   iv. Emotional (video clip, music, PBIS, Restorative Practices)
u. Students will be allowed to take two classes at a time, but both classes must be completed before a new class will be scheduled.
v. The building test coordinator will arrange for all state testing and associated requirements in accordance with the various safety and control practices.

Phase 5 Operations

> **Note:** *Italicized text from MI Safe Start*, *with **Y**, **N** or **NA** indicating inclusion in plan*

5-4-1. **Facilities.** (Before Schools Reopen for In-Person Instruction)
<u>RECOMMENDED</u>
- *Audit necessary materials and supply chain for cleaning and disinfection supplies*. *[Y]*
- *Coordinate with <u>Local Emergency Management Programs</u> (LEMP) for support with procurement of cleaning and disinfection supplies.*
  - *Advocate for ISDs to coordinate with LEMPs. [N]*
- *Audit any additional facilities that the district may have access to that could be used for learning*. *[Y]*
- *Provide school-level <u>guidance for cleaning and disinfecting all core assets</u> including buildings and playgrounds. Frequently touched surfaces should be cleaned several times a day*. *[Y]*
- *Alert school-based custodial and infection control staff of any changes in recommended <u>cleaning guidelines</u> 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. [Y]*
- *Encourage schools to convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection*. *[Y]*
- *Encourage schools to provide advanced training for custodial staff. [Y]*
- *Custodial staff should continue deep cleaning over the summer. [Y]*
- *Audit all school buildings with a focus on: [Y]*
  - *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. [Y]*
- *School security staff should follow CDC protocols if interacting with the general public*. *[Y]*
- *Maintain facilities for in-person school operations.*
  - *Check HVAC systems at each building to ensure that they are running efficiently*. *[Y]*
  - *Air filters should be changed regularly*. *[Y]*
  - *Custodial staff should 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. [Y]

- o *Signage about frequent <u>handwashing, cough etiquette, and nose blowing</u> should be widely posted, disseminated, and encouraged through various methods of communication. [Y]*
- o *Custodial staff should follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties. [Y]*

- *School leaders should 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. [Y]*
- *Procure level-1 facial coverings, including those with a transparent front, for preK-5 teachers, low- income students, and students with special needs. [NA]*
- *Procure level-1 surgical masks for cleaning and janitorial staff. [Y]*

a. The custodial contractor takes daily inventory of cleaning supplies
b. The custodial contractor coordinates with the Local Emergency Management Programs for supply support along with Covenant House Michigan.
c. The District coordinates with Covenant House Michigan for access to other facilities that could be used for learning.
d. Contractor will conduct cleaning for all buildings on a regular basis.
    i. Wear disposable gloves, mask, and face shield to clean and disinfect.
    ii. Additional personal protective equipment (PPE) might be required based on the cleaning/disinfectant products being used and whether there is a risk of splash.
    iii. Gloves and gear should be removed carefully to avoid contamination of the wearer and the surrounding area.
    iv. Keeping surface wet for a period of time (see product label).
    v. Have good ventilation during use of cleaning product.
    vi. Wear skin protection and consider eye protection for potential splash hazards.
    vii. Use UV light wand on keyboards, tablets, and phones.
    viii. Clean surfaces using soap and water, then use disinfectant.

     ix.   Clean and disinfect community spaces.

     x.   Practice routine cleaning of frequently touched surfaces; Tables. doorknobs, water fountains, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, sinks, etc.

     xi.   The District and custodial contractor will remain up to date with the latest cleaning guidance from the CDC, state, and health departments.

e. The District will meet on a regular basis with the custodial contractor regarding cleaning, disinfecting, and operations.

f. The contractor will encourage staff to receive advanced training when made available.

g. Custodial personnel will conduct deep cleaning during the summer months.

h. The District conducted audit for space, classrooms, ventilation, security protocols for operations.

i. School security follows CDC guidelines in dealing with students, staff, and the public.

j. The District maintains facilities operations with ensuring HVAC systems working properly and maintained (i.e. changing air filters), signage regarding hygiene and safety, and general upkeep of the buildings.

k. Each building will conduct a regular walkthrough with custodial contractor before school begins in-person instruction and throughout the year.

l. The District will provide disposable face masks and two cloth masks to each high school student to utilize.

m. The custodial contract will provide level 1 surgical masks, gloves, and face shields for cleaning duties.

n. The District coordinates with Wayne RESA.

5-4-2. Budget, Food Service, Enrollment, and Staffing (Before Schools Reopen for In-Person or Instruction)

RECOMMENDED

- *Support schools in assessing student arrival protocols. This should include how students arrive at and depart from school (e.g., school bus, dropped off via car, drive themselves, walk, public transportation).* **[Y]**
- *Support schools in conducting staff and student outreach to understand who is coming back.*
  - *For staff, this should include a breakdown of the staff – administrators, educators, support staff, full-time nurses, part-time*

nurses, school counselors, etc. **[Y]**

- 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). **[Y]**
- o For students, this should include those with preexisting conditions who may need a remote learning environment. **[Y]**
- Assess need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs. **[Y]**
- Work with relevant local bargaining units to assess how job responsibilities may shift in light of COVID-19 and how new or additional responsibilities will be accounted for. **[NA]**
- Recruit, interview and hire new staff. **[Y]**
- Consider redeploying underutilized staff to serve core needs. **[Y]**
- Where possible, and in partnership with local bargaining units, identify and modify staff positions, that would enable high-risk staff to provide remote services. **[Y]**
- Communicate any student enrollment or attendance policy changes with school staff and families. **[Y]**
- Provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely. **[Y]**
- Seek and provide guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies). **[Y]**
- Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs. **[Y]**
- Inventory how many substitute teachers are available. **[Y]**
- Build and send back to school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures. **[Y]**
- 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. **[Y]**
- Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders. **[Y]**
- Engage school leaders in a budgeting exercise to help plan for

*changing enrollment patterns, new staffing needs, and
resource constraints or additional dollars. **[Y]***
- *Work with school leaders to orient new school staff to any operational
changes. **[Y]***
- *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. **[Y]***
- *Collaborate with food service staff to ensure any necessary food handling
changes are implemented based on local public health guidance. **[Y]***

a. The District reviewed entry and exit protocols for each building.
b. The District conducted a survey to identify returning staff.
c. The District identified which staff are at a higher risk due to existing
medical condition or age. The District staff plan took into account the list
so as to minimize risk to the most vulnerable.
d. Each school is identifying their students with preexisting conditions that
may require remote learning due to higher risk of becoming ill.
e. The District conducted a staff needs survey in terms of technology
support, emotional support, and other COVID-19 related needs.
f. The District is revising job descriptions and cross-leveling responsibilities
to accommodate the shifts associated with the COVID-19 situation. There
is no bargaining unit, but staff are solicited for input into the revisions.
g. The District will conduct routine hiring practices except the interview may
be virtual (i.e. zoom) until the final candidate(s) is (are) identified.
h. The District will communicate enrollment, attendance, and expectation
changes to staff, parents, and students.
i. The District decides on the use of CARES Act funding for key funding in
accordance with this plan.
j. The District continues to work with outside agencies (e.g., United Way)
to provide additional support and services to students and families. Each
school's staff member and social worker are the key points of action and
coordination.
k. The District uses existing in-building staff to fulfill the need to substitute
for a classroom teacher.
l. The District will utilize all forms of communication to maximize
information/dissemination of the latest policies and procedures:
    i. District website
    ii. District Social Media (Facebook, Twitter, etc.)
    iii. Parent Emails

    iv.   Calling/texting students

    v.   Edulink

    vi.   Postal mail

m. The District will have the staff handbook and student handbook printed and ready for distribute as well as a digital version prominently available.

n. The District will have the plan reviewed for legal compliances.

o. The District leadership developed three budgetary scenarios regarding the potential amount of financial reduction anticipated.

p. The District leadership is working with school leaders on the plan and educating their building staffs to changes in policy, procedures, and operations.

q. The District created a master calendar, daily schedule, and lunch plan for staff and students with student safety in mind.

    i.   Master calendar has all students present for all five days, except holidays and PD days (usually at least one per month).

    ii.   The first day of the school year for students is July 28, 2020.

    iii.   The first day of the school year for teachers is July 27, 2020.

    iv.   The last day of school for students is June 23, 2021.

    v.   The last day of school for teachers is June 25, 2021.

    vi.   The student day begins at 9:00 am and ends at 2:30 pm.

    vii.   The staff day begins at 8:30 am and ends at 3:30 pm.

r. The District and schools coordinate with the food contractor for the meals and deliver to the classrooms for consumption.

5-4-3. **Transportation.** (Before Schools Reopen for In-Person or Instruction)
STRONGLY RECOMMENDED

- _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:_ **[NA]**
  - _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). **[NA]***
- *Inventory bus drivers to understand the extent of high-risk populations**. [NA]***
- *Finalize bus procedures for bus drivers and students that are informed by public health protocols. **[NA]***
- *Encourage close collaboration between transportation and IEP teams to monitor changes to students' IEPs and implement accordingly. **[NA]***

a. The District does not have or operate buses. Students arrive by public transportation, family drop off, or private ride sharing company.

5-4-4.   Technology. (Before Schools Reopen for In-Person or Instruction)
RECOMMEND
- *Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning. **[Y]***
- *Designate a single point of contact in each school to plan and communicate with district technology teams. **[Y]***
- *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. **[Y]***
- *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. **[Y]***
- *Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet. **[Y]***
- *Where practical given demands on parents or guardians, consider identifying family technology liaisons to support communication regarding the use of technology and serve as a "help desk." **[Y]***
- *Develop district-wide procedures for return and inventory of district-owned devices as part of a return to school technology plan. The procedures should include:*
  - *Safely bagging devices collected at schools; **[Y]***
  - *Sanitizing the devices prior to a repair or replacement evaluation; **[Y]***
  - *Ordering accessories that may be needed over the summer;*

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

a. The District will survey families regarding their need for devices and Internet access at the beginning of the year and as additional students transfer into the school.
b. The Lead Teacher of each school will be part of the District technology team determining technology needs, management, and future recommendations. The Lead Teacher also serves as the students' technology support for devices and website program access/functions. If the Lead Teacher cannot resolve the issue, it is elevated by them to the District Curriculum Director. If it an Internet connectivity issue, it is elevated to the District Parent and Community Engagement Liaison.
c. The District schools are designed for online learning either in-person or remotely. As such, there is not a need to train teachers on conducting remote learning as it is practiced as a matter of course every day.
d. Technology points of contact will be listed for each school on the District's and individual school's websites:
   i. Technology Support/Help Desk: Lead Teacher
   ii. Internet Support: District Parent/Community Engagement Liaison
e. Equipment Return
   i. The staff member will collect devices from students who
      1. Transfer out from the school
      2. Graduate
      3. Return to in-person schooling.
   ii. While wearing gloves, the staff member will inspect the equipment, make sure all components are both present and in working order.

    iii. The staff member will maintain inventory control and accountability of the equipment in accordance with the District asset tracking tool/document.

    iv. Upon returning equipment, it will be placed in a bag to be sanitized by the UV wand and appropriate cleaner.

    v. The staff member will identify accessories that may be needed and submit a purchase order to the principal.

    vi. Once the equipment is cleaned and all components present, the staff member will conduct maintenance on the device resetting to school/factory settings (removing personal settings, malware, etc.) for the next user upon issuance.

    vii. Missing or damaged equipment will be brought to the attention of the principal and the principal will review with District.

    viii. The student should complete a statement of what is missing or broken and the reasons why.

f. The school will utilize Macro Connect as a vendor to assist with student technology devices and management.

g. Macro Connect maintains and tests the District's network and Wi-Fi networks in all buildings.

h. If a student has a device that no longer functions, he or she coordinates with the Staff member for a replacement.

i. Teachers and staff are available to assist during the normal school hours to assist any student or parent via phone, email, or Google/Zoom meeting.

j. The Staff member, Lead Teacher, and District Parent/Community Engagement Liaison work with individual students and parents to support students with technology as identified/needed.

k. The District Technology Team reviews the District's technology policies (acceptable use, care, privacy, etc.) and ensures all applicable laws (FERPA, Privacy Act, etc.) are clearly identified and incorporated into the student handbook and made available to parents/guardians.

l. Since the curriculum is web-based and live lessons are not a planned event, the District does not plan on live streaming classes per se, but it is optional for individual classroom teachers to do so with administration approval.

5-4-5. Enrollment

a. New Student

    1. Student completes online form before coming to school or paper application at school.

2. Student sends enrollment documentation electronically or brings to office
   a. Birth certificate
   b. IEP
   c. Shot record
   d. Transcripts
3. **For students with IEP's** – Special Ed. Director reviews IEP and assigns case teacher
4. Administrative Assistant enters student into MISTAR
5. Student attends orientation
6. Student takes academic screener
7. Student meets w/counselor and gets schedule
8. Student begins classes
9. Teacher welcomes new student

b. Re-Enrolling Student.
1. Student completes online form before coming to school or paper application at school.
2. Student sends enrollment documentation electronically or brings to office
   a. Birth certificate
   b. IEP
   c. Shot record
   d. Transcripts
3. **For students with IEP's** – Special Ed. Director reviews IEP and assigns case teacher
4. Administrative Assistant enters student into MISTAR
5. Student attends orientation
6. Student takes academic screener
7. Student meets w/counselor and gets schedule
8. Student begins classes
9. Teacher welcomes new student

c. Transferring Student
1. **For students with IEP's** – Special Ed. Director reviews IEP and assigns case teacher
2. Administrative Assistant enters student into MISTAR
3. Student attends orientation
4. Student takes academic screener
5. Student meets w/counselor and gets schedule
6. Student begins classes
7. Teacher welcomes new student

5-4-6. Orientation
    a. Parents
        i.   All receive a welcome packet
        ii.   All watch the COVID-19 video (info on how it works)
        iii. All watch/read/hear school rules/reopening safety
    b. Students
        i.   All receive a welcome packet
        ii.   All watch the COVID-19 video (info on how it works)
        iii. All watch/read/hear school rules/reopening safety

5-4-7. Student Conferencing
    a. Student conferencing (counseling, social worker, etc) can occur in an individual's office or a common room (i.e. conference room).
    b. If in a common room, the staff must notify the custodial personnel of its use for later disinfecting.
    c. Sneeze guards will be utilized.

Plan for Operating during Phase 6 of the Michigan Safe Start Plan

Note: *Italicized text from MI Safe Start, with Y, N or NA indicating inclusion in plan*

Phase 6 Safety Protocols

6-1-1. Personal Protective Equipment.
a. Safety protocols no longer required.

6-1-2. Hygiene.
RECOMMENDED
- *Provide adequate supplies to support healthy hygiene behaviors (e.g., soap, hand sanitizer with at least 60% alcohol for safe use by staff and older students, paper towels, and tissues).* **[Y]**
- *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.* **[Y]**
- *Systematically and frequently check and refill soap and hand sanitizers.* **[Y]**
- *Encourage staff and students to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.* **[Y]**

a. Every classroom teacher will reinforce handwashing (at least 20 seconds soap and water) and hand sanitizer protocols at the beginning of class.
b. Inside each room's doorway will be a hand sanitizer for everyone's use. It will contain at least 60% alcohol.
c. Outside each classroom will be a hand sanitizer for everyone's use.
d. Everyone will use the hand sanitizer before entering a room. And use the hand sanitizer when leaving a room.
e. Staff and students will use hand sanitizer coming into the building.
f. Signage (In rooms and halls):
    i. How to cough and sneeze into elbows.
    ii. Encouraging use of hand sanitizer.
    iii. Proper ways to wash hands.
    iv. Limiting sharing of personal items (Pencils, phones, etc).
g. Custodial services will ensure hand sanitizers, soap, and paper towels are in adequate supply at the end of each school day.
h. Keep hand sanitizers away from fire or flame.

i. All students and staff will utilize hand sanitizer going into a room or office and use hand sanitizer leaving the room.
j. Additional key times to wash hands include:
   i. After blowing one's nose, coughing, or sneezing.
   ii. After using the restroom.
   iii. Before eating or preparing food.
   iv. After contact with animals or pets.
   v. Before and after providing routine care for another person who needs assistance.
k. Wash hands often with soap and water for 20 seconds.
   i. Always wash immediately after removing gloves and after contact with a person who is sick.
   ii. Hand sanitizer: If soap and water are not available and hands are not visibly dirty, an alcohol-based hand sanitizer that contains at least 60% alcohol may be used. However, if hands are visibly dirty, always wash hands with soap and water.

6-1-3. Space and Movement.
a. Safety protocols no longer required.

6-1-4. Screening Students.
a. Safety protocols no longer required.

6-1-5. Responding to Positive Tests.
REQUIRED
- *In the event of a lab or clinically diagnosed case of COVID-19 among staff or a student, the classroom or areas exposed must be immediately closed until cleaning and disinfection can be performed***. [Y]**
  - *If the person was in the school building without a facial covering, or large areas of the school were exposed to the person, short term dismissals may be required to clean and disinfect the larger areas. This decision must be made in concert with the local public health department.* **[Y]**
- *Cleaning staff must wear a surgical mask when performing cleaning of these areas along with gloves and face shield***. [Y]**

a. The District will communicate with local health official's information on the COVID-19 case and contact information while maintaining legal confidentiality.
b. A staff member will collect contact information of any close

contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at school and share with District.

c. 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.

d. The District will provide guidance on student and staff communicable disease related information being protected health information.

e. Individuals with a confirmed case of COVID-19 should only return per CDC guidelines.

f. The building will perform a deep clean using masks, gloves, and face shields.

g. Communications
   i. The administrator notifies the District.
   ii. The District notifies the health department.
   iii. The administration will notify the building staff
   iv. The administration notifies the parents and students of the school.

h. The school will closely monitor staff and students.

i. The school will re-establish screening procedures for walking in the building (see section 4-1-4).

6-1-6. Food Service, Gatherings, and Extracurricular Activities.
   a. Safety protocols no longer required.

6-1-7. Athletics.
   a. Safety protocols no longer required.

6-1-8. Cleaning.
   a. Safety protocols no longer required.

6-1-9. Busing and Student Transportation.
   a. Safety protocols no longer required.

6-1-10. Medically Vulnerable Students and Staff.
   a. Safety protocols no longer required.

COVID-19 Workplace Preparedness Plan

General

The following COVID-19 preparedness & response plan has been established for ____Covenant House Academy____ in accordance with the requirements in the [Executive Orders (EOs)](#) for COVID-19 signed by Governor Gretchen Whitmer, the OSHA [Guidance on Preparing Workplaces for COVID-19](#), and the latest [guidance](#) from the US Centers for Disease Control and Prevention (CDC). The purpose of this plan is to minimize or eliminate employee exposure to SARS-CoV-2.

The EOs, OSHA guidance, and CDC guidance for COVID-19 have general safeguards applicable for all workplaces and specific safeguards for certain industries. _Tanya Duffy, Assistant Superintendent_ has read these guidance documents carefully, found the safeguards appropriate to ____Covenant House Academy__ based on its type of business or operation, and has incorporated those safeguards into this COVID-19 preparedness and response plan.

As the COVID-19 situation evolves, the EOs and CDC guidance are periodically updated. _Tanya Duffy, Assistant Superintendent_ will be responsible for visiting the EO webpage and CDC guidance webpage regularly (for example, weekly) for the latest information and for revising the plan as necessary. The EOs are found at: https://www.michigan.gov/whitmer/0,9309,7-387-90499_90705---,00.html. The CDC guidance documents are found at: https://www.cdc.gov/coronavirus/2019-ncov/communication/guidance-list.html?Sort=Date%3A%3Adesc. This plan reflects the EOs and CDC guidance as of _July 30, 2020_.

____Covenant House Academy____ has designated one or more worksites supervisors to implement, monitor, and report on the COVID-19 control strategies developed in this plan. The worksite supervisor(s) is _Eric George (Southwest Campus), Stephen Stewart (Central Campus), Nate King (East Campus), and Tanya Duffy (District Administration Building)___ . The supervisor will remain on-site at all times when employees are present on site. An on-site employee may be designated to perform the supervisory role.

The plan will be made readily available to employees and labor unions. The plan will be made available via ____website and emailed to employees____.

Exposure Determination

____Covenant House Academy____ has evaluated routine and reasonably anticipated tasks and procedures for all employees to determine whether there is actual or reasonably anticipated employee exposure to SARS-CoV-2. Terrence George_ was responsible for the exposure determination.

_____Covenant House Academy_____ has determined that its employees' jobs fall into only the lower exposure and medium exposure risk categories as defined by the OSHA Guidance on Preparing Workplaces for COVID-19:

- **Lower Exposure Risk Jobs**. These jobs do not require contact with known or suspected cases of COVID-19 nor frequent close contact (for example, within six feet) with the general public. Workers in this category have minimal occupational contact with the public and other coworkers. Examples are small offices, small manufacturing plants (less than 10 employees), small construction operations (less than 10 employees), and low-volume retail establishments, provided employees have infrequent close contact with coworkers and the public.

- **Medium Exposure Risk Jobs**. These jobs are those that require frequent or close contact (for example, within six feet) with people who may be infected with SARS-CoV-2, but who are not known or suspected COVID-19 patients. Examples are most jobs at manufacturing plants, construction sites, schools, high-volume retail settings, and other high-population-density work environments.

Terrence George, Superintendent verifies that _____Covenant House Academy_____ has no high risk exposure jobs. High exposure risk jobs have high potential for exposure to known and suspected cases of COVID-19. Examples are most jobs in healthcare, medical transport, nursing homes and residential care facilities, mortuaries, law enforcement, and correctional facilities. This sample plan is not intended for employers who have high exposure risk jobs.

_____Covenant House Academy_____ has categorized its jobs as follows:

(NOTE: Some jobs may have more than one type of exposure risk depending on the task or qualifying factors.)

Job/Task	Exposure Risk Determination (Lower or Medium)	Qualifying Factors (For Example, No Public Contact, Public Contact)
Classroom Teachers	Medium	Daily contact with students
Building Administrators	Medium	Daily Contact with students
Instructional Support	Medium	Daily Contact with Students
District Administration	Lower	Intermittent contact with students
Building Secretarial	Medium	Public Contact

Engineering Controls

_____Covenant House Academy_____ has implemented feasible engineering controls to minimize or eliminate employee exposure to SARS-CoV-2. Engineering controls involve isolating employees from work-related hazards using ventilation and other engineered solutions. In workplaces where they are appropriate, these types of controls reduce exposure to hazards without relying on worker behavior and can be the most cost-effective solution to implement.

For lower exposure risk jobs, new engineering controls are not required. For medium exposure risk jobs, engineering controls can include:

- Installing physical barriers (such as clear plastic sneeze guards) between coworkers or between workers and customers.

- Installing a drive-through window for customer service.

- Increasing the amount of ventilation in the building.

- Increasing the amount of fresh outdoor air that is introduced into the building.

Terrence George, Superintendent will be responsible for seeing that the correct engineering controls are chosen, installed, maintained for effectiveness, and serviced when necessary.

The following engineering controls have been implemented:

Job/Task	Engineering Control
Receptionists/Secretaries/Security/Counselor/Social workers	Sneeze guards
Classroom teachers	Sneeze guards
Classroom teachers	Window fans
Classroom Teachers	Air Filters
Classrooms	Student desks spaced apart and not facing each other
All areas	Access to hand sanitizer dispensers

Administrative Controls

Administrative controls are workplace policies, procedures, and practices that minimize or eliminate employee exposure to the hazard. Terrence George, Superintendent will be responsible for seeing that the correct administrative controls are chosen, implemented and maintained for effectiveness.

The following administrative controls have been established for _____Covenant House Academy_____:

(Choose the controls below that are feasible for your workplace. Delete the controls that are not feasible or applicable. Add additional rows for other feasible administrative controls that will be implemented. In the first column, indicate which jobs or tasks will use each administrative control.)

Job/Task	Administrative Control (For Example, Workplace Distancing, Remote Work, Notifying Customers)
All employees	Maintain at least six feet from everyone on the worksite.
	Use ground markings, signs, and physical barriers to prompt employees to remain six feet from others.
	Promote remote work (telecommuting) to the fullest extent possible.
	Establish alternating days or extra shifts to reduce the total number of employees in the facility at a given time.
	Restrict business-related travel for employees to essential travel only.
	Restrict face-to-face meetings. Communicate with others through phone, email, teleconferencing, and web conferencing.
	Restrict the number of customers in the establishment at any given time.
	Minimize the sharing of tools, equipment, and items.
	Provide employees with non-medical grade face coverings (cloth face coverings).

	Require employees to wear cloth face coverings at all times, except when in offices by themselves, when eating or drinking, or if they cannot medically tolerate a mask. If the employee is not unable to wear a mask, they will wear a face shield..
	Require customers and the public to wear cloth face coverings.
	Keep customers informed about symptoms of COVID-19 and ask sick customers to stay at home until healthy again..
	Provide customers and the public with tissues and trash receptacles.
	Encourage proper cough and sneeze etiquette by employees, including covering coughs and sneezes and coughing and sneezing in one's elbows rather than hands.
	Ensure that sick leave policies are flexible and consistent with public health guidance, so employees do not go to work sick.
	Do not require a healthcare provider's note for employees who are sick with acute respiratory illness to validate their illness.
	Maintain flexible policies that permit employees to stay home to care for a sick family member.

Hand Hygiene

 Terrence George, Superintendent will be responsible for seeing that adequate handwashing facilities are available in the workplace and that regular handwashing is required. Frequency of such handwashing will be determined in part by factors such as when and how often the employees' hands are potentially exposed to SARS-CoV-2. When handwashing facilities are not available, _____Covenant House Academy____ shall provide employees with antiseptic hand sanitizers or towelettes. ____ Covenant House Academy____ will provide time for employees to wash hands frequently and to use hand sanitizer.

Disinfection of Environmental Surfaces

_____Covenant House Academy_____ will increase facility cleaning and disinfection to limit exposure to COVID-19, especially on high-touch surfaces (for example, door handles), paying special attention to parts, products, and shared equipment (for example tools, machinery, vehicles). _____Covenant House Academy_____ will make cleaning supplies available to employees upon entry and at the worksite.

Building Maintenance Staff will be responsible for seeing that environmental surface in the workplace are cleaned and disinfected. Frequency of such disinfection will be determined in part by factors such as when and how often the environmental surfaces are potentially exposed to SARS-CoV-2. When choosing cleaning chemicals, _____Covenant House Academy_____will consult information on Environmental Protection Agency (EPA)-approved disinfectant labels with claims against emerging viral pathogens. Products with EPA-approved emerging viral pathogens claims are expected to be effective against SARS-CoV-2 based on data for harder to kill viruses. The manufacturer's instructions for use of all cleaning and disinfection products will be strictly adhered to.

The following is a list of environmental surfaces, methods used to disinfect, and the frequency of such disinfection:

Surface	Method/Disinfectant Used	Schedule/Frequency
Door handles/Countertops/light switches	Sprayed or wiped/ Bleach-water solution and Diffense	4 times per day
Bathrooms	Super HDQ L10; TB Cide Quat; Diffense	4 times per day
Technology	Wiped off daily and UV light wand	Each will occur 1 times per day
Sneeze Guards	Sprayed or wiped/ Bleach-water solution and Diffense	4 times per day
Entire building	Disinfectant Fogger	1 time per week

_____Covenant House Academy_____ will perform enhanced cleaning and disinfection after persons confirmed to have COVID-19 have been in a work area. In the interim, that work area will be temporarily closed, and employees will be sent home or relocated. (Name and job title) will be responsible for seeing that this protocol is followed.

The following methods will be used for enhanced cleaning and disinfection:

- Vacuum the space if needed. Use vacuum equipped with high-efficiency particulate air (HEPA) filter, if available.
- Do not vacuum a room or space that has people in it. Wait until the room or space is empty to vacuum, such as at night, for common spaces, or during the day for private rooms.
- Consider temporarily turning off room fans and the central HVAC system that services the room or space, so that particles that escape from vacuuming will not circulate throughout the facility.

Personal Protective Equipment (PPE)

_____Covenant House Academy_____ will provide employees with personal protective equipment for protection from SARS-CoV-2 appropriate to the exposure risk associated with the job. The PPE policy will follow the CDC and OSHA guidance applicable to the industry and types of jobs at the workplace, and it will be in accordance with latest EOs.

All types of PPE are to be:

■ Selected based upon the hazard to the worker.

■ Properly fitted and periodically refitted as applicable.

■ Consistently and properly worn.

■ Regularly inspected, maintained, and replaced, as necessary.

■ Properly removed, cleaned, and stored or disposed of, as applicable, to avoid contamination of self, others, or the environment.

_____Covenant House Academy_____ will provide non-medical grade face coverings (cloth face coverings) to employees. (Cloth face coverings are technically not considered PPE.) _____Covenant House Academy_____ will require employees to wear face coverings when they cannot consistently maintain six feet of separation from other individuals in the workplace. _____Covenant House Academy_____ will consider face shields when employees cannot consistently maintain three feet of separation from other individuals in the workplace.

The following type(s) of PPE have been selected for use:

Job/Task	PPE
All Staff	Disposable Mask; face shield; gloves

Health Surveillance

_____Covenant House Academy_____ has implemented a screening protocol to identify known or suspected cases of COVID-19 among employees and isolate them from the remainder of the workforce. _(Name and job title of person)_ will be responsible for ensuring that all required health surveillance provisions are performed.

As workers enter the place of employment at the start of each work shift, _____Covenant House Academy_____ will have employees self-screen for COVID-19. _____Covenant House Academy_____will have employees complete a questionnaire covering the signs and symptoms of COVID-19 and their exposure to people with suspected or confirmed COVID-19. When obtainable, a no-touch thermometer will be used for temperature screening of employees. _____Covenant House Academy_____will similarly screen contractors, suppliers, and any other individuals entering the worksite.

Employees have been directed to promptly report any signs and symptoms of COVID-19 to _____Building Supervisor___ before and during the work shift. _____Covenant House Academy_____ has provided employees with instructions for how to make such a report to the employer.

The specific instructions for employee reporting signs and symptoms of COVID-19 are as follows:

- ■ Staff members will report symptoms prior to entering the building through the completion of the MIsymptoms app questionnaire.

- ■ If symptoms are present, the employee does not report to work.

- ■ If the employee becomes symptomatic at work, he or she will immediately report their symptoms to the building principal.

_____Covenant House Academy_____ will physically isolate any employees with known or suspected COVID-19 from the remainder of the workforce, using measures such as, but are not limited to:

- ■ Not allowing known or suspected cases to report to or remain at their work location.

- ■ Sending known or suspected cases to a location (for example, home) where they are self-isolating during their illness.

- ■ Assigning known or suspected cases to work alone at the location where they are self-isolating during their illness.

_____Covenant House Academy_____ will not discharge, discipline, or otherwise retaliate against employees who stay at home or who leave work when they are at particular risk of infecting others with COVID-19.

When an employee is identified with a confirmed case of COVID-19, within 24 hours,_____Building Supervisor_____ will notify both the local public health department, and any co-workers, contractors, or suppliers who may have come into contact with the person who is the confirmed case of COVID-19. When notifying coworkers, contractors, and suppliers, _____Covenant House Academy_____ will not reveal the name or identity of the confirmed case.

_____Covenant House Academy_____ will allow employees with a confirmed or suspected case of COVID-19 to return to the workplace only after they are no longer infectious according to the latest guidelines from the CDC.

Training

 Building Supervisors in conjunction with District Administration shall coordinate SARS-CoV-2 training and ensure compliance with all training requirements.

_____Covenant House Academy_____ will train workers on, at a minimum:

1. Routes by which the virus causing COVID-19 is transmitted from person to person.
2. Distance that the virus can travel in the air, as well as the time it remains viable in the air and on environmental surfaces.
3. Symptoms of COVID-19.
4. Workplace infection-control practices.
5. The proper use of PPE, including the steps for putting it on and taking it off.
6. Steps the worker must take to notify the business or operation of any symptoms of COVID-19 or a suspected or confirmed diagnosis of COVID-19.
7. How to report unsafe working conditions.

Kathy Zadroga, Human Resource Coordinator shall create a record of the training. The record will list the names of the employees trained, the training date, name of trainer, and content of training.

Recordkeeping

_____Covenant House Academy_____ will maintain the following records as they relate to the COVID-19 preparedness and response plan:

1. Training records.
2. A record of daily entry self-screening results for all employees or contractors entering the workplace, including a questionnaire covering signs and symptoms of COVID-19 and exposure to people with suspected or confirmed COVID-19.

3. When an employee is identified with a confirmed case of COVID-19, a record that within 24 hours the local public health department was notified as well as any co-workers, contractors, or suppliers who may have come into contact with the person who was the confirmed case of COVID-19.
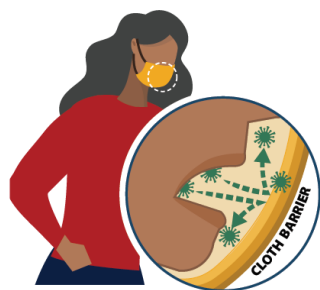
_Terrence George, Superintendent will ensure that the records are kept.

Covenant House Academy

How to Safely Wear and Take Off a Cloth Face Covering

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

CLOTH BARRIER

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

PHARMACY

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

CS 316488A   07/06/2020

How to Protect Yourself and Others

Accessible version: https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html

Know how it spreads

- There is currently no vaccine to prevent coronavirus disease 2019 (COVID-19).
- **The best way to prevent illness is to avoid being exposed to this virus.**
- The virus is thought to spread mainly from person-to-person.
    - » Between people who are in close contact with one another (within about 6 feet).
    - » Through respiratory droplets produced when an infected person coughs, sneezes or talks.
    - » These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.
    - » Some recent studies have suggested that COVID-19 may be spread by people who are not showing symptoms.

Everyone should

Clean your hands often

- **Wash your hands** often with soap and water for at least 20 seconds especially after you have been in a public place, or after blowing your nose, coughing, or sneezing.
- If soap and water are not readily available, **use a hand sanitizer that contains at least 60% alcohol.** Cover all surfaces of your hands and rub them together until they feel dry.
- **Avoid touching your eyes, nose, and mouth** with unwashed hands.

Avoid close contact

- **Limit contact with others as much as possible.**
- **Avoid close contact** with people who are sick.
- **Put distance between yourself and other people.**
    - » Remember that some people without symptoms may be able to spread virus.
    - » This is especially important for **people who are at higher risk of getting very sick.** www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-higher-risk.html

cdc.gov/coronavirus

CS 316291A   06/30/2020

Covenant House Academy

Cover your mouth and nose with a cloth face cover when around others

- **You could spread COVID-19 to others** even if you do not feel sick.
- **Everyone should wear a cloth face covering in public settings** and when around people not living in their household, especially when social distancing is difficult to maintain.
  - » Cloth face coverings should not be placed on young children under age 2, anyone who has trouble breathing, or is unconscious, incapacitated or otherwise unable to remove the mask without assistance.
- **The cloth face cover is meant to protect other people** in case you are infected.
- Do **NOT** use a facemask meant for a healthcare worker.
- Continue to **keep about 6 feet between yourself and others.** The cloth face cover is not a substitute for social distancing.

Cover coughs and sneezes

- **Always cover your mouth and nose** with a tissue when you cough or sneeze or use the inside of your elbow.
- **Throw used tissues** in the trash.
- Immediately **wash your hands** with soap and water for at least 20 seconds. If soap and water are not readily available, clean your hands with a hand sanitizer that contains at least 60% alcohol.

Clean and disinfect

- **Clean AND disinfect frequently touched surfaces** daily. This includes tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, and sinks. www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/disinfecting-your-home.html
- **If surfaces are dirty, clean them:** Use detergent or soap and water prior to disinfection.
- **Then, use a household disinfectant**. You can see a list of EPA-registered household disinfectants here.

cdc.gov/coronavirus