



University Yes Academy COVID-19 Preparedness and Response Plan

Address of School District: 14669 Curtis, Detroit, MI 48235

District Code Number: 82724

Building Code Number(s): 00378

District Contact Person: Dr. Kimberly Bland

District Contact Person Email Address: kbland@npfeschools.org

Local Public Health Department: Detroit Health Department

Local Public Health Department Contact Person Email Address: Denise Fair, MPH, FACHE;
faird@detroitmi.gov

Name of Intermediate School District: Wayne Regional Educational Service Agency

Name of Authorizing Body: Bay Mills Community College

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 in is in Michigan Safe Start Plan Phases 1-3.
- The Academy's sponsored inter-school, after school activities and athletics will be suspended when the region in which it is located in is in Michigan Safe Start Plan Phases 1-3.
- The Academy will comply with guidance from the United States Department of Education, including its Office of Civil Rights and office of Special Education and Rehabilitative Services, and the Michigan Department of Education concerning the delivery of alternative modes of instruction to students with disabilities in light of the impact of COVID-19.
- The Academy will provide for the continued pay of school employees while redeploying staff to provide meaningful work in the context of the Preparedness Plan, 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.

William P. Skutt, Jr.

President of the Board of Directors

Date August 10, 2020



Introduction and Overview

University Yes Academy, a K-5 public charter academy, is located in the Winship neighborhood of Detroit, Michigan. When schools closed due to the COVID-19 pandemic, the team at University Yes Academy took immediate action to create and implement a plan for providing instruction to its approximately 550 students.

Within a week, each teacher had been set up with a Google Classroom site, onto which were loaded Math and ELA assignments and resources. Technology was distributed to families in need to maximize access. Once instruction began on March 23, teachers and school leaders worked tirelessly to promote participation and support families and students academically.

Our mission of providing access to high quality education for all students in a safe environment carries us into the 2020-21 school year and is at the heart of our preparedness plan. This plan was developed through the work of two “re-entry committees,” one with a focus on Academics and Instruction, the other on Safety and Operations. These committees were composed of teachers, school and district administrators, instructional coaches, parents, and two medical doctors. Their work was informed by information shared and gathered by both the Detroit Children’s Foundation and the Charter School Growth Fund.

This document contains the committee’s re-entry recommendations in regards to academic and instructional considerations. It also serves as Phase 4 of our Online Extended Learning plan based on Executive Order 2020-35. A high-level summary of the plan is followed by a more in-depth and detailed breakdown of planning considerations and action steps. Also included are considerations organized by specific grade levels and cohorts, which should be taken into account when planning for various scenarios.

Regardless of scenario, the following academic MUST-WINS guided all of our planning and must be accomplished for all of our students and their families:

1. **DATA:** We will implement rapid, diagnostic assessments to begin the year and then utilize continuous, formative assessment on a regular basis to monitor progress and analyze students’ needs.
2. **INTERVENTION:** We are relentless in our commitment to all students receiving targeted support and/or remediation based upon their academic needs.
3. **PROFESSIONAL DEVELOPMENT:** It is our mission to continue to build capacity with all staff to ensure that student achievement goals stay top of mind.
4. **COMMUNICATION:** Our families will receive clear and continuous--yet streamlined--communication about the schools’ academic plans and their child’s progress and needs.



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

Phase 1, 2, or 3 Safety Protocols

Per the Michigan Safe Schools Roadmap, if the Governor of Michigan places our geographic area in Phases 1, 2 or 3, our school buildings will be closed for in-person instruction. Instead, instruction will be conducted virtually. Furthermore, all after-school and during school activities, including athletics will be suspended. Also, busing and student transportation will be suspended.

School employees and contractors may be permitted, as needed, to be physically present in school buildings for the purposes of conducting basic school operations, including remote live instruction, as determined by school administrators. School employees and contractors must complete daily temperature checks and masks must be worn. They are also to sign in and out on the visitors log book.

Our team will continue to provide food service to children under 18 through the school food service program. Distribution will be conducted twice a week, with minimal contact pick up. During each distribution family will receive enough food for 7 days.

While the school is closed, maintenance will continue to disinfect and sanitize the building on a daily basis. Paying close attention to the high traffic areas such as the main office and restrooms.

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

The Academy will implement all Strongly Recommended Mental and Social-Emotional health services guidelines, including-

- The school will implement a mental health screening for all students by a trained professional, such as a Social Worker. All screenings will be compliant with HIPAA and FERPA policies: <https://www.hhs.gov/hipaa/for-professionals/faq/ferpa-and-hipaa/index.html>
- *Screening instructions (offered verbally to younger students) will provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines.*
- Guidelines will be provided to all staff regarding identification and rapid referral of at-risk students to appropriate building-level support teams, which will include the school principal, so that appropriate next steps can be taken and support can be provided. In addition, regular wellness checks of students and families will be conducted by school staff for all families, prioritizing those who have not recently participated in virtual learning activities. A tracker will be kept so that relevant stakeholders are aware of the results of these checks.
- All full time, salaried staff members will participate in two online courses produced by the TREP (Trauma Responsive Educational Practices) Project at the University of Chicago during our August training as we prepare for the school year. :
 - Understanding Trauma and Trauma Responsive Educational Practices
 - Preparing for A Trauma Responsive Return to School After COVID-19 Closures



- All instructional staff will be provided with professional development and resources on 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.
- A comprehensive crisis management plan will be established 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).
- Wellness resources will be made available to both staff and students via school website and newsletter that can be provided in conjunction with screening activities, and that reference school and community wellness resources.
- Ongoing reporting protocols will be established for school staff to evaluate their physical and mental health status.
- Resources for staff self-care, including [resiliency strategies](#) will be provided via newsletter communication.
- A mental health liaison (school-based) will be designated who will work across the school, local public health agencies, and community partners.
- [MDE resources](#) will be leveraged for student and staff mental health and wellness support.
- A communication channel will be established for school stakeholders to address their own mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).
- Return to school transition information will be communicated with parents and guardians, via a variety of channels, including:
 - [Destigmatization of COVID-19](#).
 - Understanding normal behavioral response to crises.
 - General best practices of talking through trauma with children.
 - Positive self-care strategies that promote health and wellness.



Phase 1, 2, or 3 Instruction

In the event that we are in Phase 1-3 of the MI Safe Start Plan, much of our plan shared in our Continuity of Learning and COVID-19 Response Plan from the March 2020 closure, will be enacted. This will involve a combination of synchronous and asynchronous learning based on best practices that promote student engagement, consistency and differentiation.

Live, daily synchronous instruction will take place for all students using Google Classroom and other tools within the Google suite, which leverages our existing curricular resources for the core subjects. Asynchronous instruction will also be available as recordings of the aforementioned synchronous instruction will be posted. Other asynchronous resources will be made available on demand for students using curricular resources as well, including those designed for individualized academic intervention.

Challenges and opportunities that were revealed during our work in the spring include:

- Students in grades 6-12 need more live teaching
- Parents and students need to be trained in technology use
- Critical to have correct/up-to-date contact information for all families
- Time is needed for taking attendance, working on tech skills and tech problem solving, social-emotional skills, etc.
- to the importance of monitoring student work in the moment

These will be addressed through the following adaptations:

- Synchronous, live instruction will take place for all K-12 students every day
- An orientation to support parents with technology skills and technology usage will be built into our “Character Camp” lessons for students during the first two weeks of the school year.
- All families will be surveyed prior to the start of school so that updated and accurate contact info is on file.
- Every day class will begin with Class Council or Advisory for taking attendance, working on tech skills and tech problem solving, social-emotional skills, etc.
- Tools within Google Classroom that allow for the sharing of photos of student work will be more widely utilized.

What each student and their family will need:

- Relevant curricular materials
- Computer or device for accessing instruction and materials
- Internet access

Equitable instruction will be provided to students with disabilities in compliance with their individualized education programs (IEPs) and under this scenario, specific support plans will be created regarding students’ learning virtually. Asynchronous and synchronous intervention and academic support services will also be provided for students who do not have IEPs but who demonstrate need.



Prior to the start of school, school leaders and teachers will receive 3 full weeks of professional development in all curricular areas, planning and preparation, data analysis, social-emotional learning, and virtual learning platforms and remote instruction best practices. Professional learning opportunities will continue throughout the school year for all teachers through the support of instructional coaches, principals, and district administrators.

So that all families understand the academic structures and expectations, a system of communication for families will be implemented which continues our efforts from the spring of 2020. This includes regular virtual parent meetings (including beginning-of-the-year parent orientation and virtual parent-teacher conferences), newsletter, phone and email communications. These communications will also regularly feature resources and materials for families to access to support the academic and social-emotional well-being of their children. These resources will include strategies for helping and teaching their children while they are learning from home.

As it pertains to Governance, the work of the Instructional Re-Entry committee will continue, co-chaired by Directors of Achievement and composed of a broad group of stakeholders, including teachers, parents, principals and other key parties. Once school begins, the work of this team will shift its roles and responsibilities from planning to the actions laid out in the Roadmap, which include:

- Gathering feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations.
- As needed, revising the district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness as the year progresses.
- Share the district's remote learning plan with all involved stakeholders

In this scenario, the following recommendations from the Michigan Roadmap for instruction will be implemented prior to the start of school:

- 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.
- Activate remote learning programs, including Google Classroom, Apex, etc., 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.
- Support schools to assess every student in grades preK12 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.
- 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.
- Commence online intervention and support services, utilizing the same systems we utilize for in person instruction, enabling continuity and familiarity Plans must include all



programs and learning environments, especially special education, birth to five services, and career and technical education.

- 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.
- Secure supports for students who are transitioning to postsecondary.
- 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.
- Remain connected with MDE about policies and guidance.
- 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.

In this scenario, the following recommendations from the Michigan Roadmap for Communication & Family Supports will be implemented:

- 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;
 - 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
 - Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child; and
 - Training on accessing and using the school's digital systems and tools, and workshops for families to build digital literacy.

In this scenario, the following recommendations from the Michigan Roadmap for Professional Development will be implemented:

- 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;
 - Share knowledge, continuously learn, and exchange ideas, successes and failures around remote learning;
 - Share information and data about students' assessment results, progress, and completed assignments;
 - Learn how to use the school's digital systems and tools appropriately and sustainably; and
 - Build capacity around high-quality remote learning.
- Utilize structures, such as professional learning communities, for educators to collaborate on prototypes for a week's worth of instruction to establish consistency and an appropriate workload.



In this scenario, the following recommendations from the Michigan Roadmap for Monitoring will be implemented:

- Activate plans to monitor and assess the following:
 - Connectivity and Access:
 - Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.
 - Attendance:
 - Develop systems to monitor and track students' online attendance on a daily basis.
 - Student Work:
 - Teachers will assess the quality of student work and provide feedback to students and families.
 - Students will self-assess the quality of work, reflect on teacher feedback

Phase 1, 2, or 3 Operations

Facilities will audit necessary and supply chain for cleaning and disinfection supplies. We will continue to maintain schools in good working order to prepare for the subsequent return of students. Custodial staff are required to wear surgical masks when performing cleaning duties.

Schools should create a contingency plan to coordinate the use of school buildings for essential actions including elections, food distribution, and child-care, particularly for essential workers.

Principals will serve as the single point of contact for technology needs. Principals will survey families to collect specific information such as student names, grades, address, contact number, and technology needs that will support remote learning. Upon receipt of survey, IT will assess and provide a schedule for pick up. IT team will sanitize equipment and practice social distances for pick up. IT will also serve as a help desk for routine maintenance for our staff and families. Training and support for all platforms and tools will be provided to students, educators, and families. At the end of the year, technology will be collected from non-returning students.

Principals and IT Team will ensure every student has access to the appropriate technology and connectivity needed to continue learning.



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

Phase 4 Safety Protocols

Facial Coverings

Facial coverings will always be worn by staff except for meals. Facial coverings may be home made or disposable level-one (basic) grade surgical masks. Any staff member who cannot medically tolerate a facial covering must not wear one but must provide medical documentation. Any staff member that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering.

Transportation

Facial coverings will be worn by all pre-K-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 but medical documentation must be submitted. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.

School

Facial coverings will always be worn in classes, hallways and common areas by pre-K-12 students, all staff and any visitors in the building except for during meals. Any student that is unable to medically tolerate a facial covering must not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, may not wear one.

Note: Students with significant disabilities preventing the use of facial coverings are referred to forthcoming guidance from MDE. Facial coverings must be worn in classrooms by all students grades 6-12. Any student who cannot medically tolerate a facial covering may not wear one but medical documentation will be required. Any student who is incapacitated, or unable to remove the facial covering without assistance, may not wear one.

Facial coverings will not be used on children under age 2.

Hygiene

Adequate supplies will be provided to support healthy hygiene behavior. The supplies will include:

- Soap, paper towels
- Hand sanitizer with at least 60% alcohol for safe use by staff and students
- Tissues
- Signs emphasizing proper handwashing techniques such as sneezing and coughing in the elbow, used tissues should be thrown in the trash and washing hands immediately.



Staff will teach and reinforce handwashing techniques, which will include soap and water for at least 20 seconds. Students will also be trained on the proper and safe use of hand sanitizer that contains at least 60% alcohol.

Desks will be spaced three to six feet apart in classrooms. Class sizes will be kept to the level afforded by necessary spacing requirements.

- In classrooms where large tables are utilized, students will be seated as far apart as feasible.
- As feasible all desks will face the same direction toward the front of the classroom.
- Teachers will maintain six feet of spacing between themselves and students as much as possible.
- Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials.
- Post signage to indicate proper social distancing.

Floor tape or other markers will be used at six-foot intervals where line formation is anticipated.

- Provide social distancing floor/seating markings in waiting and reception areas.
- Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.
- Adult guests entering the building will be screened for symptoms, wear a facial covering, and sanitize hands prior to entering. Strict records, including date and time, will be kept of non-school employees or other visitors entering and exiting the building.

If a classroom has windows that open and weather permits, they may be open. Considerations will be made for students with allergy-induced asthma.

- As able and appropriate, school will try to cohort groups of students when transitioning in hallways or areas
- As able, “specials” (like art, music, and library) will be brought to the classrooms instead of having students move to different locations.
- If all students cannot fit in the classroom space available, we consider implementing a staggered school schedule that incorporates alternative dates of attendance or use of virtual teaching. If a staggered school schedule is adopted, school will partner with community organizations to identify safe spaces where children can engage virtually, especially if family members work and children cannot be home alone.
- Efforts will be made to keep six feet of distance between people in the hallways. Staggered movements at incremental intervals will be used if feasible to minimize the number of persons in the hallways as able.

Staff will monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.

- Where possible, physical education will be held outside and social distancing of three to six feet will be practiced.
- Arrows on floors to indicate direction of traffic in only one direction, if possible. If one-way flow is not possible, hallways will be divided with either side following the same direction.
- Entrances and exits will be kept separate to keep traffic moving in a single direction.



We will cooperate with the local public health department regarding implementing protocols for screening students and staff.

Our school will identify and designate a quarantine area and a staff person to care for students who become ill at school. Students who become ill with symptoms of COVID-19 will be placed in an identified quarantine area with a surgical mask in place until they can be picked up.

Identified school staff caring for these children will wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.

Symptomatic students will be sent home from school and kept home until they have tested negative or have completely recovered according to CDC guidelines.

Staff will conduct daily self-examinations and be required to certify their status, including a temperature check, medical documentation 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 but submit required documentation. Additionally, the school designee may also do temperature checks. A monitoring form (paper or electronic) for screening employees will be developed.

Families will be encouraged to check their child's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 or greater will be advised to stay home and consider coronavirus testing if symptoms of COVID-19 are present.

Families will be 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 caregiver. However, the school will also monitor and take temperatures when appropriate.

Students who develop a fever or become ill with COVID-19 symptoms at school will wear a mask and be transported by their parent or guardian, emergency contact, or ambulance (not at the cost of the school) if clinically unstable, for off-site testing.

Staff who develop a fever or become ill with COVID-19 symptoms at school will wear a mask and be transported for off-site testing.

Symptomatic students and staff will be sent home from school and kept home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.

Families will be notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home.



In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts will be made to contact any close contacts (those who spent more than 15 minutes less than six feet in close proximity to the student or staff member) so that they can be quarantined for 14 days at home. Students and staff should be closely monitored for any symptoms of COVID-19. Only those that develop symptoms require testing for COVID-19.

Parents and guardians will be encouraged to check students' temperature at home every morning using oral, tympanic (ear), or temporal scanners; students with a temperature of 100.4 or greater must stay home and consider coronavirus testing.

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

Our school will cooperate with the local public health department if a confirmed case of COVID-19 is identified, and in particular, and 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.

School will notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.

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

- During August training, school will provide staff with guidance on confidentiality laws and statutes that protect student and staff health information. Student communicable disease related information is protected health information. (Even if a family/ student acknowledges and publicly discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test).

Employees with a confirmed case of COVID-19 will only return to the workplace after they are no longer infectious. Local health officials will provide instruction about return to work, using the most current guidelines from the CDC for this determination.

Cleaning staff should wear a surgical mask, gloves, and a face shield when performing cleaning of these areas.

- Smaller areas such as individual classrooms will be closed for 24 hours before cleaning to minimize the risk of any airborne particles.

Food Service, Gathering, and Extracurricular Activities



Assemblies that will gather more than one classroom together, will not be allowed. All assemblies will be limited to no more than 1 class.

Classrooms will be used for students to eat breakfast, lunch, and snack. If the cafeterias are being used during breakfast and lunch times for another purpose, a staggered schedule will be developed. Social distancing will also be implemented. The food service and support staff will wear masks, face shields, and gloves. Students, teachers, and food service staff should wash hands before and after every meal.

Off-site field trips that require bus transportation to an indoor location will be suspended during Phase 4.

Recess will be conducted outside whenever possible with appropriate social distancing and cohorts of students. If/when more than one class is outside, students will wear facial coverings.

Extracurricular activities may continue with the use of facial coverings.

The Athletic Department will comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).

Students, teachers, and staff will 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.

All equipment will be disinfected before and after use. Inter-school competitions will be held provided that facial coverings are worn if school transportation is provided. Buses will be cleaned and disinfected before and after every use, as detailed in the subsequent "Busing and Student Transportation" section.

Spectators will be allowed provided that facial coverings are used by observers and six feet of social distancing can be maintained at all times. Attention will be given to entry and exit points to prevent crowding.

Each participant will use a clearly marked water bottle for individual use. There will be no sharing of this equipment.

- Handshakes, fist bumps, and other unnecessary contact will not occur.
- Indoor weight rooms and physical conditioning activities that require shared equipment are suspended. Outdoor physical conditioning activities are allowed while maintaining social distancing.
- Large scale indoor spectator events are suspended. Large scale outdoor spectator or stadium events are limited to 100 people, and people not part of the same household must maintain six feet of distance from one another.

Cleaning



Frequently touched surfaces including light switches, doors, benches, bathrooms, will undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.

- Libraries, computer labs, arts, and other hands on classrooms will undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution.
- Student desks will be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.
- Playground structures will continue to undergo normal routine cleaning, but using an EPA approved disinfectant is unnecessary.
- Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products.
- Staff will wear gloves, surgical mask, and face shield when performing all cleaning activities.

Cleaning Model

- Custodial staff schedules adjusted to provide adequate staff during school hours
- Student schedules adjusted to minimize students movement in school buildings
- Collaborative approach in order to meet cleaning requirements
- Face shields, masks, and gloves supplied to staff to use while cleaning
- Staff trained on cleaning protocols and safe use and storage of cleaning products
- Cleaning products supplied to each classroom
- Limited use of school sites to facilitate cleaning:
 - Staff will leave at least one hour after school day ends
 - School Age Care will operate in limited areas of buildings
 - Facility rentals (including outdoor facilities) and in-person enrichment programs suspended

Busing and Student Transportation

All students, bus drivers, and bus attendants will be required to wear a mask on the buses at all times. While boarding school buses, students are required to use hand sanitizer, to sanitize their hands upon entering the bus. Hand sanitizer will be available on each bus.

Buses will be cleaned and sanitized after every shift. The driver will clean and disinfect frequently touched surfaces on the bus (e.g., surfaces in the driver's cockpit, seats, arm rest, door handles, seat belts, window ledges, and grab handles).

Weather permitting, the driver will keep windows and doors open while cleaning, so the bus can properly dry. Furthermore, weather permitting, while the buses are on routes, windows will be open for circulation to help reduce the spread of the virus.



Social distancing and safe seating will be practiced while on the bus. The bus will be limited to a maximum of 28 students per bus. This is equivalent to one student per seat. Siblings may sit together.

If a student becomes sick during the day, they will not be permitted to board the bus to return home. Parents will be notified immediately if their student does not feel well. The parent/guardian will pick up the student from school. If a student becomes ill while on the bus, drivers must immediately notify dispatch/bus management of any students that are showing symptoms of being sick for further directions. Dispatch/bus management will notify the school of the student becoming ill while on the bus.

Our school will 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. We will create a process for students/families and staff to self-identify as high risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignments.

- Staff caring for children and providing any medical care that include aerosol generating procedures (e.g., nebulizers) should wear an N95 mask at the time of delivery.
- Enable staff who self-identify as high risk for severe illness to minimize face-to-face contact and to allow them to maintain a distance of six feet from others, modify job responsibilities that limit exposure risk, or to telework if possible

Phase 4 Mental & Social-Emotional Health

Mental and Social-Emotional health services, recommended in the Roadmap, that will be implemented:

- The school will implement a mental health screening for all students by a trained professional, such as a Nurse, Social Worker, etc. All screenings will 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.*
- Guidelines will be provided to all staff regarding identification and rapid referral of at-risk students to appropriate building-level support teams, which will include the school principal, so that appropriate next steps can be taken and support can be provided. In addition, regular wellness checks of students and families will be conducted by school staff for all families, prioritizing those who have not recently participated in virtual learning activities. A tracker will be kept so that relevant stakeholders are aware of the results of these checks.
- All instructional staff will be provided with professional development and resources on 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.



- A point person such as Nurse or Social Worker will be identified to centralize mental health referrals, communications to families/students, and public-facing wellness materials. The point person for mental health referrals will be the Special Ed Specialist. They will work with social workers, school nurses and principals to coordinate and communicate services.
- A comprehensive crisis management plan will be established 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).
- Wellness resources will be made available to both staff and students via school website and newsletter that can be provided in conjunction with screening activities, and that reference school and community wellness resources.
- Ongoing reporting protocols will be established for school staff to evaluate their physical and mental health status.
- Resources for staff self-care, including [resiliency strategies](#) will be provided via newsletter communication.
- A mental health liaison (school-based) will be designated who will work across the school, local public health agencies, and community partners.
- [MDE resources](#) will be leveraged for student and staff mental health and wellness support.
- A communication channel will be established for school stakeholders to address their own mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).
- Return to school transition information will be communicated with parents and guardians, via a variety of channels, including:
 - [Destigmatization of COVID-19](#).
 - Understanding normal behavioral response to crises.
 - General best practices of talking through trauma with children.
 - Positive self-care strategies that promote health and wellness.

Mental and Social-Emotional health services, recommended in the Roadmap, that will NOT be implemented:



Phase 4 Instruction

If conditions dictate placement in Phase 4, the school year will begin with a period of all students learning online from home, using the format described for Phase 3. Following this, students will transition into a partial return to school. This will be implemented to deliver standards-aligned curricula and high-quality instructional materials to students. An emphasis will be placed on grade-level content, with data informed decisions being made to determine what unfinished learning needs to be addressed and when.

This partial return will involve a hybrid learning program: a portion of students reporting to campus on alternating days with the remainder learning virtually from home. A combination of synchronous and asynchronous learning will take place based on best practices that promote student engagement, consistency and differentiation. In a June 2020 survey of parents, 74% of respondents said they were either comfortable or extremely comfortable with this approach. This was the highest rated option in the survey, which also included fully online and a full, daily return to school.

The hybrid approach to instruction will be as follows: Students will be on campus 2 days per week, and learning virtually 2 days per week. One day per week will be designated for teacher planning and grading as well as building cleaning, sanitization, and maintenance. As much as possible, we will consider siblings in the same household that attend one or more NPFE schools when creating groups of students.

When students are present in the building, smaller class sizes will allow for social distancing. Students at home will receive live, synchronous instruction that builds upon and continues the work done during in-school lessons. To maintain and build class culture, as well as to take attendance, each day will begin with a morning circle or advisory time period. All students will have access to asynchronous supporting materials at home, as well, including resources aligned with district curricula.

Equitable instruction will be provided to students with disabilities in compliance with their individualized education programs (IEPs) and under this scenario, specific support plans will be created regarding students' learning virtually. Asynchronous and synchronous intervention and academic support services will also be provided for students who do not have IEPs but who demonstrate need.

Prior to the year, school leaders and teachers will receive professional development in all curricular areas, planning and preparation, data analysis, social-emotional learning, and virtual learning platforms and remote instruction best practices. Professional learning opportunities will be ongoing throughout the school year for all teachers through the support of instructional coaches, principals, and district administrators.

So that all families understand the academic structures and expectations, a system of communication for families will be implemented which continues our efforts from the spring of 2020. This includes regular virtual parent meetings (including beginning-of-the-year parent orientation and virtual parent-teacher conferences), newsletter, phone and email



communications. These communications will also regularly feature resources and materials for families to access to support the academic and social-emotional well-being of their children.

As it pertains to Governance, the work of the Instructional Re-Entry committee will continue, co-chaired by Directors of Achievement and composed of a broad group of stakeholders, including teachers, parents, principals and other key parties. Once school begins, the work of this team will shift its roles and responsibilities from planning to the actions laid out in the Roadmap, which include:

- Gathering feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations.
- As needed, revising the district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness as the year progresses.
- Share the district's remote learning plan with all involved stakeholders in case of a return to remote learning.

In this scenario, the following recommendations from the Michigan Roadmap for instruction will be implemented prior to the start of school:

- Activate hybrid learning programs, specifically Google Classroom, APEX, etc. at scale to deliver standards-aligned curricula and high-quality instructional materials. Integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. Consult MDE for high-quality digital resources.
- Make expectations clear to school leaders and teachers around hybrid or remote instruction that include:
 - Best practices for blended or remote learning;
 - Grade-level proficiencies;
 - Modes of student assessment and feedback;
 - Differentiated support for students;
 - The inclusion of social-emotional learning; and
 - Guidance around daily instructional time and workload per different grade bands to ensure consistency for students.
- Set an instructional vision that ensures that:
 - Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
 - Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
 - Every students' academic and social emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.
- Secure supports for students who are transitioning to postsecondary. Students that are transitioning to postsecondary education will be supported by College Advisor staff or counselor. The College Advisors/Counselors will track students and provide resources to support them during and after college. Postsecondary students will receive communication to receive updates on their progress.



- Support schools to implement grade-level curricula that is aligned to Michigan pre K-12 standards:
 - Support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction.
- Revise students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers to reflect the child's evolving needs based on assessment data and parent feedback, and design accommodations and match services accordingly.
 - Commence intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE.
 - Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible.
- Inventory all intervention programs and services available to students on the district and school level and identify any gaps.
- Remain connected with MDE about policies and guidance.
- Develop a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

In this scenario, the following recommendations from the Michigan Roadmap for instruction will be implemented following the start of school:

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



- Support schools to communicate regularly with families in their home language about their child’s progress and the targeted plans for students in need of additional support.
- If hybrid, activate plans to monitor and assess the following:
 - Connectivity and Access:
 - Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.
 - Attendance:
 - Develop systems to monitor and track students’ online attendance on a daily basis.
 - Student Work:
 - Teachers will assess the quality of student work and provide feedback to students and families.
 - Students will self-assess the quality of work, reflect on teacher feedback, and learning progress.

In this scenario, the following recommendations from the Michigan Roadmap regarding communication will be implemented:

- Implement any additional communication systems needed to reach every family and student in their home language through multiple modes (e.g., text, all call, email, home visit) to share:
 - Expectations around their child’s return to school;
 - Clear information about schedules and configurations, if hybrid;
 - Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies; and
 - Plans for each of the different school opening scenarios.
- Provide resources that demonstrate schools value parents as partners in their child’s education. Offer family supports that provide families with:
 - Training about how to access and use the school’s chosen digital systems and tools;
 - Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child;
 - Opportunities to build their digital literacy; and
 - Strategies to support their child’s learning at home.

In this scenario, the following recommendations from the Michigan Roadmap regarding Professional Learning will be implemented:

- Provide adequate time for schools and educators to engage in:
 - Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed;
 - Identify students who did not engage in remote learning and develop a plan to provide additional supports, if needed. Share data and concerns about each student’s growth and needs with students’ assigned teacher(s) for the 2020-2021 school year;
 - Identify students who potentially need additional support; and
 - Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning.



- Create a plan for professional learning and training, with goals to:
 - Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education;
 - Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use; and
 - Build school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging.

Phase 4 Operations

In this scenario, the following recommendations from the Michigan Roadmap regarding Facilities will be implemented:

- Audit necessary materials and supply chain for cleaning and disinfection supplies.
- Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.
- Advocate for ISDs to coordinate with LEMPs.
- Audit any additional facilities that the district may have access to that could be used for learning.
- Provide school-level guidance for cleaning and disinfecting all core assets including buildings and playgrounds. Frequently touched surfaces will be cleaned several times a day.
- Alert school-based custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and/or CDC.
- We will convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection.
- We will provide advanced training for custodial staff.
- Custodial staff will continue deep cleaning over the summer.
- Audit of all school buildings with a focus on:
 - The number of available classroom
 - The size of each classroom
 - Additional spaces that are available (e.g., gym, lunchroom, auditorium); and
 - The ventilation in each classroom.
 - Audit school security protocols to decide if any process changes need to be implemented.
 - School security staff will follow CDC protocols if when interacting with the general public.
 - Maintain facilities for in-person school operations.
 - Check HVAC systems at each building to ensure that they are running efficiently.
 - Air filters should be changed regularly.
 - Custodial staff will distribute wastebaskets, tissues, and CDC-approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during travel between sites.
 - Signage about frequent handwashing, cough etiquette, and nose blowing will be widely posted, disseminated, and encouraged through various methods of communication.



Custodial staff will follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties. School leaders will conduct and document a facility walk-through with the custodial services team to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.

- Procure level-1 facial coverings, including those with a transparent front, for preK-5 teachers, low income students, and students with special needs.
- Procure level-1 surgical masks for cleaning and janitorial staff.

Activate school cleaning and disinfection protocols according to the CDC School Decision Tree. Custodial staff should wear surgical masks when performing cleaning duties. Maintain facilities for resumption of school operations.

We will assess student arrival protocols. This will include how students arrive at and depart from school (e.g., school bus, dropped off via car, drive themselves, walk, public transportation). Verbally survey each parent to ask if their student is returning.

Assess need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs. We will work with Human Resources to assess how job responsibilities may shift in light of COVID-19 and how new or additional responsibilities will be accounted for.

- Recruit, interview and hire new staff.
- Consider redeploying underutilized staff to serve core needs.
- Where possible, identify and modify staff positions, that would enable high-risk staff to provide remote services. Communicate any student enrollment or attendance policy changes with school staff and families.

We will provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely.

- Seek and provide guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies).
- Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs.
- Inventory how many substitute teachers are available.
- Build and send back to school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures.
- Verify that student and staff handbooks and planners are printed and ready for distribution and/or are available digitally. Create a master list of any changes to distribute at the first staff meeting.
- Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.
- Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.
- Work with school leaders to orient new school staff to any operational changes.
- Create master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind.



- Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.

Principals & Technology Director will serve as the point of contact for technology needs. Principals and the IT team will survey families to collect specific information such as student names, grades, address, contact number, and technology needs that will support remote learning. Upon receipt of survey, IT will provide a schedule for pick up. IT team will sanitize equipment and practice social distances for pick up. IT will also serve as a help desk for routine maintenance for our staff and families. Training and support for all platforms and tools will be provided to students, educators, and families. At the end of the year, technology will be collected from non-returning students.

Schools will ensure every student has access to the appropriate technology and connectivity needed to continue learning.

Schools will organize and centralize online resources that were created, published, or distributed by teachers and others during the closure period.

- Compile technology-facing lessons learned for inclusion in the district’s updated remote learning plan.
- Review issue tracking and inventory results frequently as a way of understanding the quality and progress of technology processes in the district.
- Continue infrastructure evaluations until all issues are resolved.
- Identify chronic technology issues that arose during the school closure period and use them to begin the development of a long-term technology maintenance plan.

Transportation

In this scenario, the following recommendations from the Michigan Roadmap regarding Transportation will be implemented:

The transportation contractors will inventory their current bus fleet to ensure enough buses are available for daily routes to/from school and other school events. The inventory will address the following:

- The district will receive double its “normal” fleet
- Maximum bus capacity will range from 22-28 students per bus, depending on the size of the bus
- Historically buses have been used for transportation to/from school, field trips, transportation for multiple schools
- Currently 100% of the drivers are returning. The transportation contractors are hiring drivers. Once drivers are secured, they will be in the training pipeline. If there is a shortage of drivers, certified dispatch employees and the managers will fill in as substitutes.
- All transportation employees will be tested for the coronavirus.
- The transportation contractors will conduct health screening in compliance with HIPAA and FERPA policies.
- Transportation contractors and families will be informed of all public health protocols.



- If transportation provisions are needed for students with an IEP, collaboration will occur between transportation and the IEP teams to monitor changes to students' IEPs and implement accordingly.

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

Phase 5 Safety Protocols

Facial coverings will always be worn by staff except for meals. Facial coverings may be home made or disposable level-one (basic) grade surgical masks. Any staff member who cannot medically tolerate a facial covering must not wear one but must provide medical documentation. Any staff member that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering.

Transportation

Facial coverings will be worn by all pre-K-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 but medical documentation must be submitted. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.

School

Facial coverings will always be worn in classes, hallways and common areas by pre-K-12 students, all staff and any visitors in the building except for during meals. Any student that is unable to medically tolerate a facial covering must not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, may not wear one.

Note: Students with significant disabilities preventing the use of facial coverings are referred to forthcoming guidance from MDE. Facial coverings must be worn in classrooms by all students grades 6-12. Any student who cannot medically tolerate a facial covering may not wear one but medical documentation will be required. Any student who is incapacitated, or unable to remove the facial covering without assistance, may not wear one.

Facial coverings will not be used on children under age 2.

Hygiene

Adequate supplies will be provided to support healthy hygiene behavior. The supplies will include:

- Soap, paper towels
- Hand sanitizer with at least 60% alcohol for safe use by staff and students
- Tissues
- Signs emphasizing proper handwashing techniques

Staff will teach and reinforce handwashing techniques, which will include soap and water for at least 20 seconds. Students will also be trained on the proper and safe use of hand sanitizer that contains at least 60% alcohol.



Space desks will be six feet apart in classrooms. Class sizes will be kept to the level afforded by necessary spacing requirements.

- In classrooms where large tables are utilized, space students as far apart as feasible.
- As feasible, arrange all desks facing the same direction toward the front of the classroom.
- Teachers will maintain six feet of spacing between themselves and students as much as possible.
- Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials.
- Post signage to indicate proper social distancing.

Floor tape or other markers will be used at six-foot intervals where line formation is anticipated.

- Provide social distancing floor/seating markings in waiting and reception areas.
- Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.
- Adult guests entering the building will be screened for symptoms, wear a facial covering, and sanitize hands prior to entering. Strict records, including date and time, will be kept of non-school employees or other visitors entering and exiting the building.

If a classroom has windows that open and weather permits, they may be open. Considerations will be made for students with allergy-induced asthma.

- As able and appropriate, school will try to cohort groups of students when transitioning in hallways or areas
- As able, “specials” (like art, music, and library) will be brought to the classrooms instead of having students move to different locations.
- If all students cannot fit in the classroom space available, we consider implementing a staggered school schedule that incorporates alternative dates of attendance or use of virtual teaching. If a staggered school schedule is adopted, school will partner with community organizations to identify safe spaces where children can engage virtually, especially if family members work and children cannot be home alone.
- Efforts will be made to keep six feet of distance between people in the hallways. Staggered movements at incremental intervals will be used if feasible to minimize the number of persons in the hallways as able.

Staff will monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.

- Where possible, physical education will be held outside and social distancing of six feet will be practiced.
- Flow of foot traffic will be directed in only one direction, if possible. If one-way flow is not possible, hallways will be divided with either side following the same direction.
- Entrances and exits will be kept separate to keep traffic moving in a single direction.

We will cooperate with the local public health department regarding implementing protocols for screening students and staff.



Our school will identify and designate a quarantine area and a staff person to care for students who become ill at school. Students who become ill with symptoms of COVID-19 will be placed in an identified quarantine area with a surgical mask in place until they can be picked up.

Identified school staff caring for these children will wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.

Symptomatic students will be sent home from school and kept home until they have tested negative or have completely recovered according to CDC guidelines.

Staff will conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home.

A monitoring form (paper or electronic) for screening employees will be developed. Families will be encouraged to check their child's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if symptoms of COVID-19 are present.

Families will be 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 caregiver.

Students who develop a fever or become ill with COVID-19 symptoms at school will wear a mask and be transported by their parent or guardian, emergency contact, or ambulance if clinically unstable, for off-site testing.

Staff who develop a fever or become ill with COVID-19 symptoms at school will wear a mask and be transported for off-site testing.

Symptomatic students and staff will be sent home from school and kept home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.

Families will be notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home.

In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts will be made to contact any close contacts (those who spent more than 15 minutes less than six feet in close proximity to the student or staff member) so that they can be quarantined for 14 days at home. Students and staff should be closely monitored for any symptoms of COVID-19. Only those that develop symptoms require testing for COVID-19.



Parents and guardians are encouraged to check students' temperature at home every morning using oral, tympanic (ear), or temporal scanners; students with a temperature of 100.4 or greater must stay home and consider coronavirus testing.

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

Our school will cooperate with the local public health department if a confirmed case of COVID-19 is identified, and in particular, and 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.

School will notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.

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

- School will provide staff with guidance on confidentiality laws and statutes that protect student and staff health information. Student communicable disease related information is protected health information. (Even if a family/ student acknowledges and publicly discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test).

Employees with a confirmed case of COVID-19 will only return to the workplace after they are no longer infectious. Local health officials will provide instruction about return to work, using the most current guidelines from the CDC for this determination.

Cleaning staff should wear a surgical mask, gloves, and a face shield when performing cleaning of these areas.

- Smaller areas such as individual classrooms will be closed for 24 hours before cleaning to minimize the risk of any airborne particles.

Food Service, Gathering, and Extracurricular Activities

Assemblies that will gather more than one classroom together, will not be allowed. All assembly will be limited to 50 people.

Classrooms will be used for students to eat breakfast, lunch, and snack. If the cafeterias are being used during breakfast and lunch times, a staggered schedule will be developed. Social distancing will also be implemented. The food service and support staff will wear masks, face shields, and gloves. Students, teachers, and food service staff should wash hands before and after every meal.



Off-site field trips that require bus transportation to an indoor location are suspended. 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. If possible, school-supplied meals should be delivered to classrooms with disposable utensils. If possible, schools should offer telecasting of assemblies and other school-sanctioned events. Extracurricular activities may continue with the use of facial coverings.

The Athletic Department will comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).

Students, teachers, and staff will 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.

All equipment will be disinfected before and after use. Inter-school competitions will be held provided that facial coverings are worn if school transportation is provided. Buses will be cleaned and disinfected before and after every use, as detailed in the subsequent “Busing and Student Transportation” section.

Spectators will be allowed provided that facial coverings are used by observers and six feet of social distancing can be maintained at all times. Attention will be given to entry and exit points to prevent crowding.

Each participant will use a clearly marked water bottle for individual use. There will be no sharing of this equipment.

- Handshakes, fist bumps, and other unnecessary contact will not occur.
- Indoor weight rooms and physical conditioning activities that require shared equipment are suspended. Outdoor physical conditioning activities are allowed while maintaining social distancing.
- Large scale indoor spectator events are suspended. Large scale outdoor spectator or stadium events are limited to 100 people, and people not part of the same household must maintain six feet of distance from one another.

Frequently touched surfaces including light switches, doors, benches, bathrooms, will undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.

- Libraries, computer labs, arts, and other hands-on classrooms will undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution.
- Student desks will be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.
- Playground structures will continue to undergo normal routine cleaning, but using an EPA approved disinfectant is unnecessary.
- Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products.



- Staff will wear gloves, surgical mask, and face shield when performing all cleaning activities.

Our school will 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. We will create a process for students/families and staff to self-identify as high risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignments.

- Staff caring for children and providing any medical care that include aerosol generating procedures (e.g., nebulizers) should wear an N95 mask at the time of delivery.
- Enable staff who self-identify as high risk for severe illness to minimize face-to-face contact and to allow them to maintain a distance of six feet from others, modify job responsibilities that limit exposure risk, or to telework if possible

The difference between Phases 4 and 5 as it pertains to safety protocols is not significantly different. The major difference, due to all students being back in the building, will be an increased cleaning schedule. The maintenance department will treat every area of the building as a high traffic area. A cleaning log, digital or paper copy, will be available for all stakeholders to view. Monitoring of cleaning supplies will increase to ensure we have adequate materials to maintain a safe and clean environment.

Phase 5 Mental & Social-Emotional Health

Mental and Social-Emotional health services, recommended in the Roadmap, that will be implemented:

- The school will implement a mental health screening for all students by a trained professional, such as a Social Worker. All screenings will 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.*
- Guidelines will be provided to all staff regarding identification and rapid referral of at-risk students to appropriate building-level support teams, which will include the school principal, so that appropriate next steps can be taken and support can be provided. In addition, regular wellness checks of students and families will be conducted by school staff for all families, prioritizing those who have not recently participated in virtual learning activities. A tracker will be kept so that relevant stakeholders are aware of the results of these checks.
- All instructional staff will be provided with professional development and resources on 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.
- A point person will be identified to centralize mental health referrals, communications to families/students, and public-facing wellness materials. The point person for mental health referrals will be the Special Ed Specialist. They will work with social workers, school nurses and principals to coordinate and communicate services.



- A comprehensive crisis management plan will be established 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).
- Wellness resources will be made available to both staff and students via school website and newsletter that can be provided in conjunction with screening activities, and that reference school and community wellness resources.
- Ongoing reporting protocols will be established for school staff to evaluate their physical and mental health status.
- Resources for staff self-care, including [resiliency strategies](#) will be provided via newsletter communication.
- A mental health liaison (school-based) will be designated who will work across the school, local public health agencies, and community partners.
- [MDE resources](#) will be leveraged for student and staff mental health and wellness support.
- A communication channel will be established for school stakeholders to address their own mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).
- Return to school transition information will be communicated with parents and guardians, via a variety of channels, including:
 - [Destigmatization of COVID-19](#).
 - Understanding normal behavioral response to crises.
 - General best practices of talking through trauma with children.
 - Positive self-care strategies that promote health and wellness.

Phase 5 Instruction

The chief difference between Phases 4 and 5 as it pertains to instruction is that whereas our school's plan for Phase 4 features an online component as part of a hybrid approach, if conditions allow for Phase 5 all students will be back in the school building daily. Instruction will return to its pre-March 2020 state which is in person. The district Return to Instruction and Learning working group is made up of the Chief Academic Officer and team of leaders such as Curriculum Directors, principals, and coaches. This group of stakeholders is made up of school and district level staff.

The team will do the following: send out and analysis survey feedback from families, teachers, students, and school leaders about their experiences with remote learning. Conduct parent meetings to inform parents and gather feedback around online learning. Use data to consider possible adjustments to the online process. The team will monitor the online program through lesson plans and observations and provide feedback to staff to improve the effectiveness. The team will share the district's remote learning plan with all involved stakeholders in case of a return to remote learning. Communication to families will be sent through emails, newsletters, class dojo, remind, and parent meetings. Parents will receive information on changes between phases based on any changing conditions of the state. Staff will attend professional learning sessions to support instruction and goals.

Phase 5 Operations



In this scenario, the following recommendations from the Michigan Roadmap regarding Facilities will be implemented:

- Audit necessary materials and supply chain for cleaning and disinfection supplies.
- Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.
- Audit any additional facilities that the district may have access to that could be used for learning.
- Provide school-level guidance for cleaning and disinfecting all core assets including buildings and playgrounds. Frequently touched surfaces will be cleaned several times a day.
- Alert school-based custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and/or CDC. Information will be provided and updated as the status of cases are updated.
- We will convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection.
- We will provide advanced training for custodial staff.
- Custodial staff will continue deep cleaning over the summer.
- Audit of all school buildings with a focus on:
 - How many classrooms are available
 - The size of each classroom
 - Additional spaces that are available (e.g., gym, lunchroom, auditorium); and
 - The ventilation in each classroom.
 - Audit school security protocols to decide if any process changes need to be implemented.
 - School security staff, if applicable, will follow CDC protocols if when interacting with the general public.
 - Maintain facilities for in-person school operations.
 - Check HVAC systems at each building to ensure that they are running efficiently.
 - Air filters should be changed regularly.
 - Custodial staff will distribute wastebaskets, tissues, and CDC-approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during travel between sites.
 - Signage about frequent handwashing, cough etiquette, and nose blowing will be widely posted, disseminated, and encouraged through various methods of communication.
 - Custodial staff will follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.

School leaders will conduct and document a facility walk-through with the custodial services team to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.

- Procure level-1 facial coverings, including those with a transparent front, for preK-5 teachers, low income students, and students with special needs.
- Procure level-1 surgical masks for cleaning and janitorial staff.



Activate school cleaning and disinfection protocols according to the CDC School Decision Tree. Custodial staff should wear surgical masks when performing cleaning duties. Maintain facilities for resumption of school operations.

We will assess student arrival protocols. This will include how students arrive at and depart from school (e.g., school bus, dropped off via car, drive themselves, walk, public transportation). Verbally survey each parent to ask if their student is returning.

For staff, this will include a breakdown of the staff – administrators, educators, support staff, full-time nurses, part-time nurses, school counselors, etc. We will develop a staffing plan to account for teachers and staff who are not returning or are at risk (i.e., those who are 65 years or have an underlying medical condition and decide not to return).

For students, this will include those with preexisting conditions who may need a remote learning environment.

Assess need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs. We will work with Human Resources to assess how job responsibilities may shift in light of COVID-19 and how new or additional responsibilities will be accounted for.

- Recruit, interview and hire new staff.
- Consider redeploying underutilized staff to serve core needs.
- Where possible, identify and modify staff positions, that would enable high-risk staff to provide remote services. Communicate any student enrollment or attendance policy changes with school staff and families.

We will provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely.

- Seek and provide guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies).
- Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs.
- Inventory how many substitute teachers are available.
- Build and send back to school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures.
- Verify that student and staff handbooks and planners are printed and ready for distribution and/or are available digitally. Create a master list of any changes to distribute at the first staff meeting.
- Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.
- Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.
- Work with school leaders to orient new school staff to any operational changes.



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

Principals will serve as the single point of contact for technology needs. Principals and the IT team will survey families to collect specific information such as student names, grades, address, contact number, and technology needs that will support remote learning. Upon receipt of survey, IT will provide a schedule for pick up. IT team will sanitize equipment and practice social distances for pick up. IT will also serve as a help desk for routine maintenance for our staff and families. Training and support for all platforms and tools will be provided to students, educators, and families. At the end of the year, technology will be collected from non-returning students.

Schools will ensure every student has access to the appropriate technology and connectivity needed to continue learning.

Schools will organize and centralize online resources that were created, published, or distributed by teachers and others during the closure period.

- Compile technology-facing lessons learned for inclusion in the district's updated remote learning plan.
- Review issue tracking and inventory results frequently as a way of understanding the quality and progress of technology processes in the district.
- Continue infrastructure evaluations until all issues are resolved.
- Identify chronic technology issues that arose during the school closure period and use them to begin the development of a long-term technology maintenance plan.

In this scenario, the following recommendations from the Michigan Roadmap regarding Transportation will be implemented:

The transportation contractors will inventory their current bus fleet to ensure enough buses are available for daily routes to/from school and other school events. The inventory will address the following:

- The district will receive double its "normal" fleet
- Maximum bus capacity will range from 22-28 students per bus, depending on the size of the bus
- Historically buses have been used for transportation to/from school, field trips, transportation for multiple schools
- Currently 100% of the drivers are returning. The transportation contractors are hiring drivers. Once drivers are secured, they will be in the training pipeline. If there is a shortage of drivers, certified dispatch employees and the managers will fill in as substitutes.
- All transportation employees will be tested for the coronavirus.
- The transportation contractors will conduct health screening in compliance with HIPAA and FERPA policies.
- Transportation contractors and families will be informed of all public health protocols.



- If transportation provisions are needed for students with an IEP, collaboration will occur between transportation and the IEP teams to monitor changes to students' IEPs and implement accordingly.

The difference between Phases 4 and 5 as it pertains to operations is assessing arrival, transportation, and food service for all students being in the building. The arrival and dismissal protocols will be closely monitored to discourage congregating in common areas (e.g. hallways, restrooms) and ensure students go straight from a vehicle to a classroom and vice-versa. The food service team and school personnel will work collaboratively to ensure students are receiving their meals in a safe and timely manner. We will have to consider utilizing staff non-instructional staff to serve core needs throughout the school.

The Chief Executive Officer will consult with legal counsel to address liability questions, related to, COVID-19.