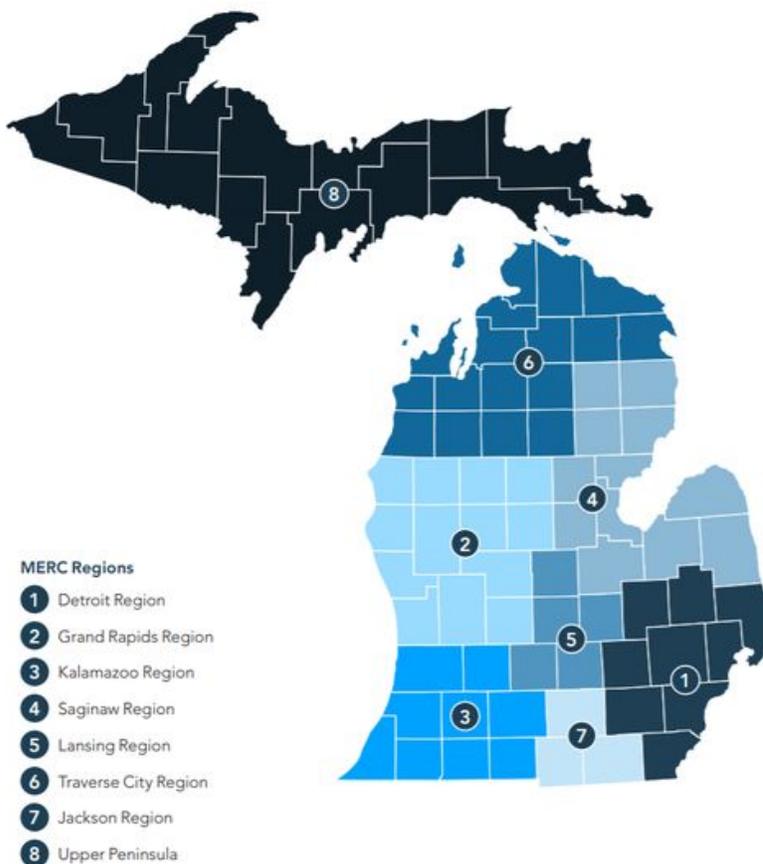


Mason County Eastern Schools Return Plan

Understanding the Michigan Economic Recovery Council (MERC) Reporting Regions

The State of Michigan has been divided into eight (8) reporting regions by the Michigan Economic Recovery Council. The regions are used by the Council to track the intensity and evolution of COVID-19 across the state and region. This allow for decisions about reopening to be made at a regional level, while assessing risk factors and health care capacity within the region. Understanding the MERC region that a school district belongs to is one factor that is important to understand in determining the district's return to school plan that it will follow. All schools within Mason County belong to the Grand Rapids MERC Region (Region 2). The map that outlines each MERC Reporting Region throughout the State is provided below:



Understanding the Phases of the MI Safe Start Plan

In Governor Gretchen Whitmer's MI Safe Start Plan, regions of the state are evaluated across six phases. State officials and health experts closely monitor data in alignment with the following three questions:

- Is the epidemic growing, flattening, or declining?
- Does our health system have the capacity to address current needs?
Can it cope with a potential surge of new cases?
- Are out testing and tracing efforts sufficient to monitor the epidemic and control its spread?

This data is then used to assign each region of the state to one of the six phases, as outlined below:

Phase 1 - Uncontrolled growth: Increasing number of new cases every day, likely to overwhelm the health system. Only critical infrastructure remains open. In-person instruction in schools is not allowed; schools must operate via remote learning.

Phase 2 - Persistent spread: Continue to see high case levels with concern about health system capacity. Only critical infrastructure remains open, with lower-risk recreational activities allowed. In-person instruction in schools is not allowed; schools must operate via remote learning.

Phase 3 - Flattening: Epidemic is no longer increasing and health system capacity is sufficient for current needs. Specified lower-risk businesses can reopen given adherence to strict safety measures. In-person instruction in schools is not allowed; schools must operate via remote learning.

Phase 4 - Improving: Epidemic clearly decreasing and health system capacity is strong with robust testing and contact tracing. Additional businesses can reopen given adherence to strict safety measures. In-person instruction in schools is permitted with required safety protocols.

Phase 5 - Containing: Epidemic levels are extremely low and outbreaks can be quickly contained. Health system capacity is strong with robust testing and tracing. Most businesses can reopen given adherence to strict safety measures. Schools open for in-person instruction with minimal required safety protocols.

Phase 6 - Post-pandemic: Community spread is not expected to return (e.g., because of a vaccine) and the economy is fully reopened. Assessing which phase we are in involves a comprehensive review of the facts on the ground. Schools are open for in-person instruction.

The Governor's MI Safe Start Plan outlines the approach that is taken by the State to move regions between phases, while outlining the following five best practices that should be followed to control the spread of COVID-19 within the workplace. These are: access control, social distancing, sanitation and hygiene, personal protective equipment, and contact tracing and isolation.

Current Status of MERC Region 2 Schools

Currently, all schools within Mason County, and thus MERC region 2, were assigned to Phase 4 of the Governor's MI Safe Start Plan. As the phase that a MERC region is in changes, so will the school's instructional plan, as required by Executive Order. As the phasing of a MERC region improves, lesser restrictions are placed on schools within the MERC region. Likewise, as the phasing of a MERC region declines, greater restrictions will be put into place.

This document outlines the instructional plan and delivery methodology that Mason County Eastern Schools will implement depending upon the phase of the MI Safe Start Plan that the District's MERC region is in. Under phase 1 through 3, student learning will take place remotely. Under phase 4 through 6, choice between an online learning option and an all-day, five (5) day per week in-person instructional model will be provided to students.

Plan Considerations

The District's Return To School Task Force has developed an action plan in conjunction with the WSESD for returning to school. This plan outlines the commitment of the District to follow the best practice recommendations of public health officials, the Centers for Disease Control (CDC), the MDE, the Governor's MI Safe Schools Return to School Roadmap and the State of Michigan.

Importantly, where able, this plan of the District has been informed by the voices of our parents through the completion of the District's Return to School survey and it follows the requirements of the Return to School Roadmap. Further, the District is committed to working closely with the District Health Department #10.

The plan is flexible and has been developed with the ability to be modified or adjusted, while aligning to the Governor's MI Safe Schools Return to School Roadmap. Regardless of scenario, our mission remains focused on empowering all students to achieve success and reach their full potential. Our vision of this plan is to deliver equitable, flexible and high quality instructional models that focus on academic success for all students and provide for the safe return to school, being mindful of the social and emotional health and well-being our our entire school family.

Introduction

Mason County Eastern Schools holds that in-person instruction is best for student learning while acknowledging that the threat of COVID-19 has challenged our ability to provide face-to-face instruction as our sole method for teaching children. We understand that anything less than a full-time, in-person school schedule strains many of our parents who have to go to work and cannot be home with their children. We also recognize that because of medically fragile students, at-risk family members or other issues, some families may not be comfortable returning to a traditional classroom until a vaccine for COVID-19 is widely available.

With that noted, for the start of the 2020-21 School Year, the district will offer our families the following options:

1) Traditional schooling, following guidelines based upon Michigan's Safe Schools Road Map for K-12 Schools that protect the health and well-being of students and staff as much as possible.

2) MCE School@Home, remote learning from home emphasizing that the level of instruction and learning expectations will be equal to a traditional schooling environment.

The safety guidelines and plans set for our schools and facilities are based upon Michigan's Safe Schools Road Map for K-12 Schools and are fluid and subject to change, as the safety of our students and staff is our top priority.

Options

After reading the precautions, if you remain uncomfortable with returning your child to a traditional classroom, you may opt to participate in our revised MCE School@Home model with the following stipulations:

- Your commitment to the MCE School@Home model will be for a complete semester (two nine weeks) at the high school level. At the

elementary and middle school levels, the commitment is for one grading period (nine weeks).

- Students will not be able to shift back and forth between traditional learning and the MCE School@Home model during the respective grading periods.
- The MCE School@Home model for grades 3-12 will rely on the Google Classroom platform where teachers will post instructional assignments. Students will need to have a computer at home. If you do not have a computer, please contact the school and one will be provided to your family.
- As noted above, the instructional level will be equal to a traditional classroom environment and much more rigorous than what was experienced this past spring. Because it was the end of the school year, lessons and learning were focused more on review and conducted at a slower pace. With the start of the new school year, instruction and learning will shift back into more of a new learning instructional mode.
- In the MCE School@Home model, teachers will post assignments and videos, host video chats, etc., with a specified timeline that will need to be strictly adhered to by students.
- Students that enroll in the MCE School@Home model will still be permitted to participate in extracurricular school sports, clubs and organizations under the auspices of the Michigan High School Athletic Association (MHSAA). The MHSAA permits student involvement as long as students meet and maintain eligibility requirements.

Mason County Eastern Schools
COVID-19 Preparedness and
Response Plan

(Executive Order 2020-142 District Preparedness Plan)

Revised 1:00 PM
08/5/2020

Name of District: Mason County Eastern School District

Address of District: 18 S Main Street, Custer, MI 49405

District Code Number: 53020

Web Address of the District: www.mceschools.com

Name of Intermediate School District: West Shore Educational Service District

Preparedness Plan Introduction

Governor Whitmer's [Executive Order 2020-142](#) "provides a structure to support all schools in Michigan as they plan for a return of pre-K-12 education in the fall. Under the order, school districts must adopt a COVID-19 Preparedness and Response Plan laying out how they will cope with the disease across the various phases of the [Michigan Safe Start Plan](#). In turn, the accompanying Michigan Return to School Roadmap offers a guide to the types of safety protocols appropriate during each phase. There's no one-size-fits-all solution: What works in Lansing may not work in Sault Sainte Marie. Districts will retain the flexibility to tailor their instruction to their particular needs and to the disease conditions present in their regions." (EO-2020-142)

Each district (public, public school academy (PSA), nonpublic, and intermediate school district (ISD) that educates pre-K-12 students) shall submit a single completed Assurance Document and Preparedness Plan to its Board in time for approval by August 15. This template, when completed, serves as a single Assurance Document and Preparedness Plan.

The Preparedness Plan will be collected by the Intermediate School District for public school districts, the authorizing body for public school academies, or the chief/designated school administrator for nonpublic schools for transmission to the State Superintendent of Public Instruction and State Treasurer by August 17, 2020. Additionally, this Preparedness Plan must be posted on the district's/PSA's, or nonpublic school's public website home page no later than August 17, 2020. A single application should be filed by the district rather than multiple applications for individual schools within a district.

Preparedness Plan Assurances

The District agrees to meet all of the following requirements of Executive Order 2020-142

- ✓ The District assures that when it provides in-person instruction to its students without disabilities, the district must also provide in-person instruction to its students with disabilities, consistent with their individualized education programs (IEPs).
- ✓ The District assures that when schools are closed to in-person instruction, districts must strive in good faith and to the extent practicable, based upon available resources, technology, training, and curriculum, as well as the circumstances presented by COVID-19, to provide equal access to any alternative modes of instruction to students with disabilities from birth through age 26. This assurance includes the provision of auxiliary services under section 1296 of the Revised School Code, MCL 380.1296.
- ✓ The District assures that while any state of emergency or disaster related to the COVID-19 pandemic continues, it shall 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 District assures that it shall, to the extent practicable and necessary, make individualized determinations whether and to what extent compensatory services may be needed for students with disabilities in light of the school closures during the 2019–2020 school year.
- ✓ The District assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan* it will close its buildings to anyone except: (a) District employees or contractors necessary to conduct minimum basic school operations consistent with a Preparedness Plan, including those employers or contractors necessary to facilitate alternative modes of instruction, such as distributing materials and equipment or performing other necessary in-person functions. (b) Food-service workers preparing food for distribution to students or their families. (c) Licensed child-care providers and the families that they serve, if providers follow all emergency protocols identified by the state.
- ✓ The District assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan* it will suspend athletics, after-school activities, inter-school activities, and busing.
- ✓ The District assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan* it 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.
- ✓ The District assures that in **Phases 1, 2, or 3** of the *Michigan Safe Start Plan* it will provide for the continuation of food distribution to eligible students.
- ✓ The District assures that during **Phase 4** of the *Michigan Safe Start Plan* it will prohibit indoor assemblies that bring together students from more than one classroom.
- ✓ The District assures cooperation with the local public health department if a confirmed case of COVID-19 is identified, and agrees to 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 in school.

Preparedness Plan

Every district must develop and adopt a COVID-19 Preparedness and Response Plan (“Preparedness Plan”) that is informed by [Michigan’s 2020-21 Return to School Roadmap](#) (“Return to School Roadmap”) from the COVID-19 Task Force on Education and Return to School Advisory Council.

In accordance with Executive Order 2020-142 a plan must include all the following parts:

- A. The policies and procedures that the District will follow when the region in which the district is located is in **Phase 1, 2, or 3** of the *Michigan Safe Start Plan*.
 - 1. Describe how the district will offer alternative modes of instruction other than in-person instruction and a summary of materials each student and the student’s parents or guardians will need to meaningfully access the alternative modes of instruction included in the Preparedness Plan. If the Preparedness Plan relies on electronic instruction, the Preparedness Plan must consider how the district will aid students who lack access to computers or to the internet. This is also in the Continuity of Learning and COVID-19 Response Plan submitted in April. You may want to update and link to this plan in your response below.

District and Building Implementation Plan:

The District plans to use a hybrid model of instruction using online learning platforms as the primary mode of instruction. These online learning platforms will be accessible at the District’s website through the link MCE School@Home Landing Page.

During the first few weeks of school, a diagnostic or formative assessment (NWEA) will be given to students in grades K - 10 to understand where students are academically and to better inform instructional decisions for teachers, students and families. Additionally, for students with an IEP or 504 plan, general and special education teachers will meet, design accommodations and match services that reflect the student’s needs based on assessment data and parent feedback

The District will survey families and: a) will provide a Chromebook to each family that does not have a computer and requests one and b) will provide help to those families who presently lack and request help in securing some form of internet connectivity in order to access the district’s MCE School@Home Landing Page.

Students without devices or internet access will have access to instructional materials through a weekly instructional packet. Instructional materials (i.e. consumable work books, paper, pencils, etc.) will be made available to families that do not have them. All students will have access to grade-level textbooks and resources needed to complete their work. Students will not be penalized for inability to fully participate provided families stay engaged with school personnel in developing personalized and realistic education plans for their child.

For students and families without technology, the main mode of delivery will be through hard copy instructional packets that focus on essential content, building relationships and maintaining connections. The instructional packets will be provided during meal distribution. Packets will be mailed or delivered to the student if they do not participate in meal distribution.

For students with technology access, the MCE School@Home Landing Page (found at [MCE Schools](#)) will provide a single point of contact and entry for students and families to access all distance learning lessons at MCE for grades K - 12.

The online learning platforms that will be used by the District for instruction and accessed at MCE School@Home are listed as follows:

Grades K-2: 1) Open Up Resources/ 1B One Tab - a tablet device with pre-loaded math and english language arts curriculum will be provided to each student. These tablets do not require internet access and each math or reading/writing lesson is easily accessible. Teachers will make regular contact with students and parents to assist with lessons and to monitor student progress.

Grades 3-5: 1) IXL - Mathematics and English Language Arts , 2) Khan Academy - Mathematics, 3) Social Studies Weekly - both online and print additions, 4) Science Weekly - both online and print additions, 5) Moby Max and 6) Google Classroom/Google Meet.

Grade 6-8: 1) Edgenuity - online classes in Math, ELA, Social Studies, Science and various electives, and 2) Google Classroom/Google Meet.

Grade 9-12: 1) Edgenuity - online classes in Math, ELA, Social Studies, Science and various electives, and 2 Google Classroom/Google Meet.

Teachers and Staff will be expected to make weekly contact with all students and have two-way communication. This may be done through the use of technology (virtual meetings, email, Remind) or through weekly phone calls. Maintaining relationships between students will be encouraged through the use of Google Meets, phone, text or by having students write letters to classmates.

For students with technology access, teachers will monitor student access and assignment completion on a regular basis within the instructional platform. Teachers will provide feedback to students on assignments through the instructional platform as they are completed. Teachers will differentiate instruction within the platform to meet each student's needs.

For students without technology access, instructional packets will be collected each week during meal distribution. Teachers will review the instructional packet and provide feedback to the student during their weekly communication (phone call, virtual meeting, or email). Feedback from the teacher will include differentiated work as needed, along with examples to support student learning.

The plan will be communicated through the District's Power School communications platform, according to the preferences parents/guardians have chosen in that system. Parents will receive an email with the plan attached, and/or a voice message and/or text message directing them to the District's website where they can gain access. The plan will also be posted in a prominent location on the District's website, and a link will also be posted on the District's Facebook page.

For students in dual enrollment courses the District will be working with the provider to determine next steps. The District will ensure that students have the appropriate materials, resources and support needed to complete their courses. For students enrolled in CTE programs the District will work with the CTC Principal/Director to ensure that students have the ability to complete their courses.

If a student has access to technology, teachers will use the instructional platform to monitor student wellness, engagement, and completion of assignments. Teachers will also keep a log of communication with students and families.

If a student does not have access to technology, teachers will keep track of which students are completing the weekly instructional packets. Inconsistent completion and/or communication with a parent or student will be raised to the principal or counselor level to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections (31N Coordinator, DHHS, ESD supports etc.)

The District will survey all parents to determine current mental health needs and provide an online form for parents/students to request support. Based on the survey results or form requests, counselors (school counselor, 31N Coordinator, ISD supports) will reach out to individual students and families to determine what they may need. The counselors will help connect the family to outside agencies, if needed, to help meet their needs. Teachers will monitor and assess the needs of students and families through their weekly communications. If a need is identified, the teacher will elevate that need to the principal or counselor to make the necessary follow-up. The principal will hold weekly virtual meetings with teachers and other key staff to identify any additional students or families in need.

Instructional Plan for the Great Start Readiness Program (GSRP) during Phase 3:

The Great Start Readiness Program (GSRP) Instructional Plan will follow the instructional plan below depending upon the phase in which the District's program is assigned. In-person instruction will be held according to the GSRP calendar developed in partnership with West Shore ESD for the 2020-21 school year. This includes in-person instruction up to four (4) days per week, following the hours in which the program has followed in previous years. Program Implementation will align with the GSRP Implementation Manual from the Michigan Department of Education, utilizing the Connect4Learning (C4L) curriculum and Teaching Strategies (TS Gold) assessment tool.

Local GSRP staff may be contacted at (231) 757-3733 to answer questions or facilitate support to any preschool family.

The Great Start Readiness Program (GSRP) plans to use a hybrid model of instruction using printed instructional packets and online learning platforms. For families with access to the internet, WSESD developed a Preschool Landing Page containing information for families and students. This website will contain links to resources and information specific to preschool. Weekly content will be uploaded for families and replicated in the printed instructional packets.

Students without internet access will have access to instructional materials through an instructional packet. All students will receive supplies and materials such as paper, pencils, crayons, scissors, printed books, etc. as part of their instructional packet. These materials will

be distributed to all GSRP students through delivery models specific to each local district and will be coordinated by GSRP staff. The packets will be compiled and contain all resources needed for the weekly instruction.

GSRP teaching staff will make contact with their students at least two times during the week. Forms of communication may include: Google Hangout/Zoom, Remind app, phone calls, and/or mailed letters. Two way communication will be recorded and maintained by the teaching team and used to inform planning. Teaching staff will be encouraged to schedule Google Hangout/Zoom meetings with their students to provide “live” instruction and peer-to-peer engagement. Staff will be available during their normally scheduled hours and provide asynchronous and synchronous learning for students. Asynchronous learning includes instructional packets, pre-recorded instructional videos, activities to do in the home setting, reading/listening to a book, and website resources. Synchronous learning includes Google Hangout/Zoom Meetings, live time activities, books being read to students and office hours designated for students and families to access teachers and staff.

Instruction will follow the Connect4Learning (C4L) curriculum used in our program with a Welcome and Read Aloud, Connect, Small Group, and Fast Focus activity. Teachers will also provide activities for hands-on learning that can take place in the home and outside. Instructional packets will include printed materials that support the areas of Social Emotional, Mathematical, Literacy and Language, Science and Physical Development. The instructional packets will be supplemented through Google Hangout, Zoom, and/or phone conferencing with GSRP staff members to support the student and families. Note: worksheets will not be provided as they are not allowable per the GSRP Implementation Manual.

Staff members will assess student’s growth of C4L learning objectives by using Teaching Strategies Gold. During sessions with families, teachers will review weekly learning packets and discuss children’s experiences with materials, etc to determine how students are proceeding through the curriculum.

The plan will be communicated through a letter mailed to each GSRP family or included in the child’s enrollment packet provided upon acceptance into the program. The letter to families will include the Preschool landing page link for additional resources as well as the site information. The letter will also include information on expectations of the student, family and teaching team. Information will also be shared to families through the local district announcement system. Additional resources beyond the WSESD-prepared instructional packets to families may be provided if they so choose.

For students with an IEP or 504, learning activities and resources will be provided and modified according to the child’s IEP and/or 504 guidelines when necessary. Modified activities will be provided by the Teaching Consultants and IEP team and provided to families when necessary.

During weekly connections with students and families, teaching teams will monitor and assess the needs of their students and families. If a need is presented, the teacher will elevate that need to the Center Director/Principal and their Early Childhood Specialist for support. Families will be referred to the Preschool Landing page for additional resources.

Evaluation of the plan: Teachers will seek family feedback regarding the Learning from Home process informally through weekly connections. Formal feedback will be sought from families twice a year: mid-year and at the conclusion of the school year. This communication will be documented via a Google Form. For families wishing to complete the feedback form on their

own, a link to a Google Form will be shared. Feedback from families will be reviewed and discussed with staff during professional learning opportunities throughout the school year. Adjustments to programming and instructional delivery will be made based on resulting recommendations from families, staff, and MDE.

Instructional Plan for the Great Start Readiness Program (GSRP) during Phase 4:

The Great Start Readiness Program (GSRP) plans to offer programming four days a week, Monday through Thursday. Programming will consist of in-person learning, expecting that all students return to school on the specified date within enrollment documents. Families will receive a copy of the Family Handbook along with a GSRP specific COVID-19 Preparedness and Response plan submitted to the Michigan Department of Licensing and Regulatory Affairs (LARA).

Programs will utilize the Connect4Learning (C4L) curriculum and Teaching Strategies Gold (TS Gold) assessment tool. Every Friday afternoon weekly learning activities will be uploaded onto the Preschool Landing Page by WSESD, which will include a cover sheet explaining the next week's activities and any supporting materials. GSRP staff will also prepare an instructional packet weekly to support learning activities in the event programs are moved to Phase 3.

Remote Instruction during Phase 4: Families officially enrolled in GSRP will have the ability to choose a remote learning option for their student. This option will follow similar remote learning programming as outlined in Phases 1-3 above.

B. The policies and procedures that the District will follow when the region in which the District is located is in **Phase 4** of the Michigan Safe Start Plan. Those policies and procedures must, at a minimum, include:

1. Face coverings (p. 22)

- a. Please describe how the district will implement **requirements** for facial coverings that at a minimum require the wearing of face coverings, except during meals and unless face coverings cannot be medically tolerated, for:
 - i) All staff and all students in grades preK-12 when on a school bus.
 - ii) All staff and all students in grades preK-12 when in indoor hallways and common areas.
 - iii) All staff when in classrooms.
 - iv) All students in grades 6 and up when in classrooms.
 - v) All students in grades kindergarten through grade 5 unless students remain with their classes throughout the school day and do not come into close contact with students in another class.

District and Building Implementation Plan:

- The expectations for the wearing of face coverings and how to obtain clean face coverings will be included in all district to parent communications, all handbooks, all student orientations, and all staff orientations.
- Students and parents will be required to watch a safety video on the wearing of and

expectations for maintenance of face coverings. Students and parents will sign-off on their awareness of these policies before the students are permitted to enter the classroom on the first day of school.

- Building, grounds, and transportation signage will be prominent throughout all school facilities and clearly identify who is required to wear face coverings in each designated area of the building, grounds, or bus.
- Fabric face coverings will be ordered and provided to every student and staff member for daily use.
- Fabric and clear face coverings will be provided to PreK-5 teachers with the requirement to wear a clear mask during instruction. Any other teacher at any grade level may also request a clear face covering if they so choose.
- Students, staff and parents will be trained on the importance of washing fabric face coverings on a daily basis in order to maintain proper hygiene.
- Individuals (staff or students) who claim medical exemption will need to meet with the district Health Safety Team/Principal/School Nurse to provide rationale and documentation.
- Exempted individuals will be recorded in a master database and issued a sticker to display on their student or staff ID indicating this exemption.
- PreK-5 students will not be required to wear a face-covering once they are situated in the classroom unless the classroom activity places them in close (2 feet or less) proximity to other students.
- Students who are capable of wearing a face covering and refuse to do so in an area where a face covering is required will be issued a face covering by a school official (teacher, paraprofessional, administrator, school safety staff, playground aid, etc.) and asked to put the face-covering on. An Office Discipline Referral will be recorded for each instance of non-compliance as a log entry in PowerSchool.
- Students who are able to medically tolerate a face covering, but show patterns of intentional non-compliance after warning and parent communication, may be disciplined and/or removed from the school building and placed into remote instruction as an alternative unless the student agrees to comply with this required safety protocol. Parents will be notified of each instance of non-compliance by the administration or school safety officer.
- Staff who are capable of wearing a face covering and refuse to do so will be addressed by the school administrator and could face progressive disciplinary measures up to and including termination.
- Guests to the school building (presenters, substitute teachers, etc) will be issued a disposable face-covering upon signing in at the main office and will be instructed to wear the face-covering at all times. Instances of non-compliance will result in the guest being escorted from the building by the school safety officer or building administrator.
- In instances of uncertainty about individuals not wearing face coverings, these matters will be relayed to the building administration for review and decisive action.

2. Hygiene

Please describe how you will implement the **requirements** for hygiene protocols from the *Return to School Roadmap* (p. 22-23).

District and Building Implementation Plan:

- Every classroom will be supplied with a fixed or portable handwashing station.
- Supplies will be checked daily and restocked in the classroom.
- Teachers will contact the office immediately if supplies run out during the school day.
- Each classroom will have a hygiene protocol with timelines that are posted and communicated via newsletters, web pages, bulletin boards, and the like. It will include
 - Hand-washing schedule
 - Room and materials cleaning schedule
- Teachers and staff members will teach students the following to students on the first day of school and reinforce weekly or more often as needed (this may be done via video)
 - proper handwashing on the first day of school and reinforce weekly or more often if needed
 - how to cough and sneeze into their elbows, or to cover with a tissue and dispose of it in the trash
- Proper mitigation strategies including hand washing and sneezing will be communicated to families via newsletters, web pages, bulletin boards, and the like. Parents and caregivers will be asked to review and reinforce with their students.
- Custodial staff will
 - Procure adequate soap, hand sanitizer, paper towels, tissues by August 1, November 20, February 20, and May 20
 - Post signage related to cleaning and hygiene strategies in each room, restroom, throughout the hallways by August 20
 - Monitor hygiene supplies and refill as needed three times daily
 - Procure hand sanitizing stations as deemed necessary during walk-through with building leader by August 1
- Sharing school supplies will be limited, and each student will have their own supply box for materials.
- A list of these supplies will be generated as appropriate for each grade level and or specific middle school or high school course and posted to the school website.

3. Cleaning

Please describe how you will implement the cleaning **requirements** for cleaning protocols from the *Return to School Roadmap* (p. 27).

District and Building Implementation Plan:

- District Level Administrators and Building Operations will meet to review all guidance related to cleaning and disinfecting of buildings and to review the Building Operations the MI Safe Schools: Michigan's 2020-21 Return to School Roadmap.
- An inventory related to all cleaning supplies that are in compliance with the

EPA-approved related to COVID will be taken and orders will be made to address increased cleaning protocols.

- Cleaning stations will be identified around the building that holds materials for usage in different wings.
- All classrooms will be provided spray bottles with EPA-approved disinfectant, paper towels, face shield, and gloves in order to address new cleaning protocols. Custodial staff must wear gloves, a mask and a face shield when cleaning.
- Each building custodial team and administrator will tour their building and identify areas of frequent usage throughout the building. A map will be created and kept secure in the head custodian room and office to ensure compliance when custodial substitutes are in the building.
- Custodial staff will walk the building wiping all high-frequency usage areas at 7:00 a.m., 10:00 a.m. 1:00 p.m, 4:00 p.m, and following any evening activities in the building. Staff will note the time and date and initials on a chart that is kept daily.
- All special classrooms i.e. art, music, gym, and media centers will have EPA-approved cleaning supplies stored in the classroom away from students. The area will be wiped down all frequently used materials after each class has exited with EPA-approved disinfectant. This will occur prior to the entrance of the next class.
- Classroom personnel will wipe down the student's desks every time students exit the room at the elementary or after every period at the secondary level with EPA-approved disinfectant. Locked storage units with ventilation for cleaning materials will be available for all staff as needed. All classrooms will have the appropriate EPA-approved disinfectant in their rooms.
- Training on cleaning materials and protocols will be provided to the staff through a virtual meeting during the first week of school. This training will show the use of PPE when cleaning, protocols for the classroom, and storage of cleaning materials

4. Athletics

Please describe how you will implement the **requirements** for athletics protocols from the *Return to School Roadmap* (p. 27).

District and Building Implementation Plan:

- All athletic programming will follow the guidelines in the MHSAA and the Roadmap Back to School. (Budgetary priorities for core instruction and safety as well as inability to adequately train, clean/disinfect equipment, safely transport students, and monitor spectator and competitor compliance contributed to this decision.)

5. Screening

Please describe how you will implement the **requirements** for screening protocols from the *Return to School Roadmap* (p. 24).

District and Building Implementation Plan:

- A copy of our screening and exposure plan will be submitted to the County Health Department. This plan will be reviewed with the District Pandemic Response Team

- and the Health Department along with the status of any referrals from the prior month.
- Each school building will identify a room, to serve as an isolation area. This room will be outfitted with appropriate PPE.
 - Each building will have an identified and trained staff person to serve as the “quarantine officer”. These duties will take precedence over any other responsibilities and therefore this individual must have the flexibility to leave their regular assignment at a moment’s notice.
 - From the time of identification of potential infection, the student will not be left unattended by the quarantine officer and a log sheet of activity will be maintained until the student or staff member is safely removed from the building.
 - Parent communication will be made immediately with clear and concise directions on where and how to pick up the student and where they may report for testing.
 - A designated person (office staff) will contact the student/family each day after removal until test results are provided and verified before the student can return to school.
 - During the time of quarantine, the student will be asked to self identify the location and individuals they came into contact with for the past 48 hours to the best of their recollection. Priority will be placed on those individuals that they were in contact with for a sustained 15 minutes or more.
 - The health department will be contacted after parents have been contacted to assist in contact tracing and notification of vulnerable individuals.
 - All school staff will be required to conduct a health safety self-assessment at home prior to coming to work and verifying through a Google form that they are safe to work. This will include taking their temperature and reporting this daily on the Google form.
 - Staff who are unable to work due to displaying COVID-19 symptoms will be required to report this to the school through the Google form as well as through Red Rover. The school health official or Human Resources will monitor this form daily and follow up with any symptomatic person to direct where, when, and how to get tested and to report those results back to the school as soon as available.
 - Positive tests for staff members will result in a required quarantine away from school for 14 days.

6. Testing

Please describe how you will implement the **requirements** for testing protocols from the *Return to School Roadmap* (p. 25).

District and Building Implementation Plan:

Testing Protocols for Students and Staff and Responding to Positive Cases

- The District will cooperate with the District Health Department #10 regarding the implementation of protocols for screening students and staff.
- 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.
- 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.

- 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.
- 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. 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 6 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 is not recommended. Only those that develop symptoms require testing for COVID-19.
- Parents and guardians are encouraged to check students' temperature at home every morning using oral, tympanic (ear) or temporal scanners; students with a temperature of 100.4 or greater must stay home and consider coronavirus testing.
- Parents and guardians are encouraged to monitor for symptoms of COVID-19. The presence of any unexplained symptoms, including cough or shortness of breath, should prompt the parent or guardian to keep the student home from school and to follow up with their primary care provider.

Responding to Positive Tests Among Staff and Students

- The District will cooperate with the District Health Department #10 if a confirmed case of COVID-19 is identified. The District will collect the contact information for any close contacts of the affected individual from two days before he or she showed any symptoms to the time when he or she was last present at the school.
- The District will notify the District Health Department #10, 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 District will work with the District Health Department #10 and initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than 6 feet apart for 15 or more 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. The District will assist the local health department by collecting data and contact information of those exposed.
- Note: Student communicable disease related information is protected health information.
- Employees with a confirmed case of COVID-19 will be allowed to return to the workplace after they are no longer infectious. The District will work with the District

Health Department #10 to provide instruction about return to work, using the most current guidelines from the CDC for this determination.

7. Busing and Student Transportation

Please describe how you will implement the **requirements** for busing and student transportation protocols from the *Return to School Roadmap* (p. 28).

District and Building Implementation Plan:

- Contact will be made to all transportation companies that support the district to ensure that they have received a copy of the criteria in the MI Safe Schools: Michigan's 2020 Return to School RoadMap.
- A weekly meeting will be held with district transportation supervisors or contracted transportation departments to review the criteria required for level IV and discuss concerns or issues arising.
- A breakdown of the aforementioned items will be presented in all RFP's to the contracting companies to ensure that they can comply with the items required.
- Contracts are being to be altered to address the cleaning, sanitizing, and professional development that is needed for the fleet.
- Signage will be added to each bus to address the use of face masking of all students and drivers, use of hand sanitizers and cleaning protocols.
- Districts relying on their own transportation will assess the number of buses that may be on the road and re-evaluate weekly based on student participation rates.
- Begin the ordering of hand sanitizer and supplies in which to brace/mount the hand sanitizer at the entrance of each bus.
- An ordering plan and schedule to obtain cleaning supplies in compliance with the CDC that can be utilized in the cleaning of the bus between routes and the wiping down of frequent areas of contact have been developed.
- Busses will be properly cleaned after the departure of the last child from each run once the bus has returned to the transportation garage. Logs and videos will be maintained for a period of 90 days.
- Face masks will be available at the entrance of the bus in the event that a student does not come to the bus equipped with the necessary item.
- Communication will be sent to families related to the mandatory nature of wearing a face mask on the bus and that all staff and students, if medically feasible, must wear it in order to be transported, unless "It is determined on a case by case basis that it is not safe for the bus driver to wear a facial covering."
- Communication documents will be developed to enable the drivers of the buses to know what the safety plans are for any specific students and who for medical reasons will not be wearing a face mask.

- Professional development will be required for all bus drivers related to the changes including the appropriate usage of face masks and policies regarding the requirement of their usage on the bus, hand sanitizing, and cleaning protocols to address the cleaning and disinfecting of the bus before and after every route. A check sheet with the time and date of each cleaning will be provided to staff to complete each time the bus is cleaned.
- Bus drivers, weather, permitting, will keep windows open on the bus both en route and when stopped. On those buses with specialized transportation and equipment needs, bus aides and drivers will wipe down the equipment upon entrance to the bus. This will be noted in the cleaning log.

C. Describe the policies and procedures that the district will follow when the region in which the district is located is in Phase 5 of the Michigan Safe Start Plan.

The District has chosen to include most of the strongly recommended procedures in athletics, extracurricular activities, cleaning, hygiene, screening students, testing protocols for students and staff, responding to positive cases, responding to positive tests among staff and/or students, food service, gatherings, extra-curricular activities and athletics. There is one item in transportation that we would not follow and it is listed below in the appropriate box. The only other item would be masks in phase 5, which we would recommend but make optional. Again, both items are listed in the appropriate box.

1. Indicate which highly recommended protocols from the *Return to School Roadmap* the district will include in its Preparedness Plan when the region in which the district is located is in **Phase 5** of the *Michigan Safe Start Plan*.

PERSONAL PROTECTIVE EQUIPMENT

- 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.
- PreK-5 and special education teachers should consider wearing clear masks.
- Homemade facial coverings should be washed daily.
- Disposable facial covering should be disposed of at the end of each day.
- 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 are practiced and enforced, facial coverings for students in grade PreK-5 are encouraged but not required.
- Homemade facial coverings should be washed daily.
- Disposable facial coverings should be disposed of at the end of each day.

HYGIENE

- Provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques).
- Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.
- Educate staff and students to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.
- 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.

SCREENING STUDENTS

- Every school should identify and designate a quarantine area and a staff person to care for children who become ill at school.
- Students who become ill with symptoms of COVID-19 at school 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.
- Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines.
- Strict records, including date and time, should be kept of non-school employees, ESD personnel and other visitors that enter and exit the building.

TESTING PROTOCOLS FOR STUDENTS AND STAFF

- 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.
- 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.
- 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.
- 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.
- 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 6 feet of 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.

RESPONDING TO POSITIVE TESTS AMONG STUDENTS AND STAFF

- The District will notify the District Health Department #10, 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 District will work with the District Health Department #10 and assist in initiating contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than 6 feet apart for 15 or more minutes) will be asked to self quarantine for 14 days after exposure. Local health officials, depending on the situation, may identify other contacts who require quarantine. The District will assist 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.)
- 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 the return to work, using the most current guidelines from the CDC for this determination.

FOOD SERVICE, GATHERINGS, EXTRA-CURRICULAR ACTIVITIES

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

ATHLETICS

- Indoor spectator events are limited to 50 people. Large scale outdoor spectator or stadium events are limited to 250 people. Spectators not part of the same household must always maintain six feet of distance from one another.
- Students, teachers and staff must use proper hand hygiene techniques before and after every practice, event or other gathers. All participants should confirm that they are healthy and without any symptoms prior to any event.
- All equipment must be disinfected before and after use.
- Each participant should use a clearly marked water bottle for individual use. There should be no sharing of this equipment.

CLEANING

- 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.
- 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 the sharing of materials between students, as able.
- Students desks should be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.
- Playground structures should continue to undergo normal routine cleaning, but using

an EPA-approved disinfectant is unnecessary.

- Athletic equipment can be cleaned with either an EPA-approved disinfectant or diluted bleach solution before and after each use.
- Ensure safe and correct use and storage of cleaning and disinfectant products, including storing products securely away from children, and with adequate ventilation when staff uses such products.

TRANSPORTATION

- The use of hand sanitizer will be strongly encouraged before students enter the bus. Hand sanitizers should be supplied on the bus.
- The bus driver, staff and all students in grade PreK-12, if medically feasible, should wear facial coverings while on the bus.
- Transportation vehicles should be cleaned and disinfected regularly. Children should not be present when a vehicle is being cleaned.
- Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, armrests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.
- Clean, sanitize and disinfect equipment including items such as car seats and seat belts, wheelchairs, walkers and adaptive equipment being transported to schools.
- Create a plan for getting student home safely if they are not allowed to board the vehicle.
- If a student becomes sick during the day, they should not use group transportation to return home and should follow the protocols outlined above.
- If a driver becomes sick during the day, they should follow protocols for sick staff outlined above and should not return to drive students.
- Systematically review all current plans (e.g., Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans or 504 plans) for accommodating students with special healthcare needs and updating their care plans as needed to decrease their risk for exposure to COVID-19.
- Create a process for students/families and staff to self-identify as high risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignments.
- Inventory buses, contractors, including any vehicles used for transporting students to/from school or to other school events, and students riding buses. Address questions such as:
 - How many buses are or could be made available in the district?
 - How much variation is there in the size and maximum capacity of buses in the district?
 - How have the buses been currently or historically used (i.e., transportation to/from school, transportation for multiple schools, athletic events, food service deliver)?
 - How many drivers will be returning? How many are in the training pipeline? What is the plan to address any shortage of drivers?
- Assess whether any bus contractors have been impacted by COVID-19 (i.e., closed or opt-out from current routes).
- Inventory bus drivers to understand the extent of high-risk populations.
- Finalize bus procedures for bus drivers and students that are informed by public health protocols.

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

2. Indicate which highly recommended protocols from the *Return to School Roadmap* the district will not include in its Preparedness Plan when the region in which the district is located is in **Phase 5** of the *Michigan Safe Start Plan*.

PERSONAL PROTECTIVE EQUIPMENT

- 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.
 - PreK-5 and special education teachers should consider wearing clear masks.
 - Homemade facial coverings should be washed daily.
 - Disposable facial coverings should be disposed of at the end of the day.
- 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 are practiced and enforced, facial coverings for students in grades PreK-5 are encouraged but not required.
- Homemade facial coverings should be washed daily.

ATHLETICS

- Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent "Busing and Student Transportation" section. There are occasions where we "turn and go" after dropping students off from school in order to get to an event or contest.

D. After considering all the protocols that are highly recommended in the *Return to School Roadmap*, please indicate if a school plans to exclude protocols that are highly recommended for any of the categories above in **Phase 4**.

No

Final Steps for Submission

Each district shall submit a single completed Assurance Document and Preparedness Plan to its Board of Education (in the case of a PSA, the Academy Board of Directors; in the case of a nonpublic school, the chief or designated school administrator) in time for approval by August 15 or seven days before the first day of school, whichever comes first.

Date of Approval by the MCE Board of Education: August 10th, 2020

Link to the Board Meeting Minutes or Signature of Board President, or signature of nonpublic school chief/designated school administrator: www.mceschools.com

Link to the approved Plan posted on the District/PSA/nonpublic school website:

www.mceschools.com

The Preparedness Plan will be collected by the Intermediate School District for public school districts, the authorizing body for public school academies, or the chief/designated school administrator for nonpublic schools for transmission to the State Superintendent of Public Instruction and State Treasurer by August 17, 2020. Additionally, this Preparedness Plan must be posted on the district's/PSA's, or nonpublic school's public website home page no later than August 17, 2020.

Name of District Superintendent: Paul Shoup

Date Received by the WSESD: August 11th, 2020

Date Submitted to State Superintendent and State Treasurer: To be completed by WSESD Superintendent