

COVID-19 Preparedness and Response Plan

(Executive Order 2020-142 District Preparedness Plan)

Amended/Final: 8-13-2020

Name of District: St. Clair County RESA

Address of District: 499 Range Road PO Box 1500, Marysville, MI 48040

District Code Number: 74000

Web Address of the District: <http://www.sccresa.org/>

Name of Intermediate School District: St. Clair County Regional Educational
Service Agency

Name of Authorizing Body (if applicable):

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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 or seven days before the first day of school, whichever comes first. 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: Woodland Developmental Center

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.

Woodlands Developmental Center will be extending their [Continuity of Learning Plan](#) from the 2019-2020 school year into the 2020-2021 school year starting July 6, 2020. The plan will be fully implemented with the following modifications:

- A new survey will be sent to families to gauge their understanding and use of online platforms, access to the internet and equipment needed.
- WDC will be moving to a new platform to provide consistency in access and ease of understanding to our families. They will be using a Google Classroom platform across the building. This will be easier on families as some of them have children in districts who are utilizing the platform.
- Instructional services are being modified and tailored to focus on student goals and IEPs. All itinerant services are being provided remotely. Staff are collaborating with families to make sure that the necessary equipment is transported to their homes for usage, i.e. walkers, bike trainers, etc.
- Paraprofessionals will be utilized in a more robust manner to provide extensions to the lessons in the classroom and to support ongoing learning in a remote fashion.
- Parent meetings are being scheduled on a monthly basis via a web platform to provide ongoing updates and education to families on the latest information related to the building reopening.
- Attendance criteria has been developed for remote instruction to gauge family involvement and participation in a remote setting. This information has been shared out with families.
- Students at Woodlands will receive progress reports to address progress toward their IEP goals. These reporting times will be aligned with the member districts.
- Caseload teachers will work with families to gauge participation and progress toward goals. IEP’s will be revised as needed to support families.
- IEP’s will be reviewed with parent feedback and accommodations to be revised as needed.
- A focus will be placed on maintaining student engagement and supporting remote learning.
- In collaboration with the County Health Department decisions will be made on the ability for Woodland Developmental Center to open for face to face instruction on the first of each month.

- 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.

Please describe how you would implement the requirements and recommendations for **Personal Protective Equipment**.

Required by the Roadmap:

Facial coverings must always be worn by staff except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.

Any staff member who cannot medically tolerate a facial covering must not wear one.

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

- *PreK-5 and special education teachers should consider wearing clear masks.*
- *Homemade facial coverings must be washed daily.*
- *Disposable facial coverings must be disposed of at the end of each day.*

Facial coverings must be worn by preK-12 students, staff, and bus drivers during school transportation.

Any staff or student that is unable to medically tolerate a facial covering must not wear one. Any staff or student that is incapacitated or unable to remove the facial covering without assistance, must not wear one.

Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.

Facial coverings must always be worn in hallways and common areas by preK-12 students in the building except for during meals.

Any student that is unable to medically tolerate a facial covering must not wear one.

Any student that is incapacitated or unable to remove the facial covering without assistance, must not wear one.

Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.

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 and all staff meetings. Staff at WDC when working with students in the classroom will be required to wear a mask, gloves, goggles, gown and shield when necessary due to the health and safety needs of our students. Students when medically appropriate will wear face masking. Any alterations to the plan will be made on a case by case basis.
- Staff and families will be provided a video produced by the Health Department on the COVID disease. Staff will be trained on the appropriate use of PPE and how to wear it in the building.

Families will be educated on the use of PPE in the building, will see visual representation of its usage at the building and will receive the expectations through remote lessons, parent meetings and informational flyers. Families will sign-off on their awareness of these policies before the students are permitted to enter the building.

- Building, grounds, and transportation signage will be prominent throughout all school facilities and clearly identify who is required to wear face covering in each designated area of the building, grounds, or bus.
- Two Fabric face coverings will be ordered and provided to all staff members. There will be disposable masks on site for those who do not have one. They can be accessed by calling the number on the door of the building and one will be supplied to the student or family member.
- Each bus will have a box of disposable masks available for those students medically able to wear a face mask and do not have one.
- Clear face coverings will be provided as available to staff that are addressing DHH students, speech and language needs and as requested to facilitate instruction. If clear masks can be obtained they will be provided to staff.
- Individuals (staff or students) who claim medical exemption will need to meet with the district Principal/School Nurse to provide rationale and documentation.
- Exempted individuals will be recorded in a master database. Teachers will be informed of the students' individual medical plans.
- 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 proximity to other students and they are medically able to do so.
- 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.
- 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.
- In instances of uncertainty about individuals not wearing face coverings, these matters will be relayed to the building administration for review.

2. Hygiene

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

Please describe how you would implement the requirements and recommendations for **Hygiene**.

Required by the Roadmap:

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

Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.

Educate staff and students on how to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.

Systematically and frequently check and refill soap and hand sanitizers.

Students and teachers must have scheduled handwashing with soap and water every 2-3 hours. Limit sharing of personal items and supplies such as writing utensils.

Keep students' personal items separate and in individually labeled cubbies, containers, or lockers. Limit use of classroom materials to small groups and disinfect between use, or provide adequate supplies to assign for individual student use.

Procure portable handwashing and/or hand sanitizing stations to set up throughout school buildings.

District and Building Implementation Plan:

- Every classroom will be supplied with a fixed or portable handwashing station.
- Supplies (paper towels, soap, hand sanitizer, tissues, trash receptacles) will be checked daily and restocked in the classroom.
- Teachers will contact the office immediately if supplies run out during the school day.
- Each classroom will have a hygiene protocol with timelines that are posted and communicated via newsletters, web pages, bulletin boards, and the like. It will include
 - Hand-washing schedule and visual schedule will be by every sink.
 - Room and materials cleaning schedule, a time and check sheet will be initialized to show cleaning has occurred.
- Teacher or school nurse will teach students the following on the first day of school and reinforce daily for the first month, moving to a two times a week or more often as needed (this may be done via video, in person, social stories, and visual scheduling)
 - proper hand washing 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 and then hand wash
- 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 for each classroom.
 - Ensure signage related to cleaning and hygiene strategies is posted in each room, restroom, throughout the hallways will be posted prior to students entering the building. (The appropriate signage will be determined by the Building Wellness Committee.)
 - Monitor hygiene supplies and refill as needed three times daily.
 - Procure hand sanitizing stations as deemed necessary during walk-through with the building leader.
- Sharing school supplies will be discouraged, and each student will have their own supply location for materials. Staff will make sure that the necessary supplies are identified for each student and placed in a container for the student. This will include, crayons, writing utensils, scissors, calculators, manipulatives, computers, etc. Any common items that are shared will be cleaned prior to the next student's usage.

Please describe how you would implement the requirements and recommendations for **Spacing, Movement, and Access**.

Required by the Roadmap:

Space desks six feet apart in classrooms. Class sizes should 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 should 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 should be used at six-foot intervals where line formation is anticipated.

Provide social distancing floor/seating markings in waiting and reception areas.

Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.

Adult guests entering the building should be screened for symptoms, wear a facial covering, and wash/sanitize hands prior to entering. Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building.

District And Building Implementation Plan:

- Building leaders and custodial staff will walk through each building to assess number of desks and tables, capacity to physical distance with existing student enrollment and furniture
- Building leaders will determine what furniture or supplies can be removed from the building or what alternate furniture can be used to create greater physical distance. Every effort will be made for students to be 6 feet apart. Desks will be arranged in the rooms prior to students entering to allow for this.
- Specials teachers will travel and classes will be offered in the core classroom or outside. This will limit student movement in the building.
- Hallways, cafeteria, office, entry, and sidewalks will be marked in 6-foot increments prior to students entering the building.
- Signage will be posted throughout the building, on the floors and on restroom doors reminding students, staff, and guests of the physical distance requirement.

3. Cleaning

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

Please describe how you would implement the requirements and recommendations for **Cleaning**.

Required by the Roadmap:

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

Libraries, computer labs, arts, and other hands-on classrooms must undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution.

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

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

Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products.

Staff must wear gloves, surgical masks, and face shield when performing all cleaning activities.

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 solutions 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 hold materials for usage in different wings. (The Wellness team will be determining the placement and they will be in place prior to the return of students to the building.)
- All classrooms will be provided spray bottles with EPA-approved disinfectant solution, paper towels, face shield and gloves in order to address new cleaning protocols. Staff must wear gloves, a mask and face shield when cleaning.
- Each building custodial team and administrator will tour their building and identify areas of frequent usage throughout the building that needs to be cleaned. 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 from the map 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 teachers will clean common items prior to shifting to the next classroom. All common items used will be wiped with an EPA-approved disinfectant solution.
- Classroom teachers and teachers aides will wipe down the students desks everytime students exit the room, prior to and after eating, and as needed with a cleaner that is EPA-approved disinfectant solution. This must occur on regular schedules no longer than two hours in time. 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 solution in their rooms.
- Playground equipment will be cleaned twice a week.
- A training on cleaning materials and protocols will be provided to the staff in August. This training will show the use of PPE when cleaning, protocols for the classroom and storage of cleaning materials.

Please describe how you would implement the requirements and recommendations for **Food Service, Gathering, and Extracurricular Activities**.

Required by the Roadmap:

Prohibit indoor assemblies that bring together students from more than one classroom.

Classrooms or outdoor areas should be used for students to eat meals at school, if distancing guidelines cannot be met.

If cafeterias must be used, meal times should be staggered to create seating arrangements with six feet of distance between students. Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks.

Students, teachers, and food service staff should wash hands before and after every meal. Students, teachers, and staff should wash hands before and after every event.

Large scale assemblies of more than 50 students are suspended.

Off-site field trips that require bus transportation to an indoor location are suspended.

Recess 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.

District and Building Implementation Plan:

- At this time no indoor assemblies will be held at WDC. All presentations that are needed will be done by remote monitors in the classrooms or by staff entering the room to share the needed information.
- A schedule will be put together that allows three classrooms on a playground for recess at a time. Teachers will be asked to move around the playground separating groups of students more than 10. Face masks will be worn at all times on the playground unless the individual is medically unable. Students will use hand sanitizer before entering the building.
- All elementary students will be served lunch in their rooms. Food Service staff in conjunction with Teacher Aides will provide bag/box lunches and disposable utensils, on a cart to the classroom 15 minutes prior to the designated lunch time.
- Staff will support the classrooms through the meal time supervising students.
- Due to social distancing on the playground a rotating lunch recess schedule will occur for the week.
- Common playground toys, i.e. balls, jump ropes, etc. will be cleaned after every usage.
- Markings will be put on the floor to designate a six foot apart distance as students wait in line in the halls and at the office and on the playground..
- All cafeteria workers will be expected to wear masks, face shields and gloves when dealing with food items. They will all be expected to wash their hands before and after all food service according to CDC guidance. Visual guidance will be in the kitchen and by every sink to encourage the correct procedure for hand washing.
- All field trips are suspended, this will be reviewed as we move to a level 5.
- All extracurricular activities will require face masking. School dances and events over 50 students will be temporarily discontinued and will be evaluated as we move to another level.
- All social distancing requirements will be in place so events will be outside or in large ventilated areas as much as possible.

4. Athletics

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

There are currently no formal sporting events at WDC. All Special Olympic programs will follow strict social distancing and face mask requirements.

5. Screening

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

Please describe how you would implement the requirements and recommendations for **Screening Students and Staff**.

Required by the Roadmap:

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

Every school should 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 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.

Staff should conduct daily self-examinations, including a temperature check, prior to coming to work.

If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home.

District and Building Implementation Plan:

- WDC will collaborate with the St. Clair County Health Department (SCCHHealth Department) on all guidance related to opening, identification of symptoms and positive cases and training and support on PPE.
- WDC will identify a remote and secluded room, the teachers lounge, to serve as an quarantine area. This room will be outfitted with appropriate PPE including gowns, face shields, masks, gloves, sanitizing wipes, an internet connected computer, and log sheets.
- The school nurse and nurses aid are the trained staff persons to serve as the quarantine monitor. These duties will take precedence over any other responsibilities.
- When a student has been identified as not feeling well and presents with one of the CDC identified symptoms, they will be exited from the classroom and removed to the Quarantine Room. Basic health information will be taken and a call will be placed to the parent to pick up the child. The child will not be transported on the bus with other students. Parent communication will be made immediately with clear and concise directions on next steps and where to report for testing as needed..
- The SCCHHealth Department will work with Woodland to provide serial testing for staff with these duties.
- Appropriate instructions on testing which will be done off site and the students potential return will be provided to the family by the school nurse or nursing assistance.
- The staff in conjunction with the health department will provide ongoing guidance to the family about the length of time of the removal and steps related to testing and outcomes. In Phase Four students and staff that test positive will have to either “test negative AND feel better OR be removed for at least 10 days from the onset of their symptoms and 3 days without fever and feeling better. Guidelines for return to school are subject to change based on Phase and progression of virus.” (Required per direction from SCCHD).
- During the time of quarantine, the staff and students 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. This information will be provided to the health department at the time of their call related to contact tracing.
- The health department will guide us on the sending of a letter to those contacted only after identification of a positive case.
- All school staff will be required to conduct a health safety self assessment at home prior to coming to work and verifying through an assurance statement that they are aware of their responsibilities to wear PPE, take their temperature prior to coming to work daily, social distance requirements and the need to report suspected symptoms. Prior to entering the building they will provide the completed forms to their Principal.

- Staff who are unable to work due to displaying COVID-19 symptoms will be required to report this to their administrator. The administrator or Human Resources will assist the staff member to direct them where, when, and how to get tested and 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 until they “test negative AND feel better OR be removed for least 10 days from the onset of their symptoms and 3 days without fever and feeling better. Guidelines for return to school are subject to change based on Phase and progression of virus.” (Required per direction from SCCHD).

6. Testing

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

Please describe how you would implement the requirements and recommendations for **Testing Protocols for Students and Staff, and Responding to Positive Cases.**

Required by the Roadmap:

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

Every school should 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 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.

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

District and Building Implementation Plan:

- WDC staff have been collaborating regarding all health decisions related to the COVID virus.
- The building has identified the staff lounge as the quarantine area in the building that will be utilized if students are identified with a fever or symptoms of COVID as identified by the CDC.
- The quarantine area will be staffed by the school nurse and the nurse aide. The staff members and students will be given a mask. N95 or KN95 masks are being purchased for staff to use when providing medical procedures.
- Students who are ill will be monitored and a call will be placed to the parent to pick the child up from school.
- The staff in conjunction with the health department will provide ongoing guidance to the family about the length of time of the removal and steps related to testing and outcomes. In Phase Four students and staff that test positive will be kept home until they “test negative AND feel better OR be removed for least 10 days from the onset of their symptoms and 3 days without fever and feeling better. Guidelines for return to school are subject to change based on Phase and progression of virus.” (Required per direction from SCCHD).
- All school staff will be required to conduct a health safety self assessment at home prior to coming to work and verifying through an assurance statement that they are aware of their responsibilities to wear PPE, take their temperature prior to coming to work daily, social distance and report suspected symptoms. If they exhibit any respiratory or gastrointestinal

symptoms, or have a temperature of 100.4 or greater, they should stay home. Prior to entering the building they will provide those forms to their Principal.

- During the time of quarantine, the staff and students 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. This information will be provided to the health department at the time of their call related to contact tracing.

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).

Please describe how you would implement the requirements and recommendations for **Busing and Student Transportation**.

Required by the Roadmap:

Require the use of hand sanitizer before entering the bus. Hand sanitizer must be supplied on the bus.

The bus driver, staff, and all students in grades preK-12, if medically feasible, must wear facial coverings while on the bus. Note: there may be situations where it is not safe for the bus driver to wear a facial covering. Decisions about these situations should be made on a case-by-case basis with local public health officials.

Clean and disinfect transportation vehicles before and after every transit route. Children must not be present when a vehicle is being cleaned.

Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.

Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily.

Create a plan for getting students home safely if they are not allowed to board the vehicle.

If a student becomes sick during the day, they must not use group transportation to return home and must follow protocols outlined above. If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and must not return to drive students.

Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out. a Weather permitting, consider keeping windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe.

District and Building Implementation Plan:

- Contact will be made to Dean Transportation to ensure that they have received a copy of the criteria in the MI Safe Schools: Michigan's 2020 Return to School RoadMap.
- A meeting will be held with Dean Transportation to review the criteria required for Phase IV and discuss concerns or issues arising.
- A focus will be placed on requirements of bussing students with Dean Transportation to ensure that they can comply with the items required.
- We will address the contract to address the cleaning, sanitizing and professional development that is needed for the fleet.
- Assurance statements will be secured from Dean Transportation to address the use of face masking of all students and drivers, use of hand sanitizers and cleaning protocols.
- 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.

- A transportation policy will be communicated out 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,” or a student is not medically able to.
- A Communication document will be developed to enable the drivers of the buses to know what the safety plans are for any students and who for medical reasons will not be wearing a face mask.
- Dean Transportation in conjunction with St. Clair County RESA will provide professional development to 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 time and date of each cleaning will be provided to staff to complete each time the bus is cleaned.
- Dean Transportation will determine criteria if bus drivers, weather permitting, should keep windows open on the bus both in route and when stopped. (Identify district and contracting criteria under which this would be required at a temperature of ____ and with no participation).
- On those buses with specialized transportation and equipment needs, bus aides or drivers will wipe down the equipment (wheelchairs and walkers) upon entrance to the bus. This will be noted in the cleaning log.

Please describe how you would implement the requirements and recommendations for **Medically Vulnerable Students and Staff**.

Required by the Roadmap:

Systematically review all current plans (e.g. Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19.

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

Building and Implementation Plan:

- WDC will be developing a schedule to review, amend or rehold IEP’s and medical plans to address student needs related to mental health, goal progression and progress toward goals.
- A mental health questionnaire/survey will be developed in conjunction with CMH and provided to families to assist in assessing student functioning.
- Knowledgeable staff (e.g., nurse, special education teachers, 504 coordinator) will review plans to identify those that require additional accommodations related to COVID-19. Consult [CDC guidelines](#). For example, there are exemptions to wearing face coverings for students and with certain conditions. Update plans as needed. This will be done on a case by case basis and will require medical documentation in Phase Four.
- Any staff member identifying as medically vulnerable will be required to provide any documentation to their Administrator or Human Resource Department so that appropriate supports can be put in place to support them. This will be done on a case by case basis.

Please describe how you would implement the recommendations for **Mental & Social-Emotional Health**.

For our district, we believe mental and social-emotional health is a critical and foundational piece to the success of this coming year. Although we understand the “requirements” stated in the roadmap are

minimally stated, we wholeheartedly believe this work and intentional planning will make or break every other part of the living-work plan. Therefore, below we will elaborate on our plan to support students, teachers, other staff, administrators, parents and others in the community as well as funding suggestions we hope to leverage.

Building and Implementation Plan:

- WDC will be developing a schedule to review, amend or rehold IEP's and medical plans to address student needs related to mental health, goal progression and progress toward goals.
- Knowledgeable staff (e.g., nurse, special education teachers, 504 coordinator) will review plans to identify those that require additional accommodations related to COVID-19. Consult [CDC guidelines](#). For example, there are exemptions to wearing face coverings for students and with certain conditions. Update plans as needed. This will be done on a case by case basis and will require medical documentation in Phase Four.
- A mental health questionnaire/survey will be developed in conjunction with CMH and provided to families to assist in assessing student functioning.
- Information gleaned from the screening and survey will be received through the school social worker. Any screening should be compliant with HIPAA and FERPA policies.
- Any staff member identifying as medically vulnerable will be required to provide documentation to their Administrator or Human Resource Department so that appropriate supports can be put in place. This will be done on a case by case basis.
- WDC administrators and staff are working in consultation to discuss issues that may evolve that may impact contracts that have been established.
- School social worker will provide professional development to staff on risk factors that students may present and how the staff members will address those issues. MDE resources will be utilized as applicable. [MDE COVID-19 Social and Emotional Learning Resources](#))
- A professional development schedule will be developed to address remote platforms, self-care, utilizing PPE, addressing IEP goals, understanding COVID, identifying students at risk and follow up steps.
- The school social worker will be the liaison for addressing mental health concerns that may arise, providing appropriate referrals, coordinating with outside community agencies and assisting in reporting protocols.
- Ongoing communication will be shared with families through the use of REMIND, parent remote meetings with administrators, teacher remote contacts, news letters from the district and the Health Department related to the COVID virus, procedures within the building and risk factors and supports for student mental health.
- Contact information will be provided to families to assist them in connecting to social workers at the school for mental health guidance.

Instructional Governance.

Governance

Woodland's Return to Instruction and Learning work group will be led by the building administrators and staff from the administration building. The group includes the Director of Special Education, Legal Services Director, building principals, counselor/social worker, teacher representatives from our building and grade levels, support staff representation (food service, transportation, administrative assistants, teaching assistants), union representation. The group will meet virtually via Zoom on a weekly basis. The group will break into teams to address operations, wellness, social distancing, instruction and governance. Recommendations will be made to the Administration Team and Health Department for final approval.

- WDC will ask district stakeholders to provide feedback regarding their experience with online learning and address any questions they have about reopening in a family meeting held via Zoom. An invite for this meeting will be sent to Woodland staff and parents, and will be publicly posted. These meetings will occur once a month and more as needed.
- A survey regarding instructional needs, addressing technology and students needs will be sent

out to gauge family needs as we enter the 2020 school year. Results from the survey will be analyzed by the governance team to help inform the development of the plan, paying special attention to equity and access.

- The final Preparedness Plan will be posted on the district's website, and related sections will be included as a supplement to the student handbooks. The information provided in the plan will support steps that will be taken to support students and staffs safe return to the building. Building administration and teachers will engage students in a full review of the supplemental information related to the Preparedness Plan to ensure students are well versed in the event we return to remote in any form or fashion.

Please describe how you would implement the recommendations for **Instruction**.

- Woodland will be assessing the ability of students' safety when looking at a full return to the building. This will be done in collaboration with the County Health Department. Weekly meetings are currently being held with the department to develop guidance related to the COVID virus and address return to building plans.
- We will return to a face to face model as we get Health Department approval based on tracing, number of cases, hospitalizations, while gauging vulnerability of our student population.
- The spacing in the building allows us to bring all students back at one time with appropriate social distancing.
- All students entering Woodland Developmental Center have an IEP and some have an additional medical plan. All of these plans will be evaluated when students return to the building to assess additional needs.
- All students will be assessed in the month of their return to the building to gauge their skill development and progress toward goals.
- All students will also be assessed to address their service goals related to physical therapy, occupational therapy, speech and language and social work services.
- Students remaining in a remote format due to parent or medical recommendation will be reviewed and a plan will be developed to provide remote, home based or appointment based services.
- Any student choosing a remote learning model of instruction will receive that either through the Google platform or through paper and pencil packets that will be provided to them.
- All students that are transitioning programs within the building will be provided transition support which may include social stories, visual schedules, remote meetings, and in class visitations.
- WDC will be moving to a new platform to provide consistency in access and ease of understanding to our families. They will be using a Google Classroom platform across the building. This will be easier on families as some of them have children in districts who are already utilizing the platform. This will aid the teachers and families in the event that we move from a face to face model and then to a remote model. Parents will be aware of using the platform and will be able to transition easier.
- Instructional services are being modified and tailored to focus on student goals and IEPs. Goals will be developed in a manner to address both a remote and in school model of instruction.
- Paraprofessionals will be utilized in a more robust manner to provide extensions to the lessons in the classroom and to support ongoing learning when in a remote fashion.
- Teachers will continue to PLC together in order to address students consistently in a remote learning environment or in the face to face model.
- Evaluations related to IEP services will continue as dictated by MARSE guidelines. Any student who is attending in a remote mode as long as we are in Phase 4, 5, 6 or higher will be evaluated in a remote setting or by individual appointment as needed.
- Attendance procedures are continuing to be reviewed and will be revised upon receipt from MDE. At this time participation at school, in a remote lesson or completion of a packet with teacher consultation is being counted towards student attendance.

Curriculum

Curricular resources will be accessible digitally for students and their families. A focus will be placed on enhancing engagement and assessments from a remote and in person model. A focus will be placed on professional development related to communication strategies, cognitively impaired supports, social learning and behavior self management. Focus and professional learning will be shifted to standards-aligned resources, with a special emphasis on prioritized standards to accelerate progress toward goals based on pre-assessment of student skills and knowledge.

Supporting the social-emotional learning needs of students is necessary for them to experience academic success. As a staff we place a heavy emphasis on the [well-being](#) of students and staff to enable them to meet the significant challenges created by the pandemic and school closures. This includes daily or weekly check-ins by the classroom teacher with students as well as having social work services available for all students. As the social emotional needs of our students are addressed in our students IEPs, at WDC we believe that we will be able to continue this support and address additional needs through the use of the IEP.

After School Starts:

The administrative team will be meeting with program level teacher groups to assess student involvement in the lessons, attendance at school and engagement in the instruction. Students who may be struggling will be identified. The team will work to develop additional supports, remove barriers and collaborate with the family to support the student needs. In the event that further evaluation is needed a REED will be signed and testing will progress.

Every two weeks, the building principal will meet with each PLC to review pacing and monitoring of student progress. Following these meetings, the principal will communicate any resource requests needed to support interventions. These meetings will take place whether we are remote, hybrid, or face-to-face.

To remain prepared for needed shifts to an all-district remote learning context we will:

- Secure online tools and materials that will provide consistent supports and aligned learning customizable to student needs.
- Integrate remote learning tools into PLC meetings and in school instruction so that teachers and students remain ready for a possible transition to a remote context.
- Prepare communication assets for key audiences (students, teachers, parents) that make clear new protocols and resources and keep them updated on our status and that of student learning.

When in hybrid or remote learning status we will:

- Activate our connectivity and access plan which will ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.

Please describe how you would implement the recommendations for **Communications and Family Supports**.

Based upon community feedback during Spring of 2020, we identified that multiple modes of communication (both one-way and two-way) enabled us to most effectively communicate with our families and students. We used and will continue to use multiple modes including our district website and social media sites, all call, Remind, email and text messaging. As we move forward we will implement the following communication protocols:

- Maintain timely, accurate, and clear two-way communication with families regarding student's academic and social-emotional functioning and school and classroom information.
- Clearly communicate all plans and expectations for your child's return to school including modes of assessment, details about curriculum and expectations for grade-level proficiencies..
- Ensure all communications are in both English and the home language of our students. We will use a variety of resources and tools.
 - ❑ See the [Translation Resources section on the MDE webpage](#)
 - ❑ [Oakland County K-12 ESL Resources: Community, communication, health & education resources for Multilingual families](#)
- Ensure our teachers know and understand the school communication plan
- Ensure our teachers use the district's remote learning platform(s) effectively and parents have access to the information
- Communicate in a timely manner when it become necessary to modify our modes of instruction

We truly value our parents as essential partners in the educational process. Our families and students have experienced many unforeseen challenges and new experiences during the past few months. We expect that we will all continue to face new experiences in the fall and are committed to supporting our students and families. We plan to provide:

- Parent "101" sessions on the best way to access and use our digital resources
- Supports and resources for our families to use at home including specific strategies for supporting their child's learning at home
- Opportunities for parents to build their digital literacy
- Zoom Q&A sessions where parents can interact with teachers to ask questions
- Virtual Principal roundtable sessions where parents can engage in informal conversation with school leaders

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.

Due to the sensitive nature and fragility of the students at Woodland Developmental Center, we will be continuing with the Phase 4 plan until we have received a collaborative decision with our County Health Department to move from that stage. At this time we are not preparing for that and will function within the current plan throughout the year when we are in the building.. An amendment will be done to this plan to address potential changes that may occur.

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*.

All strongly recommended protocol will be complied with in this stage for WDC.

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*.

All strongly recommended protocol will be complied with in this stage for WDC.

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

Preparedness Plan: Early Childhood Department

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.

The St. Clair County RESA Early Childhood Services (Early On, Great Start Home Visiting, Great Start Collaborative and the Great Start Parent Coalition will be extending the [Continuity of Learning Plan](#) from the 2019-2020 school year into the 2020-2021 school year starting July 1, 2020. The plan will be fully implemented with the following modifications:

- A survey will be sent to Early On and Great Start Home Visiting families to gauge their comfortability with in-person services and their ability to use online virtual meeting platforms, their access to the internet, and identify any loaned equipment that might be needed.
- Mode, frequency, duration of services, and outcomes will be reviewed and modified in collaboration with parents regarding IFSP (Early On).
- Mode, frequency, duration of services, and goals will be reviewed and modified in collaboration with parents regarding Parents as Teachers (GSHV).
- In collaboration with the County Health Department, decisions will be made regarding the ability to return to in-person services.

- 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.

Please describe how you would implement the requirements and recommendations for **Personal Protective Equipment**.

Required by the Roadmap:

Facial coverings must always be worn by staff except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.

Any staff member who cannot medically tolerate a facial covering must not wear one.

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

- *PreK-5 and special education teachers should consider wearing clear masks.*
- *Homemade facial coverings must be washed daily.*
- *Disposable facial coverings must be disposed of at the end of each day.*

Facial coverings must be worn by preK-12 students, staff, and bus drivers during school transportation.

Any staff or student that is unable to medically tolerate a facial covering must not wear one. Any staff or student that is incapacitated or unable to remove the facial covering without assistance, must not wear one.

Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.

Facial coverings must always be worn in hallways and common areas by preK-12 students in the building except for during meals.

Any student that is unable to medically tolerate a facial covering must not wear one.

Any student that is incapacitated or unable to remove the facial covering without assistance, must not wear one.

Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.

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 communications with families, agency staff, and during all staff meetings. When working directly with families, children or agency staff, all staff will be required to wear masks. In addition, gloves, goggles, gown and shield may be used when necessary due to the health and safety needs of our children/families. Adult family members must, and children over age 5 should wear a cloth face covering during the visit, especially when social distancing is difficult to maintain.
- Any alterations to the plan will be made on a case by case basis.
- Staff and families will be provided a video produced by the Health Department on the COVID disease. Staff will be trained on the appropriate use of PPE and how to wear it in the building. Families will be educated on the use of PPE. Families will sign-off on their awareness of these policies before in-person services can resume.
- Building and grounds signage will be prominent throughout all school facilities and clearly identify who is required to wear a face covering in each designated area of the building and grounds.
- Two fabric face coverings will be ordered and provided to all staff members. There will be disposable masks on site for those who do not have one. They can be accessed by calling the number on the door of the building and one will be supplied to the child or family member. Staff should wear a clean cloth face covering for each visit or contact.
- Clear face coverings may be provided as available to staff that are addressing deaf and hard of hearing children/families, or children with speech and language needs. If clear masks can be obtained they will be provided to staff.
- Individuals (staff, children, families, agency staff) who claim medical exemption will need to meet with the Director of Early Childhood Services to provide rationale and documentation.

- In instances of uncertainty about individuals not wearing face coverings, these matters will be relayed to the Director of Early Childhood for review.
- Exempted individuals will be recorded in a master database. Staff will be informed of any individual medical plans.
- Infants, toddlers, and preschool age children will not be required to wear a face covering.
- Guests to the building (presenters, agency staff, vendors, etc.) will be issued a disposable face covering upon entering the building and will be instructed to wear the face covering at all times.

2. Hygiene

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

Please describe how you would implement the requirements and recommendations for **Hygiene**.

Required by the Roadmap:

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

Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.

Educate staff and students on how to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.

Systematically and frequently check and refill soap and hand sanitizers.

Students and teachers must have scheduled handwashing with soap and water every 2-3 hours. Limit sharing of personal items and supplies such as writing utensils.

Keep students' personal items separate and in individually labeled cubbies, containers, or lockers. Limit use of classroom materials to small groups and disinfect between use, or provide adequate supplies to assign for individual student use.

Procure portable handwashing and/or hand sanitizing stations to set up throughout school buildings.

District and Building Implementation Plan:

- Office areas and conference rooms will be supplied with fixed or portable hand sanitizers.
- Supplies (paper towels, soap, hand sanitizer, tissues, trash receptacles) will be checked daily and restocked.
- Staff will contact the maintenance department immediately if supplies run out during the work day.
- Staff will teach children/families the following on the first in-person home visit and reinforce regularly at subsequent visits (this may be done via video, in person, social stories).
 - proper hand washing
 - how to cough and sneeze into their elbows, or to cover with a tissue and dispose of it in the trash and then hand wash
- Sanitize in, sanitize out:
 - Staff will use hand sanitizer with at least 60% ethanol or 70% isopropanol upon arrival. If possible, it is always preferable to wash their hands for at least 20 seconds with soap and water.

- Staff should sanitize or wash their hands frequently during the visit (home or classroom visit) if they perform tasks where they are touching items that people have touched or have direct contact with a child or family member.
- Once the staff leaves the home or classroom, they should sanitize or wash their hands.
- Staff will be given hand sanitizer to take with them on each visit. If available, staff will also have single use towels and disinfectant wipes.
- Proper mitigation strategies including hand washing and sneezing will be communicated to families via newsletters, social media and the RESA website. Parents and caregivers will be asked to review and reinforce with their children.
- Custodial staff will:
 - Procure adequate soap, hand sanitizer, paper towels, tissues for the early childhood building.
 - Ensure signage related to cleaning and hygiene strategies is posted in each restroom, throughout the hallways, and will be posted prior to anyone entering the building.
 - Monitor hygiene supplies and refill as needed daily.
 - Fill hand sanitizing stations when needed.
- Sharing materials and supplies will be discouraged. Any common items that are shared will be cleaned prior to the next usage or given to the family.
- Staff should also avoid touching things in the home or classroom and should not touch their eyes, nose, mouth, or face during the visit.

Please describe how you would implement the requirements and recommendations for **Spacing, Movement, and Access**.

Required by the Roadmap:

Space desks six feet apart in classrooms. Class sizes should 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 should 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 should be used at six-foot intervals where line formation is anticipated.

Provide social distancing floor/seating markings in waiting and reception areas.

Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.

Adult guests entering the building should be screened for symptoms, wear a facial covering, and wash/sanitize hands prior to entering. Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building.

District And Building Implementation Plan:

- Signage will be posted throughout the building, on the floors and on restroom doors reminding staff and guests of the physical distance requirement.
- All adult guests entering the building will be screened for symptoms, wear a facial covering, and wash/sanitize hands prior to entering. Strict records, including date and time, will be kept of non-school employees or other visitors entering and exiting the building.

- Guests will be let into the front doors that will otherwise be locked throughout the day.
- Staff should maintain six feet of spacing between themselves and guests/families as much as possible.
- If a room has windows that can open, they should be open as much as possible, weather permitting. Considerations should be made for guests with allergy-induced asthma.
- Efforts should be made to keep six feet of distance between people in the hallways. Staggered movements at incremental intervals should be used if feasible to minimize the number of persons in the hallways as able.
- Home visitors will ask families to limit the number of people participating in the visit, recognizing that this may not always be possible.
- Home visitors should strive to limit the number of rooms they visit inside the home when possible.
- Home Visiting staff will:
 - Bring a yoga mat to each home visit.
 - Conduct the visit outside when feasible.
 - Conduct the visit in the community. For example, at a local park or on site at a community organization.
 - Implement a hybrid service delivery model: some of the visits in person, and follow-up with other parts virtually and/or remotely.
- To the extent possible, staff should avoid physical contact with infants, toddlers, and young children.
 - Use of coaching and modeling strategies to support parent interaction with young children will be most important during this time.
 - Some programs require physical contact (for example to weigh an infant). SCC RESA will identify these situations and determine how to complete services in the safest manner possible.
- To the extent possible, staff should avoid sharing materials such as paperwork, pens, etc.

3. Cleaning

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

Please describe how you would implement the requirements and recommendations for **Cleaning**.

Required by the Roadmap:

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

Libraries, computer labs, arts, and other hands-on classrooms must undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution.

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

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

Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products.

Staff must wear gloves, surgical masks, and face shield when performing all cleaning activities.

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 solutions related to COVID will be taken and orders will be made to address increased cleaning protocols.
- Staff will be provided spray bottles with EPA-approved disinfectant solution, paper towels, face shield and gloves in order to address new cleaning protocols. Staff must wear gloves, a mask and face shield when cleaning.
- Custodial staff will wipe all high frequency usage areas.
- A training on cleaning materials and protocols will be provided to staff. This training will show the use of PPE when cleaning, protocols, and storage of cleaning materials "Sanitize in, sanitize out."
- Staff will always cover coughs and sneezes preferably with a tissue or the inside elbow of an arm and not a hand and ask others to do the same.
- Staff should also avoid touching things in the home/classroom and should not touch their eyes, nose, mouth, or face during the visit.
- Staff will limit the number of items they bring into the home/school and only bring items that can be sanitized after use or that can stay with the family/classroom.
- Supplies will be given to staff so they can disinfect all toys, books, etc., between visits.
- Anything that cannot be properly disinfected between home visits/school visits should be put in a large bag for cleaning later. Items that have not been sanitized should not be used until they have been sanitized.
- Staff should wash their work clothing daily and regularly sanitize the interior of their car as they travel between visits. Staff may also consider having a change of clothes available to change between visits/services as needed. They could separately bag used clothing for washing later that day.
- SCC RESA will provide disposable bags, disinfecting wipes and/or cleaning solution for staff.

Please describe how you would implement the requirements and recommendations for **Food Service, Gathering, and Extracurricular Activities**.

Required by the Roadmap:

Prohibit indoor assemblies that bring together students from more than one classroom.

Classrooms or outdoor areas should be used for students to eat meals at school, if distancing guidelines cannot be met.

If cafeterias must be used, meal times should be staggered to create seating arrangements with six feet of distance between students. Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks.

Students, teachers, and food service staff should wash hands before and after every meal. Students, teachers, and staff should wash hands before and after every event.

Large scale assemblies of more than 50 students are suspended.

Off-site field trips that require bus transportation to an indoor location are suspended.

Recess 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.

- Most of the requirements are N/A for early childhood; Individually packaged snacks and meals will be provided to children/families during Early Learning Groups and Parent Coalition meetings

4. Athletics

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

- N/A for Early Childhood

5. Screening

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

Please describe how you would implement the requirements and recommendations for **Screening Students and Staff**.

Required by the Roadmap:

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

Every school should 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 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.

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

District and Building Implementation Plan:

- St. Clair County RESA's Early Childhood Department will collaborate with the St. Clair County Health Department (SCCHHealth Department) on all guidance related to in-person services, identification of symptoms, and positive cases, and training/support on PPE.
- The staff, in conjunction with the health department, will provide ongoing guidance to the family

about the length of time before in-person services can resume. In Phase Four children, family members, and staff that test positive will have to either “test negative AND feel better OR be removed for at least 10 days from the onset of their symptoms and 1 day without fever and feeling better OR provide a note from a medical professional stating the illness is not COVID.” Guidelines for return to school are subject to change based on Phase and progression of virus.” (Required per direction from SCCHD).

- During the time of quarantine, the staff and families 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. This information will be provided to the health department at the time of their call related to contact tracing.
- The health department will guide us on the sending of a letter to those contacted only after identification of a positive case.
- All staff will be required to conduct a health safety self assessment at home prior to coming to work and verifying through an assurance statement that they are aware of their responsibilities to wear PPE, take their temperature prior to coming to work daily, social distance requirements and the need to report suspected symptoms. Prior to entering the building, they will provide the completed forms to the Director of Early Childhood.
- Staff who are unable to work due to displaying COVID-19 symptoms will be required to report this to the Director of Early Childhood. The Director and Human Resources will assist the staff member to direct them where, when, and how to get tested and 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 until they “test negative AND feel better OR be removed for at least 10 days from the onset of their symptoms and 1 day without fever and feeling better OR provide a note from a medical professional stating the illness is not COVID.” Guidelines for return to school are subject to change based on Phase and progression of virus.” (Required per direction from SCCHD).
- Before the home visit:
 - Families will be required to submit a health questionnaire at least 1 hour in advance before being allowed to participate in face to face services. When they arrive on campus or when a home visitor arrives at their home, each person in the family will have their temperature checked and will answer additional health questions (GSHV/Early On).
 - This is a time to provide information and educate families about COVID-19 if families have questions or uncertainties.
 - Staff will also confirm the family is still willing to participate in an in-person visit.
 - If the staff person shows any sign of illness, the visit must be conducted virtually and/or remotely.
- During the visit:
 - If a staff person enters a family’s home and someone is sick, the staff will leave immediately and notify the Director of Early Childhood Services.
- After the visit:
 - Staff will maintain accurate visit records to help with contact tracing in the event of exposure to COVID-19. Records should include date and time of the visit, who participated/who was in the home, and contact information for the household.

6. Testing

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

Please describe how you would implement the requirements and recommendations for **Testing**

Protocols for Students and Staff, and Responding to Positive Cases.

Required by the Roadmap:

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

Every school should 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 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.

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

District and Building Implementation Plan:

- SCC RESA administrative staff have been collaborating regarding all health decisions related to the COVID virus.
- The staff, in conjunction with the health department, will provide ongoing guidance to the family about the length of time before in-person services can resume. In Phase Four children, family members, and staff that test positive will have to either “test negative AND feel better OR be removed for at least 10 days from the onset of their symptoms and 1 day without fever and feeling better OR provide a note from a medical professional stating the illness is not COVID.” Guidelines for return to school are subject to change based on Phase and progression of virus.” (Required per direction from SCCHD).
- During the time of quarantine, the staff and families 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. This information will be provided to the health department at the time of their call related to contact tracing.
- The health department will guide us on the sending of a letter to those contacted only after identification of a positive case.
- All staff will be required to conduct a health safety self assessment at home prior to coming to work and verifying through an assurance statement that they are aware of their responsibilities to wear PPE, take their temperature prior to coming to work daily, social distance requirements and the need to report suspected symptoms. Prior to entering the building, they will provide the completed forms to the Director of Early Childhood.
- SCC RESA will notify the St. Clair County Health Department, staff, and families immediately if 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.
- St. Clair County RESA will provide staff with guidance on confidentiality laws and statutes that protect family and staff health information. (Even if a family acknowledges and publicly discloses a positive test, providers must not participate in discussions or acknowledgement of a positive test.)
- If responding to positive cases on campus, cleaning staff will wear a surgical mask, gloves, and a face shield when performing cleaning these areas.
- If possible, smaller areas such as individual offices or rooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles.

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

Please describe how you would implement the requirements and recommendations for **Busing and Student Transportation**.

Required by the Roadmap:

Require the use of hand sanitizer before entering the bus. Hand sanitizer must be supplied on the bus.

The bus driver, staff, and all students in grades preK-12, if medically feasible, must wear facial coverings while on the bus. Note: there may be situations where it is not safe for the bus driver to wear a facial covering. Decisions about these situations should be made on a case-by-case basis with local public health officials.

Clean and disinfect transportation vehicles before and after every transit route. Children must not be present when a vehicle is being cleaned.

Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.

Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily.

Create a plan for getting students home safely if they are not allowed to board the vehicle.

If a student becomes sick during the day, they must not use group transportation to return home and must follow protocols outlined above. If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and must not return to drive students.

Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out. a Weather permitting, consider keeping windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe.

- N/A for Early Childhood

Please describe how you would implement the requirements and recommendations for **Medically Vulnerable Students and Staff**.

Required by the Roadmap:

Systematically review all current plans (e.g. Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19.

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

Building and Implementation Plan:

- SCC RESA's Early Childhood Department will develop a schedule to the needs of each child served on a case-by-case basis. The Early On program staff will review the IFSP, as needed, to address needs related to mental health and progress toward outcomes.
- The Early On program staff will work with families, making changes to the IFSP as needed, to accommodate children or family members who are medically fragile and/or have a high risk of

developing the virus.

- Any staff member identifying as medically vulnerable will be required to provide any documentation to their Administrator or Human Resource Department so that appropriate supports can be put in place to support them. This will be done on a case by case basis.
- Home Visiting staff should review any current IFSP or Individual Healthcare plan for accommodating children with any special healthcare needs in order to decrease risk for exposure to COVID-19.
- Home visiting families can self identify as high-risk for severe illness due to COVID -19 and have alternate plans to meet virtually.

Please describe how you would implement the recommendations for **Mental & Social-Emotional Health**.

We believe mental and social-emotional health is a critical and foundational piece to the success of the families we will serve this coming year. We will elaborate on our plan to support children, staff, administrators, parents and others in the community.

Building and Implementation Plan:

- SCC RESA's Early Childhood Department will develop a schedule to the needs of each child served on a case-by-case basis. The Early On program staff will review the IFSP, as needed, to address needs related to mental health and progress toward outcomes.
- Any staff member identifying as medically vulnerable will be required to provide any documentation to their Administrator or Human Resource Department so that appropriate supports can be put in place to support them. This will be done on a case by case basis.
- The Director of Early Childhood and staff will discuss issues that may evolve that may impact the families we serve.
- MDE resources will be utilized with staff when applicable. [MDE COVID-19 Social and Emotional Learning Resources](#))
- Ongoing support will be provided to staff to address:
 - Use of remote platforms for services
 - Self-care
 - Utilizing PPE
 - Understanding COVID
 - ACEs and resiliency
- Ongoing communication will be shared with families through the use of Remind, social media, and newsletters from SCC RESA and the Health Department related to the COVID virus.
- Contact information will be provided to families to assist them in connecting to resources related to mental health support. Early On social workers will also assist families on a case-by-case basis.

Instructional Governance

The return to in-person services work group is meeting to develop and revise plans on an ongoing basis. The group includes the Director of Early Childhood Services; Coordinator of Compliance, Planning and Accountability; Great Start Collaborative Coordinator; Early On Coordinator; and Home Visiting Parent Educators . The group will meet virtually via Zoom on a bi- weekly/monthly basis, as needed.

- The Early Childhood Department will ask those that we serve to provide feedback regarding their experience with online services and address any questions via Zoom.
- A survey regarding in-person services and technology needs will be sent out to gauge family needs as we enter the 2020 school year. Results from the survey will be analyzed by the governance team to help inform the development of the plan, paying special attention to equity

and access.

- The final Preparedness Plan will be posted on the SCC RESA website. The information provided in the plan will support steps that will be taken to support safe return to in-person services.

Please describe how you would implement the recommendations for **Instruction (Home Visiting Services)**.

- SCC RESA's early childhood department will provide hybrid programs and services, including face-to-face meetings, home visits, playgroups, Early On intake assessments, as well as offer virtual services. The service delivery model will be determined based on the request of each family.
- The Early On program staff will consider any changes to the IFSP outcomes based on family need due to service interruption during COVID-19.
- When in hybrid or remote services, we will support families with internet connectivity and the devices necessary to successfully engage in services, if possible.
- We will use larger conference rooms for Early On intake assessments and will clean/sanitize any manipulatives used during the assessment.
- Evaluations related to services will continue as dictated by MARSE guidelines. Any child receiving remote services when we are in Phase 4, 5, 6 or higher will be evaluated in a remote setting or by individual appointment as needed.

Curriculum (Great Start Home Visiting)

Great Start Home Visiting will continue to use the Parents as Teachers Model Curriculum for home visits and Early Learning (playgroups): <https://parentsasteachers.org/>

Please describe how you would implement the recommendations for **Communications and Family Supports**.

We use multiple modes of communication (both one-way and two-way) that enable us to effectively communicate with our families and agency staff, including the SCC RESA website, social media sites, Great Start Newsletter, Remind, email, and text messaging. As we move forward, we will implement the following communication protocols:

- Maintain timely, accurate, and clear two-way communication with families we serve.
- Clearly communicate all plans and expectations for remote and in-person services.
- Ensure all communications are in both English and the home language of our students. We will use a variety of resources and tools, such as: [Translation Resources section on the MDE webpage](#).
- Communicate in a timely manner when it becomes necessary to modify our modes of service delivery.

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.

- An amendment will be made to this plan to address potential changes that may occur if in Phase 5, based on input from the SCC RESA superintendent and fellow cabinet members. We will follow the policies set forth by the organization in relation to the loosening of requirements allowed by the Phase 5 section of the Roadmap.

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*.

- All strongly recommended protocols will be complied with in this stage that apply to RESA's Early Childhood programs and services - Early On, Great Start Home Visiting, Great Start Collaborative, GSRP Early Childhood Specialists, and Great Start Parent Coalition

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*.

- All strongly recommended protocols will be complied with in this stage that apply to RESA's Early Childhood programs and services - Early On, Great Start Home Visiting, Great Start Collaborative, GSRP Early Childhood Specialists, and Great Start Parent Coalition.

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, we did not exclude any protocols that were applicable to early childhood programs and services offered by SCC RESA.

Preparedness Plan: Next Step

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.

Next Step will be extending their [Continuity of Learning Plan](#) from the 2019-2020 school year into the 2020-2021 school year starting August 24, 2020. The plan will be fully implemented with the following modifications:

- A new survey will be sent to families to gauge their understanding and use of online platforms, access to the internet and equipment needed.
- Instructional services are being modified and tailored to focus on student goals and IEPs. All itinerant services are being provided remotely. Staff are collaborating with families to make sure that the necessary equipment is transported to their homes for usage, i.e. walkers, bike trainers, etc.
- Instruction on line will be focused on job skills and soft skills and will increase in time length to support a comprehensive plan.
- Paraprofessionals will be utilized in a more robust manner to provide extensions to the lessons in the classroom and to support ongoing learning in a remote fashion.
- Parent meetings are being scheduled on a bi-monthly basis via a web platform to provide ongoing updates and education to families on the latest information related to the building reopening.
- Attendance criteria has been developed for remote instruction to gauge family involvement and participation in a remote setting. This information has been shared out with families.
- Students at Next Step will receive progress reports to address progress toward their IEP goals. These reporting times will be aligned with the member districts.
- Caseload teachers will work with families to gauge participation and progress toward goals. IEP’s will be revised as needed to support families.
- IEP’s will be reviewed with parent feedback, and accommodations to be revised as needed.
- A focus will be placed on maintaining student engagement and supporting remote learning.
- In collaboration with the County Health Department decisions will be made on the ability for Next Step to open for face to face instruction.

- 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.

Please describe how you would implement the requirements and recommendations for **Personal Protective Equipment**.

Required by the Roadmap:

Facial coverings must always be worn by staff except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.

Any staff member who cannot medically tolerate a facial covering must not wear one.

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

- *PreK-5 and special education teachers should consider wearing clear masks.*
- *Homemade facial coverings must be washed daily.*
- *Disposable facial coverings must be disposed of at the end of each day.*

Facial coverings must be worn by preK-12 students, staff, and bus drivers during school transportation.

Any staff or student that is unable to medically tolerate a facial covering must not wear one. Any staff or student that is incapacitated or unable to remove the facial covering without assistance, must not wear one.

Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.

Facial coverings must always be worn in hallways and common areas by preK-12 students in the building except for during meals.

Any student that is unable to medically tolerate a facial covering must not wear one.

Any student that is incapacitated or unable to remove the facial covering without assistance, must not wear one.

Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.

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 and all staff meetings. Staff at Next Step when working with students in the classroom will be required to wear a mask, or a shield when necessary due to the health and safety needs of our students. Students when medically appropriate will wear face masking. Any alterations to the plan will be made on a case by case basis.
- Staff and families will be provided a video produced by the Health Department on the COVID disease. Staff will be trained on the appropriate use of PPE and how to wear it in the building. Families will be educated on the use of PPE in the building, SC4 Campus and worksites, they will see visual or written representation of its usage at the building and will receive the expectations through remote lessons, parent meetings and informational flyers. Families will sign-off on their awareness of these policies before the students are permitted to enter the

building.

- Building, grounds, and transportation signage will be prominent throughout all the classroom and SC4 campus and clearly identify who is required to wear face covering in each designated area of the building, grounds, or bus.
- Two Fabric face coverings will be ordered and provided to all staff members. There will be disposable masks on site for those students who do not have one. They can be accessed by contacting the Transition Coordinator, Scott Ceglerek and one will be supplied to the student or family member.
- Each bus will have a box of disposable masks available for those students medically able to wear a face mask and do not have one.
- Clear face coverings will be provided as available to staff that are addressing DHH students, speech and language needs and as requested to facilitate instruction. If clear masks can be obtained they will be provided to staff.
- Individuals (staff or students) who claim medical exemption will need to meet with the district Principal/School Nurse to provide rationale and documentation from a physician..
- Exempted individuals will be recorded in a master database. Teachers will be informed of the students' individual medical plans.
- 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, etc.) and asked to put the face covering on.
- 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. Guests will be very limited at this time and must be arranged in advance.
- In instances of uncertainty about individuals not wearing face coverings, these matters will be relayed to the building administration for review.
- Students will be expected to wear face coverings at the job site, unless medically unable to. In the event this can not occur on a job site this will be addressed on a case by case basis.

2. Hygiene

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

Please describe how you would implement the requirements and recommendations for **Hygiene**.

Required by the Roadmap:

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

Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.

Educate staff and students on how to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.

Systematically and frequently check and refill soap and hand sanitizers.

Students and teachers must have scheduled handwashing with soap and water every 2-3 hours. Limit sharing of personal items and supplies such as writing utensils.

Keep students' personal items separate and in individually labeled cubbies, containers, or lockers. Limit use of classroom materials to small groups and disinfect between use, or provide adequate supplies to assign for individual student use.

Procure portable handwashing and/or hand sanitizing stations to set up throughout school buildings.

District and Building Implementation Plan:

- Every classroom will be supplied with a fixed or portable handwashing station.
- Supplies (paper towels, soap, hand sanitizer, tissues, trash receptacles) will be checked daily and restocked in the classroom.
- Teachers will contact the office immediately if supplies run out during the school day.
- Each classroom will have a hygiene protocol with timelines that are posted and communicated via newsletters, web pages, bulletin boards, and the like. It will include
 - Hand-washing schedule and visual schedule will be by every sink.
 - Room and materials cleaning schedule, a time and check sheet will be initialized to show cleaning has occurred.
- Teacher or paraprofessional will teach students the following on the first day of school and reinforce daily for the first month, moving to a two times a week or more often as needed (this may be done via video, in person, social stories, and visual scheduling)
 - proper hand washing 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 and then hand wash
- 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.
- Next Step staff will insure signage related to cleaning and hygiene strategies is posted in each room, restroom, throughout the hallways and will be posted prior to students entering the building.
- Custodial staff will
 - Procure adequate soap, hand sanitizer, paper towels, tissues for each classroom.
 - Monitor hygiene supplies and refill as needed.
 - Procure hand sanitizing stations as deemed necessary during walk-through with the building leader.
- Sharing school supplies will be discouraged, and each student will have their own supply location for materials. Staff will make sure that the necessary supplies are identified for each student and placed in a container for the student. This will include, writing utensils, scissors, calculators, manipulatives, computers, etc. Any common items that are shared will be cleaned prior to the next student's usage.

Please describe how you would implement the requirements and recommendations for **Spacing, Movement, and Access**.

Required by the Roadmap:

Space desks six feet apart in classrooms. Class sizes should 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 should 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 should be used at six-foot intervals where line formation is anticipated.

Provide social distancing floor/seating markings in waiting and reception areas.

Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.

Adult guests entering the building should be screened for symptoms, wear a facial covering, and wash/sanitize hands prior to entering. Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building.

District And Building Implementation Plan:

- A meeting will be held with Next Step and SC4 administrators to discuss social distancing and other protocols on campus.
- Program leaders will walk through each building to assess the number of desks and tables, capacity to physical distance with existing student enrollment and furniture. Additional spaces are being looked into to see if students can be moved to provide more spacing throughout the day.
- Building leaders will determine what furniture or supplies can be removed from the building or what alternate furniture can be used to create greater physical distance. Every effort will be made for students to be 6 feet apart. Desks will be arranged in the rooms prior to students entering to allow for this.
- Teachers will travel and classes will be offered in the core classroom or outside as much as possible. This will limit student movement in the building.
- Signage will be posted throughout the classroom reminding students, staff, and guests of the physical distance requirement. Lessons regarding social distancing will be shared with students in order to address their understanding.

3. Cleaning

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

Please describe how you would implement the requirements and recommendations for **Cleaning**.

Required by the Roadmap:

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

Libraries, computer labs, arts, and other hands-on classrooms must undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution.

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

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

Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products.

Staff must wear gloves, surgical masks, and face shield when performing all cleaning activities.

District and Building Implementation Plan:

- Program Administrators and program staff and SC4 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.

- Cleaning stations will be identified around the program classrooms that hold materials for usage in different wings.
- All classrooms will be provided spray bottles with EPA-approved disinfectant solution, paper towels, face shield and gloves in order to address new cleaning protocols. Staff must wear gloves, a mask and face shield when cleaning.
- Each program team and administrator will tour their classrooms and identify areas of frequent usage throughout the building that needs to be cleaned. A map will be created and kept secure in the classroom and office to ensure compliance when substitutes are in the building.
- Program staff will walk the program rooms wiping all high frequency usage areas from the map 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.
- Classroom teachers and teachers aides will wipe down the students desks everytime students exit the room, prior to and after eating, and as needed with a cleaner that is EPA-approved disinfectant solution. This must occur on regular schedules no longer than two hours in time. 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 solution in their rooms.
- A training on cleaning materials and protocols will be provided to the staff in August. This training will show the use of PPE when cleaning, protocols for the classroom and storage of cleaning materials.

Please describe how you would implement the requirements and recommendations for **Food Service, Gathering, and Extracurricular Activities.**

Required by the Roadmap:

Prohibit indoor assemblies that bring together students from more than one classroom.

Classrooms or outdoor areas should be used for students to eat meals at school, if distancing guidelines cannot be met.

If cafeterias must be used, meal times should be staggered to create seating arrangements with six feet of distance between students. Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks.

Students, teachers, and food service staff should wash hands before and after every meal. Students, teachers, and staff should wash hands before and after every event.

Large scale assemblies of more than 50 students are suspended.

Off-site field trips that require bus transportation to an indoor location are suspended.

Recess 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.

District and Building Implementation Plan:

- At this time no indoor assemblies will be held for the Next Step Program. All presentations that are needed will be done by remote monitors in the classrooms or by staff entering the room to share the needed information.
- Face coverings must be worn in the classroom unless eating and/or for medical reasons.

- Students will bring their own lunches from home.
- Staff will support the classrooms through the meal time supervising students.
- When students are cooking, all student workers will be expected to wear masks, face shields and gloves when dealing with food items. They will all be expected to wash their hands before and after all food service according to CDC guidance. Visual guidance will be in the kitchen and by every sink to encourage the correct procedure for hand washing.
- All field trips are suspended. Job coaching/shadowing or visitation and work placements will continue as allowed with precautions during this time frame. This will be reviewed as we move to a level 5.
- All extracurricular activities will require face masking. School dances and events over 50 students will be temporarily discontinued and will be evaluated as we move to another level.
- All social distancing requirements will be in place so events will be outside or in large ventilated areas as much as possible.

4. Athletics

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

There are currently no formal sporting events at Next STEP. All Special Olympic programs will follow strict social distancing and face mask requirements. Equipment used at that academic complex at SC4 will be wiped down after usage.

5. Screening

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

Please describe how you would implement the requirements and recommendations for **Screening Students and Staff**.

Required by the Roadmap:

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

Every school should 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 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.

Staff should conduct daily self-examinations, including a temperature check, prior to coming to work.

If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home.

District and Building Implementation Plan:

- Next Step will collaborate with the St. Clair County Health Department (SCCHealth Department) on all guidance related to opening, identification of symptoms and positive cases and training and support on PPE.
- Next Step will identify a remote and secluded room, to serve as a quarantine area. This room will be outfitted with appropriate PPE, face shields, masks, gloves, sanitizing wipes, an internet connected computer, and log sheets.
- The Next Step staff, Transition Coordinator, teachers and paraprofessionals are the trained staff persons to serve as the quarantine monitor. These duties will take precedence over any other responsibilities.
- When a student has been identified as not feeling well and presents with one of the CDC identified symptoms, they will be exited from the classroom and removed to the Quarantine Room. The student will be given a mask. Basic health information will be taken and a call will be placed to the parent to pick up the child. The child will not be transported on the bus with other students. Parent or other contact will be made, communication will be immediate with clear and concise directions on next steps and where to report for testing as needed. A letter regarding this policy will be sent to families regarding this policy.
- The SCCHealth Department will work with Next Step to provide serial testing for staff with these duties.
- Appropriate instructions on testing which will be done off site and the students potential return will be provided to the family by the school nurse or nursing assistance.
- The staff in conjunction with the health department will provide ongoing guidance to the family about the length of time of the removal and steps related to testing and outcomes. In Phase Four students and staff that test positive will have to either “test negative AND feel better OR be removed for at least 10 days from the onset of their symptoms and 3 days without fever and feeling better. Guidelines for return to school are subject to change based on Phase and progression of virus.” (Required per direction from SCCHD).
- During the time of quarantine, the staff and students 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. This information will be provided to the health department at the time of their call related to contact tracing.
- A seating chart will be used in the classroom to assist with contact tracing.
- The health department will guide us on the sending of a letter to those contacted only after identification of a positive case.
- All school staff will be required to conduct a health safety self assessment at home prior to coming to work and verifying through an assurance statement that they are aware of their responsibilities to wear PPE, take their temperature prior to coming to work daily, social distance requirements and the need to

report suspected symptoms. Prior to entering the building they will provide the completed forms to their Principal.

- Staff who are unable to work due to displaying COVID-19 symptoms will be required to report this to their administrator. The administrator or Human Resources will assist the staff member to direct them where, when, and how to get tested and 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 until they “test negative AND feel better OR be removed for at least 10 days from the onset of their symptoms and 3 days without fever and feeling better. Guidelines for return to school are subject to change based on Phase and progression of virus.” (Required per direction from SCCHD).
- Decisions regarding substitutes and closure of the program due to illness will be made in conjunction with the St. Clair County Health Department.

6. Testing

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

Please describe how you would implement the requirements and recommendations for **Testing Protocols for Students and Staff, and Responding to Positive Cases.**

Required by the Roadmap:

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

Every school should 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 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.

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

District and Building Implementation Plan:

- Next Step Administrators have been collaborating regarding all health decisions related to the COVID virus.
- The building has identified the staff break room as the quarantine area in the building that will be utilized if students are identified with a fever or symptoms of COVID as identified by the CDC.
- The quarantine area will be staffed by the Transition Coordinator, Teachers, and paraprofessionals. The staff members and students will be given a mask. N95 or KN95 masks are being purchased for staff to use when providing medical procedures.
- Students who are ill will be monitored and a call will be placed to the parent or emergency contact to pick the child up from school. A letter regarding this policy will be sent to families regarding this policy.
- The staff in conjunction with the health department will provide ongoing guidance to the family about the length of time of the removal and steps related to testing and outcomes. In Phase

Four students and staff that test positive will be kept home until they “test negative AND feel better OR be removed for at least 10 days from the onset of their symptoms and 3 days without fever and feeling better. Guidelines for return to school are subject to change based on Phase and progression of virus.” (Required per direction from SCCHD).

- All school staff will be required to conduct a health safety self assessment at home prior to coming to work and verifying through an assurance statement that they are aware of their responsibilities to wear PPE, take their temperature prior to coming to work daily, social distance and report suspected symptoms. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home. Prior to entering the building they will provide those forms to their Principal.
- This health assessment will be done daily with students, temperatures will be taken at the building and a health screen will be done that is consistent with what is required of all students entering the campus of SC4.
- During the time of quarantine, the staff and students 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. This information will be provided to the health department at the time of their call related to contact tracing.

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).

Please describe how you would implement the requirements and recommendations for **Busing and Student Transportation**.

Required by the Roadmap:

Require the use of hand sanitizer before entering the bus. Hand sanitizer must be supplied on the bus.

The bus driver, staff, and all students in grades preK-12, if medically feasible, must wear facial coverings while on the bus. Note: there may be situations where it is not safe for the bus driver to wear a facial covering. Decisions about these situations should be made on a case-by-case basis with local public health officials.

Clean and disinfect transportation vehicles before and after every transit route. Children must not be present when a vehicle is being cleaned.

Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver’s cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.

Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily.

Create a plan for getting students home safely if they are not allowed to board the vehicle.

If a student becomes sick during the day, they must not use group transportation to return home and must follow protocols outlined above. If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and must not return to drive students.

Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out. a Weather permitting, consider keeping windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe.

District and Building Implementation Plan:

- Contact will be made to Dean Transportation to ensure that they have received a copy of the criteria in the MI Safe Schools: Michigan's 2020 Return to School RoadMap.
- A meeting will be held with Dean Transportation to review the criteria required for Phase IV and discuss concerns or issues arising.
- A focus will be placed on requirements of bussing students with Dean Transportation to ensure that they can comply with the items required.
- We will address the contract to address the cleaning, sanitizing and professional development that is needed for the fleet.
- Assurance statements will be secured from Dean Transportation to address the use of face masking of all students and drivers, use of hand sanitizers and cleaning protocols.
- 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.
- A transportation policy will be communicated out 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," or a student is not medically able to.
- A Communication document will be developed to enable the drivers of the buses to know what the safety plans are for any students and who for medical reasons will not be wearing a face mask.
- Dean Transportation in conjunction with St. Clair County RESA will provide professional development to 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 time and date of each cleaning will be provided to staff to complete each time the bus is cleaned.
- Dean Transportation will determine criteria if bus drivers, weather permitting, should keep windows open on the bus both in route and when stopped. (Identify district and contracting criteria under which this would be required at a temperature of ____ and with no participation).
- On those buses with specialized transportation and equipment needs, bus aides or drivers will wipe down the equipment (wheelchairs and walkers) upon entrance to the bus. This will be noted in the cleaning log.
- Transportation of students in program vans will occur when students are able to attend and work their job sites, shadow or to gain skill development.
- Students will be required to mask in the vans and use hand sanitizer when entering and exiting the vehicle.
- All frequently contacted areas will be wiped using a cleaner and paper towels before and after the bus run and when at regular intervals.

Please describe how you would implement the requirements and recommendations for **Medically Vulnerable Students and Staff**.

Required by the Roadmap:

Systematically review all current plans (e.g. Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19.

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

Building and Implementation Plan:

- Next STEP will be developing a schedule to review, amend or rehold IEP's and medical plans to address student needs related to mental health, goal progression and progress toward goals.

- A mental health questionnaire/survey will be developed in conjunction with CMH and provided to families to assist in assessing student functioning.
- Knowledgeable staff (e.g., nurse, special education teachers, 504 coordinator) will review plans to identify those that require additional accommodations related to COVID-19. Consult [CDC guidelines](#). For example, there are exemptions to wearing face coverings for students and with certain conditions. Update plans as needed. This will be done on a case by case basis and will require medical documentation in Phase Four.
- Any staff member identifying as medically vulnerable will be required to provide any documentation to their Administrator or Human Resource Department so that appropriate supports can be put in place to support them. This will be done on a case by case basis.

Please describe how you would implement the recommendations for **Mental & Social-Emotional Health**.

For our district, we believe mental and social-emotional health is a critical and foundational piece to the success of this coming year. Although we understand the “requirements” stated in the roadmap are minimally stated, we wholeheartedly believe this work and intentional planning will make or break every other part of the living-work plan. Therefore, below we will elaborate on our plan to support students, teachers, other staff, administrators, parents and others in the community as well as funding suggestions we hope to leverage.

Building and Implementation Plan:

- Next Step staff will be developing a schedule to review, amend or rehold IEP’s and medical plans to address student needs related to mental health, goal progression and progress toward goals.
- Knowledgeable staff (e.g., nurse, special education teachers, 504 coordinator) will review plans to identify those that require additional accommodations related to COVID-19. Consult [CDC guidelines](#). For example, there are exemptions to wearing face coverings for students and with certain conditions. Update plans as needed. This will be done on a case by case basis and will require medical documentation in Phase Four.
- A mental health questionnaire/survey will be developed in conjunction with CMH and provided to families to assist in assessing student functioning.
- Information gleaned from the screening and survey will be received through the school social worker. Any screening should be compliant with HIPAA and FERPA policies.
- Any staff member identifying as medically vulnerable will be required to provide documentation to their Administrator or Human Resource Department so that appropriate supports can be put in place. This will be done on a case by case basis.
- Next STEP administrators and staff are working in consultation to discuss issues that may evolve that may impact contracts that have been established.
- SCCRESA staff will provide professional development to staff on risk factors that students may present and how the staff members will address those issues. MDE resources will be utilized as applicable. ([MDE COVID-19 Social and Emotional Learning Resources](#))
- A professional development schedule will be developed to address remote platforms, self-care, utilizing PPE, addressing IEP goals, understanding COVID, identifying students at risk and follow up steps.
- The SCCRESA staff will be the liaison for addressing mental health concerns that may arise, providing appropriate referrals, coordinating with outside community agencies and assisting in reporting protocols.
- Ongoing communication will be shared with families through the use of REMIND, parent remote meetings with administrators, teacher remote contacts through phone and email, news letters from the district and the Health Department related to the COVID virus, procedures within the building and risk factors and supports for student mental health.
- Contact information will be provided to families to assist them in connecting to social workers at the school for mental health guidance.

Instructional Governance.

Governance

Next Step work group will be led by the building administrators and staff from the administration building. The group includes the Director of Special Education, Legal Services Director, SC4 representation, Transition Coordinator, teacher representatives from our building and support staff representation (transportation, administrative assistants, teaching assistants). The group will meet virtually via Zoom on a bi-weekly basis. Recommendations will be made to the Administration Team and Health Department for final approval.

- Next Step staff will ask district stakeholders to provide feedback regarding their experience with online learning and address any questions they have about reopening in a family meeting held via Zoom. An invite for this meeting will be sent to Next Step staff and parents, and will be publicly posted. These meetings will occur bi-monthly and more as needed.
- A survey regarding instructional needs, addressing technology and students needs will be sent out to gauge family needs as we enter the 2020 school year. Results from the survey will be analyzed by the governance team to help inform the development of the plan, paying special attention to equity and access.
- The final Preparedness Plan will be posted on the district's website, and related sections will be included as a supplement to the student handbooks. The information provided in the plan will support steps that will be taken to support students and staff's safe return to the building. Building administration and teachers will engage students in a full review of the supplemental information related to the Preparedness Plan to ensure students are well versed in the event we return to remote in any form or fashion.

Please describe how you would implement the recommendations for **Instruction**.

- Next Step will be assessing the ability of students to return safely when looking at a full return to the building. This will be done in collaboration with the County Health Department. Weekly meetings are currently being held with the department to develop guidance related to the COVID virus and address return to building plans.
- We will return to a face to face model as we get Health Department approval based on tracing, number of cases, hospitalizations, while gauging vulnerability of our student population.
- The spacing in the building allows us to bring all students back at one time with appropriate social distancing.
- All students entering Next Step have an IEP and some have an additional medical plan. All of these plans will be evaluated when students return to the building to assess additional needs.
- All students will be assessed in the month of their return to the building to gauge their skill development and progress toward goals.
- All students will also be assessed to address their service goals related to physical therapy, occupational therapy, speech and language and social work services.
- Students remaining in a remote format due to parent or medical recommendation will be reviewed and a plan will be developed to provide remote, home based or appointment based services.
- Any student choosing a remote learning model of instruction will receive that either through the Google platform or through paper and pencil packets that will be provided to them.
- Next Step will be moving to a new platform to provide consistency in access and ease of understanding to our families. They will be using a Google Classroom platform across the building. This will be easier on families as some of them have children in districts who are already utilizing the platform. This will aid the teachers and families in the event that we move from a face to face model and then to a remote model. Parents will be aware of using the platform and will be able to transition easier.
- Instructional services are being modified and tailored to focus on student goals and IEPs.

Goals will be developed in a manner to address both a remote and in school model of instruction.

- Paraprofessionals will be utilized in a more robust manner to provide extensions to the lessons in the classroom and to support ongoing learning when in a remote fashion.
- Teachers will continue to PLC together in order to address students consistently in a remote learning environment or in the face to face model.
- Evaluations related to IEP services will continue as dictated by MARSE guidelines. Any student who is attending in a remote mode as long as we are in Phase 4, 5, 6 or higher will be evaluated in a remote setting or by individual appointment as needed.
- Attendance procedures are continuing to be reviewed and will be revised upon receipt from MDE. At this time participation at school, in a remote lesson or completion of a packet with teacher consultation is being counted towards student attendance.

Curriculum

Curricular resources will be accessible digitally for students and their families. A focus will be placed on enhancing engagement and assessments from a remote and in person model. A focus will be placed on professional development related to communication strategies, cognitively impaired supports, social learning and behavior self management, job training skills. Focus and professional learning will be shifted to standards-aligned resources, with a special emphasis on prioritized standards to accelerate progress toward goals based on pre-assessment of student skills and knowledge.

Supporting the social-emotional learning needs of students is necessary for them to experience academic success. As a staff we place a heavy emphasis on the [well-being](#) of students and staff to enable them to meet the significant challenges created by the pandemic and school closures. This includes daily or weekly check-ins by the classroom teacher with students as well as having social work services available for all students. As the social emotional needs of our students are addressed in our students IEPs, at Next Step we believe that we will be able to continue this support and address additional needs through the use of the IEP.

After School Starts:

The Transition Coordinator will be meeting with program teacher groups to assess student involvement in the lessons, attendance at school and engagement in the instruction. Students who may be struggling will be identified. The team will work to develop additional supports, remove barriers and collaborate with the family to support the student needs. In the event that further evaluation is needed a REED will be signed and testing will progress.

Every two weeks, the Transition Coordinator will meet as a PLC group to review pacing and monitoring of student progress. Following these meetings, the Transition Coordinator will communicate any resource requests needed to support interventions. These meetings will take place whether we are remote, hybrid, or face-to-face.

To remain prepared for needed shifts to an all-district remote learning context we will:

- Secure online tools and materials that will provide consistent supports and aligned learning customizable to student needs.
- Integrate remote learning tools into PLC meetings and in school instruction so that teachers and students remain ready for a possible transition to a remote context.
- Prepare communication assets for key audiences (students, teachers, parents) that make clear new protocols and resources and keep them updated on our status and that of student learning.

When in hybrid or remote learning status we will:

- Activate our connectivity and access plan which will ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.

Please describe how you would implement the recommendations for **Communications and Family Supports**.

Based upon community feedback during Spring of 2020, we identified that multiple modes of communication (both one-way and two-way) enabled us to most effectively communicate with our families and students. We used and will continue to use multiple modes including our district website and social media sites, all call, Remind, email and text messaging. As we move forward we will implement the following communication protocols:

- Maintain timely, accurate, and clear two-way communication with families regarding student's academic and social-emotional functioning and school and classroom information.
- Clearly communicate all plans and expectations for your child's return to school including modes of assessment, details about curriculum and expectations for grade-level proficiencies..
- Ensure all communications are in both English and the home language of our students. We will use a variety of resources and tools.
 - ❑ See the [Translation Resources section on the MDE webpage](#)
 - ❑ [Oakland County K-12 ESL Resources: Community, communication, health & education resources for Multilingual families](#)
- Ensure our teachers know and understand the school communication plan
- Ensure our teachers use the district's remote learning platform(s) effectively and parents have access to the information
- Communicate in a timely manner when it become necessary to modify our modes of instruction

We truly value our parents as essential partners in the educational process. Our families and students have experienced many unforeseen challenges and new experiences during the past few months. We expect that we will all continue to face new experiences in the fall and are committed to supporting our students and families. We plan to provide:

- Sessions on the best way to access and use our digital resources
- Supports and resources for our families to use at home including specific strategies for supporting their child's learning at home
- Opportunities for parents to build their digital literacy
- Zoom Q&A sessions where parents can interact with teachers to ask questions
- Virtual Principal roundtable sessions where parents can engage in informal conversation with school leaders

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 Next Step program will continue to function using the Phase 4 protocol throughout the school year in order to maintain the best safety for staff and students. The only area where adjustments may be made are around curricular decisions related to community involvement and exposing students to opportunities to expand on their social skills and networking outside of the classroom. This will be done on a case by case basis and all PPE and safety measures of social distancing and travel requirements will be followed.

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*.

All strongly recommended protocol will be complied with in this stage for Next Step

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*.

The Next Step program will continue to function using the Phase 4 protocol throughout the school year in order to maintain the best safety for staff and students. The only area where adjustments may be made are around curricular decisions related to community involvement and exposing students to opportunities to expand on their social skills and networking outside of the classroom. This will be done on a case by case basis and all PPE and safety measures of social distancing and travel requirements will be followed.

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

Preparedness Plan: Technical Education Center

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.

St. Clair County Technical Education Center will be extending their [Continuity of Learning Plan from the 2019-2020 school year](#) into the 2020-2021 school year starting September 8th, 2020. The plan will be fully implemented with the following modifications:

- A new survey will be sent to families to gauge their understanding and use of online platforms, access to the internet, and equipment needed.
- TEC will be moving to a new platform to provide consistency in access and ease of understanding to our families. They will be using a Google Classroom platform across the building. This will be easier for families as some of them have children in districts who are utilizing the platform.
- Instructional services are being modified and tailored to focus on student goals and IEPs. All itinerant services are being provided remotely.
- Paraprofessionals will be utilized in a more robust manner to provide extensions to the lessons in the Google Classroom and to support ongoing learning in a remote fashion.
- Students at TEC will receive progress reports every six weeks to address progress toward their individual goals.
- A focus will be placed on maintaining student engagement and supporting remote learning.
- In collaboration with the County Health Department decisions will be made on the ability for TEC to open for face to face instruction.

- 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.

Please describe how you would implement the requirements and recommendations for **Personal Protective Equipment**.

Required by the Roadmap:

Facial coverings must always be worn by staff except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.

Any staff member who cannot medically tolerate a facial covering must not wear one.

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

- *PreK-5 and special education teachers should consider wearing clear masks.*
- *Homemade facial coverings must be washed daily.*
- *Disposable facial coverings must be disposed of at the end of each day.*

Facial coverings must be worn by preK-12 students, staff, and bus drivers during school transportation.

Any staff or student that is unable to medically tolerate a facial covering must not wear one. Any staff or student that is incapacitated or unable to remove the facial covering without assistance, must not wear one.

Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.

Facial coverings must always be worn in hallways and common areas by preK-12 students in the building except for during meals.

Any student that is unable to medically tolerate a facial covering must not wear one.

Any student that is incapacitated or unable to remove the facial covering without assistance, must not wear one.

Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.

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 and all staff meetings.
- Staff at St. Clair TEC will be required to wear a mask except when eating.
- Students at St. Clair TEC will wear a mask unless medically contraindicated or while eating. Any alterations to the plan will be made on a case by case basis.
- Staff and families will be provided with a video produced by the Health Department on the COVID disease. Staff will be trained on the appropriate use of PPE and how to wear it in the building.
- Building, grounds, and transportation signage will be prominent throughout all school facilities and clearly identify who is required to wear face-covering in each designated area of the building, grounds, or bus.
- Two Fabric face coverings will be ordered and provided to all staff members. There will be disposable masks on site for those who do not have one. They can be accessed by calling the number on the door of the building and one will be supplied to the student or family member.
- Individuals (staff or students) who claim medical exemption will need to meet with the principal/assistant principal(s) to provide rationale and documentation.
- Exempted individuals will be recorded in a master database. Teachers will be informed of the students' individual medical plans.
- Students who are capable of wearing a face covering and refuse to do so in an area where a face covering is required will be issued a face covering by a school official (teacher,

- paraprofessional, administrator, etc.) and asked to put the face-covering on.
- Substitute teachers 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, except when eating.
- In instances of uncertainty about individuals not wearing face coverings, these matters will be relayed to the building administration for review.

2. Hygiene

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

Please describe how you would implement the requirements and recommendations for **Hygiene**.

Required by the Roadmap:

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

Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.

Educate staff and students on how to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.

Systematically and frequently check and refill soap and hand sanitizers.

Students and teachers must have scheduled handwashing with soap and water every 2-3 hours. Limit sharing of personal items and supplies such as writing utensils.

Keep students' personal items separate and in individually labeled cubbies, containers, or lockers. Limit use of classroom materials to small groups and disinfect between use, or provide adequate supplies to assign for individual student use.

Procure portable handwashing and/or hand sanitizing stations to set up throughout school buildings.

District and Building Implementation Plan:

- Every classroom will be supplied with hand sanitizer.
- Supplies (paper towels, soap, hand sanitizer, tissues, trash receptacles) will be checked daily and restocked in the classroom.
- Teachers will contact the office immediately if supplies run out during the school day.
- 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 for each classroom.
 - Ensure signage related to cleaning and hygiene strategies is posted in each room, restroom, throughout the hallways, and will be posted prior to students entering the building. (The appropriate signage will be determined by the Building Wellness Committee.)
 - Monitor hygiene supplies and refill as needed three times daily.
 - Procure hand sanitizing stations as deemed necessary during walk-through with the building leader.
- Sharing school supplies will be discouraged, and each student will have their own supply

location for materials. Staff will make sure that the necessary supplies are identified for each student and placed in a container for the student. Any common items that are shared will be cleaned prior to the next student's usage.

Please describe how you would implement the requirements and recommendations for **Spacing, Movement, and Access.**

Required by the Roadmap:

Space desks six feet apart in classrooms. Class sizes should 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 should 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 should be used at six-foot intervals where line formation is anticipated.

Provide social distancing floor/seating markings in waiting and reception areas.

Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.

Adult guests entering the building should be screened for symptoms, wear a facial covering, and wash/sanitize hands prior to entering. Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building.

District And Building Implementation Plan:

- Building leaders and custodial staff will walk through each building to assess the number of desks and tables, the capacity to physical distance with existing student enrollment and furniture.
- Building leaders will determine what furniture or supplies can be removed from the building or what alternate furniture can be used to create greater physical distance. Every effort will be made for students to be 6 feet apart. Desks will be arranged in the rooms prior to students entering to allow for this.
- Floor tape or other markers will be used at six-foot intervals where line formation is anticipated.
- Signage will be posted throughout the building, on the floors, and on restroom doors reminding students, staff, and guests of the physical distance requirement.

3. Cleaning

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

Please describe how you would implement the requirements and recommendations for **Cleaning.**

Required by the Roadmap:

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

Libraries, computer labs, arts, and other hands-on classrooms must undergo cleaning after every class

period with either an EPA-approved disinfectant or diluted bleach solution.

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

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

Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products.

Staff must wear gloves, surgical masks, and face shield when performing all cleaning activities.

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 solutions 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 hold materials for usage in different wings. (The Wellness team will be determining the placement and they will be in place prior to the return of students to the building.)
- All classrooms will be provided spray bottles with EPA-approved disinfectant solution, paper towels, face shield, and gloves in order to address new cleaning protocols. 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 that needs to be cleaned. 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 from the map at 10:30 a.m. and after 2:30 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.
- Instructors and/or paraprofessionals will wipe down the student's desks every time students exit the room, prior to and after eating, and as needed with a cleaner that is EPA-approved disinfectant solution. This must occur on regular schedules no longer than two hours in time. 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 solution in their rooms.
- Training on cleaning materials and protocols will be provided to the staff in August. This training will show the use of PPE when cleaning, protocols for the classroom, and storage of cleaning materials.

Please describe how you would implement the requirements and recommendations for **Food Service, Gathering, and Extracurricular Activities**.

Required by the Roadmap:

Prohibit indoor assemblies that bring together students from more than one classroom.

Classrooms or outdoor areas should be used for students to eat meals at school, if distancing guidelines cannot be met.

If cafeterias must be used, meal times should be staggered to create seating arrangements with six feet of distance between students. Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks.

Students, teachers, and food service staff should wash hands before and after every meal. Students, teachers, and staff should wash hands before and after every event.

Large scale assemblies of more than 50 students are suspended.

Off-site field trips that require bus transportation to an indoor location are suspended.

Recess 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.

District and Building Implementation Plan:

- At this time no indoor assemblies will be held at St. Clair TEC. All presentations that are needed will be done by remote monitors in the classrooms or by staff going to individual classrooms to share the needed information.
- Floor tape or other markers will be used at six-foot intervals where line formation is anticipated
- All food service workers will be expected to wear masks, face shields, and gloves when dealing with food items. They will all be expected to wash their hands before and after all food service according to CDC guidance. Visual guidance will be in the kitchen and by every sink to encourage the correct procedure for hand washing.
- If/When food is made available to students, breaks will be taken in the classrooms.
- All field trips are suspended, this will be reviewed as we move to Phase 5.
- All social distancing requirements will be in place so events will be outside or in large ventilated areas as much as possible.

4. Athletics

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

There are currently no formal sporting events at St. Clair TEC.

5. Screening

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

Please describe how you would implement the requirements and recommendations for **Screening Students and Staff**.

Required by the Roadmap:

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

Every school should 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 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.

Staff should conduct daily self-examinations, including a temperature check, prior to coming to work.

If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home.

District and Building Implementation Plan:

- St. Clair TEC will collaborate with the St. Clair County Health Department (SCCHealth Department) on all guidance related to opening, identification of symptoms and positive cases, and training and support on PPE.
- St. Clair TEC will identify a remote and secluded room, in Student Services, to serve as a quarantine area. This room will be outfitted with appropriate PPE including gowns, face shields, masks, gloves, sanitizing wipes, and log sheets.
- A trained staff person will serve as the quarantine monitor. These duties will take precedence over any other responsibilities.
- When a student has been identified as not feeling well and presents with one of the CDC identified symptoms, they will be exited from the classroom and moved to the Quarantine Room. Basic health information will be taken and a call will be placed to the parent to pick them up from school. The student will not be transported on the bus with other students. Parent communication will be made immediately with clear and concise directions on the next steps and where to report for testing as needed.
- The SCC Health Department will work with St. Clair TEC to provide serial testing for staff with these duties.
- Appropriate instructions on testing, which will be done off-site, and the students potential return will be provided to the family by the school nurse or nursing assistant.
- The staff in conjunction with the health department will provide ongoing guidance to the family about the length of time of the removal and steps related to testing and outcomes. In Phase Four students and staff that test positive will have to either “test negative AND feel better OR be removed for at least 10 days from the onset of their symptoms and 3 days without fever and feeling better. Guidelines for return to school are subject to change based on the Phase and progression of the virus.” (Required per direction from SCCHD).
- During the time of quarantine, the staff and students will be asked to self identify the locations and individuals they came into contact with for the past 48 hours to the best of their recollection. This information will be provided to the health department at the time of their call related to contact tracing.
- The health department will guide us on sending a letter to those contacted only after the identification of a positive case.
- All school staff will be required to conduct a health safety self-assessment at home prior to coming to work and verifying through an assurance statement that they are aware of their responsibilities to wear PPE, take their temperature prior to coming to work daily, social distance requirements and the need to report suspected symptoms. Prior to entering the building, they will provide the completed forms to

their Principal.

- Staff who are unable to work due to displaying COVID-19 symptoms will be required to report this to their administrator. The administrator or Human Resources will assist the staff member to direct them where, when, and how to get tested and 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 until they “test negative AND feel better OR be removed for at least 10 days from the onset of their symptoms and 3 days without fever and feeling better. Guidelines for return to school are subject to change based on the Phase and progression of the virus.” (Required per direction from SCCHD).

6. Testing

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

Please describe how you would implement the requirements and recommendations for **Testing Protocols for Students and Staff, and Responding to Positive Cases.**

Required by the Roadmap:

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

Every school should 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 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.

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

District and Building Implementation Plan:

- St. Clair TEC staff have been collaborating regarding all health decisions related to the COVID virus.
- St. Clair TEC has identified a room in Student Services as the quarantine area in the building. It will be utilized if students are identified with a fever or symptoms of COVID as identified by the CDC.
- The quarantine area will be staffed by one or more trained staff members. The staff members and students will be given a mask. N95 or KN95 masks are being purchased for staff to use when providing medical procedures.
- Students who are ill will be monitored and a call will be placed to the parent to pick them up from school.
- The staff in conjunction with the health department will provide ongoing guidance to the family about the length of time of the removal and steps related to testing and outcomes. In Phase Four students and staff that test positive will be kept home until they “test negative AND feel better OR be removed for at least 10 days from the onset of their symptoms and 3 days without fever and feeling better. Guidelines for return to school are subject to change based on the Phase and progression of the virus.” (Required per direction from SCCHD).
- All school staff will be required to conduct a health safety self-assessment at home prior to

coming to work and verifying through an assurance statement that they are aware of their responsibilities to wear PPE, take their temperature prior to coming to work daily, social distance and report suspected symptoms. If they exhibit any respiratory or gastrointestinal symptoms or have a temperature of 100.4 or greater, they should stay home. Prior to entering the building staff will provide their signed assurance forms to their Principal.

- During the time of quarantine, the staff and students will be asked to self identify the locations and individuals they came into contact with for the past 48 hours to the best of their recollection. This information will be provided to the health department at the time of their call related to contact tracing.

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).

Please describe how you would implement the requirements and recommendations for **Busing and Student Transportation**.

Required by the Roadmap:

Require the use of hand sanitizer before entering the bus. Hand sanitizer must be supplied on the bus.

The bus driver, staff, and all students in grades preK-12, if medically feasible, must wear facial coverings while on the bus. Note: there may be situations where it is not safe for the bus driver to wear a facial covering. Decisions about these situations should be made on a case-by-case basis with local public health officials.

Clean and disinfect transportation vehicles before and after every transit route. Children must not be present when a vehicle is being cleaned.

Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.

Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily.

Create a plan for getting students home safely if they are not allowed to board the vehicle.

If a student becomes sick during the day, they must not use group transportation to return home and must follow protocols outlined above. If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and must not return to drive students.

Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out. a Weather permitting, consider keeping windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe.

District and Building Implementation Plan:

- Transportation is provided by the LEA's.

Please describe how you would implement the requirements and recommendations for **Medically Vulnerable Students and Staff**.

Required by the Roadmap:

Systematically review all current plans (e.g. Individual Healthcare Plans, Individualized Education

Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19.

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

Building and Implementation Plan:

- A mental health questionnaire/survey will be developed in conjunction with CMH and provided to families to assist in assessing student functioning.
- Knowledgeable staff (e.g., nurse, special education teacher consultant, counselors, administration) will review plans to identify those that require additional accommodations related to COVID-19. Consult [CDC guidelines](#). Update plans as needed. This will be done on a case by case basis and will require medical documentation in Phase Four.
- Any staff member identifying as medically vulnerable will be required to provide any documentation to their Administrator or Human Resource Department so that appropriate supports can be put in place to support them. This will be done on a case by case basis.

Please describe how you would implement the recommendations for **Mental & Social-Emotional Health.**

For our district, we believe mental and social-emotional health is a critical and foundational piece to the success of this coming year. Although we understand the “requirements” stated in the roadmap are minimally stated, we wholeheartedly believe this work and intentional planning will make or break every other part of the living-work plan. Therefore, below we will elaborate on our plan to support students, teachers, other staff, administrators, parents, and others in the community as well as funding suggestions we hope to leverage.

Building and Implementation Plan:

- Knowledgeable staff (e.g., nurse, special education teacher consultant, counselors, and administration) will review plans to identify those that require additional accommodations related to COVID-19. Consult [CDC guidelines](#). For example, there are exemptions to wearing face coverings for students with certain conditions. Update plans as needed. This will be done on a case by case basis and will require medical documentation in Phase Four.
- Any staff member identifying as medically vulnerable will be required to provide documentation to their Administrator or Human Resource Department so that appropriate supports can be put in place. This will be done on a case by case basis.
- St. Clair TEC administrators and staff are working in consultation to discuss issues that may evolve and may impact contracts that have been established.
- Administration will provide professional development to staff on risk factors that students may present and how the staff members will address those issues. MDE resources will be utilized as applicable. [MDE COVID-19 Social and Emotional Learning Resources](#))
- A professional development schedule will be developed to address remote platforms, self-care, utilizing PPE, addressing IEP goals, understanding COVID, identifying students at risk, and follow up steps.
- The Assistant Director of Student Services will be the liaison for addressing mental health concerns that may arise, providing appropriate referrals, coordinating with outside community agencies, and assisting in reporting protocols.
- Ongoing communication will be shared with families through the use of REMIND, parent remote meetings with administrators, teacher remote contacts, letters from the district and the Health Department related to the COVID virus, procedures within the building, and risk factors and supports for student mental health.
- Contact information will be provided to families to assist them in connecting to counselors at the school for mental health guidance.

Instructional Governance.

Governance

St. Clair TEC's Return to Instruction and Learning workgroup will be led by the building administrators and staff from the administration building. The group includes the Director of Special Education, Legal Services Director, building principals, counselor/social worker, teacher representatives from our building and grade levels, support staff representation (food service, transportation, administrative assistants, teaching assistants), union representation. The group will meet virtually via Zoom on a weekly basis. The group will break into teams to address operations, wellness, social distancing, instruction, and governance. Recommendations will be made to the Administration Team and Health Department for final approval.

- St. Clair TEC will ask district stakeholders to provide feedback regarding their experience with online learning and address any questions they have about reopening. A survey regarding instructional needs, addressing technology, and students needs will be sent out to gauge family needs as we enter the 2020 school year. Results from the survey will be analyzed by the governance team to help inform the development of the plan, paying special attention to equity and access.
- The final Preparedness Plan will be posted on the district's website, and related sections will be included as a supplement to the student handbooks. The information provided in the plan will support the steps that will be taken to support students and staff's safe return to the building. Building administration and teachers will engage students in a full review of the supplemental information related to the Preparedness Plan to ensure students are well versed in the event we return to remote in any form or fashion.

Please describe how you would implement the recommendations for **Instruction**.

- St. Clair TEC will be assessing the ability of students' safety when looking at a full return to the building. This will be done in collaboration with the County Health Department. Weekly meetings are currently being held with the department to develop guidance related to the COVID virus and address return to building plans.
- We will return to a face to face model as we get Health Department approval based on tracing, number of cases, and hospitalizations.
- The spacing in the building allows us to bring all students back at one time with appropriate social distancing.
- St. Clair TEC will be using a Google Classroom platform across the building. This will be easier for families as some of them have children in districts who are already utilizing the platform. This will aid the teachers and families in the event that we move from a face to face model to a remote model. Parents will be aware of using the platform and will be able to transition easier.
- Instructional services are being modified and tailored to focus on student goals.
- Paraprofessionals will be utilized in a more robust manner to provide extensions to the lessons in the classroom and to support ongoing learning when in a remote fashion.
- Teachers will continue to work together in order to address students consistently in a remote learning environment or in the face to face model.
- Attendance procedures are continuing to be reviewed and will be revised upon receipt from MDE. At this time participation at school, in a remote lesson or completion of a packet with teacher consultation is being counted towards student attendance.

Curriculum

Curricular resources will be accessible digitally for students and their families. A focus will be placed on enhancing engagement and assessments from a remote and face to face model.

Supporting the social-emotional learning needs of students is necessary for them to experience academic success. As a staff we place a heavy emphasis on the [well-being](#) of students and staff to enable them to meet the significant challenges created by the pandemic and school closures. This includes daily or weekly check-ins by the classroom teacher with students as well as having counseling services available for all students.

After School Starts:

Teachers will work to assess student involvement in the lessons, attendance at school, and engagement in the instruction. Students who may be struggling will be identified. Teachers will work with Student Services to develop additional supports, remove barriers, and collaborate with the family to support the student needs.

St. Clair TEC staff will closely monitor and assess student behavior and emotional well-being and will coordinate with local districts as well as consult with St. Clair County RESA's social workers as needed.

To remain prepared for needed shifts to an all-district remote learning context we will:

- Secure online tools and materials that will provide consistent supports and aligned learning customizable to student needs.
- Integrate remote learning tools into staff meetings and in-school instruction so that teachers and students remain ready for a possible transition to a remote context.
- Prepare communication assets for key audiences (students, teachers, parents) that make clear new protocols and resources and keep them updated on our status and that of student learning.

Please describe how you would implement the recommendations for **Communications and Family Supports.**

We identified that multiple modes of communication (both one-way and two-way) enabled us to most effectively communicate with our families and students. We used and will continue to use multiple modes including our district website and social media sites, all call, Remind, email, and text messaging.

As we move forward we will implement the following communication protocols:

- Maintain timely, accurate, and clear two-way communication with families regarding student's academic and social-emotional functioning and school and classroom information.
- Clearly communicate all plans and expectations for your child's return to school.
- Ensure our teachers know and understand the school communication plan.
- Ensure our teachers use the district's remote learning platform(s) effectively and parents have access to the information.
- Communicate in a timely manner when it becomes necessary to modify our modes of instruction

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.

St. Clair TEC will be continuing with the Phase 4 plan until we have received a collaborative decision

with our County Health Department to move from that stage. At this time we are not preparing for Phase 5 and will function within the current plan throughout the year when we are in the building. An amendment will be done to this plan to address potential changes that may occur.

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*.

St. Clair TEC will comply with all highly recommended protocols in Phase 5.

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*.

St. Clair TEC will comply with all highly recommended protocols in Phase 5.

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



Name of District: St Clair County Regional Education Service Agency

Date Presented to the Board of Education: August 13, 2020

**Date Approved by the Board of Education for
St. Clair County Regional Education Service Agency:** August 13, 2020

Link to the Draft August 13, 2020 Board Meeting Minutes (to be approved on 9-21-2020):
https://drive.google.com/file/d/16RCYjN-6oSJ7KqcF_wPWn06qtfB5_trJ/view?usp=sharing

Link to the approved plan posted on St. Clair County Regional Education Service Agency website:
<http://sccresa.org/cms/one.aspx?portalId=496562&pageId=14323116>

Name of District Leader Submitting Plan: Kevin D. Miller, Ph.D.

Date Submitted to State Superintendent and State Treasurer: August 14, 2020