Innocademy COVID-19 Preparedness and Response Plan

(Executive Order 2020-142 District Preparedness Plan)

For Board Approval 08/12/20

Name of District: Innocademy

Address of District: 8485 Homestead Dr. Zeeland, MI 49464

District Code Number: 70908

Name of PSA Leader: Kelli Gunn

Web Address of the District: https://innocademy.com

Name of Intermediate School District: Ottawa Area ISD

Name of Authorizing Body: Lake Superior State University

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 we will educate students 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.

Over the course of this summer, our team has worked together to design a Plan for our school that aligns with these guidelines. Our goal was to provide students with quality education while also ensuring safety of students and staff. Throughout the plan, student and staff mental health and well-being were at the forefront of our minds. The plan is designed to reflect the phases outlined in the MIchigan Safe Start Plan and it contains plans for Phases 1-3, 4, 5, and 6. NOTE: Gray text denotes items that are not required and have not been adopted by our district.

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

A. Phase 1-3

When our region is in Phase 1-3 of the Safe Start Plan, that means that the Governor's office has determined that (1) community spread of the virus is increasing and substantial; (2) there is concern about health system capacity; and (3) testing and tracing efforts may not be sufficient to control the spread of COVID-19. While we strongly believe that learning is most effective in person, if our region is in Phases 1-3, in-person instruction is prohibited and learning must occur remotely. All after-school and extra-curricular activities are also suspended.

Even though we won't be able to educate students in person, we will be supporting students in the areas of safety, mental/social-emotional health, instruction and operations through the following plans:

1. Safety

a. PPE
- Schools are closed for in-person instruction

b. Spacing, Movement, Access
- The school will be closed for in-person instruction and events.
- School Building may continue to be used for on-site staff childcare. Daycare staff will continue to follow proper protocols identified by state and local health officials.
- School employees and contractors are permitted to be physically present in school buildings for the purposes of conducting basic school operations, including remote live instruction, as determined by school administrators.

c. Food Service, Gathering, & Extracurricular Activities
- We will connect families to food distribution programs.
- All inter-school activities are discontinued.
- After-school activities are suspended.

d. Cleaning
- We will maintain building cleaning practices to keep it safe for those who are present in the building.

e. Screening Students
- Schools are closed for in-person instruction.

f. Responding to Positive Test Among Staff and Students
- Schools are closed for in-person instruction.

g. Busing and Student Transportation
- All busing operations are suspended.

2. Mental/Social Emotional Health

We will develop and implement a modified multi-tiered system of mental health support specific to any school closure, provide consistent messaging, appropriate staff training, crisis response protocols, and documentation systems for its teachers and school staff:

- Implement a mental health screening for all students by a trained professional, if possible. Any screening should be compliant with HIPAA and FERPA policies. Screening instructions (offered verbally to younger students) should provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines.
- Establish and communicate guidelines to all staff regarding identification and rapid referral of at-risk students to appropriate building-level support teams.
- Provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk, proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.
- Establish a comprehensive crisis management plan that leverages available internal and external community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of a school staff member).
- Compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that reference school and community wellness resources.
- Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.
- Provide resources for staff self-care, including resiliency strategies.
- Designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners.
- Leverage MDE resources for student and staff mental health and wellness support.
- Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 by calling the Innocademy School Social Worker at 616-748-5637. Promote 211 phone number for local community supports.
- Communicate with parents and guardians, via a variety of channels, return to school transition information including:
    - Destigmatization of COVID-19.
    - Understanding normal behavioral response to crises.
    - General best practices of talking through trauma with children.
    - Positive self-care strategies that promote health and wellness.
- Food Insecurity
    - Continue to work with the Zeeland Public School District, where our campus resides, to schedule and promote food distribution sites and dates/times of delivery.
- Wellness
    - Use the Family Wellness checklist as provided by MAISA COL Plan.
    - Communicate to families the importance of schedules by providing examples.
- Social Growth
    - Provide fun, non-academic opportunities for students to connect remotely ex. live lunches, games, good things, pet introductions.

3. Instruction

a. Governance

- Create a district Return to Instruction and Learning working group, led by the School Lead and composed of a broad group of stakeholders on the district and school level, to:
    - Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations.
    - Revise the district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness. Learn from other exemplar plans and collaborate to make improvement modifications to the Spring COL Plan.
    - Share the district's remote learning plan with all involved stakeholders.

b. Remote Instruction

- Distribute remote learning plans, revised based on feedback and input from school leaders, educators, families, and students, to all involved stakeholders in their home language and provide opportunities for ongoing feedback.
    - Modalities: Multiple modes of learning, which include recorded video lessons, slideshows, virtual instruction, project-based learning, and parent-requested paper packets.
    - Daily connections also maintained through either the learning platform Seesaw for elementary or Google Classroom for middle school students
- Activate remote learning programs at scale to deliver standards-aligned curricula and high-quality instructional materials. Considerations will be made for synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. Will consult MDE for high-quality digital resources.
- Assess every student in grades preK-8 during the first few weeks of school, using a screener, diagnostic, or formative assessments that can be given online or conducted virtually, to understand where students are academically and inform instructional decisions for teachers, students, and families.
- Review students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers to reflect the child's needs based on assessment data and parent feedback, and design accommodations and match services accordingly.
    - Commence online intervention and support services. Plans must include all programs and learning environments, especially special education.
    - General and special education teachers collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible.
- Secure supports for students who are transitioning to postsecondary. Innocademy serves preK-8th grade students.
- Conduct checkpoints with school leaders around curriculum and instruction and ongoing monitoring of student progress, specifically honing in on the progress of students in need of additional support.
- Remain connected with MDE about policies and guidance.
- Develop a continuation of services plan for students needing occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

c. Communication & Family Supports

- Implement any additional communication systems needed to reach every family and student in their home language through multiple modes (e.g., text, all call, email, home visit) to share:
    - Expectations around the duration of the closure, reopening, and their child's return to school.
    - Decisions about grade-level proficiencies, modes of assessment and feedback, daily instructional time, and estimated workload.
        - Create a screencast explaining the Plan. Notify families of a screencast and/or live meeting through each campus's closed family Facebook page, as well as through email communication.
    - Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child.
        - Provide parents training opportunities following a move to Phase 3 outlining expectations, teaching tips, and using the technology tools needed for remote learning. These opportunities could be delivered live virtually or through videos.
    - Training on accessing and using the school's digital systems and tools, and workshops for families to build digital literacy.
    - Communication plan that includes weekly emails for school updates and a web page to be used as a landing spot for essential information and resources.

d. Professional Learning

- Continue to provide professional learning and training through virtual modes for educators to:
    - Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education;
    - Share knowledge, continuously learn, and exchange ideas, successes and failures around remote learning;
    - Share information and data about a student's assessment results, progress, and completed assignments;
    - Teachers will be provided professional development opportunities to gain an understanding of Seesaw, Google Classroom, and other online tools deemed necessary for remotely assessing students and enhancing the delivery of lessons. These opportunities could be delivered live virtually or through videos.
- Utilize structures, such as professional learning communities, for educators to collaborate on prototypes for a week's worth of instruction to establish consistency and an appropriate workload.

e. Monitoring

- Activate plans to monitor and assess the following:
    - Connectivity and Access:
        - Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.
    - Attendance:
        - Develop systems to monitor and track students' online attendance on a daily basis.

- Participation and engagement will be documented by lead classroom teachers via a collaborative working document. Patterns of lack of participation and communication will be tracked. Our MTSS Engagement team will strive to be in contact with every family that is showing signs of disengagement and/or struggle and offer support as needed.
  - Student Work:
    - Teachers will assess the quality of student work and provide feedback to students and families.
    - Students will self-assess the quality of work, reflect on teacher feedback, and learning progress.
    - The Seesaw and Google Classroom platforms will be utilized for two-way communication between teachers and students. Students will post work, respond to questions, record their thinking via videos, take informal quizzes, and work on projects. Teachers will record participation as well as student proficiency.

4. Operations

a. Facilities

- Audit necessary materials and supply chain for cleaning and disinfection supplies.
- Continue to maintain schools in good working order to prepare for the subsequent return of students.
- Execute school cleaning and disinfection protocols according to the CDC School Decision Tree.
- Recommend custodial staff wear surgical masks when performing cleaning duties. We will provide appropriate masks for cleaning.
- Create contingency plan to coordinate the use of school buildings for essential actions including elections, food distribution, and childcare, particularly for essential workers.
- Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.
  - Advocate for ISDs to coordinate with LEMP

b. Budget, Food Service, Enrollment, & Staffing

- Based on instructional programming, provide instructional resources and materials to staff and students as feasible.
- Work with MDE to understand flexibility with hiring and develop a plan to govern hiring in a remote environment.
- Ensure a plan to support family needs for student meals is in place, and provide a list of alternative meal options to families.
- Solidify food service processes, device distribution, delivery sites, and communication plans as necessary with Zeeland Public Schools and Holland Christian Food Service.
- Define logistical expectations, including attendance expectations and time on schooling by grade level for students and teachers

c. Technology

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

- Develop a district technology plan that includes guidance for schools. If possible, include training and support for educators to adapt remote learning for the classroom.
- Identify a device and/or general technology support lead for each school. Consider elevating that position to a more formal role and providing additional support potentially with parent volunteers.
- Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.
- Where practical, given demands on parents or guardians, consider identifying family technology liaisons to support communication regarding the use of technology and serve as a "help desk."
- Develop district-wide procedures for return and inventory of district-owned devices as part of a return to school technology plan. The procedures should include:
  - Safely bagging devices collected at schools;
  - Sanitizing the devices prior to a repair or replacement evaluation;
  - Ordering accessories that may be needed over the summer; and
  - Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.
- Utilize asset tracking tool.
- Work with our vendor, Vector Tech Group, to assist with processing, returning, and maintaining devices, if needed.
- Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.
- Prepare the Infrastructure Evaluation process. Every WiFi access point and wired network device should be tested.
- Develop a technology support plan for families.
- Continue to monitor device usage and compliance with online learning programs.
- Provide support programs to ensure that students and families can access online teaching and troubleshoot problems with access.
- Ensure that students can submit assignments and be evaluated accordingly.
- Schedule ongoing staff training on platforms and tools.
- Review and update (as needed) relevant technology policies including data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology.
- Ensure every student has access to the appropriate technology and connectivity needed to continue learning.

B. **Phase 4**

When our region is in Phase 4 of the Safe Start Plan, that means that the Governor's office has determined that: (1) number of new cases and deaths has fallen for a period of time, but overall case levels are still high; (2) most new outbreaks are quickly identified, traced, and contained due to robust testing infrastructure and rapid contact tracing; (3) health system capacity can typically handle these new outbreaks, and therefore the case fatality rate does not rise above typical levels; and (4) the overall number of infected individuals still indicate the need for distancing to stop transmission and move to the next phase. It also means that in-person instruction is permitted as long as we follow certain required actions and safety protocols.

Below are our plans for meeting the needs for Phase 4

1. Safety

a. PPE
- 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.
    - Homemade facial coverings must be washed daily.
    - Disposable facing coverings must be disposed of at the end of each day.
    - Note: Students with significant disabilities preventing the use of facial coverings are referred to forthcoming guidance from MDE.
- Facial coverings must be worn in classrooms by all students grades 5-8. Any student who cannot medically tolerate a facial covering must not wear one. Any student who is incapacitated, or unable to remove the facial covering without assistance, must not wear one.
- All students in grades preK-4 must wear facial coverings unless students remain with their classes throughout the school day and do not come into close contact with students in another class.
- Facial coverings should be considered for preK-4 students and students with special needs in classrooms. PreK-4th students will wear facial coverings in classrooms if the students gather in a smaller space for a specific learning task.

- Facial coverings should be considered for preK students and students with special needs in hallways and common areas.
  - Facial coverings are not recommended for use in classrooms by children ages 3 and 4.
  - Facial coverings should never be used on children under age 2.
- Per state requirements, a medical waiver is required for exemption from face coverings. The medical waiver form required is the Ottawa County Health Department waiver.

b. Hygiene
- Provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques).
- Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.
- Educate staff and students 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 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.

c. Spacing, Movement, Access
- Space desks six feet apart in classrooms as feasible.
- Class sizes should be kept to the level afforded by necessary spacing requirements. - Spacing of seating will be maximized to accommodate the number of students for in-person instruction.
- 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.
- Have staff monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.

- Where possible, physical education should be held outside and social distancing of six feet should be practiced.

d. Screening Students & Staff
- 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. This room will be outfitted with appropriate PPE including gowns, face shields, N95 Masks, gloves, sanitizing wipes, and log sheets
- Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines.
  - Parent communication will be made immediately with clear and concise directions on where and how to pick up the student and where to report for testing.
- 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.
  - Positive tests for staff members will result in a required quarantine away from school for 14 days. Days of quarantine for COVID-19 positive results will NOT count against employee sick time allocations.
- Families are encouraged to monitor their children for symptoms of COVID-19. The presence of any symptoms, including cough or shortness of breath, should prompt the family to keep the student home from school and to follow up with a primary care provider.

c. Testing Protocols for Student & Staff and Responding to Positive Cases
- Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff.
- Students who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported by their parent or guardian, emergency contact, or ambulance if clinically unstable, for off-site testing.
- Staff who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported for off-site testing.
- Symptomatic students and staff sent home from school should be kept home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.
- Families should be notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home. Will be directed by health department HC need one point person
- In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts should be made to notify any close contacts (those who spent more than 15 minutes, closer than six feet in proximity, to the student or staff member) so that they can be quarantined for 14 days at home. Students and staff should be closely monitored for any symptoms of COVID-19. At this time, empiric testing of all students or staff members in the class is not recommended. Only those that develop symptoms require testing for COVID-19.
- Parents and guardians are encouraged to check students' temperature at home every

morning using oral, tympanic (ear), or temporal scanners; students with a temperature of 100.4 or greater must stay home and consider coronavirus testing.
- Parents and guardians are encouraged to monitor for symptoms of COVID-19. The presence of any unexplained symptoms, including cough or shortness of breath, should prompt the parent or guardian to keep the student home from school and to follow up with their primary care provider.

d. Responding to Positive Tests Among Staff & Students
- All schools, public and private, must cooperate with the local public health department if a confirmed case of COVID-19 is identified, and in particular, must collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at the school.
- Notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
    - The Local Health Department will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self quarantine for up to 14 days after exposure. Local health officials, depending on the situation, may identify other contacts who require quarantine. Schools can help the local health department by collecting data and contact information of those exposed.
    - Provide staff with guidance on confidentiality laws and statutes that protect student and staff health information. Student communicable disease related information is protected health information. (Even if a family/ student acknowledges and publicly discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test).
- Employees with a confirmed case of COVID-19 should only return to the workplace after they are no longer infectious. Local health officials will provide instruction about return to work, using the most current guidelines from the CDC for this determination.
- Cleaning staff should wear a surgical mask, gloves, and a face shield when performing cleaning of these areas.
- If possible, smaller areas such as individual classrooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles.

e. Food Service, Gathering, & Extracurricular Activities
- 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.
- 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.

f. Athletics
- Innocademy, which is a PK-8 school, does not participate in any athletic programs.
- Comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).
- Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant should confirm that they are healthy and without any symptoms prior to any event.
- All equipment must be disinfected before and after use.
- Inter-school competitions may be held provided that facial coverings are worn if school transportation is provided. Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent "Busing and Student Transportation" section.
- Spectators are allowed provided that facial coverings are used by observers and six feet of social distancing can be maintained at all times. Attention must be given to entry and exit points to prevent crowding.
- Each participant must use a clearly marked water bottle for individual use. There should be no sharing of this equipment.
- Handshakes, fist bumps, and other unnecessary contact must not occur.
- Indoor weight rooms and physical conditioning activities that require shared equipment are suspended. Outdoor physical conditioning activities are allowed while maintaining social distancing.
- Large scale indoor spectator events are suspended. Large scale outdoor spectator or stadium events are limited to 100 people, and people not part of the same household must maintain six feet of distance from one another.

g. Cleaning
- 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 handson 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 EPAapproved 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 mask, and face shield when performing all cleaning activities.

h. Bussing & Student Transportation
- 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.
- 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.
- Signage will be added to each bus to address the use of facial coverings for all students, staff, and drivers, use of hand sanitizers, and cleaning protocols.

i. Medically Vulnerable Students & Staff
Strongly Recommended:
- Systematically review all current plans (e.g. Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and 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.

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

- Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.
- Provide resources for staff self-care, including resiliency strategies.
- Designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners.
- Leverage MDE resources for student and staff mental health and wellness support.
- Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).
- Communicate with parents and guardians, via a variety of channels, return to school transition information including:
  - Destigmatization of COVID-19;
  - Understanding normal behavioral response to crises;
  - General best practices of talking through trauma with children; and
  - Positive self-care strategies that promote health and wellness.

3. Instruction: Guidance for Before & After Reopening

a. Governance
- A representative group of teachers and administrators formed a COVID-19 Return to School team.
  - Gather and analyze survey feedback from staff and families and developed the Phase 4 Plan with additional input from teaching colleagues and exemplar plans. Furthermore, the team worked closely and sought input from the Ottawa Area Intermediate School District, Allegan Area Educational Service Agency, and county health departments.
  - Revise the district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness.
  - Share the district's remote learning plan with all involved stakeholders in case of a return to remote learning.

b. Instruction
- Provide families two choices for instruction this semester as we likely will begin the school year under Phase 4: 100% In-Person or 100% Virtual.
  - Option #1: 100% In-Person
    - Families choose to send their child(ren) to school for all instruction everyday.
    - Students learn at school with their Innocademy teacher.
    - We will continue our partnership with Outdoor Discovery Center.
    - Students will continue to have hands-on experiences.
    - InnoZ: Students will continue receiving second language instruction.
    - IAC: Students will continue to be placed in smaller class sizes.
    - We will continue to integrate instruction with technology.
      - Students will immediately be exposed to experiences with Seesaw and Google Classroom should we need to move to Phase 3.
    - Social emotional learning will be incorporated into weekly instruction.
    - We will continue to teach our high-quality, board approved curriculum for all subject areas.

- - ■ Students will continue receiving formative assessments through the year, as well as NWEA MAPS assessments, Delta Math screeners, and running record reading evaluations at least three times a year.
      - ■ Three times a year, after assessments, a team that consists of the school lead, interventionist, and classroom teacher will look at the assessment data and determine the academic needs of each student and create an individualized learning plan to close the achievement gap.
      - ■ Should the state/county return to Phase 1-3 or there is a county-wide remote decision, we will move to remote learning similar to Spring '20.
    - ○ Option #2: 100% Virtual
      - ■ Innocademy Zeeland: OAISD Return2School Virtual Collaborative or iCademy
      - ■ Families choose to participate in online learning everyday for all coursework for an entire semester or school year.
      - ■ Computers will be provided.
      - ■ High level of adult/student engagement and support is required for student learning.
- Activate hybrid learning programs at scale to deliver standards-aligned curricula and high-quality instructional materials. Considerations will be made for synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. Consult MDE for high-quality digital resources.
- Make expectations clear to school leaders and teachers around hybrid or remote instruction that include:
  - ○ Best practices for blended or remote learning;
  - ○ Grade-level proficiencies;
  - ○ Modes of student assessment and feedback;
  - ○ Differentiated support for students;
  - ○ The inclusion of social-emotional learning; and
  - ○ Guidance around daily instructional time and workload per different grade bands to ensure consistency for students.
- Set an instructional vision that ensures that:
  - ○ Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
  - ○ Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
  - ○ Every students' academic and social/emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.
- Secure supports for students who are transitioning to postsecondary. Innocademy serves students in PreK-8th grades.
- Support schools to implement grade-level curricula that is aligned to Michigan preK-12 standards.
  - ○ Support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction.
- Conduct a review of each students' IEP in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services including OT, PT, and Speech while school buildings were closed.
- Revise students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers to reflect the child's evolving needs based on assessment data and parent feedback, and design accommodations and match services accordingly.

- - Commence intervention and support services. Plans must include all programs and learning environments, especially special education.
    - Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible.
  - Inventory all intervention programs and services available to students on the district and school level and identify any gaps.
  - Remain connected with MDE about policies and guidance.
  - Develop a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.
  - Conduct checkpoints with school leaders around curriculum pacing and ongoing monitoring of student progress, specifically honing in on the growth of students who need acceleration.
  - Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.
  - Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs.
  - Set expectations for schools and teachers to integrate high quality digital tools and resources that are appropriate and sustainable at each grade level, to increase teachers' and students' familiarity with online learning in case of a return to remote instruction.
  - Determine and activate structures outside of the regular school day, such as summer learning options, extended day, and after-school programming, to potentially be leveraged to support students in need of additional support.
  - Support schools to communicate regularly with families in their home language about their child's progress and the targeted plans for students in need of additional support.
  - If hybrid, activate plans to monitor and assess the following: Not offering a hybrid model after the first week of school
    - Connectivity and Access:
      - Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.
    - Attendance:
      - Develop systems to monitor and track students' online attendance on a daily basis.
    - Student Work:
      - Teachers will assess the quality of student work and provide feedback to students and families.
      - Students will self-assess the quality of work, reflect on teacher feedback, and learning progress.

c. Communication & Family Supports

- Implement any additional communication systems needed to reach every family and student in their home language through multiple modes (e.g., text, all call, email, home visit) to share:
  - Expectations around their child's return to school;
  - Clear information about schedules and configurations;
  - Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies; and
  - Plans for each of the different school opening scenarios.

- Provide resources that demonstrate schools value parents as partners in their child's education. Offer family supports that provide families with:
  - Training about how to access and use the school's chosen digital systems and tools;
  - Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child;
  - Opportunities to build their digital literacy; and
  - Strategies to support their child's learning at home.
- Continue ongoing communication through:
  - Weekly emails will be sent to families with school updates.
  - Our family closed-group Facebook pages will be routinely updated.
  - A specialized website page created to update protocols and highlight our Preparedness Plan for families.

d. Professional Learning

- Provide adequate time for schools and educators to engage in:
  - Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed;
  - Identify students who did not engage in remote learning and develop a plan to provide additional supports, if needed. Share data and concerns about each student's growth and needs with students' assigned teacher(s) for the 2020-2021 school year;
  - Identify students who potentially need additional support; and
  - Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning.
- Create a plan for professional learning and training, with goals to
  - Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education;
  - Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use; and
  - Build school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging.

4. Operations

a. Facilities

- Audit necessary materials and supply chain for cleaning and disinfection supplies.
- Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.
  - Advocate for ISDs to coordinate with LEMPs.
- Audit any additional facilities that the district may have access to that could be used for learning.
- Provide school-level guidance for cleaning and disinfecting all core assets including buildings and playgrounds. Frequently touched surfaces should be cleaned several times a day.
- Alert school-based custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and/or CDC. It is expected that this guidance will be updated in real-time based on the status of community spread across local geographies.
- Convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection.

- Provide advanced training for custodial staff.
- Custodial staff should continue deep cleaning over the summer.
- Audit school building with a focus on:
  - How many classrooms are available;
  - The size of each classroom;
  - Additional spaces that are available (e.g., gym, lunchroom, auditorium); and
  - The ventilation in each classroom.
  - Audit school security protocols to decide if any process changes need to be implemented.
  - School security staff should follow CDC protocols if interacting with the general public.
  - Maintain facilities for in-person school operations. Check HVAC systems at each building to ensure that they are running efficiently.
  - Air filters should be changed regularly.
  - Custodial staff should distribute wastebaskets, tissues, and CDC-approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during travel between sites.
- Signage about frequent handwashing, cough etiquette, and nose blowing should be widely posted, disseminated, and encouraged through various methods of communication.
- Custodial staff should follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.
- School leaders should conduct and document a facility walk-through with the custodial services team to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.
- Procure level-1 facial coverings, including those with a transparent front, for preK-5 teachers, low- income students, and students with special needs.
- Procure level-1 surgical masks for cleaning and janitorial staff.
- If school is instructed to close for in-person instruction:
  - Activate school cleaning and disinfection protocols according to the CDC School Decision Tree. Custodial staff should wear surgical masks when performing cleaning duties.
  - Maintain facilities for resumption of school operations.

b. Budget, Food Service, Enrollment, & Staffing
- Support school in assessing student arrival protocols. This should include how students arrive at and depart from school (e.g., school bus, dropped off via car, drive themselves, walk, public transportation).
- Support school in conducting staff and student outreach to understand who is coming back.
  - For staff, this should include a breakdown of the staff – administrators, educators, support staff, full-time nurses, part-time nurses, school counselors, etc.
  - Develop a staffing plan to account for teachers and staff who are not returning or are at risk (i.e., those who are 65 years or have an underlying medical condition and decide not to return).
  - For students, this should include those with preexisting conditions who may need a remote learning environment.
- Assess need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs.

- Recruit, interview and hire new staff.
- Consider redeploying underutilized staff to serve core needs.
- Where possible, and in partnership with local bargaining units, identify and modify staff positions, that would enable high-risk staff to provide remote services.
- Communicate any student enrollment or attendance policy changes with school staff and families.
- Provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely.
- Seek and provide guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies).
- Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs.
- Inventory how many substitute teachers are available.
- Build and send back to school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures.
- Verify that student and staff handbooks and planners are printed and ready for distribution and/or are available digitally. Create a master list of any changes to distribute at the first staff meeting.
- Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.
- Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.
- Work with school leaders to orient new school staff to any operational changes.
- Create master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind.
- Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.

c. Technology

- Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.
- Designate a single point of contact in each school to plan and communicate with district technology teams.
- Develop a district technology plan that includes guidance for schools. If possible, include training and support for educators to adapt remote learning for the classroom.
- Identify a device and/or general technology support lead for each school. Consider elevating that position to a more formal role and providing additional support potentially with parent volunteers.
- Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.
- Where practical given demands on parents or guardians, consider identifying family technology liaisons to support communication regarding the use of technology. (For example, the existing parent organization may be able to fulfill this role).
- Develop district-wide procedures for return and inventory of district owned devices as part of a return to school technology plan. The procedures should include:
    - Safely bagging devices collected at schools;
    - Sanitizing the devices prior to a repair or replacement evaluation;

- - ○ Ordering accessories that may be needed over the summer; and
    - ○ Conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement.
- ● Utilize asset tracking tool.
- ● Work with our vendor, Vector Tech Group, to assist with processing, returning, and maintaining devices, if needed.
- ● Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.
- ● Prepare the Infrastructure Evaluation process. Every WiFi access point and wired network device should be tested.
- ● Develop a technology support plan for families.
- ● If school is instructed to close for in-person instruction:
    - ○ Deploy digital learning devices and move to virtual learning.
    - ○ Communicate consistent procedures for return and inventory of school owned devices as part of a return to school technology plan. The procedures should include:
        - ■ Safely bagging devices collected at schools;
        - ■ Transporting them to a central location;
        - ■ Sanitizing the devices prior to a repair or replacement evaluation; and
        - ■ ɑ Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.
    - ○ Ensure that school and community access points and wired network devices are functional.
- ● When school reopens for in-person instruction:
    - ○ Organize and centralize online resources that were created, published, or distributed by teachers and others during the closure period.
    - ○ Compile technology-facing lessons learned for inclusion in the district's updated remote learning plan.
    - ○ Review issue tracking and inventory results frequently as a way of understanding the quality and progress of technology processes in your district.
    - ○ Continue infrastructure evaluations until all issues are resolved.
    - ○ Identify chronic technology issues that arose during the school closure period and use them to begin the development of a long-term technology maintenance plan.

d. Transportation

- ● Inventory buses, contractors, including any vehicles used for transporting students to/from school or to other school events, and students riding buses.
- ● Assess whether any bus drivers have been impacted by COVID-19 (i.e., closed or opt-out from current routes).
- ● Inventory bus drivers to understand the extent of high-risk populations.
- ● Finalize bus procedures for bus drivers and students that are informed by public health protocols.
- ● Collaborate between transportation and IEP teams to monitor changes to students' IEPs and implement accordingly.
- ● Utilize buses to provide food service and delivery of instructional materials where possible.

C. **Phase 5**

When our region is in Phase 5 of the Safe Start Plan, that means that the Governor's office has determined that: (1) new cases and deaths continue to decrease for an additional period of time; (2) the number of active cases has reached a point where infection from other members of the community is less common; (3) with widespread testing, positivity rates often fall much lower than earlier phases; and (4) rapid case investigation, contact tracing and containment strategies cause new cases to continue to fall. It also means that in-person instruction may occur with minimum required safety protocols.

1. Safety

a. PPE
- Facial coverings should always be worn by staff except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Any staff member who cannot medically tolerate a facial covering should not wear one. Any staff member that is incapacitated or unable to remove the facial covering without assistance, should not wear a facial covering.
  - PreK-5 and special education teachers should consider wearing clear masks.
  - Homemade facial coverings should be washed daily.
  - Disposable facial coverings should be disposed of at the end of each day.
- Facial coverings should always be worn in hallways and common areas by preK-8 students in the building except for during meals. Any student that is unable to medically tolerate a facial covering should not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, should not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. If social distancing and cohorting is practiced and enforced, facial coverings for students in grades preK-4 are encouraged but not required.
  - Homemade facial coverings should be washed daily.
  - Disposable facing coverings should be disposed of at the end of each day
- Facial coverings should be worn in classrooms by grades 5-8 students. When outdoors and only with class or cohort, 5-8 students are not required to wear facial coverings. Any student who cannot medically tolerate a facial covering must not wear one.
- Any student that is incapacitated or unable to remove the facial covering without assistance, must not wear one.
- Per state requirements, a medical waiver is required for exemption from face coverings. The medical waiver form required is the Ottawa County Health Department waiver.

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

- Systematically and frequently check and refill soap and hand sanitizers.
- 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 uses or provide adequate supplies to assign for individual student use.
- Procure portable hand sanitizing stations to set up throughout school buildings.

c. Spacing, Movement, Access
- Space tables with students as far apart as feasible.
- Try to maintain six feet of spacing between teachers and students as much as possible.
- Post signage to indicate proper social distancing.
- Use floor tape or other markers at six-foot intervals where line formation is anticipated.
- Provide social distancing floor/seating markings in waiting and reception areas.
- Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.
- Post signs on the doors of restrooms to indicate proper social distancing.
- As able, "specials" are brought to the classrooms instead of having students move to different locations.
- Have staff monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.

d. Screening Students, Staff, & Guests
- Every school should identify and designate a quarantine area and a staff person to care for children who become ill at school.
- Students who become ill with symptoms of COVID-19 at school should be placed in an identified quarantine area with a surgical mask in place until they can be picked up. Identified school staff caring for these children should wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.
- Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines.
- Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building.
- 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.
- Any parents or guardians entering the building should wash or sanitize hands prior to entry.
- Parents or guardians are not allowed in the school building except under extenuating circumstances as determined by school officials. Only one parent or guardian per child should be allowed to enter except under extenuating circumstances as determined by school officials.
- Parents or guardians are encouraged to check their children's temperature at home every morning using oral, tympanic (ear), or temporal scanners; students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if no other explanation is available.
- Parents or guardians are encouraged to ask their children or monitor for symptoms of COVID-19, including cough, congestion, shortness of breath, or gastrointestinal symptoms every morning. Any positives should prompt parents or guardians to keep the

student home from school.

c. Testing Protocols for Student & Staff and Responding to Positive Cases

- We will cooperate with the local public health department regarding implementing protocols for testing students and staff and responding to positive cases. Protocols may be adjusted to align with health department guidance.
- Staff who develop a fever of 100.4 degrees higher or become ill with COVID-19 symptoms at school should wear a mask and be transported for off-site testing.
- Students who develop a fever of 100.4 degrees or higher or become ill with COVID-19 symptoms at school should wear a mask and be transported by their parent or guardian, emergency contact, or ambulance if clinically unstable, for off-site testing
- Parents and guardians should be notified of the presence of any laboratory positive or clinically diagnosed cases in the classroom and/or school to encourage closer observation for any symptoms at home.
- Symptomatic students and staff sent home from school should be kept home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.
- In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts will be made to contact any close contacts (those who spent more than 15 minutes less than six feet in close proximity to the student or staff member) so that they can be quarantined for 14 days at home. Students and staff should be closely monitored for any symptoms of COVID-19. At this time, empiric testing of all students or staff members in the class is not recommended. Only those that develop symptoms require testing for COVID-19.
- Parents or guardians are encouraged to check student's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 greater must stay home and consider COVID-19 testing if no other explanation is available.
- Parents or guardians are encouraged to monitor for symptoms of COVID-19, including any cough, congestion, shortness of breath, or gastrointestinal symptoms every morning. Any positives should prompt the parent or guardian to keep the student home from school and seek out testing.

d. Responding to Positive Tests Among Staff & Students

- All schools, public and private, must cooperate with the local public health department if a confirmed case of COVID-19 is identified, and in particular, must collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at the school.
- Notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
  - The Local Health Department will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self quarantine for up to 14 days after exposure. Local health officials, depending on the situation, may identify other contacts who require quarantine. Schools can help the local health department by collecting data and contact information of those exposed.
  - Provide staff with guidance on confidentiality laws and statutes that protect student and staff health information. Student communicable disease related information is protected health information. (Even if a family/ student acknowledges and publicly discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test).

- Employees with a confirmed case of COVID-19 should only return to the workplace after they are no longer infectious. Local health officials will provide instruction about return to work, using the most current guidelines from the CDC for this determination.
- When responding to positive tests among staff and students, cleaning staff will wear a surgical mask, gloves, and a face shield when performing cleaning of these areas.
- When responding to positive tests among staff and students, if possible, smaller areas such as individual classrooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles.

e. Food Service, Gathering, & Extracurricular Activities

- Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks.
- Students, teachers, and cafeteria staff wash hands before and after every meal.
- All gatherings, including those that occur outdoors (e.g., graduations) should comply with current and future executive orders that set caps on congregations of people.
- If field trips occur, they should comply with transportation guidelines within this document, including mandatory facial covering.
- If possible, classrooms should be used for eating in place, taking into consideration food allergies.
- If cafeterias need to be used, meal times should be staggered to create seating arrangements with six feet of distance between students.
- If possible, school-supplied meals should be delivered to classrooms with disposable utensils.
- Schools should offer telecasting of assemblies and other school-sanctioned events if able.
- Students and teachers should wash hands before and after every event.
- After-school programs may continue with the use of facial coverings.

f. Athletics

- Innocademy, which is a PK-8 school, does not participate in any athletic programs.
- Indoor spectator events are limited to 50 people. Large scale outdoor spectator or stadium events are limited to 250 people. Spectators not part of the same household must always maintain six feet of distance from one another.
- Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant should confirm that they are healthy and without any symptoms prior to any event.
- All equipment must be disinfected before and after use.
- Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent "Busing and Student Transportation" section.
- Each participant should use a clearly marked water bottle for individual us

g. Cleaning

- Frequently touched surfaces including lights, doors, benches, and bathrooms should undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.
- Libraries, arts, and other hands-on classrooms should undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution. Efforts must be made to minimize sharing of materials between students, as able.
- Student desks should be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.

- Playground structures should continue to undergo normal routine cleaning, but using an EPA-approved disinfectant is unnecessary.
- Athletic equipment can be cleaned with either an EPA-approved disinfectant or diluted bleach solution before and after each use.
- Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use such products.

h. Bussing & Student Transportation

- Strongly encourage the use of hand sanitizer before entering the bus. Hand sanitizer should be supplied on the bus.
- The bus driver, staff, and all students in grades preK-8, if medically feasible, should wear facial coverings while on the bus.
- Clean and disinfect transportation vehicles regularly. Children should not be present when a vehicle is being cleaned.
- Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to any route and afterwards as well.
- If a student becomes sick during the day, they should not use group transportation to return home and should follow protocols outlined above.
- If a driver becomes sick during the day, they should follow protocols for sick staff outlined above and should not return to drive students.
- Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles release air out.
- 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.

i. Medically Vulnerable Students & Staff

- Systematically review all current plans (e.g., Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and updating their care plans as needed to decrease their risk for exposure to COVID-19.
- Create a process for students/families and staff to self-identify as high risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignments.

2. Mental/Social Emotional Health

- Establish and communicate guidelines to all staff regarding identification and rapid referral of at risk students to appropriate building-level support teams.
- Provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk, proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.
- Encourage the identification of a point person or establish an access navigator to centralize mental health referrals, communications to families/students, and public-facing wellness materials.
- Establish a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of a school staff member).

- Compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that reference school and community wellness resources.
- Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.
- Provide resources for staff self-care, including resiliency strategies.
- Designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners.
- Leverage MDE resources for student and staff mental health and wellness support.
- Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).
- Communicate with parents and guardians, via a variety of channels, return to school transition information including:
    - Destigmatization of COVID-19.
    - Understanding normal behavioral response to crises.
    - General best practices of talking through trauma with children.
    - Positive self-care strategies that promote health and wellness

3. Instruction: Guidance for Before & After Reopening

a. Governance
- A representative group of teachers and administrators formed a COVID-19 Return to School team. Furthermore, the team worked closely and sought input from the Ottawa Area Intermediate School District, Allegan Area Educational Service Agency, and county health departments. All board members have been informed and have approved the Phase 5 Plan.
- The working Team will:
    - Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations.
    - Revise the district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness.
    - Share the district's remote learning plan with all involved stakeholders in case of a return to remote learning.

b. Instruction
- Set an instructional vision that ensures that:
    - Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
    - Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
    - Every students' academic and social-emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.
- Support schools to implement grade-level curricula that is aligned to Michigan Pre K-8 standards.
    - Support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction.

- Revise students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers to reflect the child's evolving needs based on assessment data and parent feedback, and design accommodations and match services accordingly. We will:
  - Commence intervention and support services. Plans must include all programs and learning environments, especially special education.
  - Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible.
- Inventory all intervention programs and services available to students on the district and school level and identify any gaps.
- Remain connected with MDE about policies and guidance.
- Develop a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.
- Secure supports for students who are transitioning to postsecondary.

c. Communication & Family Supports
- Use communication systems needed to reach every family and student in their home language through multiple modes (e.g., text, all call, email, home visit) to share:
  - Expectations around their child's return to school;
  - Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies; and
  - Plans for each of the different school opening scenarios.
- Provide resources that demonstrate schools value parents as partners in their child's education. Offer family supports that provide families with:
  - Training about how to access and use the school's chosen digital systems and tools;
  - Opportunities to build their digital literacy and;
  - Strategies to support their child's learning at home.

d. Professional Learning
- Provide adequate time for schools and educators to engage in:
  - Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed;
  - Identify students who did not engage in remote learning and develop a plan to provide additional supports, if needed. Share data and concerns about each student's growth and needs with students' assigned teacher(s) for the 2020-2021 school year;
  - Identify students who potentially need additional support; and
  - Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning.
- Create a plan for professional learning and training, with goals to:
  - Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education;
  - Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use; and
  - Build school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging.

4. Operations

a. Facilities

- Audit necessary materials and supply chain for cleaning and disinfection supplies.
- Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.
  - Advocate for ISDs to coordinate with LEMPs.
- Audit any additional facilities that the district may have access to that could be used for learning.
- Provide school-level guidance for cleaning and disinfecting all core assets including buildings and playgrounds. Frequently touched surfaces should be cleaned several times a day.
- Alert school-based custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and/or CDC. It is expected that this guidance will be updated in real-time based on the status of community spread across local geographies.
- Custodial staff should continue deep cleaning over the summer.
- Audit all school buildings with a focus on:
  - How many classrooms are available;
  - The size of each classroom;
  - Additional spaces that are available (e.g., gym, lunchroom, auditorium); and
  - The ventilation in each classroom.
- Audit school security protocols to decide if any process changes need to be Implemented.
- Maintain facilities for in-person school operations, including:
  - Check HVAC systems at each building to ensure that they are running efficiently.
  - Air filters should be changed regularly.
  - Custodial staff should distribute wastebaskets, tissues, and CDC- approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during travel between sites.
  - Signage about frequent handwashing, cough etiquette, and nose blowing should be widely posted, disseminated, and encouraged through various methods of communication.
  - Custodial staff should follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.
- School leaders should conduct and document a facility walk-through with the custodial services team to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.
- Procure level-1 surgical masks for cleaning and janitorial staff.

b. Budget, Food Service, Enrollment, & Staffing

- Assess student arrival protocols. This should include how students arrive at and depart from school (e.g. school bus, dropped off via car, drive themselves, walk, public transportation).
- Conduct staff and student outreach to understand who is coming back.
  - For staff, this should include a breakdown of the staff – administrators, educators, support staff with a teaching license, support staff without a teaching license, school counselors, etc.
  - Develop a staffing plan to account for teachers and staff who are not returning or are at risk (i.e., those who are 65 years or have an underlying medical condition

and decide not to return).
- ○ For students, this should include those with preexisting conditions who may need a remote learning environment.
- Assess need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs.
- Recruit, interview and hire new staff.
- Communicate any student enrollment or attendance policy changes with school staff and families.
- Seek and provide guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies).
- Coordinate services with related service providers, in the school and community to identify and address new student and adult needs.
- Inventory how many substitute teachers are available.
- Verify that student and staff handbooks and planners are printed and ready for distribution and/or are available digitally. Create a master list of any changes to distribute at the first staff meeting.
- Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.
- Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.
- Work with school leaders to orient new school staff to any operational changes.
- Create master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind.
- Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.

c. Technology

- Develop a district technology plan that includes guidance for schools. If possible, include training and support for educators to adapt remote learning for the classroom.
- Identify a device and/or general technology support lead for each school.
- Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.
- Where practical given demands on parents or guardians, consider identifying family technology liaisons to support communication regarding the use of technology and serve as a "help desk."
- Develop district-wide procedures for return and inventory of district-owned devices as part of a return to school technology plan. The procedures should include:
  - ○ Safely bagging devices collected at schools;
  - ○ Sanitizing the devices prior to a repair or replacement evaluation;
  - ○ Ordering accessories that may be needed over the summer; and
  - ○ Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement
- Utilize asset tracking tool.
- Work with our vendor, Vector Tech Group, to assist with processing, returning, and maintaining devices, if needed.
- Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.
- Prepare an Infrastructure Evaluation process. Every WiFi access point and wired network device should be tested.

- Develop a technology support plan for families.

d. Transportation

- Inventory buses, contractors, including any vehicles used for transporting students to/from school or to other school events, and students riding buses.
- Identify the drivers will be returning.
- Assess whether any bus drivers have been impacted by COVID-19 (i.e., closed or opt-out from current routes).
- Inventory bus drivers to understand the extent of high-risk populations.
- Finalize bus procedures for bus drivers and students that are informed by public health protocols.
- Collaborate between transportation and IEP teams to monitor changes to students' IEPs and implement accordingly.

D. **Phase 6**

When our region is in Phase 6 of the Safe Start Plan, that means that the Governor's office has determined that: (1) we are post-pandemic; (2) there are few, if any, active COVID-19 cases locally; (3) community spread is not expected to return; and (4) there is sufficient community immunity and availability of treatment. In-person instruction is permitted with only one required COVID-19 safety protocol.

As described below, during this post-pandemic period, our district will be implementing very few COVID-related protocols related to safety, mental/social-emotional health, instruction and operations.

1. Safety

a. Personal Protective Equipment
- None required or recommended

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

c. Spacing and Movement
- No safety protocols required or recommended

d. Screening Students
- No safety protocols required or recommended

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

f. Food Service, Gatherings and Extracurricular Activities
- No safety protocols required or recommended

g. Athletics
- No safety protocols required or recommended

h. Cleaning
- No safety protocols required or recommended

i. Busing and Student Transportation
- No safety protocols required or recommended

j. Medically Vulnerable Students
- No safety protocols required or recommended