



KINGSLEY AREA SCHOOLS

RETURN TO SCHOOL PLAN
2020/21

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Assurances

Kingsley Area Schools commits to implement the following as outlined in the Governor's Executive Order 2020-142.

1. The District assures that when it provides in-person instruction to its students without disabilities, the district will also provide in-person instruction to its students with disabilities, consistent with their individualized education plans.
2. The District assures that when schools are closed to in-person instruction, the district will 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 includes the provision of auxiliary services under section 1296 of the Revised School Code, MCL 380.1296.
3. The District assures that while any state of emergency or disaster related to the COVID-19 pandemic continues, it will comply with guidance from the United States Department of Education, including its Office of Civil Rights and Office of Special Education and Rehabilitative Services, and the Michigan Department of Education concerning the delivery of alternative modes of instruction to students with disabilities in light of the impact of COVID-19.
4. The District assures that it will, to the extent practicable and necessary, make individualized determinations whether and to what extent compensatory services may be needed for students in light of the school closures during the 2019–2020 school year.
5. The District assures that during Phase 1, 2 or 3 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.
6. The District assures that during Phase 1, 2, or 3 it will suspend athletics, after-school activities, inter-school activities, and busing.
7. The District assures that during Phase 1, 2 or 3 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
8. The District assures that during Phase 4 it will prohibit indoor assemblies that bring together students from more than one classroom.

Personal Protective Equipment

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 6-12. Any student who cannot medically tolerate a facial covering must not wear one. Any student who is incapacitated, or unable to remove the facial covering without assistance, must not wear one.

All students in grades K-5 must wear facial coverings unless students remain with their classes throughout the school day and do not come into close contact with students in another class.

Facial coverings will be encouraged for K-5 students and students with special needs in classrooms.

Facial coverings will be encouraged for pre-K 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.

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 and teachers must have scheduled handwashing with soap and water every 2-3 hours.

Limit sharing of personal items and supplies such as writing utensils.

Keep students' personal items separate and in individually labeled cubbies, containers, or lockers.

Limit use of classroom materials to small groups and disinfect between use, or provide adequate supplies to assign for individual student use.

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

Spacing, Movement and Access

Space desks in classrooms. Class sizes should be kept to the level afforded by necessary spacing requirements.

In classrooms where large tables are utilized, space students as far apart as feasible.

As feasible, arrange all desks facing the same direction toward the front of the classroom.

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.

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

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

If a classroom has windows that can open, they should be open as much as possible, weather permitting. Considerations should be made for students with allergy-induced asthma.

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

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

Entrances and exits should be kept separate to keep traffic moving in a single direction.

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

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

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

A monitoring form (paper or electronic) for screening employees should be developed.

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

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.

Testing Protocols for Students and Staff

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

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 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, or return to work from physician.

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.

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

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

Responding to Positive Tests Among Staff and Students

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.

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

Food Service

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. a Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks.

Students, teachers, and food service staff should wash hands before and after every meal. a Students, teachers, and staff should wash hands before and after every event. a 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 possible, school-supplied meals should be delivered to classrooms with disposable utensils.

Extracurricular activities may continue with the use of facial coverings.

Athletics

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.

MI

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. (classroom during the day teachers bathrooms custodians)

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

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

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

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

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

Busing and 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.

Medically Vulnerable Students and 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 update their care plans as needed to decrease their risk for exposure to COVID-19.

Staff caring for children and providing any medical care that include aerosol generating procedures (e.g., nebulizers) should have N95 masks.

Enable staff who are high-risk for severe illness to minimize face-to-face contact and to allow them to maintain a distance of six feet from others, modify job responsibilities that limit exposure risk, or to telework if possible. Meaningfully engage and consult with local bargaining units.

Social Emotional

Encourage schools to implement a mental health screening for all students by a trained professional, if possible. Any screening should be compliant with HIPAA and FERPA policies. 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.

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 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 a Positive self-care strategies that promote health and wellness.

Instruction Governance

Create a district Return to Instruction and Learning working group, potentially led by the Director of Curriculum, Chief Academic Officer or the equivalent, and composed of a broad group of stakeholders on the district and school level, to:

Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations.

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.

Instruction

Make expectations clear to school leaders and teachers around hybrid or remote instruction that include:

- Best practices for blended or remote learning; a 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: a 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 socialemotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.

Support schools to implement grade-level curricula that is aligned to Michigan preK-12 standards.

Support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction.

Revise students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers to reflect the child's evolving needs based on assessment data and parent feedback, and design accommodations and match services accordingly.

Commence intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE.

Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible.

Communications and 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, if hybrid;
- Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies; and a 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.

Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use; and a Build school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging.

Instruction When Schools Reopen for In-Person Instruction

Ensure that every student:

- Has access to standards-aligned, grade level instruction, including strategies to accelerate student learning;
- Is assessed to determine student readiness to engage in grade-level content; and
- Is offered scaffolds and supports to meet their diverse academic and social emotional needs.

Conduct checkpoints with school leaders around curriculum pacing and ongoing monitoring of student progress, specifically honing in on the growth of students who need acceleration.

Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.

Conduct a review of each students' IEP in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services including OT, PT, and Speech while school buildings were closed.

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

Set expectations for schools and teachers to integrate high quality digital tools and resources that are appropriate and sustainable at each grade level, to increase teachers' and students' familiarity with online learning in case of a return to remote instruction.

Determine and activate structures outside of the regular school day, such as summer learning options, extended day, and after-school programming, to potentially be leveraged to support students in need of additional support.

Support schools to communicate regularly with families in their home language about their child's progress and the targeted plans for students in need of additional support.

If hybrid, activate plans to monitor and assess the following: Connectivity and Access:

Try to help 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.

Operations
Facilities

Audit necessary materials and supply chain for cleaning and disinfection supplies.

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.

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 surgical masks for cleaning and janitorial staff.

Budget, Food Service, Enrollment, and Staffing

Support schools in assessing student arrival protocols. This should include how students arrive at and depart from school (e.g., school bus, dropped off via car, drive themselves, walk, public transportation).

Assess need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs.

Communicate any student enrollment or attendance policy changes with school staff and families.

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

Technology

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; a Transporting them to a central location; a Sanitizing the devices prior to a repair or replacement evaluation; and
- Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.

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.

Transportation Strongly Recommended Before Schools Reopen for In-Person Instruction

Inventory buses, contractors, including any vehicles used for transporting students to/from school or to other school events, and students riding buses. Address questions, such as:

How many buses are or could be made available in the district?

How much variation is there in the size and maximum capacity of buses in the district?

How have the buses been currently or historically used (i.e., transportation to/ from school, transportation for multiple schools, athletic events, food service delivery)?

How many drivers will be returning? How many are in the training pipeline? What is the plan to address any shortage of drivers?

Assess whether any bus contractors have been impacted by COVID-19 (i.e., closed or opt-out from current routes).

Inventory bus drivers to understand the extent of high-risk populations.

Finalize bus procedures for bus drivers and students that are informed by public health protocols.

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

Utilize buses to provide food service and delivery of instructional materials where possible.

MI Safe Start Phases 1-3 No In-Person Instruction, Remote Only

- Community spread of the virus is increasing and substantial.
- There is concern about health system capacity.
- Testing and tracing efforts may not be sufficient to control the spread of the pandemic.

Phases 1-3 How it differs from Phase 4

- No in-person instruction.
- All students will be served according to our online learning plan that is optional for families in phases 4 & 5.
- All athletics and extracurricular will be suspended.
- Meals will be delivered to students homes.

MI Safe Start Phase 5 - In-Person Instruction

- New cases and deaths continue to decrease for an additional period of time.
- At this point, the number of active cases has reached a point where infection from other members of the community is less common.
- With widespread testing, positivity rates often fall much lower than earlier phases.
- Rapid case investigation, contact tracing, and containment strategies cause new cases to continue to fall.

Phase 5 – How it differs from Phase 4

Two key differences:

- 1). We will encourage but not require students to wear masks in the building and on the buses.
- 2). Cafeterias will be utilized for students' to eat lunch.

The rest of the recommendations from Phase 4 will carry forward. Throughout the year this will be reviewed and modified as necessary to ensure the best learning environment is maintained.

MI Safe Start Phase 6 – Post Pandemic

- Few if any active COVID-19 cases locally
- Community Spread not expected to return
- Sufficient community immunity and availability of treatment

Phase 6 – How it differs from Phase 5

Phase 6 of Michigan's 2020-21 Return to School Roadmap only has recommendations for safety protocols. These recommendations are dramatically reduced from what is in Phases 4 and 5. Most of them represent basic cleaning and hygiene routines that should be standard at all times.

MDE Strongly recommended procedures not adopted

- Teachers should maintain six feet of spacing between themselves and students as much as possible.
 - Not feasible for teachers given the size and spacing of the classrooms.
- Floor tape or other markers should be used at six foot intervals where line formation is anticipated.
 - When in phase four there will not be students lining up.
- social distancing floor/seating markings in waiting and reception areas.
 - Parents and community are not coming into the building.
- 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.
 - What a parent or guardian does with their child after they leave the school is beyond our control.
- In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts should be made to contact any close contacts (those who spent more than 15 minutes less than six feet in close proximity to the student or staff member) so that they can be quarantined for 14 days at home. Students and staff should be closely monitored for any symptoms of COVID-19. At this time, empiric testing of all students or staff members in the class is not recommended. Only those that develop symptoms require testing for COVID-19.
 - We will notify more people than this strong recommendation. We feel parents would want to know if their student was in a room with a positive case not just in the event of close contact.
- 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.
 - We feel this is overly broad. Not every child who has a fever or goes home sick will be turned in to the health department unless they give specific guidance telling us to do so.
- 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.
 - This is talking about what another organization will do. We will fully cooperate with the health department but don't feel comfortable writing into our plan what they will do.

- Note: schools should provide staff with guidance on confidentiality laws and statutes that protect student and staff health information. Student communicable disease related information is protected health information. (Even if a family/ student acknowledges and publicly discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test).
 - Statement is overly broad and does not talk about when there are legitimate reasons to discuss with appropriate staff. We acknowledge that health information is protected and should be treated with extreme care.
- 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.
 - Self-identifying as at risk creates a myriad of potential problems. We will work with families and their doctors to ensure that everyone's needs are met to the extent possible. Given there is an online option available to all students, it seems to negate the necessity of this suggestion.
- Activate hybrid learning programs at scale to deliver standards-aligned curricula and high-quality instructional materials. Integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. Consult MDE for high-quality digital resources.
 - We are not looking at any hybrid learning models at this time.
- Secure supports for students who are transitioning to postsecondary.
 - This has not been a traditional responsibility of the school. While we have and will continue to do our best to help all of our current and former students, we are not committing staff to take on any new roles relative to this during this time.
- Inventory all intervention programs and services available to students on the district and school level and identify any gaps.
 - Our teaching staff does this weekly during their PLC time. This
- 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.
 - Student IEP teams will determine how best to meet the needs of all special education students.
- 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.
- This occurs weekly during PLC time and does not need to be written into the plan

- Create a plan for professional learning and training, with goals to:
 - Offer restorative supports for teachers and learning around equity and implicit bias,
 - Due in large part to three student suicides as well as having a staff member go to jail for crimes against a minor we created a social emotional wellness committee. This group has outlined a comprehensive plan to address the needs of our students. While acknowledging the significance and timeliness of these topics we will stay the course on what we are working on. The SEL committee will consider how best to address these topics with our students in the future.
- Encourage schools to convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection.
 - This recommendation does not take into consideration how medium sized schools operate. Custodians have access to the principals and superintendent daily.
- Encourage schools to provide advanced training for custodial staff.
 - We have a third party cleaning company that provides quality ongoing training for its staff.
- 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.
 - We do not need to conduct an audit at this time. Every possible room in the district is being utilized. There are no spare or extra rooms.
- Audit school security protocols to decide if any process changes need to be implemented.
 - Security protocols are updated annually.
- School security staff should follow CDC protocols if interacting with the general public.
 - We don't have security staff
- Procure level-1 facial coverings, including those with a transparent front, for preK-5 teachers, low income students, and students with special needs.
 - We are doing our best to procure masks but supply chain limitations limit our ability to promise to be able to get masks.
- Activate school cleaning and disinfection protocols according to the CDC School Decision Tree. Custodial staff should wear surgical masks when performing cleaning duties.
 - We will work with third party cleaning company to ensure employee safety.
- Maintain facilities for resumption of school operations.
 - Goes without saying and doesn't need to be written into a plan.
- Support schools in conducting staff and student outreach to understand who is coming back. For staff, this should include a breakdown of the staff – administrators, educators, support staff, full-time nurses, part-time nurses, school counselors, etc.
 - Doesn't need to be written in to a plan. This information is changing daily.

- 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).
 - We will make appropriate adjustments as we learn of staff who is not coming back.
- For students, this should include those with preexisting conditions who may need a remote learning environment.
 - Online option is available to everyone.
- Work with relevant local bargaining units to assess how job responsibilities may shift in light of COVID-19 and how new or additional responsibilities will be accounted for.
 - Union and administration feel it is a tad insulting to write this in to a plan. As always we will work together to ensure the best possible learning environment for our students. We will meet to discuss any changes in job responsibilities as we always have done.
- Recruit, interview and hire new staff.
 - Doesn't need to be in a plan
- Consider redeploying underutilized staff to serve core needs.
 - We do not have underutilized staff.
- Where possible, and in partnership with local bargaining units, identify and modify staff positions, that would enable high-risk staff to provide remote services.
 - We will work with any employee and their physician to ensure that their rights are protected.
- Provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely.
 - We will do our best to hold in-person interviews and teaching samples, if at all permissible.
- Seek and provide guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies).
 - Recommendation lacks sufficient detail for inclusion in a plan
- Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs.
 - This recommendation focusses on things beyond our control.
- Inventory how many substitute teachers are available.
 - This will change daily and is not a great use of time or resources.
- Build and send back to school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures.
 - The board of education has hundreds of polies and procedures. It would be highly impractical to update stakeholders on each one.
- 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.
 - This recommendation, by itself, seems a tad out of context for inclusion in a plan.

- Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.
 - We are working with the ISD and health department to address these issues. Recommendation lacks sufficient detail to contact school attorney.
- Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.
 - We will as always adjust our staffing based on student count. We do not have the time or resources to conduct a budgetary exercise without real-world numbers.
- Work with school leaders to orient new school staff to any operational changes.
 - This happens every year and doesn't need to be written into a plan.
- 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.
 - This happens every year and doesn't need to be written into a plan.
- Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.
 - Already occurred
- Designate a single point of contact in each school to plan and communicate with district technology teams.
 - We don't have a district technology team.
- 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.
 - Given our size, this has always been and will continue to be the building principal
- Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.
 - We will assign staff to work on any relevant projects. We won't create a new position without clear expectations and projects.
- 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).
 - Given our size, it will be difficult to have a specific person be the family technology liaison. We do have several individuals who help out in the area routinely.
- 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:

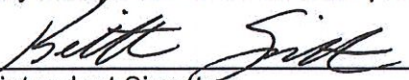
- Ordering accessories that may be needed over the summer; and Conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement.
 - This occurs annually and doesn't need to be in the plan.
- Identify an asset tracking tool. a Identify a vendor to assist with processing, returning, and maintaining devices, if needed.
 - This suggestion is clearly aimed at much bigger schools.
- Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.
 - This suggestion would require the hiring of additional staff and has not proven to be an issue.
- Prepare the Infrastructure Evaluation process. Every WiFi access point and wired network device should be tested.
 - It is doubtful that every device will be able to be tested over the summer. We will assume that devices that worked in the spring will be working in the fall.
- Safely bagging devices collected at schools; a Sanitizing the devices prior to a repair or replacement evaluation;
 - Not positive that bags will be used to collect devices
- Develop a technology support plan for families.
 - Most of the issues we have encountered center around connectivity. We can do very little to help with issue concerning connectivity in northern Michigan.
- Ensure that school and community access points and wired network devices are functional.
 - We cannot commit to ensuring that community access points are available or functional.

Modified Requirements for District Extended COVID-19 Learning Plans

SB 0927, Senate Concurred, September 23, 2020 - Section 98a begins on page 229.

Senate Concurred Bill 0927 was presented to Governor Whitmer on September 28, 2020. Section 98a of this bill modifies the requirements for district/PSA Extended COVID-19 Learning Plans required in Public Act 149. These modified requirements take effect once Governor Whitmer signs the bill into law.

Kingsley Area Schools amends the previous submitted ECOL Plan as follows.



Superintendent Signature

10-1-20

Date

Sub-section	Modified requirements (SB 0927) for district/PSA Extended COVID-19 Learning Plans.	Location in the Template for Extended COVID-19 Learning Plans
1(c)	Thirty days after the approval of the plan under subsection (2), and every 30 days each month thereafter, the district must, at a meeting of the board or board of directors, as applicable, of the district, reconfirm how instruction is going to be delivered during the 2020-2021 school year.	Assurance #8
1(c)	For each reconfirmation described in this subdivision, the district shall report to the center, in a form and manner prescribed by the center, <ul style="list-style-type: none">• the instructional delivery method that was reconfirmed;	Assurance #8

	<ul style="list-style-type: none"> • how that instruction will be delivered for each grade level offered by the district, including pre-kindergarten, as applicable; and • whether or not, as determined by the department in consultation with the center, the district is offering higher levels of in-person instruction for English language learners, special education students, or other special populations. 	
1(g)	A requirement that the district, in consultation with a local health department, as that term is defined in section 1105 of the public health code, 1978 PA 368, MCL 333.1105, and district employees, develop districtwide guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that are based on local data that are based on key metrics.	Assurance #6
1(i)	A requirement that the district shall ensure that 2 2-way interactions occur between a pupil enrolled in the district and the pupil's teacher or at least 1 of the pupil's teachers or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress during each week of the school year for at least 75% of pupils enrolled in the district.	Assurance 10
1(i)	As used in this subdivision, "2-way interaction" means a communication that occurs between a pupil and the pupil's teacher or at least 1 of the pupil's teachers or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress , where 1 party initiates communication and a response from the other party follows that communication, and that is relevant to course progress or course content for at least 1 of the courses in which the pupil is enrolled or relevant to the pupil's overall academic progress or grade progression . Responses, as described in this subdivision, must be to the communication initiated by the teacher, by another district employee who has responsibility for the pupil's learning, grade progression, or academic progress, or by the pupil , and not some other action taken.	Assurance #10
2	A district that is not a public school academy that intends to provide instruction under an extended COVID-19 learning plan shall submit its extended COVID-19 learning plan described in subsection (1) to the intermediate district in which	Introduction Page

	<p>the district is located by not later than October 1, 2020, and, except as otherwise provided in this subsection, a district that is a public school academy that intends to provide instruction under an extended COVID-19 learning plan shall submit its extended COVID-19 learning plan described in subsection (1) to its authorizing body by not later than October 1, 2020, for approval.</p> <p>A district that is a public school academy that, by agreement, provides educational services for the residents of a district that is not a public school academy and that does not directly provide public educational services to its residents that intends to provide instruction under an extended COVID-19 learning plan shall submit its extended COVID-19 learning plan described in subsection (1) to the intermediate district in which it is located not later than October 1, 2020 for approval.</p>	
2	An intermediate district or authorizing body, as applicable, shall approve an extended COVID-19 learning plan submitted for approval under this subsection by not later than October 9, 2020 if the plan includes all of the elements required for inclusion in the plan under subsection (1).	Introduction Page
3	An extended COVID-19 learning plan described in subsection (1) and approved under subsection (2) must be made accessible through the transparency reporting link located on the district's website by not later than October 4, 12 , 2020.	Assurance #1

4(a,b,c)	<p>Both All of the following apply to a district that is providing instruction under an extended COVID-19 learning plan approved under this section:</p>	Assurances 2 and 3
	<p>(a) By not later than January 15, 2021, the district shall create a report that includes information regarding both of the following and shall ensure that the report under this subdivision can be accessed through the transparency reporting link located on the district's website:</p> <ul style="list-style-type: none"> i. The amount and type of training provided during the current school year as of the date of the report to teachers of the district through professional development that focuses on how to deliver virtual content. j. The amount and type of training provided during the current school year as of the date of the report to the parents and legal guardians of pupils and to pupils on how to access and use virtual content provided by the district. b. (a) By not later than February 1, 2021, the district shall create a report concerning progress made in meeting the educational goals described in subsection (1) that the district expected would be achieved by the middle of the school year and shall ensure that the report under this subdivision can be accessed through the transparency reporting link located on the district's website. c. (b) By not later than the last day of the 2020-2021 school year, the district shall create a report concerning progress made in meeting the educational goals described in subsection (1) that the district expected would be achieved by the end of the school year and shall ensure that the report under this subdivision can be accessed through the transparency reporting link located on the district's website. 	