



## **Battle Creek Area Learning Center COVID-19 Preparedness and Response Plan**

Address of School District: 765 Upton Avenue, Springfield, MI 49037

District Code Number: 13904

Building Code Number(s): 08854

District Contact Person: Tim Allard, Superintendent

District Contact Person Email Address: [tallard@calhounhs.org](mailto:tallard@calhounhs.org)

Local Public Health Department: Calhoun County Health Department

Local Public Health Department Contact Person Email Address: [ybuck@calhouncountymi.gov](mailto:ybuck@calhouncountymi.gov)

Name of Intermediate School District: Calhoun Intermediate School District

Name of Authorizing Body: Bay Mills Community College

Date of Adoption by Board of Directors: August 11, 2020



## Assurances

- The Academy will cooperate with local public health authorities if a confirmed case of COVID-19 is identified and, in particular will collect the contact information for any close contacts of the affected individual from two days before he or she shows symptoms to the time when he or she was last present at the Academy.
- The Academy acknowledges that it is subject to the rules governing workplace safety established in section 1 of Executive Order 2020-114 or any successor order and has adopted a Workplace Preparedness Plan. A copy of this plan is attached.
- The Academy will be or is closed to in-person instruction when the region in which it is located in is in Michigan Safe Start Plan Phases 1-3.
- The Academy's sponsored inter-school, after school activities and athletics will be suspended when the region in which it is located in is in Michigan Safe Start Plan Phases 1-3.
- The Academy will comply with guidance from the United States Department of Education, including its Office of Civil Rights and office of Special Education and Rehabilitative Services, and the Michigan Department of Education concerning the delivery of alternative modes of instruction to students with disabilities in light of the impact of COVID-19.
- The Academy will provide for the continued pay of school employees while redeploying staff to provide meaningful work in the context of the Preparedness Plan, subject to any applicable requirements of a collective bargaining agreement if applicable.
- The Academy prohibits indoor assemblies that bring together students from more than one classroom during Michigan Safe Start Plan Phase 4.

President of the Board of Directors

8/11/2020

Date



## Introduction and Overview

# CALHOUN COMMUNITY HIGH SCHOOL

A Tuition Free Public School Academy

Chartered as the Battle Creek Area Learning Center

## Mission Statement

*The mission of Calhoun Community High School (CCHS) is to provide a safe, healthy, supportive learning environment for students who have not found success in traditional high schools. At CCHS all students, with the support of staff, work to achieve their academic potentials and establish life goals, which include both employment and continued learning, as they become responsible citizens in a global community.*

Calhoun Community High School provides a second chance for students to earn that all-important high school diploma and increase their chances of success after high school. Our school is designed for those students who are not making progress in their high schools and those who are seeking a more personalized or stronger school-to-work program. We accept students ages 14-19 at the start of the school year and periodically throughout the year depending on each student's particular situation.

**At CCHS, we expect students to find success. Their commitment to their education is the essential ingredient. We can help with the rest.**

CCHS usually is limited to students attending full time, but the school will provide flexible options where it is consistent with an overall learning plan. Students attending CCHS may also attend classes at the Calhoun Area Career Center, a Cosmetology School, or other approved learning sites. Dual enrollment at Kellogg Community College and onsite virtual learning opportunities are also available options to CCHS students. It is not the school's purpose to help students graduate earlier than scheduled. However, **CCHS helps students who are behind in credits graduate as early as possible.**

CCHS staff will encourage students to identify career goals and build educational programs around these goals. CCHS staff nurture student commitment, student achievement and student success. Smaller classes, with more teacher attention and additional assistance where needed, have helped students who had felt lost in the larger area high schools succeed. Since opening in August of 2001 we have had more than 1300 graduates.

We continue to work toward academic rigor and individual support. Our goal is that graduates of CCHS will be ready to take the next step in their lives toward college, technical vocational training, or into the work force or military. We continue to implement our mission around the goals of:

C Career

C Character

H Health

S Service

BCALC prioritizes the safety and well-being of our staff, students, and families. This plan was designed in collaboration with, and representation from school



administration, teachers, support staff, and the guidance counselor. It demonstrates our commitment to a rigorous, inclusive, and equitable education for all.

For our preparedness plan, our team has focused on the principals previously stated while at the same time working to incorporate the CDC guidelines and the expectations of the State’s task force to create a safe and healthy environment free from potential spread of the Covid 19 Coronavirus. Specifically we want to establish an environment where we can social distance within the classrooms and cafeteria; we want to minimize travel and traffic in hallways; and we want to offer support for all virtual learning, as that will be a significant portion of our curriculum delivery model.

For a copy of the plan or answers to questions it may generate, please contact Superintendent, Tim Allard by phone at 269-565-2483 or email at [tallard@calhounhs.org](mailto:tallard@calhounhs.org)

**BCALC/CCHS will follow ALL required protocols as outlined in the MI Safe Schools Plan**



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

### Phase 1, 2, or 3 Safety Protocols

1. During Phase 1, 2, or 3, there would be NO after school activities.
2. CCHS (The academy) does not use or provide licensed childcare.
3. During Phase 1, 2, or 3 the only school employees that may physically be present in the school building would be the superintendent and his administrative assistant. There are no contractors that are required to be in the building, our food service is provided by another school district (Lakeview School District), and they deliver/offer the food at their school building sites.
4. Food distribution is contracted through the Lakeview School District and food service is offered to ALL CCHS students as we are a school wide Title I building and ALL students are eligible for free breakfast and lunch. Meals are provided at various Lakeview District Sites.
5. Schools are closed for in-person instruction, and cleaning practices are adjusted to maintain school building functional order.
6. CCHS does not have bussing.
7. All inter-school activities discontinued. ... Added per BAY MILLS

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

1. As needed, CCHS will implement a mental health screening for those students, who are in need, by a trained professional, if possible. Any screening should be compliant with HIPAA and FERPA policies. Screening instructions should provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines.
2. Establish and communicate guidelines to all staff regarding identification and rapid referral of at-risk students to appropriate building-level support teams.
3. 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.
4. 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).
5. 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
6. Designate mental health liaison(s) (school-based) who will work across the school, local public health agencies, and community partners.
7. Communicate with parents and guardians, via a variety of channels, return to school transition information including:



- a. Work to destigmatize COVID-19.
- b. Strive to understand normal behavioral response to crises.
- c. General best practices of talking through trauma with children.
- d. Positive self-care strategies that promote health and wellness

### Phase 1, 2, or 3 Instruction

CCHS will...

1. Ensure that remote learning plans, revised based on feedback and input from school leaders, educators, families, and students, are distributed to all involved stakeholders in their home language. Create opportunities for ongoing feedback.
2. Activate remote 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.
3. Support schools to assess every student in grades 9-12 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.
4. Review students' IEPs 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:
5. Commence online intervention and support services. Plans must include all programs and learning environments, especially special education, and career and technical education.
6. 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.
7. Secure supports for students who are transitioning to postsecondary.
8. 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.
9. Remain connected with MDE about policies and guidance.
10. 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.
11. **ALL inter-school activities discontinued. (CCHS does not have/participate in any sports programs)**



## Phase 1, 2, or 3 Operations

### **Facilities**

CCHS will...

1. Continue to maintain schools in good working order to prepare for the subsequent return of students.
2. Audit necessary materials and supply chain for cleaning and disinfection supplies.
3. Execute school cleaning and disinfection protocols.
4. Require custodial staff to wear surgical masks when performing cleaning duties.
5. Execute a contingency plan to coordinate the use of the school building for essential actions including food distribution, and childcare, particularly for essential workers.

### **Technology**

CCHS will...

1. Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.
2. Designate a single point of contact to communicate technology concerns.
3. Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.
4. 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:
  - o Safely bag devices collected at schools
  - o Sanitizing the devices prior to a repair or replacement evaluation;
  - o Ordering accessories that may be needed over the summer; and
  - o Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement
  - o Identify an asset tracking tool.
5. Identify a vendor to assist with processing, returning, and maintaining devices, if needed.
6. Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.
7. Develop a technology support plan for families.
8. Continue to monitor device usage and compliance with online learning programs.
9. Provide support programs to ensure that students and families can access online teaching and troubleshoot problems with access.
10. Ensure that students can submit assignments and be evaluated accordingly.
11. Schedule ongoing staff training on platforms and tools.
12. 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.
13. Ensure every student has access to the appropriate technology and connectivity needed to continue learning



### **Budget, Food Service, Enrollment, and Staffing**

CCHS will...

1. Based on instructional programming, provide instructional resources and materials to staff and students as feasible.
2. Work with MDE to understand flexibility with hiring and develop a plan to govern hiring in a remote environment.
3. Ensure a plan for nutrition services and student meals is in place and provide a list of alternative meal options to families.
4. Solidify food service processes, device distribution, delivery sites, and communication plans as necessary.
5. Define logistical expectations, including attendance expectations and time on schooling by grade level for students and teachers.

### **TRANSPORTATION**

1. CCHS **does not** provide transportation even during “normal” school, so this is not applicable.

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

### **Phase 4 Safety Protocols**

#### **Personal Protective Equipment**

1. 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.
2. Special education teachers should *consider* wearing clear masks.
3. Homemade facial coverings must be washed daily.
4. Disposable facial coverings must be disposed of at the end of each day.
5. Facial coverings must be worn by 9-12 students and staff 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.
6. Facial coverings must always be worn in hallways and common areas by 9-12 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





7. Disposable facing coverings must be disposed of at the end of each day.
8. Note: Students with significant disabilities preventing the use of facial coverings are referred to forthcoming guidance from MDE.
9. Facial coverings must be worn in classrooms by all students grades 9-12. 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.

### **Hygiene**

CCHS will...

1. 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).
2. 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.
3. 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.
4. Systematically and frequently check and refill soap and hand sanitizers.
5. Require students and teachers to have scheduled handwashing with soap and water every 2-3 hours.
6. Limit sharing of personal items and supplies such as writing utensils.
7. Keep students' personal items separate and in individually labeled cubbies, containers, or lockers.
8. Limit use of classroom materials to small groups and disinfect between use or provide adequate supplies to assign for individual student use.
9. Procure portable handwashing and/or hand sanitizing stations to set up throughout school buildings

### **Spacing and Movement**

CCHS will...

1. Space desks six-feet apart in classrooms. Class sizes should be kept to the level afforded by necessary spacing requirements.
2. In classrooms where large tables are utilized, space students as far apart as feasible.
3. As feasible, arrange all desks facing the same direction toward the front of the classroom.
4. Maintain six feet of spacing between themselves and students as much as possible.
5. Prohibit family members or other guests from entering the school building except under extenuating circumstances determined by district and school officials.
6. Post signage to indicate proper social distancing.
7. Utilize floor tape or other markers at six foot intervals where line formation is anticipated.
8. Provide social distancing floor/seating markings in waiting and reception areas.
9. Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.
10. Screen adult guests entering the building for symptoms, require they 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

### **Also recommended in Phase 4**



11. 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.
12. As able and appropriate, CCHS will try to cohort groups of students to isolated hallways or areas that can be monitored.
13. Utilize a staggered schedule with AM and PM seat time classes and two lunch periods.
14. Efforts should be made to keep six feet of distance between people in the hallways. Staggered movements at incremental intervals should be used if feasible to minimize the number of persons in the hallways as able.
15. Have staff monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.
16. Flow of foot traffic should be directed in only one direction, if possible. If one-way flow is not possible, hallways should be divided with either side following the same direction.
17. Entrances and exits should be kept separate to keep traffic moving in a single direction.

### **Screening Students**

CCHS will...

1. Cooperate with the local public health department regarding implementing protocols for screening students and staff.
2. Identify and designate a quarantine area and a staff person to care for students who become ill at school.
3. Have students who become ill with symptoms of COVID-19 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.
4. Send home symptomatic students from school where they should be kept home until they have tested negative or have completely recovered according to CDC guidelines.
5. Require staff to 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.

### **Also recommended in PHASE 4**

6. A monitoring form (paper or electronic) for screening employees should be developed.
7. 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.
8. 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 and Responding to Positive Cases**

1. CCHS must cooperate with the local public health department regarding implementing protocols for screening students and staff.
2. 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.



3. 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.
4. 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.
5. 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.
6. 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.

#### **Also recommended in PHASE 4**

1. 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.
2. 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/or Students**

1. CCHS will 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.
2. 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.
3. 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.
4. 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).
5. 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.
6. Cleaning staff should wear a surgical mask, gloves when performing cleaning of these areas.



7. 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, Gatherings, Extra-curricular Activities Recommended for Phase 4**

1. CCHS will prohibit indoor assemblies that bring together students from more than one classroom. This includes ***no activities in the gymnasium before, during, or after school.***
2. Classrooms or outdoor areas should be used for students to eat meals at school, if distancing guidelines cannot be met.
3. If cafeterias must be used, mealtimes should be staggered to create seating arrangements with six feet of distance between students.
4. Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks.
5. Students, teachers, and food service staff should wash hands before and after every meal.
6. Students, teachers, and staff should wash hands before and after every event.
7. Off-site field trips that require bus transportation to an indoor location are suspended.
8. If possible, school-supplied meals should be delivered to classrooms with disposable utensils.

#### **Athletics (CCHS Does NOT have/participate in athletics)**

#### **Cleaning**

#### **REQUIRED in PHASE 4**

1. 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.
2. 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.
3. Student desks must be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.
4. 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.
5. Staff must wear gloves, surgical mask, and face shield when performing all cleaning activities.

#### **Bussing and Student Transportation**

#### **REQUIRED in PHASE 4**

1. CCHS does not offer bussing. We do however transport students from time to time in personal vehicles. As such the following requirements will be in place.



- Require the use of hand sanitizer before entering the vehicle. Hand sanitizer must be supplied by the driver.
- The driver/staff, and all students in grades 9-12, if medically feasible, must wear facial coverings while in the vehicle. Note: there may be situations where it is not safe for the 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. Students 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).
- 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/staff member 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**

#### **STRONGLY RECOMMENDED in PHASE 4**

1. 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.
2. 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

#### **Recommended in PHASE 4**

1. Pertaining to medically vulnerable students, revise the school's remote learning plan to incorporate feedback and input from teachers, families, students, and school leaders and improve its effectiveness. Share it with all involved stakeholders.
2. Staff caring for students and providing any medical care that include aerosol generating procedures (e.g., nebulizers) should have N95 masks.
3. 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 staff.



## Phase 4 Mental & Social-Emotional Health (Strongly Recommended)

As needed, CCHS will...

1. Establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams.
2. 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.
3. 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.
4. 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:
5. Work to destigmatize COVID-19.
6. Strive to understand normal behavioral response to crises.
7. Use general best practices of talking through trauma with children; and
8. Help provide positive self-care strategies that promote health and wellness.

## Phase 4 Instruction

### Governance

CCHS will...

1. Create a district Return to Instruction and Learning working group 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.



### **Remote Instruction (or BEFORE the Return to In-Person / Hybrid Instruction)**

CCHS will...

1. 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.
2. 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
3. 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
4. Secure supports for students who are transitioning to postsecondary.
5. Support schools to implement grade-level curricula that is aligned to Michigan 9 -12 standards.
6. Support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction.
7. Revise students' IEPs 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
8. Commence intervention and support services. Plans must include all programs and learning environments, especially special education and CTE.
9. 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.
10. Inventory all intervention programs and services available to students on the district and school level and identify any gaps.
11. Remain connected with MDE about policies and guidance.
12. 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.



### **Communication and Family Supports**

CCHS will...

1. Implement any additional communication systems needed to reach every family and student in their home language through multiple modes (e.g., text, all call, email, home visit) to share:
  - Expectations around their child's return to school;
  - Clear information about schedules and configurations, if hybrid;
  - Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies; and
  - Plans for each of the different school opening scenarios.
2. 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.

### **Professional Learning**

CCHS will...

1. 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.
2. 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.

### **Instruction (WHEN Schools Re-Open for In-Person / Hybrid Instruction)**

CCHS will...

1. 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.
- 2. Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.
- 3. 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.
- 4. Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs.
- 5. 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.
- 6. 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.
- 7. 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.

### **Monitoring**

(no recommendations)

## **Phase 4 Operations**

### **Facilities**

CCHS will...

1. Audit necessary materials and supply chain for cleaning and disinfection supplies.
2. Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.
3. Maintain facilities for in-person school operations.
4. Communicate with Burma Center Operations Director to make sure all facility protocols are being followed.
5. 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.
6. Procure level-1 facial coverings, including those with a transparent front for low-income students, and students with special needs.
7. Procure level-1 surgical masks for cleaning and janitorial staff.
8. Activate school cleaning and disinfection protocols according to the CDC School Decision Tree. Custodial staff should wear surgical masks when performing cleaning duties.
9. Maintain facilities for resumption of school operations.

### **Technology**

CCHS will ...

1. Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.



2. Designate a single point of contact in each school to plan and communicate with district technology teams.
3. 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.
4. Identify a device and/or general technology support lead for each school.
5. Assign technology process leaders to key efforts and publish their contact information on the district internet.
6. 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:
  - o Safely bagging devices collected at schools;
  - o Sanitizing the devices prior to a repair or replacement evaluation;
  - o Ordering accessories that may be needed over the summer; and
  - o Conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement.
7. Identify an asset tracking tool.
8. Identify a vendor to assist with processing, returning, and maintaining devices, if needed.
9. Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.
10. Prepare the Infrastructure Evaluation process. Every WiFi access point and wired network device should be tested.
11. Develop a technology support plan for families.

**STRONGLY RECOMMENDED IF SCHOOLS ARE INSTRUCTED TO CLOSE FOR IN-PERSON INSTRUCTION**

1. Deploy digital learning devices and move to virtual learning.
2. Communicate consistent procedures for return and inventory of school owned devices as part of a return to school technology plan. The procedures should include:
  - o Safely bagging devices collected at schools;
  - o Transporting them to a central location;
  - o Sanitizing the devices prior to a repair or replacement evaluation; and
  - o Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.
  - o Ensure that school and community access points and wired network devices are functional.

**STRONGLY RECOMMENDED IF SCHOOLS REOPEN FOR IN-PERSON INSTRUCTION**

1. Organize and centralize online resources that were created, published, or distributed by teachers and others during the closure period.
2. Compile technology-facing lessons learned for inclusion in the district's updated remote learning plan.
3. Review issue tracking and inventory results frequently as a way of understanding the quality and progress of technology processes in your district.
4. Continue infrastructure evaluations until all issues are resolved.
5. 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.



## **Budget, Food Service, Enrollment, and Staffing**

### **STRONGLY RECOMMENDED in PHASE 4**

CCHS will ...

1. Support schools in assessing student arrival protocols. This should include how students arrive at and depart from school (e.g.-dropped off via car, drive themselves, walk, public transportation).
2. Support schools in conducting staff and student outreach to understand who is coming back.
3. For staff, this should include a breakdown of the staff – administrators, educators, support staff, school counselors, etc.
4. 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).
  - o For students, this should include those with preexisting conditions who may need a remote learning environment.
5. Assess need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs.
6. Recruit, interview and hire new staff.
7. Consider redeploying underutilized staff to serve core needs.
8. Where possible, identify and modify staff positions that would enable high-risk staff to provide remote services.
9. Communicate any student enrollment or attendance policy changes with school staff and families.
10. Provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely.
11. Seek and provide guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies).
12. Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs.
13. Inventory how many substitute teachers are available.
14. Build and send back to school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures.
15. 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.
16. Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.
17. Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.
18. Work with school leaders to orient new school staff to any operational changes.
19. 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.
20. Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.

### **TRANSPORTATION**

CCHS does not provide transportation



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

BCALC/CCHS will follow the same protocols for Phase 5 as it has outlined in Phase 4.