

COOR EDUCATIONAL CENTER

# RETURN TO LEARNING PLAN

## MI SAFE START: PHASES 4, 5 and 6

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The COOR Educational Center (CEC) is an educational institution providing specialized services to Moderately Cognitively Impaired, Severely Multiply Impaired, Autistic, and Severely Cognitively Impaired students in the COOR service area. This four-county area (Crawford, Oscoda, Ogemaw, and Roscommon) comprises the second-largest region serviced by any ISD in the state (square miles). The CEC provides services for approximately 70-80 students per year through six different programs.

Michigan Gov. Gretchen Whitmer has divided the state's counties into eight regions as part of her coronavirus (COVID-19) reopening plan and the Return to School Roadmap. The counties that make up COOR ISD fall into two different regions. Crawford and Roscommon counties are identified as Region 6 while Oscoda and Ogemaw counties are identified as Region 4. Because of this, it is possible for Regions 4 and 6 to be in different phases of the Return to School Roadmap at the same time. If this occurs, CEC will identify and follow protocols for the phase that is most restrictive. As of July 14, 2020, Region 6 is in Phase 5 and Region 4 is in Phase 4. Therefore, CEC will be following Phase 4 guidelines in their Return to Learning Plan for face to face instruction.

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## Assurances

COOR Educational Center (CEC) commits to implement the following as outlined in the [Governor's Executive Order 2020-142](#).

1. The District assures that it will 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.

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6. The District assures that during Phase 1, 2, or 3 it will suspend 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 Phases 4 and 5 it will prohibit indoor assemblies that bring together students from more than one classroom.

## Research and Guidance

[CDC Guidelines](#)

[MAISA Quick Start Guide](#)

[Guidance for Reopening](#) - Dr. Jennifer Morse, MD, MPH, FAAFP, Medical Director, District Health Department #10/Central Michigan DHD/Mid-Michigan DHD

[Back To School in a Pandemic 2020-2021](#)

[Dean Transportation MI Return to School Roadmap](#)

[Michigan's Return to School Roadmap](#)

[MAISA and GELN Sample District Plan](#)

Hoang, A., Chorath, K., Moreira, A., Evans, M., Burmeister-Morton, F., Burmeister, F., ... & Moreira, A. (2020). COVID-19 in 7780 pediatric patients: A systematic review. *EClinicalMedicine*, 100433.

Grant, M. C., Geoghegan, L., Arbyn, M., Mohammed, Z., McGuinness, L., Clarke, E. L., & Wade, R. (2020). The Prevalence of Symptoms in 24,410 Adults Infected by the Novel Coronavirus (SARS-CoV-2; COVID-19): A Systematic Review and Meta-Analysis of 148 Studies from 9 Countries. Available at SSRN 3582819.

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## MI Safe Start Phase 4 - In-Person Instruction

- The number of new cases and deaths has fallen for a period of time, but overall case levels are still high.
- Most new outbreaks are quickly identified, traced, and contained due to robust testing infrastructure and rapid contact tracing.
- Health system capacity can typically handle these new outbreaks, and therefore case fatality rate does not rise above typical levels.
- The overall number of infected individuals still indicate the need for distancing to stop transmission and move to the next phase.

## Phase 4 - Safety Protocols

### Personal Protective Equipment

Facial coverings must be worn by staff and students as described below. Any students or staff members who cannot medically tolerate a facial covering must not wear one. Any student or staff member that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering. In instances of uncertainty about individuals not wearing face coverings, these matters will be relayed to the building administration for review and decisive action.

Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Building, grounds, and transportation signage will be prominent throughout all school facilities and clearly identify who is required to wear face coverings in each designated area of the building, grounds, or bus. Face coverings will be ordered and provided to every student and staff member on a daily basis. These will be placed on busses and in the classrooms every evening by the custodial and transportation staff.

### Staff

Facial coverings must always be worn by staff except for meals. Masks with a transparent front will be worn whenever possible so students are able to see their

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teacher's face. Homemade facial coverings must be washed daily. Disposable facial coverings must be disposed of at the end of each day.

Individuals who claim medical exemption will need to meet with the Principal and School Nurse to provide rationale and documentation. Exempted individuals will be recorded in a master database. Staff who are capable of wearing a face covering and refuse to do so will be addressed by the school administrator and could face progressive disciplinary measures up to and including termination.

### **Students**

All students in grades K-5 do not need to wear facial coverings while in their designated classroom as long as they remain with their classroom peers throughout the day and do not come into close contact with students in another class. Facial coverings must be worn in classrooms by all students grades 6-12. Facial coverings must always be worn in hallways and common areas by preK-12 students in the building except for during meals.

Cloth face coverings will be turned in at the end of the day for laundering; in some cases these will need to be collected by bus drivers as students exit the bus. Face coverings will be washed daily by the classroom or custodial staff and stored appropriately for distribution the next school day. Disposable face coverings must be disposed of at the end of each day.

### **Guests**

Guests to the school building (presenters, substitute teachers, etc) will be issued a disposable face covering upon signing in at the main office and will be instructed to wear the face covering at all times. Instances of non-compliance will result in the guest being escorted from the building by the building administrator.

### **Transportation**

Facial coverings must be worn by preK-12 students during school transportation. Bus drivers and bus attendants must wear facial coverings (masks and/or face shields) at all times while transporting students. If a student arrives to the vehicle without a face covering, one will be provided by the school district. A list of students

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who are unable to medically tolerate a facial covering will be provided to each driver.

## **Hygiene**

CEC will 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). Supplies will be replenished each night by custodial staff. Teachers will contact the office immediately if supplies run low during the school day.

Hand sanitizing stations have been installed throughout the building to ensure easy access. Signage will be hung in all restrooms, next to all classroom sinks, and next to all hand sanitizing stations indicating proper hand washing protocol.

Staff will teach and reinforce the following:

1. Handwashing with soap and water for at least 20 seconds.
2. The safe use of hand sanitizer.
3. Proper mask removal
4. How to cough and sneeze into their elbows, or to cover with a tissue.
5. How to properly dispose of used tissues and hands washed immediately, using proper hand hygiene techniques.
6. Scheduled hand washing by staff and students at least every 2-3 hours.

## **Classroom Materials**

The teacher will provide each student with a pencil pouch which will include tools students may need throughout the day (pencils, erasers, glue sticks, scissors, etc.). These pencil pouches will only be used by the student they have been assigned to in order to limit sharing of materials. All students personal belongings will be stored in individual lockers. Classroom materials that must be shared will be limited to small group use and disinfected between each use.

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## Spacing, Movement, and Access

- Students will be spaced six feet apart while in the classroom whenever feasible. If possible, classrooms will be arranged where all desks/tables are facing the same direction toward the front of the classroom. Teachers and classroom staff will maintain a six foot distance from students as much as possible.
- Signs will be posted throughout the building as reminders to properly social distance. Floor tape will be used as a visual reminder to students of proper spacing when line formation is necessary.
- Classroom windows will be open as much as possible (weather permitting) to promote air circulation.

### Adult Guests

Only essential visitors will be permitted limited access to interact with students. Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials. When a family member or guest must visit the school, their access will be limited to the school vestibule whenever possible. Upon entry into the vestibule, an office staff will greet them and determine next steps. If for any reason the guest must enter the building, the following guidelines will be followed:

- A mask must be worn at all times while inside the school building.
- Hands must be immediately sanitized upon entry.
- The visitor will need to complete a health screen questionnaire to ensure they do not have any symptoms related to COVID-19. This also provides the district with documentation in regards to who has entered the facility in the unlikely event that contact tracing must be done.
- A temperature check by a school official may also be required.
- The waiting area will have seating spaced six feet apart.

## Screening Students and Staff

At this time, the local health department does not recommend the testing of asymptomatic students or staff prior to returning to work/school. The school will follow the local health departments recommendations for screening students and staff and revise these

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recommendations as updates are provided. The district's screening and exposure plan will be submitted to the local health department for review.

### **Students**

All students should be screened for signs of illness by parents prior to arrival at school. A visual aid will be sent home that explains to parents how they determine if their child has signs of COVID-19 and what to do if that occurs.

Based on the latest information, the three most common symptoms in children are fever (100.4 or greater), cough, and runny nose/congestion. Each morning, parents must take their child's temperature and check for signs of cough or runny nose/congestion. If the child exhibits none of these symptoms, they may be sent to school.

If a child is exhibiting these symptoms, they must stay home from school. Parents should contact the school and report the illness. COVID-19 testing is strongly encouraged if the child is exhibiting symptoms. Parents should call their healthcare provider right away. If they do not have one or cannot be seen, they should go to [www.mi.gov/coronavirustest](http://www.mi.gov/coronavirustest) or call 2-1-1 to find a location to have their child(ren) tested for COVID-19.

If a student arrives at school and begins exhibiting symptoms, school staff will do a health screen. If it is determined by school personnel that a student is showing symptoms of COVID-19, a parent/guardian will be notified and the student must be picked up. It is important for classroom staff to monitor students closely for signs of illness. A thermometer will be provided to each classroom teacher so they are able to quickly assess if a student has developed a temperature.

CEC will identify a quarantine area for students who fall ill during the school day. A classroom staff member will be designated to stay with that student until a parent or guardian arrives. Students who exhibit COVID-19 symptoms will not be transported home on a school bus.

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Symptomatic students must stay home until they have tested negative for COVID-19 or have completely recovered according to local health department guidelines. According to these guidelines, a student will be considered recovered and able to return to school when:

1. At least 3 days have passed since recovery (resolution of fever without the use of fever-reducing medications and improvement in respiratory symptoms)
2. AND either
  - a. At least 10 days have passed since symptoms first appeared (preferred)
  - b. OR they have two negative results, spaced at least 24 hours apart, based on authorized COVID-19 diagnostic tests by a medical professional.

### **Staff**

Staff will conduct daily self exams prior to coming to work, which includes a temperature check. If they exhibit any respiratory, gastrointestinal symptoms, or have a temperature of 100.4 or greater, the staff member must stay home. Staff who are unable to work due to displaying COVID-19 symptoms will be required to report this to the school daily through a Google form, which will include taking their temperature and recording it. A school official will monitor this form daily and follow up with any symptomatic person to direct where, when, and how to get tested and report those results back to the school as soon as available.

Upon arrival to school each day, all staff members will fill out an electronic health screen to verify that they have no COVID-19 symptoms. The web address and QR code for the health screen document will be posted on the building entrance door.

Staff who develop a fever or become ill with COVID-19 symptoms at school should wear a mask, leave the school building as soon as possible, and seek testing. Symptomatic staff must stay home until they have tested negative for COVID-19 or have completely recovered according to local health department guidelines.

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According to these guidelines, a staff member will be considered recovered and able to return to work when:

1. At least 3 days have passed since recovery(resolution of fever without the use of fever-reducing medications and improvement in respiratory symptoms)
2. AND either
  - a. At least 10 days have passed since symptoms first appeared (preferred)
  - b. OR they have two negative results, spaced at least 24 hours apart, based on authorized COVID-19 diagnostic tests by a medical professional.

Positive tests for staff members will result in a required quarantine away from school for 14 days. Days of quarantine for COVID-19 positive results will NOT count against employee sick time allocations.

### **Contact Tracing**

The school will work closely with the local health department to ensure proper contact tracing. Students or staff sharing classroom space with a COVID-19 case are typically assumed to be contacts. This is why it is important for classroom staff and students to isolate as much as possible while in the school setting and avoid close contact with other students and staff.

Families will be notified by the school or the local health department if any staff member or student is clinically diagnosed with COVID-19. Families will also be informed if their child spent more than 15 minutes less than six feet in close proximity to that student or staff member. If they did, that student must be quarantined for 14 days at home.

Students or staff who were NOT in close contact with a case will receive a letter from the district health department notifying them that there was a confirmed case and all identified close contacts have been quarantined for 14 days. Contact with a person who is a contact to a case DO NOT need to be in quarantine; only those that have been directly exposed to someone with COVID-19 should quarantine.

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Please keep in mind that the school is not able to release the names of students or staff who test positive for COVID-19 due to federal and state privacy laws. 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.

### **Cleaning Procedures of an Infected Area**

If a student or staff member receives a positive COVID-19 test result, that person's classroom will be immediately closed up for a minimum of 24 hours to minimize the risk of any airborne particles. After 24 hours, the classroom will be cleaned, sanitized and disinfected according to CDC recommendations. Cleaning staff must wear gloves, a surgical mask, and a face shield while cleaning this area.

### **Food Service**

Phase 4 guidelines prohibit indoor assemblies that bring together students from more than one classroom. Therefore, breakfast and lunch will be served in one of two ways, depending on individual classroom needs:

1. One classroom at a time will be allowed to eat in the lunchroom. Students must wear facial coverings until seated and put them back on when eating is completed. Seating arrangements will be spaced six feet apart. In order to address social distancing, areas will be marked with an X to keep students six feet apart when they are sitting. After leaving the lunchroom, the cafeteria will be cleaned and disinfected prior to another class's arrival.
2. Breakfast and/or lunch will be provided in the classroom.

Markings will be put on the floor to designate six foot distancing as students or staff wait in line in the cafeteria. All cafeteria workers and school staff will wear masks, face shields and gloves when handling food items. They will wash their hands before and after all food service according to CDC guidance.

### **Gatherings and Extracurricular Activities**

At this time no indoor assemblies will be held. All essential presentations will be done by staff entering the room to share the needed information.

### **Gym/Recess**

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Whenever possible, physical activity will be held outdoors instead of in the gymnasium. Social distancing will be maintained as much as possible. Staff members will be asked to move around the playground separating students congregating in groups.

Only one classroom at a time will be allowed on the playground or in the gym. Playground equipment is at low risk for carrying the virus and will be cleaned according to local health department recommendations. Gym equipment and toys such as balls, frisbees, hula hoops, trikes, etc. will be disinfected between each class's use. Students and staff will use hand sanitizer before re-entering the building.

### **Field Trips**

Off-site field trips that require bus transportation to an indoor location are suspended. This will be reviewed as we move to Phase 5.

### **Sensory Room**

Only one student at a time will be allowed in the sensory room. The sensory room will be disinfected after each use and prior to another student entering the space.

### **Work Site Locations**

Students in our transition classrooms work in the community on a daily basis. Due to this practice being part of each student's transition plan, working at various community locations will continue to the total extent possible. Students and staff will practice social distancing and follow all safety requirements while out in the community.

## **Cleaning**

District Level Administrators and Building Operations will meet to review all guidance related to cleaning and disinfecting of buildings and to review the Building Operations sections of the MI Safe Schools: Michigan's 2020-21 Return to School Roadmap.

Custodial staff will walk the building wiping all high frequency usage areas throughout the school day. Frequently touched surfaces such as light switches, door knobs, benches,

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student desks, and bathrooms will undergo cleaning at least once every four hours with an EPA-approved disinfectant. All classrooms will be provided spray bottles with EPA-approved disinfectant, paper towels, face shields, and gloves in order to address new cleaning protocols. Classroom staff will wipe down the students' desks every time students exit the room. The entire school will be cleaned and disinfected each afternoon after students and staff leave for the day. Staff must wear gloves, a mask and face shield when cleaning, and students will not be allowed access to the cleaning solutions.

### **Busing and Student Transportation**

Dean Transportation will receive a copy of the CEC Return to Learning Plan. Meetings will be held with district administration and Dean Transportation to review the criteria required for Phase 4 and discuss concerns or issues arising.

Students will be required to use hand sanitizer before entering the bus (hand sanitizer will be supplied). Busses will be cleaned and disinfected before and after every transit route when no students are present. If weather permits, drivers will keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out. Drivers will also 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.

In the mornings, busses will unload one at a time to minimize the number of students in the hallway. In the afternoon, students will be loaded onto the bus one at a time in order to maximize social distancing. If a parent/guardian is dropping off or picking up their child, they must do so in the school vestibule. A classroom staff member will meet the parent at the vestibule to ensure the student gets to their designated location safely.

All staff will participate in an online training session which will help them identify signs of anxiety and depression in students and colleagues. Ongoing training and professional development will be offered throughout the school year. Resources for self care will regularly be provided to ensure staff well-being. Staff will check in on students and families in order to identify any social-emotional needs they may have. Resources will be provided to families in need and additional services will be provided if deemed necessary by the school team.

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## Phase 4 - Mental & Social-Emotional Health

For our district, we believe mental and social-emotional health is a critical and foundational piece to the success of this coming year. Although we understand the “requirements” stated in the roadmap are minimally stated, we wholeheartedly believe this work and intentional planning will make or break every other part of the living-work plan. Therefore, we will elaborate on our plan to support our school community which includes students, families, instructional staff, support staff, administration, and other school leaders:

- Our district is collaborating with MSU Extension to provide resources to staff, students, and families in the areas of mental and social-emotional health.
- Staff will work with the school social worker to compile and regularly update comprehensive lists of wellness resources available to our school community. Our school social worker will create and cultivate content in collaboration with community agencies to ensure the list is comprehensive. These will be distributed so that everyone has quick and easy access to them.
- Professional development offered this school year will include the topic of SEL.
- We will provide regular communication to our school community and parents, via a variety of channels: district website, social media channels, and our district newsletter. It is important that we provide information about the return to school transition that destigmatizes COVID-19; understanding normal behavioral response to crises; general best practices of talking through trauma with children; and positive self-care strategies that promote health and wellness.

## Phase 4 - Instruction

### Governance

Our district’s implementation team will meet regularly to address specific areas of the plan. The team will ask stakeholders to provide feedback regarding their experience with the plan and adjust accordingly. The final learning plan will be posted on the district’s website, and related sections will be included as a supplement to the student and staff handbooks. In the Welcome Back Meeting for staff in September, our district administration will cover the supplemental information in detail and answer questions related to the plan to ensure clarity of expectations and execution.

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Students' IEPs will be revised, if needed, in partnership with staff and families, to address each student's evolving needs based on time away from school. Staff will consider students' needs around accessibility and provide assistive technologies, where possible. The school team will develop a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy.

### **Instructional Options**

Deep learning and student engagement are top priorities whether our learning environment is face-to-face or remote. Prior to returning to face to face learning, a survey was conducted to gather feedback from families about their experiences with remote learning and their thoughts and concerns regarding returning face to face. This feedback guided the district's decisions in what schooling will look like in each phase.

In-person instruction is permitted during phase four and five with required safety protocols. During phase four and five, families will have an option to either continue remote learning from home or send their child to school. This decision will be made on a case by case basis by each family with the best interest of the student in mind. Students who are (or have a family member that is) immunocompromised may wish to learn from home to avoid illness. If remote learning is chosen, families must be able to abide by the daily attendance and participation requirements set forth in the plan.

### **Remote Learning**

Clear expectations have been set around high quality remote instruction that include:

- Best practices for remote learning
- Connectivity and Access:
  - Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork. If digital access is an issue, paper packets will be provided.
- Attendance:
  - Develop systems to monitor and track students' online attendance on a daily basis.

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- Student Work:
    - Teachers will assess the quality of student work and provide feedback to students and families.
  - Modes of student assessment and feedback
  - Differentiated support for students
  - The inclusion of social-emotional learning
  - Guidance around daily instructional time and workload per different grade bands to ensure consistency for students.

We recognize that additional support may be necessary for students as we determine their needs. Classroom staff will keep a close eye on student needs and communicate needed intervention support to the building principal.

Students who become quarantined and are experiencing mild to no symptoms will need access to remote learning materials and can continue working from home. Students who are participating in school remotely will not be marked absent.

### **Face to Face Learning**

During Phase 4 and 5, all students will have the option to attend school every day for face-to-face instruction. CEC will be following the 2020-2021 school calendar. A copy of this calendar will be shared with families. During the first few weeks of face to face learning, students will be assessed to identify any learning gaps that may have surfaced due to the school closure.

To remain prepared for needed shifts to an all-district remote learning context (if the ISD is moved back to Phase 1-3 of the MI Safe Schools Return to School Roadmap), we will:

- Secure online tools and materials that will provide standards-aligned learning that is customizable to student needs.
- Integrate remote learning tools into in-school instruction so that teachers and students remain ready for a possible transition to a remote context.
- Prepare communication assets for key audiences (students, teachers, parents) that clarify new protocols and resources, share evidence of student learning, and ensure that all stakeholders receive status updates.

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## **Communications and Family Supports**

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

- Maintain timely, accurate, and clear two-way communication with families regarding student's academic and social-emotional functioning and school and classroom information.
- Clearly communicate all plans and expectations for your child's return to school including modes of assessment, details about curriculum, and expectations for grade-level proficiencies.
- Ensure our teachers know and understand the school communication plan
- Communicate in a timely manner when it become necessary to modify our modes of instruction

## **Family Partnerships**

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

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

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## **Integration of Social - Emotional Learning**

Supporting the social-emotional learning (SEL) needs of students is necessary for academic success. As a staff we place a heavy emphasis on the well-being of students and staff to enable them to meet the significant challenges created by the pandemic and school closures. During remote learning, this includes weekly one-on-one student check-ins by the classroom teacher and staff. Classroom staff will provide SEL opportunities to all students on a weekly basis. CEC/ATC has partnered with MSU Extension to provide an array of options and opportunities. A complete list of free classes geared toward SEL for students and parents will be provided to all families.

## **Professional Learning**

All staff will complete three online COVID-19 training sessions prior to returning to work. In addition, staff will meet on a regular basis to engage in:

- Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed.
- Identifying students who did not engage in remote learning and develop a plan to provide additional support, if needed.
- Identifying students who potentially need support – and plan supports for them.
- Monitoring student work and progress throughout the year, and planning next steps in the learning for students.

## **Phase 4 - Operations**

### **Facilities**

Advanced training will be provided to all cleaning staff in regards to how to properly sanitize/disinfect the school building. Cleaning supplies will be ordered and made readily available. The following procedures and processes will be observed:

- Custodial staff will conduct a deep cleaning of the school building prior to students returning to school.

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- HVAC systems will be checked to ensure they are running properly.
  - Air filters will be changed.
  - Wastebaskets, tissues, and soap will be readily available to all staff and students.
  - Signage about frequent handwashing, cough etiquette, and nose blowing should be widely posted.
  - School leaders will conduct 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. School administration will work with the local bargaining units to assess how job responsibilities may shift in light of COVID-19.

## **Enrollment**

Once the learning plans for all phases have been shared, a staffing plan will be developed to account for staff and students who will not be returning or are at high risk.

## **Staffing**

- Administration will determine if there is a need for additional staffing based on type of enrollment (remote or face to face).
- Administration will inventory how many substitute teachers are available to ensure there is an available pool in case of COVID-19 exposure.

## **Technology**

- A needs assessment will be conducted to determine what additional technology must be purchased to accommodate the needs of both staff and students.
- A single point of contact will be designated by the school district to plan and coordinate with staff and families in regards to their technology needs. This technology support can be accessed by sending an email to the following address: [coortech@coorisd.net](mailto:coortech@coorisd.net). When Help Desk tickets are received, the District Technology Department staff members will work collaboratively to resolve any issues. The individual's job duties may include:
  - Answering questions about devices or technology issues in general.
  - Develop procedures for delivery and return of district owned devices.
  - Ensure families sign a technology contract for the items borrowed.
  - Safely bag technology for transport between home and school.

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- Sanitize devices prior to delivery.
  - Order additional technology needed in order for families and staff to effectively participate and engage remotely.
  - Develop and maintain a tracking tool for all district owned technology.
  - Conduct routine maintenance on all district owned technology devices.
  - Deploy digital learning devices in the event that the school moves to an all remote learning format.
  - Identify chronic technology issues that arise during school closure and use them to begin the development of a long-term technology maintenance plan.

If a teacher gets a request or hears of a need when communicating with students/families, they will forward those concerns on behalf of the family using the above mentioned procedures.

### **School Transportation**

The CEC Principal and Director of Operations will work with Dean Transportation to address the following:

- Maximum capacity to ensure proper social distancing while students are riding the bus or any other type of district provided transportation.
- Establish protocol to address if a driver develops COVID-19 symptoms.
- Ensure that there is a pool of substitute bus drivers available if a bus driver becomes sick or is exposed to COVID-19.
- Utilize buses to provide food service and delivery of instructional materials where possible if the school must move back to a remote learning model for all students.

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## **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**

The requirements and recommendations of Phase 5 are all in Phase 4. For example, some of the Phase 4 requirements become strong recommendations in Phase 5, and some of the strong recommendations in Phase 4 are reduced to recommendations. The plans for the two phases are essentially the same.

## **MI Safe Start Phase 6 - Post Pandemic**

- 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.

*Revised 8/13/2020*