COVID-19 Preparedness and Response Plan

(Executive Order 2020-142 School Preparedness Plan)

Name of School: Eastside Christian School

Address of School: 2792 Michigan St. NE Grand Rapids, MI 49506

District Code Number: 41010 **Building:** 08539

Web Address of the School: www.eastsidechr.org

Name of Intermediate School District: Kent

Name of Authorizing Body (if applicable): Board of Trustees of Eastside Christian School

Preparedness Plan Introduction

Governor Whitmer's [Executive Order 2020-142](#) "provides a structure to support all schools in Michigan as they plan for a return of pre-K-12 education in the fall. Under the order, school districts must adopt a COVID-19 Preparedness and Response Plan laying out how they will cope with the disease across the various phases of the [Michigan Safe Start Plan](#). In turn, the accompanying Michigan Return to School Roadmap offers a guide to the types of safety protocols appropriate during each phase. There's no one-size-fits-all solution: What works in Lansing may not work in Sault Sainte Marie. Districts will retain the flexibility to tailor their instruction to their particular needs and to the disease conditions present in their regions." (EO-2020-142)

Each district (public, public school academy (PSA), nonpublic, and intermediate school district (ISD) that educates pre-K-12 students) shall submit a single completed Preparedness Plan to its Board in time for approval by August 15 or seven days before the first day of school, whichever comes first. This template, when completed, serves as a single Preparedness Plan.

The Preparedness Plan will be collected by the Intermediate School District for public school districts, the authorizing body for public school academies, or the chief/designated school administrator for nonpublic schools for transmission to the State Superintendent of Public Instruction and State Treasurer by August 17, 2020. Additionally, this Preparedness Plan must be posted on the district's/PSA's, or nonpublic school's public website home page no later than August 17, 2020. A single application should be filed by the district rather than multiple applications for individual schools within a district.

Preparedness Plan

A. The policies and procedures that the District will follow when the region in which the district is located is in **Phase 1, 2, or 3** of the *Michigan Safe Start Plan.*

Building Implementation Plan:

- As a "non-public" school, Eastside Christian School is exempted from this requirement.

B. The policies and procedures that the District will follow when the region in which the District is located is in **Phase 4** of the Michigan Safe Start Plan.

1. Personal Protective Equipment

Building Implementation Plan:

- Facial coverings will be required for all staff and all students in grades preK-8 when on school transportation.
- Facial coverings will be required for all staff and all students in grades preK-8 when in indoor hallways and common areas.
- Facial coverings will be required for all staff when in indoor classrooms.
- Facial coverings will be required for all students in grades 5 and up when in indoor classrooms.
- Facial coverings will be required for all students in grades pre-kindergarten through grade 4 unless students remain with their classes throughout the school day and do not come into close contact with students in another class

- Facial coverings are allowed to be removed during meals.
- Any student or staff who cannot medically tolerate a facial covering must not wear one

2. Hygiene

Building Implementation Plan:

- Every room will have hand sanitizer with at least 60% alcohol for use by staff and students.
- Every sink will have soap and paper towels and signs reinforcing proper handwashing techniques.
- Handwashing with soap and water for at least 20 seconds and the safe use of hand sanitizer will be taught on the first day of school and reinforced every month.

- Coughing or sneezing into elbows, or covering with a tissue, will continue to be reinforced every month.
- Soap and hand sanitizers will be checked systematically and refilled as needed.
- Students and teachers will wash their hands with soap and water before or after every recess and before lunch.
- Personal items and supplies such as writing utensils will not be shared. If a student does not have a writing utensil, the teacher will provide a new one.
- Students' personal items will be kept separate and in individually labeled desks, containers, or lockers
- Classroom materials will be limited to use by small groups and disinfected between use
- Hand sanitizing stations will be set up throughout the school building.

3. Cleaning

Building Implementation Plan:

- Staff will clean light switches, door handles, and bathrooms at noon with an EPA-approved disinfectant or diluted bleach solution. After school cleaning will be done by the janitorial staff.
- Hands-on classes (including library and art) will undergo cleaning by staff after each class use, using either an EPA-approved disinfectant or diluted bleach solution.
- Classroom teachers and students (when age appropriate) will wipe down the student's desks and chairs every time students exit the room
- Playground structures will continue to undergo normal routine cleaning.
- Cleaning and disinfection products will be stored securely away from students. Staff should open windows when possible while cleaning.
- Staff must wear gloves, surgical mask, and face shield when performing all cleaning activities.

4. Athletics

Building Implementation Plan:

- Eastside Christian School does not have any athletic programs for the 2020-2021 school year.

5. Screening

Building Implementation Plan:

- Eastside Christian School will cooperate with the Kent County Health Department, and will rely on their guidance when implementing protocols for screening students and staff.

- The office adjacent to the library will be the designated quarantine area. Students who become ill with COVID-19 like symptoms will be placed in the quarantine area with a surgical mask in place until they can be picked up. The Principal will oversee the necessary care of a student who becomes ill while at school, and will appoint an appropriate staff member, based on the circumstances, to care for the student until he/she can be picked up. The designated staff member will also wear a surgical mask while caring for these children.
- Symptomatic students sent home from school will be kept home until they have tested negative or have completely recovered according to Kent County Health Department guidelines.
- Staff will conduct daily self-examinations, including a temperature check, (per KCHD guidelines) prior to coming to work.

6. Testing

Building Implementation Plan:

- Eastside will cooperate with the Kent County Health Department regarding implementing protocols for students and staff.
- Symptomatic students and staff sent home will be required to stay home until they satisfy isolation/quarantine protocol according to KCHD guidelines, or they have tested negative for COVID-19.

7. Responding to Positive Tests Among Staff and Students

Building Implementation Plan:

- Eastside will cooperate with Kent County Health Department if a confirmed case of COVID-19 is identified, and will 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 will only return to school after they are no longer infectious, using the most current guidelines from the Kent County Health Department.
- Cleaning staff will 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.

8. Food Service, Gathering, and Extracurricular Activities

Building Implementation Plan:

- Indoor assemblies that bring together students from more than one classroom are prohibited.

- Recess will be conducted outside whenever possible with appropriate social distancing and cohorting of students. Monitors will actively ensure these protocols are being followed.

9. Busing and Student Transportation

Building Implementation Plan:

- Eastside does not provide buses for school transportation
- Require the use of hand sanitizer before entering school transportation. Hand sanitizer must be supplied in the vehicle.
- The driver, staff, and all students in grades preK-8, 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 guidance from local public health officials.
- Clean and disinfect transportation vehicles before and after every trip. 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 trip
- 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.

10. Spacing, Movement, and Access

Building Implementation Plan:

- Students will be spaced as far apart as feasible in classrooms, whether desks or tables are utilized, in order to maximize distancing.
- As feasible, arrange all desks facing the same direction toward the front of the classroom.
- Teachers should remain conscientious of the definition of close contact and avoid close contact as much as possible.
- Signs will be posted near the entrance of the 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, time, and purpose for visit will be kept of non-school employees or other visitors entering and exiting the building.
- Staff will encourage proper social distancing in the hallways
- Where possible, physical education should be held outside.

C. Describe the policies and procedures that the district will follow when the region in which the district is located is in Phase 5 of the Michigan Safe Start Plan.

1. Indicate which highly recommended protocols from the *Return to School Roadmap* the district will include in its Preparedness Plan when the region in which the district is located is in **Phase 5** of the *Michigan Safe Start Plan.*

- Every room will have hand sanitizer with at least 60% alcohol for use by staff and students.
- Every sink will have soap and paper towels and signs reinforcing proper handwashing techniques.
- Handwashing with soap and water for at least 20 seconds and the safe use of hand sanitizer will be taught and reinforced every month
- Coughing or sneezing into elbows, or covering with a tissue, will continue to be reinforced every month. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.
- Students should wash their hands or use hand sanitizer after changing any classroom; teachers in the classroom should wash their hands or use sanitizer every time a new group of students enters their room.
- The office adjacent to the library will be the designated quarantine area. Students who become ill with COVID-19 like symptoms will be placed in the quarantine area with a surgical mask in place until they can be picked up. The Principal will oversee the necessary care of a student who becomes ill while at school, and will appoint an appropriate staff member, based on the circumstances, to care for the student until he/she can be picked up. The designated staff member will also wear a surgical mask while caring for these children.
- Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building.
- Parents and guardians will be notified of the presence of any laboratory positive or clinically diagnosed cases in the school to encourage closer observation for any symptoms at home.
- In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts will be made to contact any close contacts (those who spent more than 15 minutes within six feet to the student or staff member) so that they can be quarantined at home. Classmates should be closely monitored for any symptoms.
- 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.
- Students, teachers, and cafeteria staff wash hands before and after every meal.
- All gatherings, including those that occur outdoors (e.g., graduations) should comply with current and future executive orders that set caps on congregations of people.
- Playground structures should continue to undergo normal routine cleaning, but using an EPA approved disinfectant is unnecessary.

2. Indicate which highly recommended protocols from the *Return to School Roadmap* the district will not include in its Preparedness Plan when the region in which the district is located is in **Phase 5** of the *Michigan Safe Start Plan.*

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

cannot medically tolerate a facial covering should not wear one. Any staff member that is incapacitated or unable to remove the facial covering without assistance, should not wear a facial covering.
  - o PreK-5 and special education teachers should consider wearing clear masks. ᴑ Homemade facial coverings should be washed daily.
  - o Disposable facial coverings should be disposed of at the end of each day.
- Facial coverings should always be worn in hallways and common areas by preK-12 students in the building except for during meals. Any student that is unable to medically tolerate a facial covering should not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, should not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. If social distancing and cohorting is practiced and enforced, facial coverings for students in grades preK-5 are encouraged but not required.
  - o Homemade facial coverings should be washed daily.
  - o Disposable facing coverings should be disposed of at the end of each day.
- Students who develop fever or become ill with symptoms of COVID-19 at school should wear a mask and be transported by their parent/guardian, emergency contact, or ambulance, if clinically unstable, for off-site testing.
- Staff who develop fever or become ill with symptoms of COVID-19 at school should wear a mask and should be transported for off-site testing.
- Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines.
- Symptomatic students and staff sent home from school should be kept home until they have tested negative or have been released from isolation according to CDC guidelines.
- 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.
  - o 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 situation, may identify other contacts who require quarantine. Schools can help the local health department by collecting data and contact information of those exposed.
  - o 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).
- Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks.
- If field trips occur, they should comply with transportation guidelines within this document, including mandatory facial covering.
- Indoor spectator events are limited to 50 people. Large scale outdoor spectator or stadium events are limited to 250 people. Spectators not part of the same household must always maintain six feet of distance from one another.
- Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant should confirm that they are healthy and without any symptoms prior to any event.
- All equipment must be disinfected before and after use.
- Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent "Busing and Student Transportation" section.
- Each participant should use a clearly marked water bottle for individual use. There should be no sharing of this equipment.

- Frequently touched surfaces including lights, doors, benches, and bathrooms should undergo cleaning at least every four hours with either an EPAapproved disinfectant or diluted bleach solution.
- Libraries, computer labs, arts, and other handson classrooms should undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution. Efforts must be made to minimize sharing of materials between students, as able.
- Student desks should be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.
- Athletic equipment can be cleaned with either an EPA-approved disinfectant or diluted bleach solution before and after each use.
- Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use such products.
- Strongly encourage the use of hand sanitizer before entering the bus. Hand sanitizer should be supplied on the bus.
- The bus driver, staff, and all students in grades preK-12, if medically feasible, should wear facial coverings while on the bus.
- Clean and disinfect transportation vehicles regularly. Children should not be present when a vehicle is being cleaned.
- Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.
- Clean, sanitize, and disinfect equipment including items such as car seats and seat belts, wheelchairs, walkers, and adaptive equipment being transported to schools.
- 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 should not use group transportation to return home and should follow protocols outlined above.
- If a driver becomes sick during the day, they should follow protocols for sick staff outlined above and should not return to drive students.
- 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.
- Systematically review all current plans (e.g., Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and updating their care plans as needed to decrease their risk for exposure to COVID-19.
- Create a process for students/families and staff to self-identify as high risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignments.

D. After considering all the protocols that are highly recommended in the *Return to School Roadmap*, please indicate if a school plans to exclude protocols that are highly recommended for any of the categories above in **Phase 4.**

- Facial coverings should be considered for preK-4 students and students with special needs in classrooms.
- Students who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported by their parent or guardian, emergency contact, or ambulance if clinically unstable, for off-site testing.
- Staff who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported for off-site testing.
- Families should be notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the school to encourage closer observation for any symptoms at home.
- 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 should be considered for [require] testing for COVID-19.
- Notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
    - The Local Health Department will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self quarantine for up to 14 days after exposure. Local health officials, depending on the situation, may identify other contacts who Safety Protocols 26 Governor Gretchen Whitmer MI Return To School Roadmap require quarantine. Schools can help the local health department by collecting data and contact information of those exposed.
    - 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).
- Systematically review all current plans (e.g. Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19.
- Create a process for students/families and staff to self-identify as high-risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignments.
- Floor tape or other markers should be used at six foot intervals where line formation is anticipated.
- Provide social distancing floor/seating markings in waiting and reception areas.
- Space desks six feet apart in classrooms. Class sizes should be kept to the level afforded by necessary spacing requirements.

- Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials.
- 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
  - Positive self-care strategies that promote health and wellness.
- 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.
- 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.
- 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

- o Guidance around daily instructional time and workload per different grade bands to ensure consistency for students.
- Set an instructional vision that ensures that:
  - o Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
  - o Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
  - o Every students' academic and social emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.
- Secure supports for students who are transitioning to postsecondary.
- Support schools to implement grade-level curricula that are aligned to Michigan preK-12 standards.
  - o 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.
  - o Commence intervention and support services. Plans must include all programs MI Safe Start | Phase 4 Instruction 31 Governor Gretchen Whitmer MI Return To School Roadmap and learning environments, especially special education, birth to five services, and CTE.
  - o Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible.
- Inventory all intervention programs and services available to students on the district and school level and identify any gaps.
- Remain connected with MDE about policies and guidance.
- Develop a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.
- ɑ 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:
  - o Expectations around their child's return to school;
  - o Clear information about schedules and configurations, if hybrid;
  - o Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies; and
  - o 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:
  - o Training about how to access and use the school's chosen digital systems and tools;
  - o Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child;
  - o Opportunities to build their digital literacy; and
  - o Strategies to support their child's learning at home
- Provide adequate time for schools and educators to engage in:
  - o Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed;
  - o 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;
  - o Identify students who potentially need additional support; and

- o Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning.
- Create a plan for professional learning and training, with goals to:
  - o Offer restorative supports for teachers and learning around equity and implicit bias, MI Safe Start | Phase 4 Instruction 32 Governor Gretchen Whitmer MI Return To School Roadmap social-emotional learning, and culturally responsive education;
  - o Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use; and
  - o Build school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging.
- Ensure that every student:
  - o Has access to standards-aligned, grade level instruction, including strategies to accelerate student learning;
  - o Is assessed to determine student readiness to engage in grade-level content; and
  - o 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:
  - o Connectivity and Access:
    - Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.
  - o Attendance:
    - Develop systems to monitor and track students' online attendance on a daily basis.
  - o 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.
- Audit necessary materials and supply chain for cleaning and disinfection supplies.
- Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.
  - o Advocate for ISDs to coordinate with LEMPs.
- Audit any additional facilities that the district may have access to that could be used for learning.
- Provide school-level guidance for cleaning and disinfecting all core assets including buildings and playgrounds. Frequently touched surfaces should be cleaned several times a day.

- Alert school-based custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and/or CDC. It is expected that this guidance will be updated in real-time based on the status of community spread across local geographies.
- Encourage schools to convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection.
- Encourage schools to provide advanced training for custodial staff.
- Custodial staff should continue deep cleaning over the summer.
- Audit all school buildings with a focus on:
  - How many classrooms are available;
  - The size of each classroom;
  - Additional spaces that are available (e.g., gym, lunchroom, auditorium); and
  - The ventilation in each classroom.
- Audit school security protocols to decide if any process changes need to be implemented.
- School security staff should follow CDC protocols if interacting with the general public.
- Maintain facilities for in-person school operations.
  - Check HVAC systems at each building to ensure that they are running efficiently.
  - Air filters should be changed regularly.
  - Custodial staff should distribute wastebaskets, tissues, and CDC-approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during travel between sites.
  - Signage about frequent handwashing, cough etiquette, and nose blowing should be widely posted, disseminated, and encouraged through various methods of communication.
  - Custodial staff should follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.
- School leaders should conduct and document a facility walk-through with the custodial services team to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.
- Procure level-1 facial coverings, including those with a transparent front, for preK-5 teachers, low income students, and students with special needs.
- Procure level-1 surgical masks for cleaning and janitorial staff.
- If Schools are Instructed to Close for In-Person Instruction
  - Activate school cleaning and disinfection protocols according to the CDC School Decision Tree. Custodial staff should wear surgical masks when performing cleaning duties.
  - Maintain facilities for resumption of school operations.
- 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).
- 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.
  - Develop a staffing plan to account for teachers and staff who are not returning or are at risk (i.e., those who are 65 years or have an underlying medical condition and decide not to return).
  - For students, this should include those with preexisting conditions who may need a remote learning environment.
- Assess need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs.
- 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.
- Recruit, interview and hire new staff.
- Consider redeploying underutilized staff to serve core needs.

- Where possible, and in partnership with local bargaining units, identify and modify staff positions, that would enable high-risk staff to provide remote services.
- Communicate any student enrollment or attendance policy changes with school staff and families.
- Provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely.
- Seek and provide guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies).
- Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs.
- Inventory how many substitute teachers are available.
- Build and send back to school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures.
- Verify that student and staff handbooks and planners are printed and ready for distribution and/or are available digitally. Create a master list of any changes to distribute at the first staff meeting.
- Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.
- Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.
- Work with school leaders to orient new school staff to any operational changes.
- Create master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind.
- Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.
- Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.
- Designate a single point of contact in each school to plan and communicate with district technology teams.
- Develop a district technology plan that includes guidance for schools. If possible, include training and support for educators to adapt remote learning for the classroom.
- Identify a device and/or general technology support lead for each school. Consider elevating that position to a more formal role and providing additional support potentially with parent volunteers.
- Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.
- Where practical given demands on parents or guardians, consider identifying family technology liaisons to support communication regarding the use of technology. (For example, the existing parent organization may be able to fulfill this role).
- Develop district-wide procedures for return and inventory of district owned devices as part of a return to school technology plan. The procedures should include:
  - Safely bagging devices collected at schools;
  - Sanitizing the devices prior to a repair or replacement evaluation;
  - Ordering accessories that may be needed over the summer; and
  - Conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement.
- Identify an asset tracking tool.
- Identify a vendor to assist with processing, returning, and maintaining devices, if needed.
- Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.
- Prepare the Infrastructure Evaluation process. Every WiFi access point and wired network device should be tested.
- Develop a technology support plan for families.

- Strongly Recommended If Schools are Instructed to Close for In-Person Instruction
  - Deploy digital learning devices and move to virtual learning.
  - Communicate consistent procedures for return and inventory of school owned devices as part of a return to school technology plan. The procedures should include:
    - Safely bagging devices collected at schools;
    - Transporting them to a central location;
    - Sanitizing the devices prior to a repair or replacement evaluation; and
    - Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.
  - Ensure that school and community access points and wired network devices are functional.
- Strongly Recommended When Schools Reopen for In-Person Instruction
  - Organize and centralize online resources that were created, published, or distributed by teachers and others during the closure period.
  - Compile technology-facing lessons learned for inclusion in the district's updated remote learning plan.
  - Review issue tracking and inventory results frequently as a way of understanding the quality and progress of technology processes in your district.
  - Continue infrastructure evaluations until all issues are resolved.
  - Identify chronic technology issues that arose during the school closure period and use them to begin the development of a long-term technology maintenance plan.
- 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.
- Strongly Recommended if Schools Are Instructed to Close for In-Person Instruction
  - Utilize buses to provide food service and delivery of instructional materials where possible.

Final Steps for Submission

Each district shall submit a single completed Assurance Document and Preparedness Plan to its Board of Education (in the case of a PSA, the Academy Board of Directors; in the case of a nonpublic school, the chief or designated school administrator) in time for approval by August 15 or seven days before the first day of school, whichever comes first.

Date of Approval by the nonpublic school chief/designated school administrator:
   August 15, 2020

Signature of nonpublic school chief/designated school administrator:

James H. Holstege

Link to the approved Plan posted on the nonpublic school website:
https://www.eastsidechr.org/covid-19-plan.html

The Preparedness Plan will be collected by the Intermediate School District for public school districts, the authorizing body for public school academies, or the chief/designated school administrator for nonpublic schools for transmission to the State Superintendent of Public Instruction and State Treasurer by August 17, 2020. Additionally, this Preparedness Plan must be posted on the district's/PSA's, or nonpublic school's public website home page no later than August 17, 2020.

Name of Nonpublic Leader Submitting Plan: James H Holstege

Date Received by the Chief or designated School Administrator: August 15, 2020

Date Submitted to State Superintendent and State Treasurer: August 15, 2020