Hanley International Academy COVID-19 Preparedness and Response Plan

Address of School District:
Hanley International Academy
2400 Denton Street
Hamtramck, MI 48212

District Code Number: 82986

Building Code Number(s): 09606

District Contact Person: Steven Paddock, Superintendent

District Contact Person Email Address: spaddock@therominegroup.com

Local Public Health Department:
Wayne County Health Department
33030 Van Born Rd
Wayne, MI 48184

Local Public Health Department Contact Person Email Address:
Sergio Dinaro, MBA
sdinaro@waynecounty.com
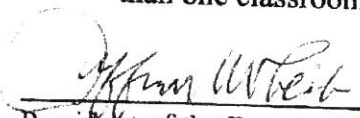
Name of Intermediate School District: Wayne RESA

Name of Authorizing Body: Grand Valley State University

Date of Adoption by Board of Directors: July 30, 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 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 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

8/3/2020
_____
Date

Introduction and Overview

Hanley International Academy remains committed to keeping our students at the center of all that we do. This public health crisis has only strengthened our stance. Our district is committed to educating the Whole Child. We have embraced the Whole School, Whole Community, Whole Child (WSCC) Model, which is the CDC's framework for addressing health in schools. We are intentionally focused on our students and emphasize the collaboration between schools, communities, public health, and health care sectors for the purpose of better aligning resources in support of the whole child. Now, more than ever, we are striving to be intentional in our outreach to continue building relationships and maintain connections. We are committed to do all we can to help students feel safe and valued.

Hanley International Academy
Mission

Hanley International Academy in partnership with home and community, will provide a safe learning environment that promotes the academic, physical, social, and emotional development of our diverse learning community.

Vision
Educating your child like our own!

Hanley International Academy has made every endeavor to keep pupils at the center of educational activities. This includes outreach to continue building relationships and maintain connections, and to help students feel safe and valued. We've maintained communication with our students and families daily. We utilized feedback from parents, students, staff and stakeholders to determine a plan that is in alignment with our Mission and Vision.

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

Phase 1, 2, or 3 Safety Protocols

Hanley International Academy will:

- Follow all required protocols included on page 15 of the Michigan's 2020-2021 Return to School Roadmap. This includes the closure of school building for in-person instruction and to anyone other than: 1) district employees or contractors necessary to conduct minimum basic school operations, 2) food service workers preparing food for distribution to students or their families, and 3) licensed child-care providers and the families they serve. It also includes the suspension of all athletics and busing operations, if applicable.
- Not be used by licensed child care provider(s).
- School employees and contractors are permitted to be physically present in school buildings only for the purposes of conducting basic school operations, including remote live instruction, as determined by school administrators. Should there be a need for staff to be physically present to conduct basic school operations or provide remote live instruction, it will be scheduled and all social distancing protocols will be carried out.
- Provide food distribution services. Within our district 91% of students qualify for free or reduced lunch. All students are eligible for food distribution service. We will create an on-site food distribution schedule that will be posted on the front door of the school building as well as to our social media platform. Our families will be informed weekly of the food distribution schedule through Classroom DOJO. Additionally we will partner with all the local schools, community agencies and religious institutions who are offering food services and provide that information to our parents as an additional resource.
- While the school is closed for in-person instruction, cleaning protocols will be implemented and adjusted to ensure the school building remains functional.
- As a safety protocol of Phase 1, 2, and 3, all busing operations will be suspended.

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

Hanley International Academy will:

- Make available a mental health screening by a trained professional, to support students as necessary. Any screening will be compliant with HIPAA and FERPA policies. Screening instructions will be offered verbally to younger student and will provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines
- Establish and communicate guidelines to all staff regarding identification and rapid referral of at risk students to appropriate building-level support teams.
- Provide staff with resources, training/professional development as well as needed tools, 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 as needed and available.
- 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 a comprehensive list of wellness resources available to both staff and students that will be available in conjunction with screening activities, and that reference school and community wellness resources. Parents will be granted access to resources and tools via GVSU Parent Support Portal:
  https://content.govdelivery.com/attachments/MIMDE/2020/04/02/file_attachments/1417463/Self-care%20for%20Times%20of%20Crisis.pdf
  In addition, we continue to partner with our third party vendor that supplies social work services, counseling and other needs based mental health resources. When it becomes evident these services are needed, we are able to partner with them and coordinate the services with the family and students.
- Utilize our monthly One on One meeting structure to include protocols that evaluate the physical and mental health status of our school staff.
- Provide resources for staff self-care, including resiliency strategies.

- Will designate our School Social Worker as our 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 as well as activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, ClassDojo, designated email).
- Communicate with parents and guardians, via a variety of channels(Facebook, ClassDojo etc.) return to school transition information including:
  - Destigmatization of COVID-19
  - Understanding normal behavioral response to crises
  - General best practices of talking through trauma with children
  - Positive self-care strategies that promote health and wellness.
- Hanley International Academy will not require mental health screening for all students by a trained professional.

Phase 1, 2, or 3 Instruction

Governance:

Hanley International Academy will:

- Utilize our Administrative and Lead Teacher structure to support the governance of our Return to Instruction and Learning working group. Together the team will gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations. We will revise the district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness as needed. We will share the district's remote learning plan with all involved stakeholders.

Remote Instruction:

Hanley International Academy will:

- Ensure that remote learning plans are revised based on feedback and input from school leaders, educators, families, and students, and are distributed to all

involved stakeholders in their home language. We will create opportunities for ongoing feedback via surveys and direct messaging.

- 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.
- Will assess every student in grades K-8 during the first few weeks of school via KRA,NWEA, DRA and WIDA assessments. These can be given online or conducted virtually, to understand where students are academically and inform instructional decisions for teachers, students, and families.
- Review students' IEPs and 504 plans in coordination with general and special education teachers to reflect the child's needs based on assessment data and parent feedback, and design accommodations and match services accordingly.
- Commence online intervention and support services. Plans will include all programs and learning environments.
- 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.
- Conduct checkpoints with school leaders around curriculum and instruction and ongoing monitoring of student progress, specifically honing in on the progress of students in need of additional support.
- Remain connected with MDE about policies and guidance.
- Develop a continuation of services plan for students needing occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

Communication and Family Supports:

Hanley International Academy will:

- Postsecondary support for transitioning students is not applicable.
- Implement communication to reach every family and student in their home language through multiple modes (e.g., Classdojo, call, email, local news etc.)
    - Expectations around the duration of the closure and reopening
    - Decisions about grade-level proficiencies. modes of assessment and feedback, daily instructional time, and estimated workload.
    - Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child

- Training on accessing and using the school's digital systems and tools, and workshops for families to build digital literacy.
- Ensure all stakeholders are aware of the Plan, and that the Plan is executed well, we have a clear, consistent, concise communication plan. Elements of our communication plan includes a variety of methods the district will use to notify pupils and parents or guardians of the COVID-19 Preparedness and Response Plan and keep them connected/engaged throughout the execution of the Plan. Communications given by Edulink will be given on as needed. Communication to parents through Classroom Dojo is done on a daily basis.
- Teachers will provide daily communication through their own classroom pages with their individual classroom families. Administration communicates frequently (on a weekly basis) with all Hanley families through the Classdojo portal as well. Methods include, but are not limited to, the following:
  - Direct Person-to-Person Telephone Calls when applicable
  - Robo Calls utilizing Edulink
  - Regular US Mail – information mailed to families
  - Email
  - Classdojo
  - Text Messages
  - Flyers/Newsletters
  - Social Media posting(s)
  - Website postings

Professional Learning:

Hanley International Academy will:

- Continue to provide professional learning and training through virtual modes for educators to:
  - Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education
  - Share knowledge, continuously learn, and exchange ideas, successes and failures around remote learning
  - Share information and data about students' assessment results, progress, and completed assignments
  - Learn how to use the school's digital systems and tools appropriately and sustainably
  - Build capacity around high-quality remote learning.

- Utilize structures, such as professional learning communities, Team Meetings, and Tech Tuesday Training for educators to collaborate on prototypes for a week's worth of instruction to establish consistency and an appropriate workload.

Monitoring:

Hanley International Academy will:

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

Phase 1, 2, or 3 Operations

Facilities:

Hanley International Academy will:

- Audit necessary materials and supply chain for cleaning and disinfection supplies.
- Continue to maintain schools in good working order to prepare for the subsequent return of students.
- Execute school cleaning and disinfection protocols according to the CDC School Decision Tree.
- Custodial staff will wear surgical masks when performing cleaning duties.
- A contingency plan will be implemented to coordinate the use of school buildings for essential actions including: food distribution, material distribution etc.
- Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.
- Advocate for ISDs to coordinate with LEMPs.

Technology:

Hanley International Academy will:

- Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.
  - Based on the technology needs assessment that was conducted, 143/143 100% of families responded that they currently have access to the internet and have a device ranging from a smartphone to laptop computer. Due to the fact that not all families have responded to the needs assessment, chromebook devices will be offered to families to sign out from the building. We will be offering one to one chromebooks.
- Designate a single point of contact in each school to plan and communicate with district technology teams.
- Develop a technology plan that includes guidance, training and support for educators to adapt remote learning for the classroom.
- Identify a technology support lead (Technology Teacher)
- Consider elevating that position to a more formal role and providing additional support potentially with parent volunteers.
- Assign technology process leader (Technology Teacher) to key efforts and publish their contact information on the district internet.
- Develop procedures for return and inventory of district-owned devices as part of a return to school technology plan. Including: 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, 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 (Charter Technology) to assist with processing, returning, and maintaining devices, if needed.
- Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.
- Prepare the Infrastructure Evaluation process. Every WiFi access point and wired network device should be tested.
- Develop a technology support plan for families.
- Continue to monitor device usage and compliance with online learning programs.
- Provide support programs to ensure that students and families can access online teaching and troubleshoot problems with access.
- Ensure that students can submit assignments and be evaluated accordingly.

- Schedule ongoing staff training on platforms and tools. (Tech Tuesday Trainings)
- Review and update (as needed) relevant technology policies including data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology.
- Ensure every student has access to the appropriate technology and connectivity needed to continue learning.
- Will not identify a family technology liaison to support communication regarding the use of technology and serve as a "help desk."

Budget, Food Service, Enrollment, and Staffing:

Hanley International Academy will:

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

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

Hanley International Academy reserves the right to return to a complete virtual plan should it be deemed necessary for the safety of our school community

Phase 4 Safety Protocols

Personal Protective Equipment:

Requirements from the Michigan Return to School Roadmap

- Facial coverings must always be worn by staff except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Any staff member who cannot medically tolerate a facial covering must not wear one. Any staff member that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering.
    - PreK-5 and special education teachers should consider wearing clear masks.
    - Homemade facial coverings must be washed daily.
    - Disposable facial coverings must be disposed of at the end of each day.

- Facial coverings must be worn by PreK-8 students, staff, and bus drivers during school transportation. Any staff or student that is unable to medically tolerate a facial covering must not wear one. Any staff or student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.

- Facial coverings must always be worn in hallways and common areas by PreK-8 students in the building except for during meals. Any student that is unable to medically tolerate a facial covering must not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
    - Homemade facial coverings must be washed daily.

- Disposable facing coverings must be disposed of at the end of each day.
- Note: Staff serving students with significant disabilities preventing the use of facial coverings are referred to forthcoming guidance from MDE.

- Facial coverings must be worn in classrooms by all students grades 6-8. Any student who cannot medically tolerate a facial covering must not wear one. Any student who is incapacitated, or unable to remove the facial covering without assistance, must not wear one.
- All students in grades K-5 must wear facial coverings unless students remain with their classes throughout the school day and do not come into close contact with students in another class.

Hanley International Academy will adopt the following "Strongly Recommended" Safety Protocols from the Michigan Return to School Roadmap

1. Facial coverings should be considered for K-5 students and students with special needs in classrooms.
2. Facial coverings should be considered for PreK students and students with special needs in hallways and common areas.
3. Facial coverings are not recommended for use in classrooms by children ages 3 and 4.

Hanley International Academy will:

- Include expectations for the wearing of face coverings and how to obtain clean face coverings will be in all school to parent communications, all handbooks, all student orientations, and all staff orientations.
- Require all students and parents to watch a safety video on the wearing of and expectations for maintenance of face coverings. Students and parents will sign-off on their awareness of these policies before the students are permitted to enter the classroom on the first day of school.
- Acquire and add building, grounds, and transportation signage throughout all school facilities and clearly identify who is required to wear face coverings in each designated area of the building, grounds, or bus.
- Order and provide one face covering to every student and staff member.
- These will be placed on busses and in the classrooms every evening by the custodial and transportation staff.
- Provide clear face coverings to all teachers as an option to wear the clear mask during instruction.

- Require staff members to sanitize and maintain clean face coverings daily.
- Require Individuals (staff or students) who claim medical exemption to meet with the School Administrative Team to provide rationale and documentation.
- Record exempted individuals in a master database.
- Not require PreK-5 students to wear a face covering once they are situated in the classroom unless the classroom activity places them in close proximity (2 feet or less) to other students.
- Staff will issue students who are capable of wearing a face covering and refuse to do a face covering. The instance will be documented as a log entry in PowerSchool.
- Remove students showing patterns of non-compliance from the school building and place them into remote instruction until the student agrees to comply with this safety protocol. Parents will be notified of each instance of non-compliance by the administration. Continued removals from the school building will result in permanent placement into remote instruction with the student being banned from coming to the school site.
- Address staff who are capable of wearing a face covering and refuse to do so by the school administrator and could face progressive disciplinary measures up to and including termination.
- Issue guests to the school building (presenters, substitute teachers, etc) a disposable face covering upon signing in at the main office and instruct them to wear the face covering at all times. Instances of non-compliance will result in the guest being escorted from the building by the school safety officer or building administrator.
- In instances of uncertainty about individuals not wearing face coverings, these matters will be relayed to the building administration for review and decisive action.

Hygiene:

Requirements from the Michigan Return to School Roadmap
- Adequate supplies of soap, hand sanitizer with at least 60% alcohol, paper towels, tissues, and signs reinforcing proper handwashing techniques will be provided to support healthy hygiene behaviors
- Staff will 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.

Hanley International Academy will adopt the following "Strongly Recommended" Safety Protocols from the Michigan Return to School Roadmap

- Staff and students will cough and sneeze into their elbows or cover with a tissue.

Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.

- Soap and hand sanitizers will be systematically and frequently checked and refilled.
- Students and teachers will have scheduled handwashing with soap and water every 2-3 hours.
- Students and staff will limit sharing of personal items and supplies such as writing utensils.
- Students' personal items will be kept separate and in individually labeled cubbies, containers, or lockers.
- Staff will limit use of classroom materials to small groups and disinfect between use, or provide adequate supplies to assign for individual student use.
- Portable handwashing and/or hand sanitizing stations will be procured and set up throughout school buildings where needed.

Hanley International Academy will:

- Install additional sanitizing stations in high traffic areas.
- Check supplies (paper towels, soap, hand sanitizer, tissues, trash receptacles) daily and restock in the classroom.
- Instruct teachers to contact the office immediately if supplies run low during the school day.
- Post in each classroom a hygiene protocol with timelines that are posted and communicated via newsletters, web pages, bulletin boards, and the like. It will include
  - Hand-washing schedule
  - Room and materials cleaning schedule
- Instruct teachers to teach students the following on the first day of school and reinforce weekly or more often as needed (this may be done via video)
  - Proper handwashing on the first day of school and reinforce weekly or more often if needed
  - How to cough and sneeze into their elbows, or to cover with a tissue and dispose of it in the trash
- Communicate proper mitigation strategies including hand washing and sneezing to families via newsletters, web pages, bulletin boards, and the like. Parents and caregivers will be asked to review and reinforce with their students.
- Instruct custodial staff to:
  - Procure adequate soap, hand sanitizer, paper towels, and tissues.
  - Post signage related to cleaning and hygiene strategies in each room.

restroom, throughout the hallways.
   - Monitor hygiene supplies and refill as needed three times daily.
   - Procure hand sanitizing stations as deemed necessary during walk-through with the building leader.
- Make sure that sharing school supplies is limited, and each student will have their own supply box for materials.
- Generate a list of these supplies as appropriate for each grade level.

Spacing, Movement and Access

Hanley International Academy will adopt the following "Strongly Recommended" Safety Protocols from the Michigan Return to School Roadmap

- Desks will be spaced six feet apart in classrooms to the extent possible. Class sizes should be kept to the level afforded by necessary spacing requirements.
- In classrooms where large tables are utilized, students will be spaced as far apart as feasible.
- As feasible, all desks will be arranged facing the same direction toward the front of the classroom.
- Teachers should maintain six feet of spacing between themselves and students as much as possible.
- Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials.
- Signage will be posted to indicate proper social distancing.
- Floor tape or other markers should be used at six foot intervals where line formation is anticipated.
- Social distancing floor/seating markings will be placed in waiting and reception areas.
- Signs will be placed on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.
- Adult guests entering the building should be screened for symptoms, wear a facial covering, and wash/sanitize hands prior to entering. Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building.

Hanley International Academy will:

- Have administrative staff/custodial staff walk through the school building to assess the number of desks, tables, the capacity to physically distance with existing student enrollment and furniture.
- Have administrative staff/custodial staff determine what furniture or supplies can be removed from the building or what alternate furniture can be used to create greater physical distance. The current physical distance between students and staff in the building ranges from 3 to 5.5 feet after those accommodations.
- Mark hallways, cafeteria, entry, and sidewalks in 6-foot increments.
- post signage throughout the building and on restroom doors reminding students, staff, and guests of the physical distance requirement.
- Restroom sinks will be disabled and marked out of order if they are closer than 3 feet.
- Have visitors to the building check in through the office. (Plexiglass barriers will be installed at office staff work stations.)
- Only essential visitors (ISD Consultants, State Agency Workers, College Representatives, etc.) will be permitted, upon passing visitation protocols. They will have limited access to interact with students, and only after reviewing and signing off on all safety expectations. Visitors will be required to sign out through the office to document time, purpose, temperature, and locations visited in the building.

Screening Students and Staff:

Requirements from the Michigan Return to School Roadmap

- Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff. (TBD by Local or State Health Department)

Hanley International Academy will adopt the following "Strongly Recommended" Safety Protocols from the Michigan Return to School Roadmap

- Every school should identify and designate a quarantine area and a staff person to care for students who become ill at school.
- Students who become ill with symptoms of COVID-19 should be placed in an identified quarantine area with a surgical mask in place until they can be picked up. Identified school staff caring for these children should wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures

in which an N95 mask is required.

- Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines.
- Staff should conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home.

Hanley International Academy will:

- Submit a copy of the District's screening and exposure plan to the County Health Department. This plan will be reviewed monthly with the District Pandemic Response Team and the Health Department along with any referrals from the prior month.
- Identify a remote and secluded area within the school building, no smaller than 100 square feet to serve as an isolation area. This area will be outfitted with appropriate PPE including gowns, face shields, N95 Masks, gloves, sanitizing wipes, portable two-way radios, an internet-connected computer, log sheets, and video surveillance.
- Identify and train a staff person to serve as the "quarantine officer". These duties will take precedence over any other responsibilities and therefore this individual must have the flexibility to leave their regular assignment at a moment's notice.
  - From the time of identification of potential infection, the student will not be left unattended by the quarantine officer and a log sheet of activity will be maintained at 5-minute intervals until the student or staff member is safely removed from the building.
  - Parent communication will be made immediately with clear and concise directions on where and how to pick up the student and where to report for testing.
  - A designated person (office staff) will contact the student/family each day after removal until test results are provided and verified before the student can return to school.
  - During the time of quarantine, the student will be asked to self identify the location and individuals they came into contact with for the past 48 hours to the best of their recollection. Priority will be placed on those individuals that they were in contact with for a sustained 15 minutes of more.
  - The health department will be contacted after parents have been contacted to assist in contact tracing and notification of vulnerable individuals.
- Require all school staff to conduct a health safety self assessment at home prior to coming to work and verifying through a Google form that they are safe to work.

This will include taking their temperature and reporting this daily on the Google form.

- Require staff who are unable to work due to displaying COVID-19 symptoms to report this to the school through the Google form and notify the appropriate administrator . The school health official or Human Resources 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.
- Require staff members who tested positive to quarantine away from school for 14 days. Days of quarantine for COVID-19 positive results will NOT count against employee sick time allocations.

Responding to Positive Tests Among Staff and Students:

Requirements from the Michigan Return to School Roadmap

- All schools must cooperate with the local public health department if a confirmed case of COVID-19 is identified, and in particular, must collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at the school.

Hanley International Academy will adopt the following "Strongly Recommended" Safety Protocols from the Michigan Return to School Roadmap

- Notify Public Health - Wayne County, 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.
- Public Health - Wayne County 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.
    - Public Health - Wayne County, depending on the situation, may identify other contacts who require quarantine. Schools can help the Public Health - Wayne County by collecting data and contact information of those exposed.
    - Staff will adhere to confidentiality laws and statutes that protect student and staff health information. Student communicable disease related

information is protected health information. (Even if a family/student acknowledges and publicly discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test).

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

Food Service:

Requirements from the Michigan Return to School Roadmap
- Indoor assemblies that bring together students from more than one classroom will be prohibited.

Hanley International Academy will adopt the following "Strongly Recommended" Safety Protocols from the Michigan Return to School Roadmap

- Classrooms and outdoor areas should be used for students to eat meals at school, if distancing guidelines cannot be met.
- If cafeterias must be used, meals times should be staggered to create seating arrangements with six feet of distance between students.
  - Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks.
  - Students, teachers, and food service staff should wash hands before and after every meal.
- If possible, school-supplied meals should be delivered to classrooms with disposable utensils.

Hanley International Academy will:

- Have all elementary students eat lunch in their classrooms. Food Service staff will drop off bag/box lunches and disposable utensils, on a cart to the classroom

15 minutes prior to the designated lunch period.

- Have elementary lunch workers support the classrooms through the meal time supervising students.
- At the middle school level, to start the year, allow the option to have a designated area will be blocked off to allow for eating outside. Trash cans will be placed around the area to support disposal.
- Require lunch monitors to supervise the outside area during the lunch period.
- Have all students wear masks into the cafeteria and remove them when eating. They will put them back on when eating is completed.
- Open the cafeteria to the middle school students. In order to address social distancing, areas will be marked with an X to keep students six feet apart when they are sitting.
- Remove excess cafeteria tables to maintain compliance with six feet guidelines. We will also use the gym for additional space.
- Stagger a middle school lunch service. We will have a 6, 7 and 8 lunch schedule. Students will also be released from class in a staggered fashion, by even and odd classrooms to avoid long lines.
- Put markings on the floor to designate six foot distancing as students wait in line in the cafeteria and at the office.
- Require all cafeteria workers to 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. Visual guidance will be posted in the kitchen and by every sink to encourage the correct procedure for hand washing.

Gatherings and Extracurricular Activities:

Requirements from the Michigan Return to School Roadmap

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

Hanley International Academy will adopt the following "Strongly Recommended" Safety Protocols from the Michigan Return to School Roadmap

- Students, teachers, and staff should wash hands before and after every event.
- Large scale assemblies of more than 50 students are suspended.
- Off-site field trips that require bus transportation to an indoor location are suspended.
- Recess should be conducted outside whenever possible with appropriate social

distancing and cohorting of students. If more than one class is outside, students should wear facial coverings.

- If possible, schools should offer telecasting of assemblies and other school-sanctioned events.
- Extracurricular activities may continue with the use of facial coverings.

Hanley International Academy will:

- Will not permit indoor assemblies at this time to be held in the school building. All essential presentations will be done by remote monitors in the classrooms or by staff entering the room to share the needed information.
- Put together a schedule that allows three classrooms on a playground for recess at a time (Grades PreK-5.) Teachers will be asked to move around the playground separating students congregating in groups of more than 10. Face masks will be worn at all times on the playground unless the individual is medically unable. Students will use hand sanitizer before entering the building.
- Suspend all field trips, this will be reviewed as we move to Phase 5.
- Require face coverings at all extracurricular activities. School dances and events over 50 students will be temporarily discontinued and will be evaluated as we move to the next phase.
  - All social distancing requirements will be in place, so events will be outside or in large ventilated areas.

Athletics:
Requirements from the Michigan Return to School Roadmap

- The district plan will Comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).
- Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant should confirm that they are healthy and without any symptoms prior to any event.
- All equipment must be disinfected before and after use.
- Inter-school competitions may be held provided that facial coverings are worn if school transportation is provided. Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent "Busing and Student Transportation" section.

- Spectators are allowed provided that facial coverings are used by observers and six feet of social distancing can be maintained at all times. Attention must be given to entry and exit points to prevent crowding.
- Each participant must use a clearly marked water bottle for individual use. There should be no sharing of this equipment.
- Handshakes, fist bumps, and other unnecessary contact must not occur.
- Indoor weight rooms and physical conditioning activities that require shared equipment are suspended. Outdoor physical conditioning activities are allowed while maintaining social distancing.
- Large scale indoor spectator events are suspended. Large scale outdoor spectator or stadium events are limited to 100 people, and people not part of the same household must maintain six feet of distance from one another.

- *Note: District plan should describe athletic policies and procedures that are consistent with all requirements of Governor Whitmer's executive order in place and should align with, as is practicable, with guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).*

Cleaning:

Requirements from the Michigan Return to School Roadmap
- Frequently touched surfaces including light switches, doors, benches, bathrooms, must undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.
- Libraries, computer labs, arts, and other hands-on classrooms must undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution.
- Student desks must be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.
- Playground structures must continue to undergo normal routine cleaning, but using an EPA-approved disinfectant is unnecessary.

- Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products.
- Staff must wear gloves, surgical masks, and face shield when performing all cleaning activities.

Hanley International Academy will:

- Meet as an administrative team and building operations team 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.
- Create an inventory related to all cleaning supplies that is in compliance with EPA-approved COVID-19 materials will be taken and orders made to address increased cleaning protocols.
- Identify cleaning stations around the building that hold materials for use in different wings (e.g., curriculum closet in third grade hallway, gym storage room, custodial closet in 5th grade hallway).
- Provide all classrooms with spray bottles with EPA-approved disinfectant or diluted bleach solution, paper towels, face shield and gloves in order to address new cleaning protocols. Staff must wear gloves, a mask and face shield when cleaning, and students will not be allowed access to the cleaning solutions.
- Tour the building with the custodial team identify areas of frequent use throughout the building. A map will be created and kept secure in the head custodian room and office to ensure compliance when custodial substitutes are in the building.
- Have custodial staff walk the building wiping all high frequency usage areas at 7:00 a.m., 10:00 a.m., 1:00 p.m, 4:00 p.m., and following any evening activities in the building. Staff will note the time and date and initials on a chart that is kept daily.
- Instruct classroom teachers to wipe down the students' desks every time students exit the room at the elementary level or after every period at the secondary level with EPA-approved disinfectant or diluted bleach solution. Locked storage units with ventilation for cleaning materials will be available for all staff as needed. All classrooms will have the appropriate EPA-approved disinfectant or diluted bleach solution in their rooms.
- Require staff to sanitize playground equipment after each use. Custodial staff will conduct a regularly scheduled thorough cleaning.
- Provide a training on cleaning materials and protocols to the staff through a virtual meeting the first week of school. This training will show the use of PPE when cleaning, protocols for the classroom and storage of cleaning materials.

Busing and Student Transportation:

Requirements from the Michigan Return to School Roadmap

- Drivers will require the use of hand sanitizers before entering the bus. Hand sanitizer will be supplied on the bus.
- The bus driver, staff, and all students in grades preK-12, if medically feasible, must wear facial coverings while on the bus.
  - Note: there may be situations where it is not safe for the bus driver to wear a facial covering. Decisions about these situations should be made on a case-by-case basis with local public health officials.
- Transportation vehicles will be cleaned and disinfected before and after every transit route. Children must not be present when a vehicle is being cleaned.
- Frequently touched surfaces in the vehicle will be cleaned and disinfected (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.
- Equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools will be cleaned, sanitized, and disinfected 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 will not use group transportation to return home and must follow protocols outlined above. If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and must not return to drive students.
- Weather permitting, doors and windows will be kept open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
- Weather permitting, keeping windows open while the vehicle is in motion will be considered to help reduce spread of the virus by increasing air circulation, if appropriate and safe.

Hanley International Academy will:

- Make contact with all transportation companies that support the district to ensure they have received a copy of the criteria in the MI Safe Schools: Michigan's 2020 Return to School RoadMap.

- Hold a meeting with contracted transportation departments to review the criteria required for Phase 4 and discuss concerns or issues arising.
- Require contracting companies to sign an assurance statement, verifying that they can and will comply with the items required.
- Require that contracts be altered as needed to address required cleaning, sanitizing and professional development to maintain the fleet.
- Require assurance statements be developed to ensure the appropriate use of face covering for all students and drivers, use of hand sanitizers and cleaning protocols.
- Will coordinate with the transportation company to assess the number of buses that will be on the road.
- Will coordinate with the transportation company to ensure busses provide hand sanitizing stations on each bus.
- Require transportation contractors to ensure cleaning supplies in compliance with the CDC are utilized to clean busses between routes, including areas of frequent areas of contact.
- Require high traffic areas to be wiped down at the beginning and end of each route.
- Require that all students enter the bus wearing a face covering.
- Provide face coverings to be placed on each bus for students that do not have one.
- Develop and communicate a policy to families related to the mandatory face covering on the bus for all staff and students, if medically feasible, unless "It is determined on a case by case basis that it is not safe for the bus driver to wear a facial covering." Any staff, student, or driver unable to wear a mask due to a medical condition must provide medical documentation.
- Require bus drivers, weather permitting (no precipitation, temperature above 55 degrees F), to keep windows open on the bus both en route and when stopped.

Medically Vulnerable Students and Staff:

Hanley International Academy will adopt the following "Strongly Recommended" Safety Protocols from the Michigan Return to School Roadmap

- Staff should 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.

Hanley International Academy will:

- Identify all health care plans, IEPs, IFSPs, and 504 plans
- Require knowledgeable staff (e.g., nurse, special education teachers, 504 coordinator) to review plans to identify those that require additional accommodations related to COVID-19. Consult CDC guidelines. For example, there are exemptions to wearing face coverings for students with certain conditions. Update plans as needed.

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

Hanley International Academy will adopt the following "Strongly Recommended" Safety Protocols from the Michigan Return to School Roadmap

- 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.

Hanley International Academy believes:

That 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 and community, instructional staff, support staff, administration and other school leaders.

Hanley International Academy will:

- Make available a mental health screening by a trained professional, to support students as necessary. Any screening will be compliant with HIPAA and FERPA policies. Screening instructions will be offered verbally to younger student and will provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines
- Establish and communicate guidelines to all staff regarding identification and rapid referral of at risk students to appropriate building-level support teams.

- Provide staff with resources, training/professional development as well as needed tools, 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 as needed and available.
- 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 a comprehensive list of wellness resources available to both staff and students that will be available in conjunction with screening activities, and that reference school and community wellness resources. Parents will be granted access to resources and tools via GVSU Parent Support Portal:
  https://content.govdelivery.com/attachments/MIMDE/2020/04/02/file_attachments/1417463/Self-care%20for%20Times%20of%20Crisis.pdf
  In addition, we continue to partner with our third party vendor that supplies social work services, counseling and other needs based mental health resources. When it becomes evident these services are needed, we are able to partner with them and coordinate the services with the family and students.
- Utilize our monthly One on One meeting structure to include protocols that evaluate the physical and mental health status of our school staff.
- Provide resources for staff self-care, including resiliency strategies.
- Will designate our School Social Worker as our 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 as well as activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, ClassDojo, designated email).
- Communicate with parents and guardians, via a variety of channels(Facebook, ClassDojo etc.) return to school transition information including:
  - Destigmatization of COVID-19
  - Understanding normal behavioral response to crises
  - General best practices of talking through trauma with children
  - Positive self-care strategies that promote health and wellness.
- Hanley International Academy will not require mental health screening for all students by a trained professional.

Phase 4 Instruction

Governance:

Hanley International Academy will adopt the following "Strongly Recommended" Safety Protocols from the Michigan Return to School Roadmap

1. Create a district Return to Instruction and Learning work 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:
   a. 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.
   b. Revise the district's remote learning plan to incorporate the feedback received, and input from stakeholders, to improve its effectiveness.
   c. Share the district's remote learning plan with all involved stakeholders in case of a return to remote learning.

Instruction:

Hanley International Academy will:

- Survey families to discern interest in either in-person instruction or virtual learning.
- Following the results of the survey given to families, offer two modes of instruction for students starting in the Fall.
  - Families may choose in-person instruction which will be 5 full days in the classroom, following strict social distancing, hygiene and safety protocols.
  - Families may choose fully virtual instruction. Each grade level will have a certified teacher leading virtual instruction through either Zoom or Google Meet platforms.
- Revise the Continuity of Learning Plan to provide for more rigorous virtual learning.
  - Teachers will be providing synchronous learning in content area blocks to students. Students will be given opportunities for break out sessions to complete classwork in small groups with the teacher assisting.
- Share the school's remote learning plan with all involved stakeholders in case of a return or chosen option to remote learning.
- 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 teachers around remote instruction that will include:
  - Best practices for remote learning
  - Grade-level proficiencies
  - Modes of student assessment and feedback
  - Differentiated support for students
  - Inclusion of social-emotional learning
  - Guidance around daily instructional time and workload per different grade levels to ensure consistency for students.
- Continue to embrace and lead with our Vision Statement in mind. "Educating your child like our own." Whether that may be with in person instruction or virtual learning.
- In conjunction with our school Vision Statement, 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 all assessments (W-APT, DRA, NWEA, WIDA.)
  - Every students' academic and social-emotional needs will be addressed.
- 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.

Communications and Family Supports:

Hanley International Academy will adopt the following "Strongly Recommended" Safety Protocols from the Michigan Return to School Roadmap

- 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.
- 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.

Hanley International Academy will:

- Give communications regarding:
  - Expectations around their child's return to school
  - Clear information about schedules and configurations
  - Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies
  - Plans for each of the different school opening scenarios

- Communications given by Edulink will be given on a needs basis.
- Communication to parents through Classroom Dojo is done on a daily basis.
  - Teachers are required to provide daily communication through their own classroom pages with their individual classroom families.
  - Administration communicates frequently (on a weekly basis) with all Hanley families through the Classroom Dojo portal as well. Methods include, but are not limited to, the following:
    - Direct Person-to-Person Telephone Calls when applicable
    - Robo Calls utilizing Edulink
    - Regular US Mail – information mailed to families
    - Email
    - Class Dojo
    - Text Messages
    - Flyers/Newsletters
    - Social Media posting(s)
    - Website posting

Professional Learning:

Hanley International Academy will adopt the following "Strongly Recommended" Safety Protocols from the Michigan Return to School Roadmap

- Provide adequate time for schools and educators to engage in:

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

Professional Learning:

Resources To Support The School Community

Hanley International Academy will compile and regularly update comprehensive lists of wellness resources available to our school community that can be provided in conjunction with screening activities, and that reference school and community wellness resources. These will be placed on our website, ClassDojo, and social media so that everyone has quick and easy access to them.

We will provide regular communication to our school community and parents, *via* a variety of channels: school website, social media channels, and our school 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.

We will maintain a wellness resource page on our website. Our school social worker will create and cultivate content in collaboration with community agencies to ensure the list is comprehensive.

Professional Learning Structures:

Professional Learning Communities (PLCs):
The primary purpose of this work is to ensure learning through Response to Intervention (RTI) where teachers collaborate around the following questions:
- *What do we want our students to learn?*
- *How will we know if they have learned it?*
- *What will we do if they haven't learned it yet?*
- *What will we do if they already know it?*

To answer these questions, these teacher-led groups will 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. (Will need to work with teachers from 2019-20 to share data and concerns about each student's growth and needs.)
- 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.

Resources that support this work:
- Collaborative Inquiry Toolkit
- Oakland Schools Curriculum, Instruction and Assessment Toolkit For COVID-19 Reopening
- Oakland Schools Curriculum, Instruction and Assessment Toolkit-Math
- Assessment Guidance Planning Document
- Formative Assessments in Distant Learning framework
- Formative Assessment Tips for Remote Learning webinars
- Grading for Learning: Guidelines for Creating Student Success
- MSU Reframing Assessments as Tools for Student Support

Virtual when necessary:
We believe that the best professional learning happens when educators can be in a room together – and that part of the time is spent observing classrooms and students in action. For the 2020-21 school year, in addition to classroom observations – we will instead use video where appropriate. We will also be flexible and open to conducting any session virtually as necessary– whether we are open or closed.

Time:

Some professional learning will be offered asynchronously and some will be synchronous. The following times will be reserved for synchronous professional learning:

- Week of August 17-21, 2020, Week of August 24-28, 2020
- Daily common planning time for teachers
- Last Friday each month Full Day PD for Staff
- School staff meetings reserved for every other Wednesday as needed

Professional Learning Topics:

- **Well-Being**: Social-emotional learning, trauma-informed best practices, identification of students at risk and proper referral protocols, self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma
- **Equity**: Restorative supports for educators and learning around equity, implicit bias, and culturally responsive education
- **Remote/Hybrid Teaching and Learning**:
  - Use and effectiveness of digital tools and resources that support remote learning
  - Design and development of blended and remote learning experiences that are equitable and engaging - and are aligned to our deep learning strategic plan priority
- **Safety protocols:** PPE, hygiene, social distancing, movement, screening, responding to symptoms, cleaning, medically vulnerable students

Resources that Support Professional Learning in these Topics:

Well-Being Resources

- COVID-19: Talking to Children about COVID-19, Helping Children Cope during COVID-19, Educator's Guide to Supporting the Social Emotional Needs of Students: COVID-19 Information
- Trauma: see pages 24 to 28 in Guidelines for Reopening Schools: An Opportunity to Transform Public Education and Tips for Survivors of Disaster or Other Traumatic Event, How Trauma Effects Kids in School
- Social Emotional Learning, Mindfulness for Children

Equity Resources

- Equity and implicit bias: Talking to Children About Racism, Changing Minds to Address Poverty in the Classroom

Remote Learning Resources

- Best Practices for Remote Teaching provides six strategies for working remotely with students
- Best Practices for Remote Learning in the Content Areas, (PBIS) Teaching Matrix

for Remote Instruction This provides concrete strategies in a concise rubric that help foster a positive classroom culture in a remote learning context
- National Institute for Excellence in Teaching (NIET) Rubric for Virtual Learning is an extensive and detailed rubric that describes ways that strong teaching practice translates to the remote learning environment
- Learning at a Distance Matrix
- Flipped Learning Conference

Other Resources
- Asynchronous Professional Learning Modules
- Michigan Virtual Remote Learning Training for Teachers
- Edupaths Professional Development for Educators

Phase 4 Operations

Facilities:

Hanley International Academy will adopt the following "Strongly Recommended" Safety Protocols from the Michigan Return to School Roadmap

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

Budget, Food Service, Enrollment, and Staffing:

Hanley International Academy will adopt the following "Strongly Recommended" Safety Protocols from the Michigan Return to School Roadmap

- 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.

Hanley International Academy will:

- Have a consistent arrival time for all students, with students entering through different entrances of the building.
    - Each entrance will be marked to ensure social distancing is taking place.
    - Each entrance will have a staff member present to take the temperature of each student and ensure each student has on a facial covering.
- Has addressed staffing needs and hired new staff members to replace those who left due to varying reasons.
- Inventory affiliated substitute teacher companies to assess the number of substitute teachers available.
- Build and edit all back to school communications that will include new policies and procedures.
- Hired additional staffing to support a routine sanitation schedule
- Create master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules, and lunch schedules with safety protocols in mind.

Technology:

Hanley International Academy will adopt the following "Strongly Recommended" Safety Protocols from the Michigan Return to School Roadmap

- 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.

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

Please Note: The requirements and recommendations of Phase 5 are also encompassed in Phase 4. (i.e 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.) For the continued safety and welfare of our school community, Hanley International Academy has adopted the same requirements and recommendations in Phase 5 as are listed in Phase 4.

Phase 5 Safety Protocols

Personal Protective Equipment:

Requirements from the Michigan Return to School Roadmap
- Facial coverings must always be worn by staff except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Any staff member who cannot medically tolerate a facial covering must not wear one. Any staff member that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering.
  - PreK-5 and special education teachers should consider wearing clear masks.
  - Homemade facial coverings must be washed daily.
  - Disposable facial coverings must be disposed of at the end of each day.

- Facial coverings must be worn by PreK-8 students, staff, and bus drivers during school transportation. Any staff or student that is unable to medically tolerate a facial covering must not wear one. Any staff or student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.

- Facial coverings must always be worn in hallways and common areas by PreK-8 students in the building except for during meals. Any student that is unable to medically tolerate a facial covering must not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be homemade or disposable level-one (basic)

grade surgical masks.
- ○ Homemade facial coverings must be washed daily.
- ○ Disposable facing coverings must be disposed of at the end of each day.
- ○ Note: Staff serving students with significant disabilities preventing the use of facial coverings are referred to forthcoming guidance from MDE.

- Facial coverings must be worn in classrooms by all students grades 6-8. Any student who cannot medically tolerate a facial covering must not wear one. Any student who is incapacitated, or unable to remove the facial covering without assistance, must not wear one.
- All students in grades K-5 must wear facial coverings unless students remain with their classes throughout the school day and do not come into close contact with students in another class.

Hanley International Academy will adopt the following "Strongly Recommended" Safety Protocols from the Michigan Return to School Roadmap
4. Facial coverings should be considered for K-5 students and students with special needs in classrooms.
5. Facial coverings should be considered for PreK students and students with special needs in hallways and common areas.
6. Facial coverings are not recommended for use in classrooms by children ages 3 and 4.

<u>**Hanley International Academy will:**</u>

- Include expectations for the wearing of face coverings and how to obtain clean face coverings will be in all school to parent communications, all handbooks, all student orientations, and all staff orientations.
- Require all students and parents to watch a safety video on the wearing of and expectations for maintenance of face coverings. Students and parents will sign-off on their awareness of these policies before the students are permitted to enter the classroom on the first day of school.
- Acquire and add building, grounds, and transportation signage throughout all school facilities and clearly identify who is required to wear face coverings in each designated area of the building, grounds, or bus.
- Order and provide face coverings 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.

- Provide clear face coverings to all teachers as an option to wear the clear mask during instruction.
- Require staff members to sanitize and maintain clean face coverings daily.
- Require Individuals (staff or students) who claim medical exemption to meet with the School Administrative Team to provide rationale and documentation.
- Record exempted individuals in a master database.
- Not require PreK-5 students to wear a face covering once they are situated in the classroom unless the classroom activity places them in close proximity (2 feet or less) to other students.
- Staff will issue students who are capable of wearing a face covering and refuse to do a face covering.. The instance will be documented as a log entry in PowerSchool.
- Remove students showing patterns of non-compliance from the school building and place them into remote instruction until the student agrees to comply with this safety protocol. Parents will be notified of each instance of non-compliance by the administration. Continued removals from the school building will result in permanent placement into remote instruction with the student being banned from coming to the school site.
- Address staff who are capable of wearing a face covering and refuse to do so by the school administrator and could face progressive disciplinary measures up to and including termination.
- Issue guests to the school building (presenters, substitute teachers, etc) a disposable face covering upon signing in at the main office and instruct them to wear the face covering at all times. Instances of non-compliance will result in the guest being escorted from the building by the school safety officer or building administrator.
- In instances of uncertainty about individuals not wearing face coverings, these matters will be relayed to the building administration for review and decisive action.

Hygiene:

Requirements from the Michigan Return to School Roadmap
- Adequate supplies of soap, hand sanitizer with at least 60% alcohol, paper towels, tissues, and signs reinforcing proper handwashing techniques will be provided to support healthy hygiene behaviors
- Staff will 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.

Hanley International Academy will adopt the following "Strongly Recommended"

Safety Protocols from the Michigan Return to School Roadmap

- Staff and students will cough and sneeze into their elbows or cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.
- Soap and hand sanitizers will be systematically and frequently checked and refilled.
- Students and teachers will have scheduled handwashing with soap and water every 2-3 hours.
- Students and staff will limit sharing of personal items and supplies such as writing utensils.
- Students' personal items will be kept separate and in individually labeled cubbies, containers, or lockers.
- Staff will limit use of classroom materials to small groups and disinfect between use, or provide adequate supplies to assign for individual student use.
- Portable handwashing and/or hand sanitizing stations will be procured and set up throughout school buildings where needed.

Hanley International Academy will:

- Install additional sanitizing stations in high traffic areas.
- Check supplies (paper towels, soap, hand sanitizer, tissues, trash receptacles) daily and restock in the classroom.
- Instruct teachers to contact the office immediately if supplies run low during the school day.
- Post in each classroom a hygiene protocol with timelines that are posted and communicated via newsletters, web pages, bulletin boards, and the like. It will include
  - Hand-washing schedule
  - Room and materials cleaning schedule
- Instruct teachers to teach students the following on the first day of school and reinforce weekly or more often as needed (this may be done via video)
  - Proper handwashing on the first day of school and reinforce weekly or more often if needed
  - How to cough and sneeze into their elbows, or to cover with a tissue and dispose of it in the trash
- Communicate proper mitigation strategies including hand washing and sneezing to families via newsletters, web pages, bulletin boards, and the like. Parents and caregivers will be asked to review and reinforce with their students.

- Instruct custodial staff to:
  - Procure adequate soap, hand sanitizer, paper towels, and tissues.
  - Post signage related to cleaning and hygiene strategies in each room, restroom, throughout the hallways.
  - Monitor hygiene supplies and refill as needed three times daily.
  - Procure hand sanitizing stations as deemed necessary during walk-through with the building leader.
- Make sure that sharing school supplies is limited, and each student will have their own supply box for materials.
- Generate a list of these supplies as appropriate for each grade level.

Spacing, Movement and Access

Hanley International Academy will adopt the following "Strongly Recommended" Safety Protocols from the Michigan Return to School Roadmap

- Desks will be spaced six feet apart in classrooms. Class sizes should be kept to the level afforded by necessary spacing requirements.
- In classrooms where large tables are utilized, students will be spaced as far apart as feasible.
- As feasible, all desks will be arranged facing the same direction toward the front of the classroom.
- Teachers should maintain six feet of spacing between themselves and students as much as possible.
- Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials.
- Signage will be posted to indicate proper social distancing.
- Floor tape or other markers should be used at six foot intervals where line formation is anticipated.
- Social distancing floor/seating markings will be placed in waiting and reception areas.
- Signs will be placed on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.
- Adult guests entering the building should be screened for symptoms, wear a facial covering, and wash/sanitize hands prior to entering. Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building.

Hanley International Academy will:

- Have administrative staff/custodial staff walk through the school building to assess the number of desks, tables, the capacity to physically distance with existing student enrollment and furniture.
- Have administrative staff/custodial staff determine what furniture or supplies can be removed from the building or what alternate furniture can be used to create greater physical distance. The current physical distance between students and staff in the building ranges from 3 to 5.5 feet after those accommodations.
- Mark hallways, cafeteria, entry, and sidewalks in 6-foot increments.
- post signage throughout the building and on restroom doors reminding students, staff, and guests of the physical distance requirement.
- Restroom sinks will be disabled and marked out of order if they are closer than 3 feet.
- Have visitors to the building check in through the office. (Plexiglass barriers will be installed at office staff work stations.)
- Only essential visitors (ISD Consultants, State Agency Workers, College Representatives, etc.) will be permitted, upon passing visitation protocols. They will have limited access to interact with students, and only after reviewing and signing off on all safety expectations. Visitors will be required to sign out through the office to document time, purpose, temperature, and locations visited in the building.

Screening Students and Staff:

Requirements from the Michigan Return to School Roadmap
- Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff. (TBD by Local or State Health Department)

Hanley International Academy will adopt the following "Strongly Recommended" Safety Protocols from the Michigan Return to School Roadmap

- Every school should identify and designate a quarantine area and a staff person to care for students who become ill at school.
- Students who become ill with symptoms of COVID-19 should be placed in an identified quarantine area with a surgical mask in place until they can be picked up. Identified school staff caring for these children should wear a surgical mask.

with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.

- Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines.
- Staff should conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home.

Hanley International Academy will:

- Submit a copy of the District's screening and exposure plan to the County Health Department. This plan will be reviewed monthly with the District Pandemic Response Team and the Health Department along with any referrals from the prior month.
- Identify a remote and secluded area within the school building, no smaller than 100 square feet to serve as an isolation area. This area will be outfitted with appropriate PPE including gowns, face shields, N95 Masks, gloves, sanitizing wipes, portable two-way radios, an internet-connected computer, log sheets, and video surveillance.
- Identify and train a staff person to serve as the "quarantine officer". These duties will take precedence over any other responsibilities and therefore this individual must have the flexibility to leave their regular assignment at a moment's notice.
    - From the time of identification of potential infection, the student will not be left unattended by the quarantine officer and a log sheet of activity will be maintained at 5-minute intervals until the student or staff member is safely removed from the building.
    - Parent communication will be made immediately with clear and concise directions on where and how to pick up the student and where to report for testing.
    - A designated person (office staff) will contact the student/family each day after removal until test results are provided and verified before the student can return to school.
    - During the time of quarantine, the student will be asked to self identify the location and individuals they came into contact with for the past 48 hours to the best of their recollection. Priority will be placed on those individuals that they were in contact with for a sustained 15 minutes of more.
    - The health department will be contacted after parents have been contacted to assist in contact tracing and notification of vulnerable individuals.
- Require all school staff to conduct a health safety self assessment at home prior to

coming to work and verifying through a Google form and notifying appropriate administrator that they are safe to work. This will include taking their temperature and reporting this daily on the Google form.

- Require staff who are unable to work due to displaying COVID-19 symptoms to report this to the school through the Google form. The school health official or Human Resources 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.
- Require staff members who tested positive to quarantine away from school for 14 days. Days of quarantine for COVID-19 positive results will NOT count against employee sick time allocations.

Responding to Positive Tests Among Staff and Students:

Requirements from the Michigan Return to School Roadmap

- All schools must cooperate with the local public health department if a confirmed case of COVID-19 is identified, and in particular, must collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at the school.

Hanley International Academy will adopt the following "Strongly Recommended" Safety Protocols from the Michigan Return to School Roadmap

- Notify Public Health - Wayne County, 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.
- Public Health - Wayne County 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.
  - Public Health - Wayne County, depending on the situation, may identify other contacts who require quarantine. Schools can help the Public Health - Wayne County by collecting data and contact information of those exposed.
  - Staff will adhere to confidentiality laws and statutes that protect student

and staff health information. Student communicable disease related information is protected health information. (Even if a family/student acknowledges and publicly discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test).

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

Food Service:

Requirements from the Michigan Return to School Roadmap
- Indoor assemblies that bring together students from more than one classroom will be prohibited.

Hanley International Academy will adopt the following "Strongly Recommended" Safety Protocols from the Michigan Return to School Roadmap

- Classrooms and outdoor areas should be used for students to eat meals at school, if distancing guidelines cannot be met.
- If cafeterias must be used, meals times should be staggered to create seating arrangements with six feet of distance between students.
    - Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks.
    - Students, teachers, and food service staff should wash hands before and after every meal.
- If possible, school-supplied meals should be delivered to classrooms with disposable utensils.

Hanley International Academy will:

- Have all elementary students eat lunch in their classrooms. Food Service staff will drop off bag/box lunches and disposable utensils, on a cart to the classroom 15 minutes prior to the designated lunch period.
- Have elementary lunch workers support the classrooms through the meal time supervising students.
- At the middle school level, to start the year, allow the option to have a designated area will be blocked off to allow for eating outside. Trash cans will be placed around the area to support disposal.
- Require lunch monitors to supervise the outside area during the lunch period.
- Have all students wear masks into the cafeteria and remove them when eating. They will put them back on when eating is completed.
- Open the cafeteria to the middle school students. In order to address social distancing, areas will be marked with an X to keep students six feet apart when they are sitting.
- Remove excess cafeteria tables to maintain compliance with six feet guidelines. We will also use the gym for additional space.
- Stagger a middle school lunch service. We will have a 6, 7 and 8 lunch schedule. Students will also be released from class in a staggered fashion, by even and odd classrooms to avoid long lines.
- Put markings on the floor to designate six foot distancing as students wait in line in the cafeteria and at the office.
- Require all cafeteria workers to 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. Visual guidance will be posted in the kitchen and by every sink to encourage the correct procedure for hand washing.

Gatherings and Extracurricular Activities:

Requirements from the Michigan Return to School Roadmap
- Indoor assemblies that bring together students from more than one classroom will be prohibited.

Hanley International Academy will adopt the following "Strongly Recommended" Safety Protocols from the Michigan Return to School Roadmap

- Students, teachers, and staff should wash hands before and after every event.
- Large scale assemblies of more than 50 students are suspended.
- Off-site field trips that require bus transportation to an indoor location are suspended.

- Recess should be conducted outside whenever possible with appropriate social distancing and cohorting of students. If more than one class is outside, students should wear facial coverings.
- If possible, schools should offer telecasting of assemblies and other school-sanctioned events.
- Extracurricular activities may continue with the use of facial coverings.

Hanley International Academy will:

- Will not permit indoor assemblies at this time to be held in the school building. All essential presentations will be done by remote monitors in the classrooms or by staff entering the room to share the needed information.
- Put together a schedule that allows three classrooms on a playground for recess at a time (Grades PreK-5.) Teachers will be asked to move around the playground separating students congregating in groups of more than 10. Face masks will be worn at all times on the playground unless the individual is medically unable. Students will use hand sanitizer before entering the building.
- Suspend all field trips, this will be reviewed as we move to Phase 5.
- Require face coverings at all extracurricular activities. School dances and events over 50 students will be temporarily discontinued and will be evaluated as we move to the next phase.
    - All social distancing requirements will be in place, so events will be outside or in large ventilated areas.

Athletics:

Requirements from the Michigan Return to School Roadmap
- The district plan will Comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).
- Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant should confirm that they are healthy and without any symptoms prior to any event.
- All equipment must be disinfected before and after use.
- Inter-school competitions may be held provided that facial coverings are worn if school transportation is provided. Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent "Busing and Student Transportation" section.

- Spectators are allowed provided that facial coverings are used by observers and six feet of social distancing can be maintained at all times. Attention must be given to entry and exit points to prevent crowding.
- Each participant must use a clearly marked water bottle for individual use. There should be no sharing of this equipment.
- Handshakes, fist bumps, and other unnecessary contact must not occur.
- Indoor weight rooms and physical conditioning activities that require shared equipment are suspended. Outdoor physical conditioning activities are allowed while maintaining social distancing.
- Large scale indoor spectator events are suspended. Large scale outdoor spectator or stadium events are limited to 100 people, and people not part of the same household must maintain six feet of distance from one another.

- *Note: District plan should describe athletic policies and procedures that are consistent with all requirements of Governor Whitmer's executive order in place and should align with, as is practicable, with guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).*

Cleaning:

Requirements from the Michigan Return to School Roadmap
- Frequently touched surfaces including light switches, doors, benches, bathrooms, must undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.
- Libraries, computer labs, arts, and other hands-on classrooms must undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution.
- Student desks must be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.
- Playground structures must continue to undergo normal routine cleaning, but using an EPA-approved disinfectant is unnecessary.

- Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products.
- Staff must wear gloves, surgical masks, and face shield when performing all cleaning activities.

Hanley International Academy will:

- Meet as an administrative team and building operations team 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.
- Create an inventory related to all cleaning supplies that is in compliance with EPA-approved COVID-19 materials will be taken and orders made to address increased cleaning protocols.
- Identify cleaning stations around the building that hold materials for use in different wings (e.g., curriculum closet in third grade hallway, gym storage room, custodial closet in 5th grade hallway).
- Provide all classrooms with spray bottles with EPA-approved disinfectant or diluted bleach solution, paper towels, face shield and gloves in order to address new cleaning protocols. Staff must wear gloves, a mask and face shield when cleaning, and students will not be allowed access to the cleaning solutions.
- Tour the building with the custodial team identify areas of frequent use throughout the building. A map will be created and kept secure in the head custodian room and office to ensure compliance when custodial substitutes are in the building.
- Have custodial staff walk the building wiping all high frequency usage areas at 7:00 a.m., 10:00 a.m., 1:00 p.m, 4:00 p.m., and following any evening activities in the building. Staff will note the time and date and initials on a chart that is kept daily.
- Instruct classroom teachers to wipe down the students' desks every time students exit the room at the elementary level or after every period at the secondary level with EPA-approved disinfectant or diluted bleach solution. Locked storage units with ventilation for cleaning materials will be available for all staff as needed. All classrooms will have the appropriate EPA-approved disinfectant or diluted bleach solution in their rooms.
- Require staff to sanitize playground equipment after each use. Custodial staff will conduct a regularly scheduled thorough cleaning.
- Provide a training on cleaning materials and protocols to the staff through a virtual meeting the first week of school. This training will show the use of PPE when cleaning, protocols for the classroom and storage of cleaning materials.

Busing and Student Transportation:

Requirements from the Michigan Return to School Roadmap

- Drivers will require the use of hand sanitizers before entering the bus. Hand sanitizer will be supplied on the bus.
- The bus driver, staff, and all students in grades preK-12, if medically feasible, must wear facial coverings while on the bus.
    - Note: there may be situations where it is not safe for the bus driver to wear a facial covering. Decisions about these situations should be made on a case-by-case basis with local public health officials.
- Transportation vehicles will be cleaned and disinfected before and after every transit route. Children must not be present when a vehicle is being cleaned.
- Frequently touched surfaces in the vehicle will be cleaned and disinfected (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.
- Equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools will be cleaned, sanitized, and disinfected 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 will not use group transportation to return home and must follow protocols outlined above. If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and must not return to drive students.
- Weather permitting, doors and windows will be kept open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
- Weather permitting, keeping windows open while the vehicle is in motion will be considered to help reduce spread of the virus by increasing air circulation, if appropriate and safe.

Hanley International Academy will:

- Make contact with all transportation companies that support the district to ensure they have received a copy of the criteria in the MI Safe Schools: Michigan's 2020 Return to School RoadMap.

- Hold a meeting with contracted transportation departments to review the criteria required for Phase 4 and discuss concerns or issues arising.
- Require contracting companies to sign an assurance statement, verifying that they can and will comply with the items required.
- Require that contracts be altered as needed to address required cleaning, sanitizing and professional development to maintain the fleet.
- Require assurance statements be developed to ensure the appropriate use of face covering for all students and drivers, use of hand sanitizers and cleaning protocols.
- Will coordinate with the transportation company to assess the number of buses that will be on the road.
- Will coordinate with the transportation company to ensure busses provide hand sanitizing stations on each bus.
- Require transportation contractors to ensure cleaning supplies in compliance with the CDC are utilized to clean busses between routes, including areas of frequent areas of contact.
- Require high traffic areas to be wiped down at the beginning and end of each route.
- Require that all students enter the bus wearing a face covering.
- Provide face coverings to be placed on each bus for students that do not have one.
- Develop and communicate a policy to families related to the mandatory face covering on the bus for all staff and students, if medically feasible, unless "It is determined on a case by case basis that it is not safe for the bus driver to wear a facial covering." Any staff, student, or driver unable to wear a mask due to a medical condition must provide medical documentation.
- Require bus drivers, weather permitting (no precipitation, temperature above 55 degrees F), to keep windows open on the bus both en route and when stopped.

Medically Vulnerable Students and Staff:

Hanley International Academy will adopt the following "Strongly Recommended" Safety Protocols from the Michigan Return to School Roadmap

- Staff should 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.

Hanley International Academy will:

- Identify all health care plans, IEPs, IFSPs, and 504 plans
- Require knowledgeable staff (e.g., nurse, special education teachers, 504 coordinator) to review plans to identify those that require additional accommodations related to COVID-19. Consult CDC guidelines. For example, there are exemptions to wearing face coverings for students with certain conditions. Update plans as needed.

Phase 5 Mental & Social-Emotional Health

Hanley International Academy will adopt the following "Strongly Recommended" Safety Protocols from the Michigan Return to School Roadmap

- 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.

Hanley International Academy believes:

That 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 and community, instructional staff, support staff, administration and other school leaders.

Hanley International Academy will:

- Make available a mental health screening by a trained professional, to support students as necessary. Any screening will be compliant with HIPAA and FERPA policies. Screening instructions will be offered verbally to younger student and

will provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines

- Establish and communicate guidelines to all staff regarding identification and rapid referral of at risk students to appropriate building-level support teams.
- Provide staff with resources, training/professional development as well as needed tools, 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 as needed and available.
- 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 a comprehensive list of wellness resources available to both staff and students that will be available in conjunction with screening activities, and that reference school and community wellness resources. Parents will be granted access to resources and tools via GVSU Parent Support Portal:
  https://content.govdelivery.com/attachments/MIMDE/2020/04/02/file_attachments/1417463/Self-care%20for%20Times%20of%20Crisis.pdf
  In addition, we continue to partner with our third party vendor that supplies social work services, counseling and other needs based mental health resources. When it becomes evident these services are needed, we are able to partner with them and coordinate the services with the family and students.
- Utilize our monthly One on One meeting structure to include protocols that evaluate the physical and mental health status of our school staff.
- Provide resources for staff self-care, including resiliency strategies.
- Will designate our School Social Worker as our 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 as well as activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, ClassDojo, designated email).
- Communicate with parents and guardians, via a variety of channels(Facebook. ClassDojo etc.) return to school transition information including:
  - Destigmatization of COVID-19
  - Understanding normal behavioral response to crises
  - General best practices of talking through trauma with children

- Positive self-care strategies that promote health and wellness.
- Hanley International Academy will not require mental health screening for all students by a trained professional.

Phase 5 Instruction

<u>Governance:</u>

Hanley International Academy will adopt the following "Strongly Recommended" Safety Protocols from the Michigan Return to School Roadmap

2. Create a district Return to Instruction and Learning work 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:
   a. 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.
   b. Revise the district's remote learning plan to incorporate the feedback received, and input from stakeholders, to improve its effectiveness.
   c. Share the district's remote learning plan with all involved stakeholders in case of a return to remote learning.

<u>Instruction:</u>

<u>Hanley International Academy will:</u>

- Survey families to discern interest in either in-person instruction or virtual learning.
- Following the results of the survey given to families, offer two modes of instruction for students starting in the Fall.
  - Families may choose in-person instruction which will be 5 full days in the classroom, following strict social distancing, hygiene and safety protocols.
  - Families may choose fully virtual instruction. Each grade level will have a certified teacher leading virtual instruction through either Zoom or Google Meet platforms.
- Revise the Continuity of Learning Plan to provide for more rigorous virtual learning.

- Teachers will be providing synchronous learning in content area blocks to students. Students will be given opportunities for break out sessions to complete classwork in small groups with the teacher assisting.
- Share the school's remote learning plan with all involved stakeholders in case of a return or chosen option to remote learning.
- 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 teachers around remote instruction that will include:
  - Best practices for remote learning
  - Grade-level proficiencies
  - Modes of student assessment and feedback
  - Differentiated support for students
  - Inclusion of social-emotional learning
  - Guidance around daily instructional time and workload per different grade levels to ensure consistency for students.
- Continue to embrace and lead with our Vision Statement in mind. "Educating your child like our own." Whether that may be with in person instruction or virtual learning.
- In conjunction with our school Vision Statement, 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 all assessments (W-APT, DRA, NWEA, WIDA.)
  - Every students' academic and social-emotional needs will be addressed.
- 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.

Communications and Family Supports:

Hanley International Academy will adopt the following "Strongly Recommended" Safety Protocols from the Michigan Return to School Roadmap

- 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.
- Provide resources that demonstrate schools value <u>parents as partners</u> 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;
  - <u>Opportunities to build their digital literacy;</u> and
  - Strategies to support their child's learning at home.

<u>Hanley International Academy will:</u>

- Give communications regarding:
  - Expectations around their child's return to school
  - Clear information about schedules and configurations
  - Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies
  - Plans for each of the different school opening scenarios

- Communications given by Edulink will be given on a needs basis.
- Communication to parents through Classroom Dojo is done on a daily basis.
  - Teachers are required to provide daily communication through their own classroom pages with their individual classroom families.
  - Administration communicates frequently (on a weekly basis) with all Hanley families through the Classroom Dojo portal as well. Methods include, but are not limited to, the following:
    - Direct Person-to-Person Telephone Calls when applicable
    - Robo Calls utilizing Edulink
    - Regular US Mail – information mailed to families
    - Email
    - Class Dojo
    - Text Messages
    - Flyers/Newsletters
    - Social Media posting(s)
    - Website posting

Professional Learning:

Hanley International Academy will adopt the following "Strongly Recommended" Safety Protocols from the Michigan Return to School Roadmap

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

Professional Learning:

Resources To Support The School Community

Hanley International Academy will compile and regularly update comprehensive lists of wellness resources available to our school community that can be provided in conjunction with screening activities, and that reference school and community wellness resources. These will be placed on our website, ClassDojo, and social media so that everyone has quick and easy access to them.

We will provide regular communication to our school community and parents, *via* a variety of channels: school website, social media channels, and our school 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.

We will maintain a wellness resource page on our website. Our school social worker will create and cultivate content in collaboration with community agencies to ensure the list is comprehensive.

Professional Learning Structures:

Professional Learning Communities (PLCs):
The primary purpose of this work is to ensure learning through Response to Intervention (RTI) where teachers collaborate around the following questions:
- *What do we want our students to learn?*
- *How will we know if they have learned it?*
- *What will we do if they haven't learned it yet?*
- *What will we do if they already know it?*

To answer these questions, these teacher-led groups will 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. (Will need to work with teachers from 2019-20 to share data and concerns about each student's growth and needs.)
- 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.

Resources that support this work:
- Collaborative Inquiry Toolkit
- Oakland Schools Curriculum, Instruction and Assessment Toolkit For COVID-19 Reopening
- Oakland Schools Curriculum, Instruction and Assessment Toolkit-Math
- Assessment Guidance Planning Document
- Formative Assessments in Distant Learning framework
- Formative Assessment Tips for Remote Learning webinars
- Grading for Learning: Guidelines for Creating Student Success
- MSU Reframing Assessments as Tools for Student Support

Virtual when necessary:
We believe that the best professional learning happens when educators can be in a room together – and that part of the time is spent observing classrooms and students in action.

For the 2020-21 school year, in addition to classroom observations – we will instead use video where appropriate. We will also be flexible and open to conducting any session virtually as necessary– whether we are open or closed.

Time:
Some professional learning will be offered asynchronously and some will be synchronous. The following times will be reserved for synchronous professional learning:
- Week of August 17-21, 2020, Week of August 24-28, 2020
- Daily common planning time for teachers
- Last Friday each month Full Day PD for Staff
- School staff meetings reserved for every other Wednesday as needed

Professional Learning Topics:
- **Well-Being**: Social-emotional learning, trauma-informed best practices, identification of students at risk and proper referral protocols, self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma
- **Equity**: Restorative supports for educators and learning around equity, implicit bias, and culturally responsive education
- **Remote/Hybrid Teaching and Learning**:
  - Use and effectiveness of digital tools and resources that support remote learning
  - Design and development of blended and remote learning experiences that are equitable and engaging - and are aligned to our deep learning strategic plan priority
- **Safety protocols:** PPE, hygiene, social distancing, movement, screening, responding to symptoms, cleaning, medically vulnerable students

Resources that Support Professional Learning in these Topics:
Well-Being Resources
- COVID-19: Talking to Children about COVID-19, Helping Children Cope during COVID-19, Educator's Guide to Supporting the Social Emotional Needs of Students: COVID-19 Information
- Trauma: see pages 24 to 28 in Guidelines for Reopening Schools: An Opportunity to Transform Public Education and Tips for Survivors of Disaster or Other Traumatic Event, How Trauma Effects Kids in School
- Social Emotional Learning, Mindfulness for Children

Equity Resources
- Equity and implicit bias: Talking to Children About Racism, Changing Minds to Address Poverty in the Classroom

Remote Learning Resources
- Best Practices for Remote Teaching provides six strategies for working remotely with students
- Best Practices for Remote Learning in the Content Areas, (PBIS) Teaching Matrix for Remote Instruction This provides concrete strategies in a concise rubric that help foster a positive classroom culture in a remote learning context
- National Institute for Excellence in Teaching (NIET) Rubric for Virtual Learning is an extensive and detailed rubric that describes ways that strong teaching practice translates to the remote learning environment
- Learning at a Distance Matrix
- Flipped Learning Conference

Other Resources
- Asynchronous Professional Learning Modules
- Michigan Virtual Remote Learning Training for Teachers
- Edupaths Professional Development for Educators

Phase 5 Operations

Facilities:

Hanley International Academy will adopt the following "Strongly Recommended" Safety Protocols from the Michigan Return to School Roadmap

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

that this guidance will be updated in real-time based on the status of community spread across local geographies.

- 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.

Budget, Food Service, Enrollment, and Staffing:

Hanley International Academy will adopt the following "Strongly Recommended" Safety Protocols from the Michigan Return to School Roadmap

- 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.

Hanley International Academy will:

- Have a consistent arrival time for all students, with students entering through different entrances of the building.
  - Each entrance will be marked to ensure social distancing is taking place.
  - Each entrance will have a staff member present to take the temperature of each student and ensure each student has on a facial covering.
- Has addressed staffing needs and hired new staff members to replace those who left due to varying reasons.
- Inventory affiliated substitute teacher companies to assess the number of substitute teachers available.
- Build and edit all back to school communications that will include new policies and procedures.
- Hired additional staffing to support a routine sanitation schedule
- Create master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules, and lunch schedules with safety protocols in mind.

Technology:

Hanley International Academy will adopt the following "Strongly Recommended" Safety Protocols from the Michigan Return to School Roadmap

- 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.

Hanley International Academy, in partnership with home and community, will provide a safe learning environment that promotes the academic, physical, social, and emotional development of our diverse learning community.

<u>Employee Return to Work Safety Overview</u>

General Workplace Requirements:

1. Training:
    a. All staff will participate in training before school begins on the following topics:
        i. Common symptoms of COVID
        ii. Protocols for cleaning
        iii. Protocols for self monitoring
        iv. Student safety protocols
        v. Reporting protocols for self and students
        vi. Workplace infection-control
        vii. Proper use of PPE

2. Self Monitoring Protocols:
    a. All staff will need to complete the self-checklist in Google docs on a daily basis before 7:45 a.m.

3. Safety Precautions:
    a. All staff will wear a face covering anytime they are around students or other staff members
    b. Staff members will practice social distancing whenever possible
    c. Hand sanitizing dispensers will be placed in all classrooms and offices

4. Cleaning Protocols:

    a. Any staff involved in cleaning high contact surfaces will use CDC cleaner (provided)

    b. Staff will wear gloves, face covering, and face shield (provided) when cleaning

    c. Citi Cleaning will have a schedule for when students are out of the classrooms to come in and clean high contact surfaces

5. Reporting Procedures:

    a. Designated Reporting People-Principal, Assistant Principal and Office Manager

    b. Staff will report to a designated person within 24 hours any direct contact with someone that has tested positive for COVID

        i. Administration will determine if staff should be sent home and for duration

    c. Staff will report to a designated person, immediately any COVID like symptoms they are experiencing- answered yes to any question on the self monitoring questionnaire-

        i. Administration will determine if staff should be sent home and for duration

    d. Any staff member that has been in contact with a positive case will be notified within 12 hours of the school being notified

        i. Administration will determine if staff should be sent home and for duration

6. General

    a. Maintain 6 feet social distance from one another to maximum extent possible

    b. One mask per employee will be provided

    c. Masks are required to be worn for all staff where social distancing is not possible

    d. We have hired an extra facility person to disinfect all high touch points and classrooms

e. Cleaning supplies are available in every classroom
f. Protocols for confirmed COVID-19 cases both staff and students

Self-Monitoring Questionnaire

1. Have you have a fever is the last 24 hours?
2. Have you developed a cough in the last 24 hours?
3. Have you had a sore throat in the last 24 hours?
4. Have you experienced shortness of breath in the last 24 hours?
5. Have you had close contact or cared for someone with COVID?
6. Have you traveled internationally or domestically in the past 14 days?

Teachers will fill in yes or no on their individual Google doc shared by administration.

COVID-19 Preparedness and Response Plan

Phase 1, 2, 3

In accordance with Executive Order 2020-142, The Romine Group, Inc. ("TRG" or "TRG") institutes this COVID-19 Preparedness and Response Plan ("Plan").

TRG aims to protect its workforce by enacting all appropriate prevention efforts. TRG is continually monitoring guidance from local, state, and federal health officials and implementing workplace and Plan modifications where appropriate.

Employees with questions are encouraged to contact Steve Paddock, TRG Representative at 586.875.8888 or email at spaddock@therominegroup.com. Or, you may contact Kim Romine, Human Resources via phone at 586-731-5300 and/or email at Kim@therominegroup.com.

TRG designates the following worksite supervisors/employees to implement, monitor, and report on this Plan: Superintendent and Principal. TRG will designate additional individuals as needed.

This Plan is maintained and posted at all school locations in the main office.

1. Prevention Efforts and Workplace Controls

a. Cleanliness and Social Distancing

Requires the closure of the school building. The only exceptions are:

- Those district employees or contractors that are necessary to conduct minimum basic school operations consistent with the Preparedness Plan. This includes those facilitating modes of instruction, distributing materials and equipment, or performing other necessary in-person functions.
- Food service workers preparing food for distribution to students or their families.
- Licensed child – care providers and they families served.

Suspend athletics, after-school activities, inter-school activities and busing.

Instruction will be fully virtual and plans and implementation can be found in our Plan.

Food service will continue for distribution for those eligible students.

Pay will continue for school employees while redeploying staff to provide meaningful work in the context of our Preparedness Plan.

Only critical infrastructure workers performing necessary work, or workers permitted by Executive Order to resume duties, are directed to report on-site. For such workers, TRG abides by the recommended social distancing and other safety measures and establishes the following:

- Gatherings where social distancing cannot be maintained are prohibited;
- Staff meetings are postponed, cancelled or held remotely;

- Employees are encouraged to maintain physical distance even when on break, as well as before and after working hours;
- Employees are required to maintain physical distance when reporting to work, clocking in, leaving work, and clocking out;
- TRG utilizes ground markings, signs, and physical barriers, as appropriate, to further facilitate social distancing;
- Employees' work stations are no fewer than six feet apart;
- Whenever possible, TRG utilizes flexible and/or rotational scheduling, including staggered start and break times, to limit the number of employees simultaneously working on-site;
- TRG assigns employees to dedicated entry points to reduce congestion at the main entrance;
- TRG provides visual indicators of appropriate spacing for employees throughout the premises and outside of the dedicated entry points in case of congestion;
- TRG restricts usage of non-essential common space;
- TRG utilizes physical barriers, where possible and appropriate, separating work stations from cafeteria tables;
- TRG turns off water fountains;
- TRG posts this Plan to emphasize the importance of personal hygiene;
- Employees' interactions with the general public and delivery personnel are modified to allow for social distancing and additional physical space between parties; and
- Non-essential travel and in-person visits are postponed or cancelled.

TRG provides employees with, at a minimum, non-medical grade face coverings, as well as appropriate personal protective equipment ("PPE") (e.g., gloves, goggles, face shields, face masks). Masks must be worn by employees at all times and face shields may be worn in addition to masks. The exception to wearing masks for employees is during meals and unless face coverings cannot be medically tolerated. PPE is available at Main Office and, when used, must be disposed of at Main Office.

In addition, TRG is instituting the following cleanliness measures:

- Where possible, increasing ventilation rates and circulation throughout worksites;
- Implementing a cleanliness plan and infection-control measures in accordance with EPA Guidance for Cleaning and Disinfecting, performing routine environmental cleaning and disinfection with an EPA-approved disinfectant, especially of common areas and frequently touched surfaces;
  - Identifying what needs to be cleaned with soap and water, including visibly dirty surfaces;
  - Identifying what needs to be disinfected with an EPA-approved disinfectant or EPA-approved alternative, considering estimates that COVID-19 lasts in the air for 3 hours and on common surfaces for varying lengths of time (e.g., 5 days on glass; 4 days on wood; 3 days on plastic and stainless steel; and 24 hours on cardboard);
- Where available, providing hand-washing and/or hand-sanitizing stations in high-traffic areas to enable easy access by employees.

- Provide hand sanitization stations in each classroom.
- Provide each classroom with disinfecting kits.
- Teachers will schedule regular cleaning of their classrooms.

TRG identifies the following locations as high-risk areas: hallways, elevators, break rooms, and office spaces. Employees must maintain social distancing when occupying and/or passing through these areas. There may only be 3 people in the break area at one time. There may only be one person riding the elevator at a time. Six feet of social distance must be maintained in the hallways.

TRG provides employees with cleaning and disinfecting supplies that can be found in your classrooms.

Employees are expected to minimize COVID-19 exposure by:

- Cleaning work stations at the beginning and end of each shift;
- Avoiding, when possible, the use of other employees' phones, desks, offices, or other work tools and equipment;
- Frequently cleaning and disinfecting tools and equipment;
- Frequently washing hands with soap and water for at least 20 seconds;
- Discontinuing the use of hand dryers;
- Utilizing hand sanitizer when soap and water are unavailable;
- Avoiding touching their faces with unwashed hands;
- Avoiding handshakes or other physical contact;
- Avoiding close contact with sick people;
- Practicing respiratory etiquette, including covering coughs and sneezes;
- Immediately reporting unsafe or unsanitary conditions on TRG premises to designated Plan supervisors and/or Human Resources;
- Complying with TRG's daily screening processes;
- Seeking medical attention and/or following medical advice if experiencing COVID-19 symptoms;
- Complying with self-isolation or quarantine orders; and
- Utilizing personal protective equipment and hand sanitizer on public transportation.

Employees are trained on the information contained within this Plan, as well as the CDC's "How to Protect Yourself and Others" and "How to Safely Wear and Take Off a Cloth Face Covering" posters, attached here. Employees return a signed acknowledgement to Human Resources, confirming their receipt and review of the information.

b. Supplemental Measures Upon Notification of Employee's COVID-19 Diagnosis and/or Symptoms

An employee with a COVID-19 diagnosis or who displays symptoms consistent with COVID-19 must be immediately removed from the worksite.

In response to a confirmed diagnosis or display of COVID-19 symptoms, as defined by the Daily Screening process, by any individual who worked at or visited the worksite, TRG:

- Informs all employees, owners, contractors, or suppliers who may have come into contact with the diagnosed/symptomatic individual in the 48 hours preceding the onset of symptoms of a potential exposure;
- Keeps confidential the identity of the diagnosed/symptomatic individual; and
- Implements its response plan and cleaning and disinfecting protocols, including shutting down appropriate areas of the premises, increasing ventilation, and conducting a deep cleaning of both the diagnosed/symptomatic individual's workstation and those common areas potentially infected by the individual.

All employees who worked in sustained, close proximity to the diagnosed/symptomatic individual (i.e., those employees who worked within six feet of the diagnosed/symptomatic individual for at least ten minutes) in the 48-hour timeframe are also removed from the worksite for at least 14 days; however, should these exposed employees later develop COVID-19 symptoms and/or receive a confirmed diagnosis, they may not report on-site until all return-to-work requirements are met, defined below.

TRG's Human Resources Department confidentially maintains a central log of diagnosed/symptomatic employees. If applicable, TRG notifies TRG leadership, contractors or owners of confirmed COVID-19 diagnoses among workers on premises.

Within 24 hours of a confirmed COVID-19 diagnosis, TRG notifies the local public health department.

TRG's Human Resources maintains documentation related to exposure notifications.

TRG completes an OSHA Form 300, as well as a Form 301, "if it is more likely than not that a factor or exposure in the workplace caused or contributed to the illness." If an employee infects a coworker, the coworker has suffered a work-related illness if one of the recording criteria (e.g., medical treatment or days away from work) is met.

c. Worker Exposure Classification

Employees' "worker exposure" is classified as lower risk by the Occupational Safety and Health Administration's guidance because they do not frequently and/or closely interact with the general public, and social distancing can be maintained between coworkers.

Given this classification, no additional controls are recommended or required by OSHA at this time.

2. Identification and Isolation of Sick and/or Exposed Employees

Risk and exposure determinations are made without regard to employees' protected characteristics, as defined by local, state, and federal law.

Any health-related information and documentation gathered from employees is maintained confidentially and in compliance with state and federal law. Specifically, medical documentation is stored separate from employees' personnel documentation.

a. Employees' Self-Monitoring

The following employees should **not** report to work and, upon timely notification to their supervisor and Human Resources, will be removed from the regular work schedule:

- Employees who are currently and atypically suffering from symptoms of COVID-19, such as fever of 100.4 degrees or greater, chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, sore throat, new loss of smell or taste, congestion or runny nose, and/or gastrointestinal problems, including nausea, diarrhea, and vomiting, whether or not accompanied by a formal COVID-19 diagnosis;
- Employees who, in the last 14 days, have had close contact with and/or live with any person having a confirmed COVID-19 diagnosis; and
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Such employees may only resume in-person work upon meeting all return-to-work requirements, defined below.

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   a. Once a touchless thermometer is available, temperature checks are performed.

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Visitors who reply "Yes" to any of the above questions are not permitted entrance.

Employees who develop symptoms during their shift must immediately report to their supervisor and/or Human Resources.

TRG's Human Resources maintains documentation related to daily screenings.

c. Return-to-Work Requirements

Employees who were themselves diagnosed with COVID-19, or experienced symptoms thereof, as defined by the Daily Screening process, may only return to work upon confirmation of the cessation of symptoms and contagiousness, proof of which may be acquired via the test-based strategy or the symptom-based strategy.

The test-based strategy is preferred but relies upon the availability of testing supplies and laboratory capacity. Under this strategy, employees may discontinue isolation and return to work upon achieving the following conditions:

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TRG employees may be eligible for paid and unpaid leaves of absence.

Employees may be permitted to utilize available paid-time off provided under TRG policy concurrently with or to supplement any approved leave.

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Under the Emergency Paid Sick Leave Act ("EPSLA"), employees may seek up to two weeks (i.e., 10 business days) of paid leave for the following reasons:

1. Subject to a Federal, State, or local quarantine or isolation order related to COVID-19;
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Under the Emergency Family and Medical Leave Expansion Act, employees may seek up to twelve weeks of leave to care for a son or daughter whose school or childcare provider is closed or unavailable due to COVID-19 precautions. The first two weeks of leave, which run concurrently with the EPSLA leave, may be unpaid; the remaining ten weeks of leave are paid at a rate equivalent to two-thirds of an employee's regular rate of pay or minimum wage, whichever is greater, capped at $200/day.

b. Executive Order 2020-36

Employees who require leave beyond the EPSLA because of their own COVID-19 diagnosis/symptoms, or because they have had close contact or live with an individual with a COVID-19 diagnosis/symptoms, may be eligible for unpaid leave under Executive Order 2020-36 until permitted thereunder to return to work.

c. Unemployment Compensation Benefits

Under Executive Order 2020-76, and the federal CARES Act, unemployment compensation benefits are expanded in terms of eligibility, amount, and duration.

Employees who are unable to report to work for reasons related to COVID-19 are referred to Human Resources for information on unemployment compensation benefits. Such reasons include the following:

1. Being under self-isolation or self-quarantine in response to elevated risk from COVID-19 due to being immunocompromised;
2. Displaying at least one of the principal symptoms of COVID-19 (i.e., fever, atypical cough, atypical shortness of breath);
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Employees may be entitled to unpaid leave under the Family and Medical Leave Act ("FMLA") if their absence is related to their own serious health condition or that of a family member. COVID-19 may constitute a serious health condition where "complications arise."

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4. Plan Updates and Expiration

This Plan responds to the COVID-19 outbreak. As this pandemic progresses, TRG will update this Plan and its corresponding processes.

This Plan will expire upon conclusion of its need, as determined by TRG and in accordance with guidance from local, state, and federal health officials.

ACKNOWLEDGMENT

By signing below, Employee acknowledges receipt of:

Employee understands it is his/her responsibility to review and understand the above. Employee acknowledges and agrees that he/she will comply with all safety and COVID-19 procedures implemented by TRG.

_____   _____
Employee   Date

COVID-19 Preparedness and Response Plan

Phase 4, 5, 6

In accordance with Executive Order 2020-142, The Romine Group, Inc. ("TRG" or "TRG") institutes this COVID-19 Preparedness and Response Plan ("Plan").

TRG aims to protect its workforce by enacting all appropriate prevention efforts. TRG is continually monitoring guidance from local, state, and federal health officials and implementing workplace and Plan modifications where appropriate.

Employees with questions are encouraged to contact Steve Paddock, TRG Representative at 586.875.8888 or email at spaddock@therominegroup.com. Or, you may contact Kim Romine, Human Resources via phone at 586-731-5300 and/or email at Kim@therominegroup.com.

TRG designates the following worksite supervisors/employees to implement, monitor, and report on this Plan: Superintendent and Principal. TRG will designate additional individuals as needed.

This Plan is maintained and posted at all school locations in the main office.

1. **Prevention Efforts and Workplace Controls**

   a. **Cleanliness and Social Distancing**

TRG limits the number of employees present on premises and the movement of employees between work sites to no more than is strictly necessary. Employees who are able to perform their essential duties remotely may be permitted to work from home in accordance with approved telework arrangements.

Only critical infrastructure workers performing necessary work, or workers permitted by Executive Order to resume duties, are directed to report on-site. For such workers, TRG abides by the recommended social distancing and other safety measures and establishes the following:

- Gatherings where social distancing cannot be maintained are prohibited;
- Staff meetings are postponed, cancelled or held remotely;
- Employees are encouraged to maintain physical distance even when on break, as well as before and after working hours;
- Employees are required to maintain physical distance when reporting to work, clocking in, leaving work, and clocking out;
- TRG utilizes ground markings, signs, and physical barriers, as appropriate, to further facilitate social distancing;
- Employees' work stations are no fewer than six feet apart;
- Whenever possible, TRG utilizes flexible and/or rotational scheduling, including staggered start and break times, to limit the number of employees simultaneously working on-site;
- TRG assigns employees to dedicated entry points to reduce congestion at the main entrance;

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- TRG provides visual indicators of appropriate spacing for employees throughout the premises and outside of the dedicated entry points in case of congestion;
- TRG restricts usage of non-essential common space;
- TRG utilizes physical barriers, where possible and appropriate, separating work stations from cafeteria tables;
- TRG turns off water fountains;
- TRG posts this Plan to emphasize the importance of personal hygiene;
- Employees' interactions with the general public and delivery personnel are modified to allow for social distancing and additional physical space between parties; and
- Non-essential travel and in-person visits are postponed or cancelled.

TRG provides employees with, at a minimum, non-medical grade face coverings, as well as appropriate personal protective equipment ("PPE") (e.g., gloves, goggles, face shields, face masks). Masks must be worn by employees at all times and face shields may be worn in addition to masks. The exception to wearing masks for employees is during meals and unless face coverings cannot be medically tolerated. PPE is available at Main Office and, when used, must be disposed of at Main Office.

- All staff and all students in grades Prek-8th must wear a mask on a school bus.
- All staff and all students in grades Prek-8th must wear a mask when indoors in common areas such as hallways, lunch room, and break room.
- All staff in grades 6 and up when in classrooms.
- All students in grade Prek-5 when in their classrooms unless the students remain with their classes throughout the school day and do not come in close contact with another class.
- No indoor assemblies

In addition, TRG is instituting the following cleanliness measures:

- Where possible, increasing ventilation rates and circulation throughout worksites;
- Implementing a cleanliness plan and infection-control measures in accordance with EPA Guidance for Cleaning and Disinfecting, performing routine environmental cleaning and disinfection with an EPA-approved disinfectant, especially of common areas and frequently touched surfaces;
  - Identifying what needs to be cleaned with soap and water, including visibly dirty surfaces;
  - Identifying what needs to be disinfected with an EPA-approved disinfectant or EPA-approved alternative, considering estimates that COVID-19 lasts in the air for 3 hours and on common surfaces for varying lengths of time (e.g., 5 days on glass; 4 days on wood; 3 days on plastic and stainless steel; and 24 hours on cardboard);
- Where available, providing hand-washing and/or hand-sanitizing stations in high-traffic areas to enable easy access by employees.
- Provide hand sanitization stations in each classroom.
- Provide each classroom with disinfecting kits.
- Teachers will schedule regular cleaning of their classrooms.

TRG identifies the following locations as high-risk areas: hallways, elevators, break rooms, and office spaces. Employees must maintain social distancing when occupying and/or passing through these areas. There may only be 3 people in the break area at one time. There may only be one person riding the elevator at a time. Six feet of social distance must be maintained in the hallways.

TRG provides employees with cleaning and disinfecting supplies that can be found in your classrooms.

Employees are expected to minimize COVID-19 exposure by:

- Cleaning work stations at the beginning and end of each shift;
- Avoiding, when possible, the use of other employees' phones, desks, offices, or other work tools and equipment;
- Frequently cleaning and disinfecting tools and equipment;
- Frequently washing hands with soap and water for at least 20 seconds;
- Discontinuing the use of hand dryers;
- Utilizing hand sanitizer when soap and water are unavailable;
- Avoiding touching their faces with unwashed hands;
- Avoiding handshakes or other physical contact;
- Avoiding close contact with sick people;
- Practicing respiratory etiquette, including covering coughs and sneezes;
- Immediately reporting unsafe or unsanitary conditions on TRG premises to designated Plan supervisors and/or Human Resources;
- Complying with TRG's daily screening processes;
- Seeking medical attention and/or following medical advice if experiencing COVID-19 symptoms;
- Complying with self-isolation or quarantine orders; and
- Utilizing personal protective equipment and hand sanitizer on public transportation.

Employees are trained on the information contained within this Plan, as well as the CDC's "How to Protect Yourself and Others" and "How to Safely Wear and Take Off a Cloth Face Covering" posters, attached here. Employees return a signed acknowledgement to Human Resources, confirming their receipt and review of the information.

b. **Supplemental Measures Upon Notification of Employee's COVID-19 Diagnosis and/or Symptoms**

An employee with a COVID-19 diagnosis or who displays symptoms consistent with COVID-19 must be immediately removed from the worksite.

In response to a confirmed diagnosis or display of COVID-19 symptoms, as defined by the Daily Screening process, by any individual who worked at or visited the worksite, TRG:

- Informs all employees, owners, contractors, or suppliers who may have come into contact with the diagnosed/symptomatic individual in the 48 hours preceding the onset of symptoms of a potential exposure;
- Keeps confidential the identity of the diagnosed/symptomatic individual; and
- Implements its response plan and cleaning and disinfecting protocols, including shutting down appropriate areas of the premises, increasing ventilation, and conducting a deep cleaning of both the diagnosed/symptomatic individual's workstation and those common areas potentially infected by the individual.

All employees who worked in sustained, close proximity to the diagnosed/symptomatic individual (i.e., those employees who worked within six feet of the diagnosed/symptomatic individual for at least ten minutes) in the 48-hour timeframe are also removed from the worksite for at least 14 days; however, should these exposed employees later develop COVID-19 symptoms and/or receive a confirmed diagnosis, they may not report on-site until all return-to-work requirements are met, defined below.

TRG's Human Resources Department confidentially maintains a central log of diagnosed/symptomatic employees. If applicable, TRG notifies TRG leadership, contractors or owners of confirmed COVID-19 diagnoses among workers on premises.

Within 24 hours of a confirmed COVID-19 diagnosis, TRG notifies the local public health department.

TRG's Human Resources maintains documentation related to exposure notifications.

TRG completes an OSHA Form 300, as well as a Form 301, "if it is more likely than not that a factor or exposure in the workplace caused or contributed to the illness." If an employee infects a coworker, the coworker has suffered a work-related illness if one of the recording criteria (e.g., medical treatment or days away from work) is met.

c. Worker Exposure Classification

Employees' "worker exposure" is classified as lower risk by the Occupational Safety and Health Administration's guidance because they do not frequently and/or closely interact with the general public, and social distancing can be maintained between coworkers.

Given this classification, no additional controls are recommended or required by OSHA at this time.

2. Identification and Isolation of Sick and/or Exposed Employees

Risk and exposure determinations are made without regard to employees' protected characteristics, as defined by local, state, and federal law.

Any health-related information and documentation gathered from employees is maintained confidentially and in compliance with state and federal law. Specifically, medical documentation is stored separate from employees' personnel documentation.

a. Employees' Self-Monitoring

The following employees should **not** report to work and, upon timely notification to their supervisor and Human Resources, will be removed from the regular work schedule:

- Employees who are currently and atypically suffering from symptoms of COVID-19, such as fever of 100.4 degrees or greater, chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, sore throat, new loss of smell or taste, congestion or runny nose, and/or gastrointestinal problems, including nausea, diarrhea, and vomiting, whether or not accompanied by a formal COVID-19 diagnosis;
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Such employees may only resume in-person work upon meeting all return-to-work requirements, defined below.

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Employees are asked the following questions before entering the worksite:

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    a. Once a touchless thermometer is available, temperature checks are performed.

    b. If yes, access is denied, and employee is advised to self-isolate/self-quarantine at home, until employee is permitted to return to work as defined below.

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