



Covenant House Academy Grand Rapids COVID-19 Preparedness and Response Plan

Address of School District: **50 Antoine SW Grand Rapids, MI 49507**

District Code Number: **41900**

Building Code Number(s): **02075**

District Contact Person: **Chris Gray**

District Contact Person Email Address: **cgray@chayvs.org**

Local Public Health Department: **Kent County Health Department**

Local Public Health Department Contact Person Email Address: **Joann Hoganson**
<joann.hoganson@kentcountymi.gov>

Name of Intermediate School District: **Kent ISD**

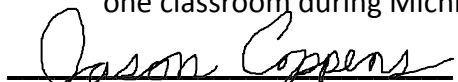
Name of Authorizing Body: **Grand Valley State University**

Date of Adoption by Board of Directors: **8/05/2020**



Assurances

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


President of the Board of Directors

8/6/2020

Date



Introduction and Overview

MISSION STATEMENT

The Covenant House Academies provide at-risk youth in our communities with new opportunities to earn a high school diploma, improve their life skills, and the academic foundation to continue on to higher education or postsecondary skills training. Aided with a compassionate and caring staff, the schools prevent poverty, underachievement and homelessness while offering hope, encouragement and a better chance for future success.

GUIDING PRINCIPLES

1. CHA students do better at school than remotely, due to the structure, guidance and support we provide.
2. CHA students and their families are at high risk for COVID-19 by virtue of geography, race, and income.
3. Safety of students and staff is paramount in every decision.
4. Reduced student movement = reduced risk of transmission.

INTRODUCTION

“The novel coronavirus (COVID-19) is a respiratory disease that can result in serious illness or death. It is caused by a new strain of coronavirus not previously identified in humans and easily spread from person to person. There is currently no approved vaccine or antiviral treatment for this disease.” (Michigan Governor Executive Order 20-142)

Since the closure of school buildings in Mid-March, Covenant House Academy has worked to keep students supported through information about GRPS meal sites, weekly wellness check-ins, counseling supports, and resources to social services. Academically, about 40% of CHA students received a computing device to continue working in our online curriculum and a number received assistance in setting up Internet connectivity in the home. All instructors held regular office hours, and many worked with students outside the normal school day, often at night and on weekends. In spite of these supports, many of our students have struggled over the past four months.

In an effort to prepare for the reopening of schools, the district formed a committee of administrators, teachers and staff in early June to begin answering critical questions and



forging a plan. Four subcommittees focused on the following areas: 1) Safety and Sanitation, 2) Operations, 3) Contingencies (“what-ifs”) and 4) Communications.

The work of our Reopening Committee was informed by guidance from the State of Michigan, Grand Valley State University, and an untold amount of literature, research, and webinars/meetings. In addition, concerns and suggestions were solicited from all staff via survey and staff meeting discussions. Lastly, students and parents were surveyed to ascertain their biggest concerns and gather their recommendations. This input from staff, students and parents greatly influenced the final plan presented here.

The Reopening Committee will monitor implementation of this plan throughout the school year, refining procedures and incorporating new research findings as they become available.

Terrence M. George
Superintendent
Covenant House Academy Detroit
August 3, 2020



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

1.1 Phase 1, 2, or 3 Safety Protocols

1.1.1 Personal Protective Equipment and 1.1.2 Hygiene

- + Schools are closed for in-person instruction. [Y]

1.1.3 Spacing and Movement

- + Schools are closed for in-person instruction. [Y]
- + School buildings may continue to be used by licensed childcare providers, if providers follow all emergency protocols identified by the state. [Y]
- + School employees and contractors are permitted to be physically present in school buildings for the purposes of conducting basic school operations, including remote live instruction, as determined by school administrators. [Y]

1.1.4 Screening Students

- + Schools are closed for in-person instruction. [Y]

1.1.6 Responding to Positive Tests Among Staff and Students

- + Schools are closed for in-person instruction. [Y]

1.1.7 Food Service, Gathering and Extracurricular Activities

- + Schools enact food distribution programs. [Y]
- + All inter-school activities are discontinued. [Y]
- + After-school activities are suspended. [Y]

1.1.8 Athletics

- + All athletics are suspended. [NA]

1.1.9 Cleaning

- + Schools are closed for in-person instruction, and cleaning practices are adjusted to maintain school building functional order. [Y]



1.1.10 Busing and Student Transportation

+ All busing operations are suspended. [NA]

- Buildings are closed to all students:
 - All after school activities are canceled.
 - The district does not have an athletic program
 - The District does not conduct transportation operations.
- District employees or contractors necessary to conduct minimum basic school operations.
 - School staff will operate socially distanced within the school building to support students working remotely.
 - Face masks are required at all times in the building.
 - The District will use the Kent County Health Department (KCHD) “Contract Tracing in the School Setting” flowchart when a staff member tests positive for COVID-19 which includes alerting KCHD of all positive COVID-19 cases.
 - As part of the contact tracing process, the school Wellness Team will alert families by providing general communication about the COVID-19 positive case while protecting the identity of the person who is infected.
 - The school will interview the COVID-19 positive person to identify close contacts per CDC definition using the “Contact Tracing in the School Setting” form provided by KCHD and provide that information to them to assist with their contract tracing outside of the school community.
 - The school will alert close contacts of COVID-19 exposure who are a part of the school community.
 - All identified close contacts of the COVID-19 positive case must self-quarantine at home for 14 days from the last positive day of exposure and monitor for symptoms.
 - The areas of the school that were part of the exposure will be closed for 24 hours and cleaned according to Level Three of the **CHA Custodial Cleaning Procedures** based on CDC guidance (see Appendix).
 - Copies of all records related to exposure notifications will be kept by Human Resources



- Employees with a confirmed case of COVID-19 will only return to the workplace after they are no longer infectious according to the Kent County Health Department and the CDC's most current guidelines.
 - Food operations in the buildings are closed.
 - District will arrange and publish community lunch plan dates and locations on the school's web page and social media locations.
 - The YMCA shares building space with our school and runs a child care program. They follow the state identified emergency protocols within their program and are not part of our plan.
 - Custodial Team will perform a Level One Cleaning Procedure according to the **CHA Custodial Cleaning Procedures** based on CDC guidance (see Appendix) for all closed buildings on a regular basis when the buildings limited staff are entering the facilities.
 - Custodial Team will perform a Level One and Level Two Cleaning Procedures according to the **CHA Custodial Cleaning Procedures** based on CDC guidance (see Appendix) for the days staff are active in the closed building.
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1.2 Phase 1, 2, or 3 Mental & Social-Emotional Health

Strongly Recommended While Schools Are Closed for In-Person Instruction

1.2.1 Mental & Social-Emotional Health.

- + Schools should 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. [Y]
- + Establish and communicate guidelines to all staff regarding identification and rapid referral of at-risk students to appropriate building-level support teams. [Y]
- + Provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk, proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma. [Y]
- + 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). [Y]
- + Compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that reference school and community wellness resources. [Y]
- + Establish ongoing reporting protocols for school staff to evaluate physical and mental health status. [Y]
- + Provide resources for staff self-care, including resiliency strategies. [Y]
- + Designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners. [Y]
- + Leverage MDE resources for student and staff mental health and wellness support. [Y]
- + Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email). [Y]



- + Communicate with parents and guardians, via a variety of channels, return to school transition information including:
 - + Destigmatization of COVID-19. [Y]
 - + Understanding normal behavioral response to crises. [Y]
 - + General best practices of talking through trauma with children. [Y]
 - + Positive self-care strategies that promote health and wellness. [Y]

- **The Trauma Informed Practices Team**, along with the school Social Worker, will lead the following for our students, staff, and parents and guardians:
 - Provide all staff with professional development and resources in trauma informed best practices including normal behavioral responses to crises and talking through trauma with children.
 - All staff completed level one training provided by STARR for being a trauma informed school in May 2020.
 - The CHAGR Crisis Management Plan will be activated if we need to address the loss of a student, school staff member, or any other traumatic event that affects the school community. The plan lists available both internal and external/community-based resources.
 - The TIP team trains the staff in grief/trauma protocols for the school
 - The TIP team develops the curriculum based upon training and needs of the school
 - The team conducts any required grief or trauma relief for students or staff as needed
 - Provides strategies for students, parents, and staff in dealing with trauma and grief
 - Compile and regularly update comprehensive lists of wellness resources available (from MDE, Kent ISD, Kent County Health Department, etc.) to both staff and students via our school webpage and student Clever pages.
 - Provide resources for staff self-care, including resiliency strategies to prevent burnout and vicarious trauma
 - Assist in monitoring the school mental health email hotline (grhelpline@chayvs.org)

- **The Wellness Team**
 - Will promote positive self-care strategies that promote health and wellness to school community



- Will share on website infographics and videos to destigmatize and inform how COVID19 operates and best practices for health care and safety
- Will share mental health resources via website, email, phone calls, Clever, and social media
- Assist in monitoring the school mental health email hotline (grhelpline@chayvs.org)
- **School Social Worker**
 - The Social Worker will guide or conduct a mental health screening for all students upon enrollment using the **UCLA Brief COVID-19 Screen for Child/Adolescent PTSD** (see Appendix)
 - The Social Worker will work with the TIP and Wellness Teams to establish and communicate guidelines regarding the identification and rapid referral of at-risk students to the appropriate building support teams
 - The Social Worker will work with the TIP Team to maintain a list of wellness resources. Resources will also be posted on the school website.
 - The school Social Worker will serve as the mental health liaison with the district, KentISD, local public health agencies, and community partners and serve as a point person for all mental health referrals, communications to families/students, and public-facing wellness materials
 - Assist in monitoring the school mental health email hotline (grhelpline@chayvs.org)
- **Communications**
 - Each student is assigned a **staff advocate** upon enrollment by Student Services. The advocate will make phone contact with the student and guardian on a weekly basis to talk about school as well as their Mental & Social-Emotional Health.
 - The advocate will refer the student to the appropriate point of contact (Social Worker, Interventionists, outside agencies, etc.) as needs are ascertained.
 - To help students quickly access information and help related to mental health concerns resulting from COVID-19 we will provide a link to resources on our webpage and on the student's individual Clever pages
 - The District will conduct periodic surveys of all stakeholders (Students, Parents, Staff) to gauge and help evaluate the policies and protocols.



- The District will host virtual Town Halls for stakeholders; two during the day and two during the evening to present our return plan and answer any questions
- The District will utilize all forms of communication to maximize information/dissemination:
 - School website
 - School Social Media (Facebook, Twitter, etc.)
 - Parent/Guardian/Student Emails
 - Staff calling/texting students
 - Robocall phone messages
 - Postal mail



1.3 Phase 1, 2, or 3 Instruction

Strongly Recommended While Schools Are Closed for In-Person Instruction

1.3.1 Governance

- + Create a district Return to Instruction and Learning working group, potentially led by the Director of Curriculum, Chief Academic Officer or the equivalent, and composed of a broad group of stakeholders on the district and school level, to:
 - + Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations. [Y]
 - + Revise the district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness. [Y]
 - + Share the district's remote learning plan with all involved stakeholders. [Y]

1.3.2 Remote Instruction

- + Ensure that remote learning plans, revised based on feedback and input from school leaders, educators, families, and students, are distributed to all involved stakeholders in their home language. Create opportunities for ongoing feedback. [Y]
- + 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. [Y]
- + Support schools to assess every student in grades pre-K - 12 during the first few weeks of school, using a screener, diagnostic, or formative assessments that can be given online or conducted virtually, to understand where students are academically and inform instructional decisions for teachers, students, and families. [Y]
- + Review students' IEPs, IFSPs, 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. [Y]
 - + Commence online intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and career and technical education. [Y]
 - + 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. [Y]

- + Secure supports for students who are transitioning to postsecondary. [Y]
- + 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. [Y]
- + Remain connected with MDE about policies and guidance. [Y]
- + 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. [Y]

- **Governance**

- The district superintendent, assistant superintendent, curriculum director, principals, facilities custodial team, teacher-leaders, teachers, and staff formed the Reopening and Return to Instruction Team.
- The school solicited student and parent input via survey that was sent via email. The school will continue to solicit stakeholder input throughout this process.
- Once approved, the plan will be posted on the school's web site along with a scheduled (AM/PM) town hall meeting for all stakeholders.
- The school's continuity of learning plan was reviewed and updated, incorporated into Phases 1 through 3 of this plan.

- **Curriculum, Instruction, and Support**

- Upon completion, the Return to Learning plans will be translated into student's home language as requested.
- All students will be assessed during the first few weeks of school using the NWEA MAP Growth assessments in Math and Reading and a writing sample. Remote assessment is being developed to accommodate remote students.
- All curriculum will be delivered via the Edmentum and Rosetta Stone platforms. Both platforms are engaging standards-aligned asynchronous learning models where the students work independently under the guidance of highly qualified subject area teachers. Subject area teachers are available during school hours to work with and assist students within the online curriculum.
 - All of the Rosetta Stone and Edmentum courseware follows the Michigan Merit Curriculum and graduation requirements.
- All student's progress will be monitored by advocates and subject area teachers who will monitor student use of the online curriculum usage statistics and progress.



- Teachers will encourage students to continue to be engaged and complete work in a timely manner. The teacher will also share work progress with the student’s advocate for potential subsequent conversations.
- Advocates and classroom teachers will identify students not engaged or completing coursework on a weekly basis and recommend interventions to assist them. Parents/guardians will be included in conversations about any student whose work is less than the minimum required set by the district.
- Students transitioning to postsecondary will be assigned our career readiness graduation requirement course, “World of Work”, provided by KISD. The class will be a combination of online and offline work with which will be taught online with 1:1 coaching available to students.
- **Special Education**
 - The District will revise students’ IEP/504 plans in coordination with feedback from teachers, parents, and assessment data on a regular basis. The special education teachers may conduct zoom/google chat/google classroom or other collaborative meetings with general education teachers for each of our students throughout the year.
 - Special education teaching and ancillary staff will contact their caseload students to review their learning and accommodation needs.
 - Special education staff will review students’ IEPs and review with that student’s teachers for accommodations and health issues.
 - Special education staff will record the contact in the CHAGR 2 way Communications Log and/or in the MiPSE Student Event section
 - Special education staff will coordinate, communicate, and collaborate with general education the teachers of their caseload students for the learning accommodations. This will be ongoing, due to completion of courses occurring throughout the school year.
 - Special education staff will conduct planning meetings with their student caseload’s general education teachers to review learning and needs. They will document and include in the student’s file. Also, they will have a meeting with the building administration regarding special education students.
 - Special education teachers will coordinate supports for students who are transitioning out of the school (transferring or postsecondary).



- Special education teachers will develop a continuation of services plan for students needing occupational, physical, and/or speech and language therapy.
- Special education staff will remain current with MDE policies and guidance.

1.3.3 Communication & Family Supports

- + Implement any additional communication systems needed to reach every family and student in their home language through multiple modes (e.g., text, call, email, home visit) to share:
 - + Expectations around the duration of the closure and reopening; [Y]
 - + Decisions about grade-level proficiencies, modes of assessment and feedback, daily instructional time, and estimated workload. This should be done in collaboration with local bargaining units; [Y]
 - + Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child; and [Y]
 - + Training on accessing and using the school's digital systems and tools, and workshops for families to build digital literacy. [Y]
- Communicate with all stakeholders:
 - CHAGR will share expectations of closure duration and reopening via email, social media, and the website.
 - Remote learning supports and resources for families to use will be available on the Grand Rapids page of the www.covenanthouseacademy.org website.
 - Information on the Edmentum curriculum and NWEA assessments
 - Staff and teacher availability times and contact information
 - Estimated workload and expectations about signing in and completing course activities
 - Best practices for family support of learning at home and resources for families to use
 - "How-to" access the school's digital systems and tools as well as assistance in building digital literacy in areas such as Google Apps for Education
 - Class schedule times and days if hybrid cohorts are required
 - The complete Return to School Plan illustrating the different phases



1.3.4 Professional Learning

- + 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; [Y]
 - + Share knowledge, continuously learn, and exchange ideas, successes and failures around remote learning; [Y]
 - + Share information and data about students' assessment results, progress, and completed assignments; [Y]
 - + Learn how to use the school's digital systems and tools appropriately and sustainably; and [Y]
 - + Build capacity around high-quality remote learning. [Y]
- + Utilize structures, such as professional learning communities, for educators to collaborate on prototypes for a week's worth of instruction to establish consistency and an appropriate workload. [Y]

● Professional Development

- CHAGR will continue to implement the Multi-Tiered System of Supports (MTSS) framework which includes topics such as: social-emotional learning, culturally responsive education, and restorative justice
- CHAGR will also spend time learning about engagement and best practices for creating and sustaining high quality remote teaching and learning which will include topics such as: Google Apps for Education, Zoom and Google video conferencing, and Edmentum and Rosetta Stone courseware

● PLC Teams

- Weekly PLCs will spend professional development time using the data produced by Edmentum, Rosetta Stone, trauma screeners, NWEA, SAT, PSAT, M-Step to drive instruction and intervention
- Continue to utilize PLC time for collaboration and development of supplemental, reinforcement, and enrichment instruction for students and to discuss "what is" and "what is not" working with remote learning.
- Continue to analyze student progress and usage data to drive instruction.

1.3.5 Monitoring

- + 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. [Y]
- + **Attendance:**
 - + Develop systems to monitor and track students' online attendance on a daily basis. [Y]
- + **Student Work:**
 - + Teachers will assess the quality of student work and provide feedback to students and families. [Y]
 - + Students will self-assess the quality of work, reflect on teacher feedback, and learning progress. [Y]
- **Connectivity and Access**
 - Our **Technology Team** through a Needs Assessment and student's assigned advocates will make sure that all students and families have adequate internet access and a working device so students are able to successfully engage in and complete class assignments.
 - Hotspots and Chromebooks were purchased to assist those students without a device or Internet access.
- **Attendance**
 - While working remotely, daily attendance will be taken in PowerSchool along with usage data to indicate student has worked remotely on a given day.
 - Students are also expected to complete at least one two-way communication each week with their advocate or classroom teacher.
 - Students are expected to complete at least 10 hours of engagement per week on their course.
- **Student Work and Progress**
 - Teachers and students will work collaboratively to assess the quality of student work and provide two-way feedback between students and teachers within the online courseware.
 - Teachers monitor students' progress through the coursework (pretests, activities, quizzes, posttests, and end of course assessments). Teachers provide support to students with the goal of a student completing in accordance with the District pacing guide for graduation.
 - Staff will work with students, parents/guardians, and advocates to clearly understand how to read course and learning progress reports within the courseware and parent portals.



- When required, staff are available to communicate with families in their home language or provide translation of documents



1.4 Phase 1, 2, or 3 Operations

Strongly Recommended While Schools Are Closed for In-Person Instruction

1.4.1 Facilities

- + Audit necessary materials and supply chain for cleaning and disinfection supplies. [Y]
 - + Continue to maintain schools in good working order to prepare for the subsequent return of students. [Y]
 - + Execute school cleaning and disinfection protocols according to the CDC School Decision Tree. [Y]
 - + Custodial staff are recommended to wear surgical masks when performing cleaning duties. [Y]
 - + ISDs and schools should create a contingency plan to coordinate the use of school buildings for essential actions including elections, food distribution, and child care, particularly for essential workers.
 - + Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies. [NA]
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- The Return to School Team and Custodial Team worked together to audit necessary materials for cleaning and disinfection supplies to assure that an adequate supply is on hand to support in-person operations in the school and care during shut-down.
 - The Return to School Team and Custodial Team also established a plan for the procurement of new supplies in the future.
 - The Return to School Team and Custodial Team will conduct and document a facility walk-through to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.
 - **Custodial Team**
 - Will follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.
 - Will monitor CDC and OSHA guidance for changes in cleaning and disinfecting guidance and protocols or changes based on the status of community spread across local geographies.



1.4.2 Technology

- + Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning. [Y]
- + Designate a single point of contact in each school to plan and communicate with district technology teams. [Y]
- + 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. [Y]
- + 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. [Y]
- + Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet. [Y]
- + Where practical given demands on parents or guardians, consider identifying family technology liaisons to support communication regarding the use of technology and serve as a “help desk.” [Y]
- + 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; [Y]
 - + Sanitizing the devices prior to a repair or replacement evaluation; [Y]
 - + Ordering accessories that may be needed over the summer; and [Y]
 - + Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement. [Y]
- + Identify an asset tracking tool. [Y]
- + Identify a vendor to assist with processing, returning, and maintaining devices, if needed. [NA]
- + Develop on-site triage of staff and student devices to minimize the time that staff may be without a device. [Y]
- + Prepare the Infrastructure Evaluation process. [Y]
- + Every WiFi access point and wired network device should be tested. [Y]
- + Develop a technology support plan for families. [Y]
- + Continue to monitor device usage and compliance with online learning programs. [Y]
- + Provide support programs to ensure that students and families can access online teaching and troubleshoot problems with access. [Y]
- + Ensure that students can submit assignments and be evaluated accordingly. [Y]
- + Schedule ongoing staff training on platforms and tools. [Y]



- + 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. [Y]
- + Ensure every student has access to the appropriate technology and connectivity needed to continue learning. [Y]

- Students are surveyed regarding their need for devices and internet access at the beginning of the year and as additional students transfer into the school.
- To ensure every student has access to the appropriate technology and connectivity needed to continue learning, they will let their assigned advocate or Technology Team of any issues that may arise
- CHA courseware is designed for online learning either in-person or remotely. As such, there is not a need to train teachers on conducting remote learning as it is practiced as a matter of course every day.

- **Technology Team**
 - To assist students and their families with technology issues we have created a central point of contact, GR Tech Team email address <grtech@chayvs.org>. The co leads of the team will function as the device and/or general technology support lead.
 - The contact information for the GR Tech Team will be posted on both the website and on the student's Clever portal page.
 - Continue to support teachers in the best practices of using technology to engage students in remote learning through ongoing training in PLCs, staff meetings, and designated Professional Development days
 - Will continue to periodically survey staff, students, and families to evaluate how the technology is working so any issues can be addressed and corrected.

- **Deployment**
 - All devices (Chromebooks, laptops, WiFi Hotspots) are checked by the Technology Team before they are deployed to the student
 - Students receiving the device will complete a **Student/Parent Device Agreement** form that explains the technology policy, expectations for use, loss or damage policy, and a copy of the **CHAGR Student Computer Contract**
 - Once deployed, the student's information is entered into the Google Apps for Education so the device can be tracked via the serial number and the student's name in both the Google Admin site and GoGuardian

- **Return and Inventory**



- **Equipment Return** - The student's advocate will work with the Technology Team to collect devices from students who: Transfer from the school, Graduate, Return to in-person schooling, or are Disenrolled.
 - While wearing gloves, the Technology Team will inspect the equipment, make sure all components are both present and in working order.
 - The Technology Team will maintain inventory control and accountability of the equipment in accordance with the district asset tracking tool/document.
 - Upon returning equipment, it will be placed in a bag to be sanitized by the UV wand and appropriate cleaner.
 - The Technology Team will conduct maintenance on the returned device resetting to school/factory settings in preparation for the next user
 - All devices will be tracked and monitored using GoGuardian and Google Apps for Education asset management tools
- **Repair and Maintenance**
 - If a student has a device that no longer functions, he or she coordinates with their advocate and the Technology Team for a replacement device
 - Missing or broken equipment will require the student to complete a statement of what was broken or lost
 - Missing or damaged equipment will be brought to the attention of the Technology Team who will work with the principal to determine next steps
 - The Technology Team will identify accessories that may be needed and submit a purchase order to the principal.
- **Technology Monitoring**
 - All student's progress will be monitored by advocates and subject area teachers who will monitor student use of the online curriculum usage statistics and progress.
 - Teachers will encourage students to continue to be engaged and submit work in a timely manner. The teacher will also share work progress with the student's advocate for potential subsequent conversations.
 - Advocates and classroom teachers will identify students not engaged or completing coursework on a weekly basis and recommend scaffolds, supports, and interventions to assist them both academically and emotionally. Parents/guardians will be included in conversations about any student whose work is less than the minimum required set by the district.
 - Student's online traffic will be content filtered and monitored using GoGuardian to protect students from harmful web content



- All of the school's networks and Wi-Fi are maintained through a contract with GRPS Technology. Any issues are immediately addressed and corrected to avoid interruptions in service.
 - CHAR's infrastructure is evaluated each year. Last year our entire WiFi infrastructure was updated to efficiently support 100% one-to-one device capabilities within the school.
- Staff are available to assist students and their families with most technology issues during the normal school hours via their normal means of communication (phone, email, text, or Google/Zoom meeting). More complex issues will be referred to the Technology Team for assistance via the GR Tech Team email address
- The Technology Team reviews the district's technology policies (acceptable use, care, privacy, etc.) and ensures all applicable laws (FERPA, Privacy Act, etc.) are clearly identified and incorporated into the student handbook and made available to parents/guardians upon request.

1.4.3 Budget, Food Service, Enrollment, and Staffing

- + Based on instructional programming, provide instructional resources and materials to staff and students as feasible. [Y]
- + Work with MDE to understand flexibility with hiring and develop a plan to govern hiring in a remote environment. [Y]
- + Ensure a plan for nutrition services and student meals is in place, and provide a list of alternative meal options to families. [Y]
- + Solidify food service processes, device distribution, delivery sites, and communication plans as necessary. [Y]
- + Define logistical expectations, including attendance expectations and time on schooling by grade level for students and teachers. [Y]
- **Budget**
 - The CHA courseware program is online but staff are able to request instructional resources to support the courseware or intervention programs via their principal.
 - The district continues to order additional technology (Chromebooks, Hotspots, etc.) to accommodate and support students working remotely.
- **Food Service**
 - CHA contracts with GRPS as part of the Community Eligibility Provision (CEP) non-pricing meal service option for schools. Our students are able to access food at the GRPS meal sites.



- GRPS meal sites (and other food resources) are updated on our school webpage and social media on a scheduled, routine basis so families can plan accordingly.
- **Enrollment**
 - All students that ended the year with CHAGR are going to be automatically enrolled for the 2020-2021 school year unless the student has requested otherwise
 - Returning students will attend a Zoom Returning Student Orientation with our Student Services team
 - Enrollment process will be completed remotely (verifying student information, etc.)
 - Students will be given their schedules and advocate and teacher contact information
 - New Students will complete an online enrollment packet or drop off a paper enrollment packet to the main office.
 - New students will attend a Zoom New Student Orientation with our Student Services team
 - Enrollment process will be completed remotely with the Enrollment Team
 - Students will be personally introduced to their advocate and classroom teachers remotely via Zoom, Google Meet, or by phone
- **Staff and Student Attendance**
 - Student daily attendance will be taken in PowerSchool, whether working remotely or in class, along with usage data to indicate student has worked remotely on a given day.
 - Students are also expected to complete at least one two-way communication each week with their advocate or classroom teacher.
 - Students are expected to complete at least 10 hours of engagement per week on their course.
 - Students are expected to complete 4.5 courses a semester (roughly one a month) to stay on track for graduation.
 - Students can be assigned up to three online course(s) at a time.
 - Teachers and staff are expected to be available to students and fellow staff during school hours during the work week via computer, phone, or meetings. Exceptions would be for school holidays and approved requests for personal time off.
- **Staffing**
 - All components of hiring (posting, screening, checking references, offering) remain the same.
 - Currently, all interviews are being conducted via Zoom



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

2.1 Phase 4 Safety Protocols

2.1.1 Personal Protection Equipment

- + Facial coverings must always be worn by staff except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Any staff member who cannot medically tolerate a facial covering must not wear one. Any staff member that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering. [Y]
 - + PreK-5 and special education teachers should consider wearing clear masks. [NA]
 - + Homemade facial coverings must be washed daily. [Y]
 - + Disposable facial coverings must be disposed of at the end of each day. [Y]
- + Facial coverings must be worn by preK-12 students, staff, and bus drivers during school transportation. Any staff or student that is unable to medically tolerate a facial covering must not wear one. Any staff or student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. [Y]
- + Facial coverings must always be worn in hallways and common areas by preK-12 students in the building except for during meals. Any student that is unable to medically tolerate a facial covering must not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. [Y]
 - + Homemade facial coverings must be washed daily. [Y]
 - + Disposable facing coverings must be disposed of at the end of each day. [Y]
 - + Note: Students with significant disabilities preventing the use of facial coverings are referred to forthcoming guidance from MDE. [Y]
- + Facial coverings must be worn in classrooms by all students grades 6-12. Any student who cannot medically tolerate a facial covering must not wear one. Any student who is incapacitated, or unable to remove the facial covering without assistance, must not wear one. [Y]



- + 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. [NA]

Strongly Recommended

- + Facial coverings should be considered for K-5 students and students with special needs in class- rooms. [NA]
- + Facial coverings should be considered for preK students and students with special needs in hallways and common areas. [NA]
 - + Facial coverings are not recommended for use in classrooms by children ages 3 and 4. [NA]
 - + Facial coverings should never be used on children under age 2. [NA]

● Face Masks

- Facial coverings must always be worn by all staff and students while in the building except for meals. This includes classrooms, hallways, offices, and common areas.
- Visitors to the building must also wear a face mask while in the building. The school will provide a temporary one as needed and custodial personnel will disinfect at the end of the day.
- Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Homemade facial coverings must be washed daily.
- The school will provide a disposable mask for anyone wishing entry but does not have a mask.
- Disposable facial coverings must be disposed of at the end of each day.
- Any staff member who cannot medically tolerate a facial covering must not wear one. The staff member will be provided a face shield. They will provide a doctor's note to their principal which will be deemed valid until the end of the current school year.
- Any student who cannot medically tolerate a facial covering must not wear one. The school will provide an assigned face shield to those students. The face shield will be issued and collected each day. It will be sanitized after school each day. The student will provide a doctor's note to their principal which will be deemed valid until the end of the current school year.
- Any student or staff member that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering. They will provide a



doctor's note to their principal which will be deemed valid until the end of the current school year.

- Any transportation provided by the school for students requires students and staff wear masks.

2.1.2 Hygiene

- + Provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques). [Y]
- + 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. [Y]

Strongly Recommended

- + Educate staff and students on how to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques. [Y]
- + Systematically and frequently check and refill soap and hand sanitizers. [Y]
- + Students and teachers must have scheduled handwashing with soap and water every 2-3 hours. [Y]
- + Limit sharing of personal items and supplies such as writing utensils. [Y]
- + Keep students' personal items separate and in individually labeled cubbies, containers, or lockers. [Y]
- + Limit use of classroom materials to small groups and disinfect between use, or provide adequate supplies to assign for individual student use. [Y]
- + Procure portable handwashing and/or hand sanitizing stations to set up throughout school buildings. [Y]

- **Handwashing**

- Inside each room's doorway will be a hand sanitizer for everyone's use. It will contain at least 60% alcohol.
- Outside each classroom will be a hand sanitizer for everyone's use.
- Hand sanitizing stations will be set up throughout the school building's high traffic areas.
- Everyone will use the hand sanitizer before entering a room. And use the hand sanitizer when leaving a room.



- The Custodial Team will ensure hand sanitizers, soap, and paper towels are stocked each night for the following day.
- **Hygiene Practices**
 - Mini Lessons about proper hygiene techniques will be provided by the **Wellness Team** to educate staff and students on topics such as: safe coughing and sneezing techniques, tissues use and disposal, hand washing, etc.
 - Every classroom teacher will reinforce handwashing (at least 20 seconds soap and water) and hand sanitizer protocols at the beginning of class.
 - Students will keep their bags, books, and personal items with themselves since there are no lockers. They will not share their property (including cell phones) or touch other students or staff property to avoid contamination.
 - Staff and students will use hand sanitizer or wash hands coming into the building and before lunch (breaks down to every 2-3 hours)
 - Students and staff should wash their hands or use hand sanitizer every time they join a new group of students or change classrooms
 - Hygiene signage will be placed throughout the building and in all restrooms:
 - How to cough and sneeze into elbows.
 - Encouraging use of hand sanitizer.
 - Proper ways to wash hands.
 - Keeping social distance
 - Limiting sharing of personal items (Pencils, phones, etc).

2.1.3 Space, Movement, and Access

Strongly Recommended

- + Space desks six feet apart in classrooms. Class sizes should be kept to the level afforded by necessary spacing requirements. [Y]
- + In classrooms where large tables are utilized, space students as far apart as feasible. [Y]
- + As feasible, arrange all desks facing the same direction toward the front of the classroom. [Y]
- + Teachers should maintain six feet of spacing between themselves and students as much as possible. [Y]
- + Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials. [Y]
- + Post signage to indicate proper social distancing. [Y]
- + Floor tape or other markers should be used at six- foot intervals where line formation is anticipated. [Y]



- + Provide social distancing floor/seating markings in waiting and reception areas. [Y]
- + Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques. [Y]
- + Adult guests entering the building should be screened for symptoms, wear a facial covering, and wash/sanitize hands prior to entering. [Y]
- + Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building. [Y]

Recommended

- + If a classroom has windows that can open, they should be open as much as possible, weather permitting. Considerations should be made for students with allergy-induced asthma. [Y]
- + As able and appropriate, schools should try to cohort groups of students to isolated hallways or areas that can be monitored. [Y]
- + As able, “specials” (like art, music, and library) should be brought to the classrooms instead of having students move to different locations. [Y]
- + If all students cannot fit in the classroom space available, a school may consider implementing a staggered school schedule that incorporates alternative dates of attendance or use of virtual teaching. If a staggered school schedule is adopted, schools should partner with community organizations to identify safe spaces where children can engage virtually, especially if family members work and children cannot be home alone. [Y]
- + Efforts should be made to keep six feet of distance between people in the hallways. Staggered movements at incremental intervals should be used if feasible to minimize the number of persons in the hallways as able. [Y]
- + Have staff monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa. [Y]
- + Where possible, physical education should be held outside and social distancing of six feet should be practiced. [NA]
- + Boarding schools should seek guidance from MDHHS regarding spacing, movement, and facility access. [NA]
- + Flow of foot traffic should be directed in only one direction, if possible. If one-way flow is not possible, hallways should be divided with either side following the same direction. [Y]
- + Entrances and exits should be kept separate to keep traffic moving in a single direction. [Y]



- **Classrooms**

- Students will be kept on the same floor and classroom as much as possible so they can be monitored for positive cases if there is a COVID-19 exposure.
- All CHA classrooms have been rearranged to accommodate student and staff workspaces that maintain a six foot separation. Students will be directed to a workspace by classroom staff upon arrival.
- All desks have been arranged to face the same direction
- Students and staff are required to maintain six feet of separation between themselves and others as much as possible
- Classroom windows will be opened as much as possible, weather permitting. Students with allergy-induced asthma will have an option of alternative seating when the windows are open.
- To maintain minimal contact within the school to other people and physical areas, the students will work out of one classroom when they arrive each morning for the entire day.
- If the school runs out of socially distanced workspaces in the classroom, the gym will be utilized as an overflow room.
- If the student capacity moves beyond the capacity to maintain safe distances then the school will consider moving to a cohort model with two groups and remote learning.
- Any clubs or offline class activities will be streamed via video conferencing so students do not have to move to different locations.

- **Entrance**

- Family members and guests are only allowed in school for extenuating circumstances and must wait in the main and follow face mask requirements at all times.
- Students, staff, and visitors will enter building using one entrance monitored by the security guard
- Signage to indicate proper social distancing will be on display at all entrances, Student Services, and in the Main Office as well as indicators marked every 6 feet on the pavement in single file manner
- The access point will operate as an entrance at the beginning of school and an exit point at the end of the school day. At no point will it have entering and exiting people at the same time to keep traffic moving in a single direction.
- Strict records, including date and time, will be kept of all non-school employees or other visitors entering and exiting the building at the security station.



- Security and staff will monitor arrival to discourage congregating and ensure students go straight from the entrance to their classroom.
- **Entrance Screening**
 - Everyone entering the building will be screened for symptoms, wear a face mask, and sanitize hands upon entry.
- **Exiting**
 - Security and staff will monitor dismissal to discourage congregating and ensure students go straight from their classrooms out the door.
- **Student Conferencing**
 - Student conferencing (counseling, social worker, etc) can occur in an individual's office or a common room (i.e. conference room).
 - If in a common room, the staff must notify the custodial personnel of its use for later disinfecting.
 - Sneeze guards will be utilized.
- **Restrooms and Hallways**
 - Only one student will be allowed in the bathroom at a time.
 - Signs will be posted in both staff and student bathrooms to indicate proper social distancing and hand hygiene techniques
 - Signs will be posted in the hallways to indicate foot traffic in the hallways will be divided with either side following the same direction.
 - Staggered student movements will be used as much as possible to minimize the number of persons in the hallways at one time

2.1.4 Screening Students and Staff

- + Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff. **[Y]**

Strongly Recommended

- + Every school should identify and designate a quarantine area and a staff person to care for students who become ill at school. **[Y]**
- + 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. **[Y]**
- + Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines. **[Y]**



- + 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. [Y]

Recommended

- + A monitoring form (paper or electronic) for screening employees should be developed. [Y]
- + Families are encouraged to check their child's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if symptoms of COVID-19 are present. [Y]
- + Families are encouraged to monitor their children for symptoms of COVID-19. The presence of any symptoms, including cough or shortness of breath, should prompt the family to keep the student home from school and to follow up with a primary care provider. [Y]
- The school will create a **Wellness Team** that will work with our identified contact at the Kent County Health Department (KCHD) and their guidance documents in regards to CHAGR's implementation of protocols related to COVID-19.
- **Pre Screening Before School**
 - Staff are required to complete a daily wellness check at misymptomapp.state.mi.us before entering the building. Staff with a red screen will be asked to stay home for the day and follow Health Department guidance.
 - Families are encouraged to check their student's temperature at home every morning. Students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if symptoms of COVID-19 are present.
 - Furthermore, the presence of any symptoms, including cough or shortness of breath, should prompt the family to keep the student home from school and to follow up with a primary care provider.
- **Entrance Screening for Students, Staff, and Visitors at School**
 - The screening process will be administered either immediately outside of the building or immediately inside the building.
 - Staff may show a completed green screen from the online check to proceed to getting their temperature checked with touchless thermometer.
 - A staff member and/or security will assist people entering the building with a required wellness check.



- Students and Visitors will need to complete either the online screening process or complete a paper version at the door.
 - Wellness Questionnaire (QR Code, Chromebook, or Paper) misymptomapp.state.mi.us/login or a paper version for guests
 - If an individual is unable to use the MI Symptoms Application, the staff member will ask the health questions and record on paper the individual's name, date, time, temp:
 - (1) Have you had any signs or symptoms of a fever in the past 24 hours such as chills, sweats, felt "feverish" or had a temperature that is elevated for you/100.0F or greater?
 - (2) Do you have any current symptoms that have developed within the last two weeks: Feverish; Chills; Loss of taste or smell; Cough; Sore throat; Headache; Shortness of breath; Nausea or Vomiting; Diarrhea; Muscle aches without recognized cause
 - (3) Have you been diagnosed with COVID-19 in the past two weeks?
 - (4) Have you had any close contact in the last 14 days with someone with a diagnosis of COVID-19?
 - (5) Record body temperature with touchless thermometer
 - (6) If you develop any of these emergency warning signs for COVID-19, get medical attention immediately: Trouble breathing; Persistent pain or pressure in the chest; New confusion or inability to wake up; Bluish lips or face
- Anyone that fails the temperature check, paper symptom screening, or receives a red screen on the online symptom checker will not be admitted into the building and be asked to stay home for the day and follow Health Department guidance.
- Once the screening process is complete:
 - A face mask is required for entrance (one may be provided by the school if necessary)
 - Hands must be sanitized before going to the main office or class
- All records, including date and time, will be kept and organized by the Wellness Team
- **Quarantine Area**
 - The school will designate a room and a staff person to care for students who become ill or develop a fever during the day; preferably closest to the building entrance.
 - Staff and students are required to wear a mask at all times



- Students who failed the temperature or wellness check upon arrival and cannot get home can wait in the sick-call room until they can arrange transportation.
- Students are not permitted to leave the room other than depart the school.
- Students may use the bathroom, but must be escorted and custodial personnel notified of their bathroom use so can be immediately disinfected.
- The room will receive a Level Two cleaning after each day's use.
- Students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines.

2.1.5 Testing Protocols for Students and Staff and Responding to Positive Cases

- + Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff. [Y]

Strongly Recommended

- + Students who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported by their parent or guardian, emergency contact, or ambulance if clinically unstable, for off-site testing. [Y]
- + Staff who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported for off-site testing. [Y]
- + Symptomatic students and staff sent home from school should be kept home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines. [Y]
- + Families should be notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home. [Y]
- + In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts should be made to contact any close contacts (those who spent more than 15 minutes less than six feet in close proximity to the student or staff member) so that they can be quarantined for 14 days at home. Students and staff should be closely monitored for any symptoms of COVID-19. At this time, empiric testing of all students or staff members in the class is not recommended. Only those that develop symptoms require testing for COVID-19. [Y]

Recommended

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



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

- The school will create a **Wellness Team** that will work with our identified contact at the Kent County Health Department (KCHD) and their guidance documents in regards to CHAGR's implementation of protocols related to COVID-19.
- Students and staff who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported for off-site testing.
- Symptomatic students and staff sent home from school should be kept home until they have tested negative for COVID-19 or have been released from isolation according to CDC guidelines.
- Families are encouraged to check their student's temperature at home every morning. Students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if symptoms of COVID-19 are present.
- Furthermore, the presence of any symptoms, including cough or shortness of breath, should prompt the family to keep the student home from school and to follow up with a primary care provider.
- The District will use the Kent County Health Department (KCHD) "Contract Tracing in the School Setting" flowchart when a student or staff person tests positive for COVID-19 which includes alerting KCHD of all positive COVID-19 cases.
 - As part of the contact tracing process, the school **Wellness Team** will alert families by providing general communication about the COVID-19 positive case while protecting the identity of the person who is infected.
 - The school will interview the COVID-19 positive person to identify close contacts per CDC definition using the "Contact Tracing in the School Setting" form provided by KCHD and provide that information to them to assist with their contract tracing outside of the school community.
 - The school will alert close contacts of COVID-19 exposure who are a part of the school community.
 - All identified close contacts of the COVID-19 positive case must self-quarantine at home for 14 days from the last positive day of exposure and monitor for symptoms.
 - The areas of the school that were part of the exposure will be closed for 24 hours and cleaned according to the Level Three of the **CHA Custodial Cleaning Procedures** based on CDC guidance (see Appendix).



- Copies of all records related to exposure notifications will be kept by Human Resources

2.1.6 Responding to Positive Tests Among Staff and Students

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

Strongly Recommended

- + Notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws. [Y]
 - + The Local Health Department will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self-quarantine for up to 14 days after exposure. Local health officials, depending on the situation, may identify other contacts who require quarantine. Schools can help the local health department by collecting data and contact information of those exposed. [Y]
 - + Note: schools should provide staff with guidance on confidentiality laws and statutes that protect student and staff health information. Student communicable disease related information is protected health information. (Even if a family/ student acknowledges and publicly discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test). [Y]
- + Employees with a confirmed case of COVID-19 should only return to the workplace after they are no longer infectious. Local health officials will provide instruction about return to work, using the most current guidelines from the CDC for this determination. [Y]
- + Cleaning staff should wear a surgical mask, gloves, and a face shield when performing cleaning of these areas. [Y]
- + If possible, smaller areas such as individual classrooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles. [Y]
- The District will use the Kent County Health Department (KCHD) “Contract Tracing in the School Setting” flowchart when a student or staff person tests positive for COVID-19 which includes alerting KCHD of all positive COVID-19 cases.



- As part of the contact tracing process, the school **Wellness Team** will alert families by providing general communication about the COVID-19 positive case while protecting the identity of the person who is infected.
- The school will interview the COVID-19 positive person to identify close contacts per CDC definition using the “Contact Tracing in the School Setting” form provided by KCHD and provide that information to them to assist with their contract tracing outside of the school community.
- The school will alert close contacts of COVID-19 exposure who are a part of the school community.
- All identified close contacts of the COVID-19 positive case must self-quarantine at home for 14 days from the last positive day of exposure and monitor for symptoms.
- The areas of the school that were part of the exposure will be closed for 24 hours and cleaned according to the Level Three of the **CHA Custodial Cleaning Procedures** based on CDC guidance (see Appendix).
- Copies of all records related to exposure notifications will be kept by Human Resources
- Employees with a confirmed case of COVID-19 will only return to the workplace after they are no longer infectious according to the Kent County Health Department and the CDC’s most current guidelines.

2.1.7 Food Service, Gathering, and Extracurricular Activities.

- + Prohibit indoor assemblies that bring together students from more than one classroom. [Y]

Recommended

- + Classrooms or outdoor areas should be used for students to eat meals at school, if distancing guidelines cannot be met. [Y]
- + If cafeterias must be used, meal times should be staggered to create seating arrangements with six feet of distance between students. [Y]
 - + Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks. [Y]
 - + Students, teachers, and food service staff should wash hands before and after every meal. [Y]
- + Students, teachers, and staff should wash hands before and after every event. [Y]
- + Large scale assemblies of more than 50 students are suspended. [Y]



- + Off-site field trips that require bus transportation to an indoor location are suspended. **[Y]**
- + 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. **[NA]**
- + If possible, school-supplied meals should be delivered to classrooms with disposable utensils. **[?]**
- + If possible, schools should offer telecasting of assemblies and other school-sanctioned events. **[Y]**
- + Extracurricular activities may continue with the use of facial coverings. **[Y]**

- **Food Service**
 - Staff and students will eat in their classroom.
 - Lunches will be cooked in the kitchen and then will be brought to classrooms and trash deposited in the room.
 - Kitchen personnel will wash hands before and after preparing and serving. They will also use masks and gloves. Face shields optional.
 - Lunches will be served in staggered, cascading sequence using carts and student representatives. Meals will be delivered with disposable utensils. Student representatives will wash hands before and in between each classroom delivery.
 - Students and staff will maintain the required distance while eating.
- **Gatherings**
 - Indoor assemblies are prohibited.
 - Staff and students will wash their hands after every event.
 - Field trips are prohibited.
- **Extracurricular Activities**
 - Extracurricular activities are prohibited.

2.1.8 Athletics

- + Comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS). **[NA]**
- + 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. **[NA]**
- + All equipment must be disinfected before and after use. **[NA]**



- + 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. [NA]
- + 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 given to entry and exit points to prevent crowding. [NA]
- + Each participant must use a clearly marked water bottle for individual use. There should be no sharing of this equipment. [NA]
- + Handshakes, fist bumps, and other unnecessary contact must not occur. [NA]
- + Indoor weight rooms and physical conditioning activities that require shared equipment are suspended. Outdoor physical conditioning activities are allowed while maintaining social distancing. [NA]
- + Large scale indoor spectator events are suspended. [NA]
- + 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. [NA]
- Covenant House Academy does not have an in school athletic program and our community basketball team will be cancelled until it is deemed safe to proceed.

2.1.9 Cleaning

- + Frequently touched surfaces including light switches, doors, benches, bathrooms, must undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution. [Y]
- + 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. [Y]
- + Student desks must be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period. [Y]
- + Playground structures must continue to undergo normal routine cleaning, but using an EPA- approved disinfectant is unnecessary. [NA]
- + 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. [Y]
- + Staff must wear gloves, surgical mask, and face shield when performing all cleaning activities. [Y]



- **Cleaning**

- High touch surfaces (light switches, doors, benches, bathrooms, ect.) will be cleaned midmorning and at the end of each 5.5 hour school day following the **CHA Custodial Cleaning Procedures** based on CDC guidance (see Appendix).
- Student desks, work areas, and computers will be cleaned and wiped down after student use, before someone else is allowed to use the same area or equipment.
- Staff must wear gloves, surgical mask, and face shield when performing all cleaning activities.
- All cleaning and disinfection products will be stored in the room securely away from children. Products will be used with adequate ventilation.

2.1.10 Busing and Transportation

- + Require the use of hand sanitizer before entering the bus. Hand sanitizer must be supplied on the bus. **[NA]**
- + 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. **[NA]**
- + Clean and disinfect transportation vehicles before and after every transit route. Children must not be present when a vehicle is being cleaned. **[NA]**
- + Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes. **[NA]**
- + Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily. **[NA]**
- + Create a plan for getting students home safely if they are not allowed to board the vehicle. **[NA]**
- + If a student becomes sick during the day, they must not use group transportation to return home and must follow protocols outlined above. If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and must not return to drive students. **[NA]**
- + Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out. **[NA]**



- + Weather permitting, consider keeping windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe. [NA]
- The District does not operate transportation services.

2.1.11 Medically Vulnerable Students and Staff

Strongly Recommended

- + 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. [Y]
- + 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. [Y]

Recommended

- + Pertaining to medically vulnerable students, revise the school's remote learning plan to incorporate feedback and input from teachers, families, students, and school leaders and improve its effectiveness. Share it with all involved stakeholders. [Y]
- + Staff caring for children and providing any medical care that include aerosol generating procedures (e.g., nebulizers) should have N95 masks. [N]
- + Enable staff who are high-risk for severe illness to minimize face-to-face contact and to allow them to maintain a distance of six feet from others, modify job responsibilities that limit exposure risk, or to telework if possible. Meaningfully engage and consult with local bargaining units. [Y]
- Special education staff will review students' IEPs and review with that student's teachers for accommodations and health issues.
- Staff will review student records for any individual healthcare plans.
- Staff will survey parents, students, and teachers for any students who have health vulnerabilities. Staff will develop protocols, working with the parents/guardians, for reducing the risk for this population.
- The administration will identify staff who are high-risk for severe illness to minimize face-to-face contact and to allow them to maintain a distance of six feet from others,



modify job responsibilities that limit exposure risk in coordination with the district human resources and superintendent.

- Parents/Guardians can submit a written request to the principal to be a “remote learning student” in lieu of physically attending the school due to safety concerns. The request will identify acceptance by the student and parent/guardian of the school’s expectations and conditions for working remotely:
 - Logging into account every week
 - Completing course activities every week
 - Minimum of 10 hours per week of active engagement in the course



2.2 Phase 4 Mental & Social-Emotional Health

Strongly Recommended Before Schools Reopen for In-Person or Hybrid Instruction

2.2.1 Mental & Social-Emotional Health

- + 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. [Y]
- + Establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams. [Y]
- + 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. [Y]
- + 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. [Y]
- + 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). [Y]
- + 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. [Y]
- + Establish ongoing reporting protocols for school staff to evaluate physical and mental health status. [Y]
- + Provide resources for staff self-care, including resiliency strategies. [Y]
- + Designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners. [Y]
- + Leverage MDE resources for student and staff mental health and wellness support. [Y]
- + Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email). [Y]



- + Communicate with parents and guardians, via a variety of channels, return to school transition information including: [Y]
 - + 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.

- **The Trauma Informed Practices Team**, along with the school Social Worker, will lead the following for our students, staff, and parents and guardians:
 - Provide all staff with professional development and resources in trauma informed best practices including normal behavioral responses to crises and talking through trauma with children.
 - All staff completed level one training provided by STARR for being a trauma informed school in May 2020.
 - 1.2.1 - The CHAGR Crisis Management Plan will be activated if we need to address the loss of a student, school staff member, or any other traumatic event that affects the school community. The plan lists available both internal and external/community-based resources.
 - The TIP team trains the staff in grief/trauma protocols for the school
 - The TIP team develops the curriculum based upon training and needs of the school
 - The team conducts any required grief or trauma relief for students or staff as needed
 - Provides strategies for students, parents, and staff in dealing with trauma and grief
 - Compile and regularly update comprehensive lists of wellness resources available (from MDE, Kent ISD, Kent County Health Department, etc.) to both staff and students via our school webpage and student Clever pages.
 - Provide resources for staff self-care, including resiliency strategies to prevent burnout and vicarious trauma
 - Assist in monitoring the school mental health email hotline (grhelpline@chayvs.org)

- **The Wellness Team**
 - Will promote positive self-care strategies that promote health and wellness to school community



- Will share on website infographics and videos to destigmatize and inform how COVID19 operates and best practices for health care and safety
- Will share mental health resources via website, email, phone calls, Clever, and social media
- Assist in monitoring the school mental health email hotline (grhelpline@chayvs.org)
- **School Social Worker**
 - The Social Worker will guide or conduct a mental health screening for all students upon enrollment using the **UCLA Brief COVID-19 Screen for Child/Adolescent PTSD** (see Appendix)
 - The Social Worker will work with the TIP and Wellness Teams to establish and communicate guidelines regarding the identification and rapid referral of at-risk students to the appropriate building support teams
 - The Social Worker will work with the TIP Team to maintain a list of wellness resources. Resources will also be posted on the school website.
 - The school Social Worker will serve as the mental health liaison with the district, KentISD, local public health agencies, and community partners and serve as a point person for all mental health referrals, communications to families/students, and public-facing wellness materials
 - Assist in monitoring the school mental health email hotline (grhelpline@chayvs.org)
- **Communications**
 - Ongoing reporting protocols for school staff to evaluate physical and mental health status Each student is assigned a staff advocate upon enrollment by Student Services. The advocate will make phone contact with the student and guardian on a weekly basis to talk about school as well as their Mental & Social-Emotional Health.
 - The advocate will refer the student to the appropriate point of contact (Social Worker, Interventionists, outside agencies, etc.) as needs are ascertained.
 - To help students quickly access information and help related to mental health concerns resulting from COVID-19 we will provide a link to resources on our webpage and on the student's individual Clever pages
 - The District will conduct periodic surveys of all stakeholders (Students, Parents, Staff) to gauge and help evaluate the policies and protocols.



- The District will host virtual Town Halls for stakeholders; two during the day and two during the evening to present our return plan and answer any questions
- The District will utilize all forms of communication to maximize information/dissemination:
 - School website
 - School Social Media (Facebook, Twitter, etc.)
 - Parent/Guardian/Student Emails
 - Staff calling/texting students
 - Robocall phone messages
 - Postal mail



2.3 Phase 4 Instruction

Strongly Recommended Before Schools Reopen for In-Person or Hybrid Instruction

2.3.1 Governance

- + Create a district Return to Instruction and Learning working group, potentially led by the Director of Curriculum, Chief Academic Officer or the equivalent, and composed of a broad group of stakeholders on the district and school level, to:
 - + Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations. [Y]
 - + Revise the district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness. [Y]
 - + Share the district's remote learning plan with all involved stakeholders in case of a return to remote learning. [Y]

2.3.2 Instruction

- + Activate hybrid learning programs at scale to deliver standards-aligned curricula and high-quality instructional materials. Integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. Consult MDE for high-quality digital resources. [Y]
- + Make expectations clear to school leaders and teachers around hybrid or remote instruction that include:
 - + Best practices for blended or remote learning; [Y]
 - + Grade-level proficiencies; [Y]
 - + Modes of student assessment and feedback; [Y]
 - + Differentiated support for students; [Y]
 - + The inclusion of social-emotional learning; and [Y]
 - + Guidance around daily instructional time and workload per different grade bands to ensure consistency for students. [Y]
- + 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. [Y]



- + Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics. [Y]
- + Every students' academic and social emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students. [Y]
- + Secure supports for students who are transitioning to postsecondary. [Y]
- + Support schools to implement grade-level curricula that is aligned to Michigan pre K-12 standards. [Y]
 - + Support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction. [Y]
- + Revise students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers to reflect the child's evolving needs based on assessment data and parent feedback, and design accommodations and match services accordingly. [Y]
 - + Commence intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE. [Y]
 - + 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. [Y]
- + Inventory all intervention programs and services available to students on the district and school level and identify any gaps. [Y]
- + Remain connected with MDE about policies and guidance. [Y]
- + Develop a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers. [Y]

Strongly Recommended When Schools Reopen for In-Person or Hybrid Instruction Instruction

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



- + Conduct checkpoints with school leaders around curriculum pacing and ongoing monitoring of student progress, specifically honing in on the growth of students who need acceleration. [Y]
- + Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions. [Y]
- + Conduct a review of each students' IEP in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services including OT, PT, and Speech while school buildings were closed. [Y]
- + Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs. [Y]
- + Set expectations for schools and teachers to integrate high quality digital tools and resources that are appropriate and sustainable at each grade level, to increase teachers' and students' familiarity with online learning in case of a return to remote instruction. [Y]
- + Determine and activate structures outside of the regular school day, such as summer learning options, extended day, and after-school programming, to potentially be leveraged to support students in need of additional support. [Y]
- + Support schools to communicate regularly with families in their home language about their child's progress and the targeted plans for students in need of additional support. [Y]
- + If hybrid, 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. [Y]
 - + Attendance:
 - + Develop systems to monitor and track students' online attendance on a daily basis. [Y]
 - + Student Work:
 - + Teachers will assess the quality of student work and provide feedback to students and families. [Y]
 - + Students will self-assess the quality of work, reflect on teacher feedback, and learning progress. [Y]

- **Governance**



- The district superintendent, assistant superintendent, curriculum director, principals, facilities custodial team, teacher-leaders, teachers, and staff formed the Reopening and Return to Instruction Team.
- The school solicited student and parent input via survey that was sent via email. The school will continue to solicit stakeholder input throughout this process.
- Once approved, the plan will be posted on the school's web site along with a scheduled (AM/PM) town hall meeting for all stakeholders.
- The school's continuity of learning plan was reviewed and updated, incorporated into Phases 1 through 3 of this plan.
- **Curriculum, Instruction, and Support**
 - During this phase students will be offered the option of working at home or attending school with the required safety protocols in place.
 - All curriculum will be delivered via the Edmentum and Rosetta Stone platforms. Both platforms are engaging standards-aligned asynchronous learning models where the students work independently under the guidance of highly qualified subject area teachers. Subject area teachers are available during school hours to work with and assist students within the online curriculum.
 - All of the Rosetta Stone and Edmentum courseware follows the Michigan Merit Curriculum and graduation requirements. The courseware is the same grade-level instruction and high quality, standards-aligned instructional materials our students use during in-person instruction.
 - All of the Rosetta Stone and Edmentum courseware has been audited by district level curriculum teams to identify the power standards in order to focus, prioritize, and accelerate instruction
 - Our Wellness Team will work to incorporate MDE's Social and Emotional Learning (SEL) competencies and indicators into our online student activities
 - Teachers will attend professional development and discuss best practices for remote learning and engagement during their weekly PLC meetings
 - Teachers will provide timely feedback on student work completed within the online learning environment as well as differentiated support for students who require it
 - All staff will work with students on establishing grade level adequate daily instructional time and workload requirements to stay on track for graduation
 - All students will be assessed during the first few weeks of school using the NWEA MAP Growth assessments in Math and Reading and a writing sample.



- As part of our MTSS program, students with scores indicating a need for intervention will be referred to the subject area Title I teachers, Child Study Team, and/or Interventions for help close any identify any gaps
- All student’s progress will be monitored by advocates and subject area teachers who will monitor student use of the online curriculum usage statistics and progress.
 - Teachers will encourage students to continue to be engaged and complete work in a timely manner. The teacher will also share work progress with the student’s advocate for potential subsequent conversations.
 - Advocates and classroom teachers will identify students not engaged or completing coursework on a weekly basis and recommend scaffolds, supports, and interventions to assist them both academically and emotionally. Parents/guardians will be included in conversations about any student whose work is less than the minimum required set by the district.
- Summer Learning was offered during the summer months and after school help can be made available upon student request
- All staff and students will receive training on how to use the online courseware, Zoom and Google video conferencing, and other Google Apps for Education products we use both in-person and while working remotely.
- Students transitioning to postsecondary will be assigned our career readiness graduation requirement course, “World of Work”, provided by KISD. The class will be a combination of online and offline work with which will be taught online with 1:1 coaching available to students.
- **Connectivity and Access**
 - Our **Technology Team** through a Needs Assessment and student’s assigned advocates will make sure that all students and families have adequate internet access and a working device so students are able to successfully engage in and complete class assignments.
 - Hotspots and Chromebooks were purchased to assist those students without a device or Internet access.
- **Attendance**
 - While working remotely, daily attendance will be taken in PowerSchool along with usage data to indicate student has worked remotely on a given day.
 - Students are also expected to complete at least one two-way communication each week with their advocate or classroom teacher.



- **Student Work and Progress**
 - Teachers and students will work collaboratively to assess the quality of student work and provide two-way feedback between students and teachers within the online courseware.
 - Teachers monitor students' progress through the coursework (pretests, activities, quizzes, posttests, and end of course assessments). Teachers provide support to students with the goal of a student completing in accordance with the District pacing guide for graduation.
 - Staff will work with students, parents/guardians, and advocates to clearly understand how to read course and learning progress reports within the courseware and parent portals.
 - When required, staff are available to communicate with families in their home language or provide translation of documents
- **Special Education**
 - The District will revise students' IEP/504 plans in coordination with feedback from teachers, parents, and assessment data on a regular basis. The special education teachers may conduct zoom/google chat/google classroom or other collaborative meetings with general education teachers for each of our students throughout the year.
 - Special education teaching and ancillary staff will contact their caseload students to review their learning and accommodation needs.
 - Special education staff will review students' IEPs and review with that student's teachers for accommodations and health issues.
 - Special education staff will record the contact in the CHAGR Two way Communications Log and/or in the MiPSE Student Event section
 - Special education staff will coordinate, communicate, and collaborate with general education the teachers of their caseload students for the learning accommodations. This will be ongoing, due to completion of courses occurring throughout the school year.
 - Special education staff will conduct planning meetings with their student caseload's general education teachers to review learning and needs. They will document and include in the student's file. Also, they will have a meeting with the building administration regarding special education students.
 - Special education teachers will coordinate supports for students who are transitioning out of the school (transferring or postsecondary).
 - Special education teachers will develop a continuation of services plan for students needing occupational, physical, and/or speech and language therapy.



- Special education staff will remain current with MDE policies and guidance.
- Special education staff will review students' IEPs and review with that student's teachers for accommodations and health issues.
- Staff will review student records for any individual healthcare plans.

2.3.3 Communications and Family Supports

- + Implement any additional communication systems needed to reach every family and student in their home language through multiple modes (e.g., text, all call, email, home visit) to share:
 - + Expectations around their child's return to school; [Y]
 - + Clear information about schedules and configurations, if hybrid; [Y]
 - + 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. [Y]
- + 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; [Y]
 - + Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child; [Y]
 - + Opportunities to build their digital literacy; and [Y]
 - + Strategies to support their child's learning at home. [Y]
- Communicate with all stakeholders:
 - CHAGR will share expectations of closure duration and reopening via email, social media, and the website.
 - Remote learning supports and resources for families to use will be available on the Grand Rapids page of the www.covenanthouseacademy.org website.
 - Information on the Edmentum curriculum and NWEA assessments
 - Staff and teacher availability times and contact information
 - Estimated workload and expectations about signing in and completing course activities
 - Best practices for family support of learning at home and resources for families to use



- “How-to” access the school’s digital systems and tools as well as assistance in building digital literacy in areas such as Google Apps for Education
- Class schedule times and days if hybrid cohorts are required
- The complete Return to School Plan illustrating the different phases

2.3.4 Professional Learning

- + Provide adequate time for schools and educators to engage in: [Y]
 - + Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed; [Y]
 - + 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; [Y]
 - + Identify students who potentially need additional support; and [Y]
 - + Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning. [Y]
- + 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; [Y]
 - + Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use; and [Y]
 - + Build school leaders’ and teachers’ capacity to design and develop blended and remote learning experiences that are equitable and engaging. [Y]
- **Ensure stability of instruction, whether school buildings are open or closed**
 - All of the Rosetta Stone and Edmentum courseware follows the Michigan Merit Curriculum and graduation requirements. The courseware is the same grade-level instruction and high quality, standards-aligned instructional materials our students use during in-person instruction.
 - All of the Rosetta Stone and Edmentum courseware has been audited by district level curriculum teams to identify the power standards in order to focus, prioritize, and accelerate instruction
- **Professional Development**



- CHAGR will continue to implement the Multi-Tiered System of Supports (MTSS) framework which includes topics such as: social-emotional learning, culturally responsive education, and restorative justice
- CHAGR will also spend time learning about engagement and best practices for creating and sustaining high quality remote teaching and learning which will include topics such as: Google Apps for Education, Zoom and Google video conferencing, and Edmentum and Rosetta Stone courseware
- **PLC Teams**
 - Weekly PLCs will spend professional development time using the data produced by Edmentum, Rosetta Stone, trauma screeners, NWEA, SAT, PSAT, M-Step to drive instruction and intervention
 - Continue to utilize PLC time for collaboration and development of supplemental, reinforcement, and enrichment instruction for students and to discuss “what is” and “what is not” working with remote learning including the effectiveness of the digital tools and resources being used to support remote learning.
 - Continue to analyze student progress and usage data to drive instruction.
- **Student Intervention & Engagement**
 - All staff and teachers share best practices in terms of strategies for individual students, but technology uses as well that may address a student’s individual needs.
 - Identify students in need of intervention based on usage, learner progress data, and Two-Way Interaction Logs.
 - Create an intervention plan for students who are struggling in the the remote environment

2.4 Phase 4 Operations

2.4.1 Facilities

Strongly Recommended Before Schools Reopen for In-Person Instruction

- + Audit necessary materials and supply chain for cleaning and disinfection supplies. [Y]
- + Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.
 - + Advocate for ISDs to coordinate with LEMPs. [NA]
- + Audit any additional facilities that the district may have access to that could be used for learning. [NA]
- + 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. [Y]
- + 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. [Y]
- + Encourage schools to convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection. [Y]
- + Encourage schools to provide advanced training for custodial staff. [Y]
- + 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. [Y]
- + School security staff should follow CDC protocols if interacting with the general public. [Y]
- + 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. [Y]
- + Custodial staff should follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties. [Y]
- + 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. [Y]
- + Procure level-1 facial coverings, including those with a transparent front, for preK-5 teachers, low income students, and students with special needs. [Y]
- + Procure level-1 surgical masks for cleaning and janitorial staff. [Y]

Strongly Recommended If Schools are Instructed to Close for In-Person Instruction

- + Activate school cleaning and disinfection protocols according to the CDC School Decision Tree. [Y]
- + Custodial staff should wear surgical masks when performing cleaning duties. [Y]
- + Maintain facilities for resumption of school operations. [Y]

- The Return to School Team and Custodial Team worked together to audit necessary materials for cleaning and disinfection supplies to assure that an adequate supply is on hand to support in-person operations in the school and care during shut-down.
- The Return to School Team and Custodial Team also established a plan for the procurement of new supplies in the future.
- The Return to School Team and Custodial Team will conduct and document a facility walk-through to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.
- **Operations Team**
 - Will provide school-level guidance for cleaning and disinfecting all core assets including rooms and equipment during the school day. Frequently touched surfaces should be cleaned several times a day.
 - The school security protocols will be audited to decide if any process changes need to be implemented and to verify school security staff are following CDC



protocols while interacting with the general public including the use of face shields when fewer than three feet of separation is needed.

- The district maintains facilities operations with ensuring HVAC systems working properly and maintained (i.e. changing air filters) and general upkeep of the buildings.
- Place signage in rooms and halls:
 - How to cough and sneeze into elbows.
 - Encouraging use of hand sanitizer.
 - Proper ways to wash hands.
 - Limiting sharing of personal items (Pencils, phones, etc).
- **Custodial Team**
 - Will distribute wastebaskets, tissues, and CDC-approved soap to every office and classroom nightly
 - Will follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.
 - Will monitor CDC and OSHA guidance for changes in cleaning and disinfecting guidance and protocols or changes based on the status of community spread across local geographies.
 - Will explore possible advanced training for custodial staff
 - Will conduct deep cleaning during the summer months or during closure
- The school will provide disposable face masks and two cloth masks to each high school student to utilize.
- The Custodial Team will procure level 1 surgical masks, gloves, and face shields for cleaning duties

2.4.2 Technology

Strongly Recommended Before Schools Reopen for In-Person Instruction

- + Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning. [Y]
- + Designate a single point of contact in each school to plan and communicate with district technology teams. [Y]
- + 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. [Y]



- + 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. [Y]
- + Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet. [Y]
- + 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). [Y]
- + 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; [Y]
 - + Sanitizing the devices prior to a repair or replacement evaluation; [Y]
 - + Ordering accessories that may be needed over the summer; and [Y]
 - + Conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement. [Y]
- + Identify an asset tracking tool.[Y]
- + Identify a vendor to assist with processing, returning, and maintaining devices, if needed.[NA]
- + Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.[Y]
- + Prepare the Infrastructure Evaluation process. [Y]
- + Every WiFi access point and wired network device should be tested. [Y]
- + Develop a technology support plan for families.[Y]

Strongly Recommended If Schools are Instructed to Close for In-Person Instruction

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



- Students are surveyed regarding their need for devices and internet access at the beginning of the year and as additional students transfer into the school.
- To ensure every student has access to the appropriate technology and connectivity needed to continue learning, they will let their assigned advocate or Technology Team of any issues that may arise
- CHA courseware is designed for online learning either in-person or remotely. As such, there is not a need to train teachers on conducting remote learning as it is practiced as a matter of course every day.

- **Technology Team**
 - To assist students and their families with technology issues we have created a central point of contact, GR Tech Team email address <grtech@chayvs.org>. The co leads of the team will function as the device and/or general technology support lead.
 - The contact information for the GR Tech Team will be posted on both the website and on the student's Clever portal page.
 - Continue to support teachers in the best practices of using technology to engage students in remote learning through ongoing training in PLCs, staff meetings, and designated Professional Development days
 - Will continue to periodically survey staff, students, and families to evaluate how the technology is working so any issues can be addressed and corrected.

- **Deployment**
 - All devices (Chromebooks, laptops, WiFi Hotspots) are checked by the Technology Team before they are deployed to the student
 - Students receiving the device will complete a **Student/Parent Device Agreement** form that explains the technology policy, expectations for use, loss or damage policy, and a copy of the **CHAGR Student Computer Contract**
 - Once deployed, the student's information is entered into the Google Apps for Education so the device can be tracked via the serial number and the student's name in both the Google Admin site and GoGuardian

- **Return and Inventory**
 - **Equipment Return** - The student's advocate will work with the Technology Team to collect devices from students who: Transfer from the school, Graduate, Return to in-person schooling, or are Disenrolled.
 - While wearing gloves, the Technology Team will inspect the equipment, make sure all components are both present and in working order.



- The Technology Team will maintain inventory control and accountability of the equipment in accordance with the district asset tracking tool/document.
- Upon returning equipment, it will be placed in a bag to be sanitized by the UV wand and appropriate cleaner.
- The Technology Team will conduct maintenance on the returned device resetting to school/factory settings in preparation for the next user
- All devices will be tracked and monitored using GoGuardian and Google Apps for Education asset management tools
- **Repair and Maintenance**
 - If a student has a device that no longer functions, he or she coordinates with their advocate and the Technology Team for a replacement device
 - Missing or broken equipment will require the student to complete a statement of what was broken or lost
 - Missing or damaged equipment will be brought to the attention of the Technology Team who will work with the principal to determine next steps
 - The Technology Team will identify accessories that may be needed and submit a purchase order to the principal.
- **Technology Monitoring**
 - All student's progress will be monitored by advocates and subject area teachers who will monitor student use of the online curriculum usage statistics and progress.
 - Teachers will encourage students to continue to be engaged and submit work in a timely manner. The teacher will also share work progress with the student's advocate for potential subsequent conversations.
 - Advocates and classroom teachers will identify students not engaged or completing coursework on a weekly basis and recommend scaffolds, supports, and interventions to assist them both academically and emotionally. Parents/guardians will be included in conversations about any student whose work is less than the minimum required set by the district.
 - Student's online traffic will be content filtered and monitored using GoGuardian to protect students from harmful web content
- All of the school's networks and Wi-Fi are maintained through a contract with GRPS Technology. Any issues are immediately addressed and corrected to avoid interruptions in service.



- CHAR's infrastructure is evaluated each year. Last year our entire WiFi infrastructure was updated to efficiently support 100% one-to-one device capabilities within the school.
- Staff are available to assist students and their families with most technology issues during the normal school hours via their normal means of communication (phone, email, text, or Google/Zoom meeting). More complex issues will be referred to the Technology Team for assistance via the GR Tech Team email address
- The Technology Team reviews the district's technology policies (acceptable use, care, privacy, etc.) and ensures all applicable laws (FERPA, Privacy Act, etc.) are clearly identified and incorporated into the student handbook and made available to parents/guardians upon request.

Strongly Recommended When Schools Reopen for In-Person Instruction

- + Organize and centralize online resources that were created, published, or distributed by teachers and others during the closure period. [Y]
 - + Compile technology-facing lessons learned for inclusion in the district's updated remote learning plan. [Y]
 - + Review issue tracking and inventory results frequently as a way of understanding the quality and progress of technology processes in your district. [Y]
 - + Continue infrastructure evaluations until all issues are resolved. [Y]
 - + Identify chronic technology issues that arose during the school closure period and use them to begin the development of a long-term technology maintenance plan. [Y]
-
- Online materials are part of the learning management system (Edmentum). They are stored by them associated with their respective lessons. Teachers maintain their online materials on the online portal (Clever) for student and parent access.
 - The Technology Team surveys students, parents, and staff for lessons learned and incorporation into the District's long range technology planning.
 - The school reviews inventory control measures regularly for sustain practices and improvements.
 - The Technology Team evaluates infrastructure performance and needs on a regular basis.
 - The Technology Team identifies remote learning access issues and applies recommended solutions into the long term technology maintenance plan.



2.4.3 Budget, Food Service, Enrollment, and Staffing

Strongly Recommended Before Schools Reopen for In-Person Instruction

- + 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). [Y]
- + 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. [Y]
 - + 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). [Y]
 - + For students, this should include those with preexisting conditions who may need a remote learning environment. [Y]
- + Assess need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs. [Y]
- + 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. [NA]
- + Recruit, interview and hire new staff. [Y]
- + Consider redeploying underutilized staff to serve core needs. [Y]
- + Where possible, and in partnership with local bargaining units, identify and modify staff positions, that would enable high-risk staff to provide remote services. [Y]
- + Communicate any student enrollment or attendance policy changes with school staff and families. [Y]
- + Provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely. [Y]
- + Seek and provide guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies). [Y]
- + Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs. [Y]
- + Inventory how many substitute teachers are available. [NA]
- + Build and send back to school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures. [Y]



- + 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. [Y]
 - + Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders. [Y]
 - + Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars. [Y]
 - + Work with school leaders to orient new school staff to any operational changes. [Y]
 - + 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. [Y]
 - + Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance. [Y]
-
- The school reviewed entry and exit protocols for each building.
 - The school conducted a survey to identify returning staff.
 - The school identified which staff are at a higher risk due to existing medical condition or age via a staff survey. The school staffing plan took into account the list so as to minimize risk to the most vulnerable.
 - The school is working to identify students with preexisting conditions that may require remote learning due to higher risk of becoming ill and may need a remotely learning option.
 - To address school needs in terms of technology support, emotional support, and other COVID-19 related needs the following teams were created:
 - Wellness Team
 - Trauma Informed Practices Team
 - Technology Team
 - CHAGR will utilize all forms of communication to maximize information/dissemination of the latest policies and procedures:
 - School website
 - Social Media (Facebook, Twitter, etc.)
 - Parent Emails
 - Calling/texting students
 - Edulink
 - Postal mail



- The staff handbook and student handbook are printed and ready to distribute. They are also both available digitally on the school website.
- The district will have legal counsel preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 planning and procedures.
- **Staffing**
 - All components of hiring (posting, screening, checking references, offering) remain the same.
 - Currently, all interviews are being conducted via Zoom
 - All returning staff have been deployed to support the remote learning effort, regardless of previous job responsibilities
 - The school uses existing in-building staff to fulfill the need for classroom substitute teacher coverage.
 - All staff are updated weekly on all operational changes related to remote learning and COVID-19
- **Staff and Student Attendance**
 - Student daily attendance will be taken in PowerSchool, whether working remotely or in class, along with usage data to indicate student has worked remotely on a given day.
 - Students are also expected to complete at least one two-way communication each week with their advocate or classroom teacher.
 - Students are expected to complete at least 10 hours of engagement per week on their course.
 - Students are expected to complete 4.5 courses a semester (roughly one a month) to stay on track for graduation.
 - Students can be assigned up to three online course(s) at a time.
 - Teachers and staff are expected to be available to students and fellow staff during school hours during the work week via computer, phone, or meetings. Exceptions would be for school holidays and approved requests for personal time off.
- **Budget**
 - The school's Director of State and Federal Programs has attended and continues to attend professional development on State and Federal guidance surrounding the use of CARES Act funding.
 - The district leadership developed three budgetary scenarios regarding potential financial reductions in State and Federal Aid to preemptively address any budgetary reductions.
- **Food Service**



- CHA contracts with GRPS as part of the Community Eligibility Provision (CEP) non-pricing meal service option for schools.
- All necessary food handling changes are implemented based on local public health guidance.
- The board approved master calendar, daily schedule, and lunch plan for staff and students was created with student and staff safety in mind.
- **Enrollment**
 - All students that ended the year with CHAGR are going to be automatically enrolled for the 2020-2021 school year unless the student has requested otherwise
 - Returning students will attend a Zoom Returning Student Orientation with our Student Services team
 - Enrollment process will be completed remotely (verifying student information, etc.)
 - Students will be given their schedules and advocate and teacher contact information
 - New Students will complete an online enrollment packet or drop off a paper enrollment packet to the main office.
 - New students will attend a Zoom New Student Orientation with our Student Services team
 - Enrollment process will be completed remotely with the Enrollment Team
 - Students will personally introduced to their advocate and classroom teachers remotely via Zoom, Google Meet, or by phone

2.4.4 Transportation

Strongly Recommended Before Schools Reopen for In-Person Instruction

- + Inventory buses, contractors, including any vehicles used for transporting students to/from school or to other school events, and students riding buses. Address questions, such as:
 - + How many buses are or could be made available in the district? **[NA]**



- + How much variation is there in the size and maximum capacity of buses in the district? [NA]
- + How have the buses been currently or historically used (i.e., transportation to/from school, transportation for multiple schools, athletic events, food service delivery)? [NA]
- + How many drivers will be returning? How many are in the training pipeline? What is the plan to address any shortage of drivers? [NA]
- + Assess whether any bus contractors have been impacted by COVID-19 (i.e., closed or opt-out from current routes). [NA]
- + Inventory bus drivers to understand the extent of high-risk populations. [NA]
- + Finalize bus procedures for bus drivers and students that are informed by public health protocols. [NA]
- + Encourage close collaboration between transportation and IEP teams to monitor changes to students' IEPs and implement accordingly. [NA]

Strongly Recommended if Schools Are Instructed to Close for In-Person Instruction

- + Utilize buses to provide food service and delivery of instructional materials where possible.
- The District does not have or operate buses. Students arrive by public transportation, family drop off, or private ride sharing company.
- The District does not have buses. Staff members will assist in delivery of instructional materials and devices similar to Phases 1, 2, and 3. Food distribution will continue to be at GRPS meal sites which are listed on the school website.



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

3.1 Phase 5 Safety Protocols

3.1.1 Personal Protection Equipment

Strongly Recommended

- + Facial coverings should always be worn by staff except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Any staff member who cannot medically tolerate a facial covering should not wear one. Any staff member that is incapacitated or unable to remove the facial covering without assistance, should not wear a facial covering. [Y]
 - + PreK-5 and special education teachers should consider wearing clear masks. [NA]
 - + Homemade facial coverings should be washed daily. [Y]
 - + Disposable facial coverings should be disposed of at the end of each day. [Y]
- + Facial coverings should always be worn in hallways and common areas by preK-12 students in the building except for during meals. Any student that is unable to medically tolerate a facial covering should not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, should not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. If social distancing and cohorting is practiced and enforced, facial coverings for students in grades preK-5 are encouraged but not required. [Y]
 - + Homemade facial coverings should be washed daily. [Y]
 - + Disposable facing coverings should be disposed of at the end of each day. [Y]

Recommended

- + Facial coverings should be considered for preK students and students with special needs in hallways and common areas. [NA]
 - + Facial coverings are not recommended for use in classrooms by children ages 3 and 4. [NA]
 - + Facial coverings should never be used on children under age 2. [NA]
- + Facial coverings should be considered for K-5 students and students with special needs in classrooms, especially if students and teachers are not placed in cohorts. [NA]



- + Facial coverings should be worn in classrooms by grades 6-12 students. Any student who cannot 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. [Y]
- + Gloves are not required except for custodial staff or teachers cleaning their classrooms.

Face Masks

- Facial coverings must always be worn by all staff and students while in the building except for meals. This includes classrooms, hallways, offices, and common areas.
- Visitors to the building must also wear a face mask while in the building. The school will provide a temporary one as needed and custodial personnel will disinfect at the end of the day.
- Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Homemade facial coverings must be washed daily.
- The school will provide a disposable mask for anyone wishing entry but does not have a mask.
- Disposable facial coverings must be disposed of at the end of each day.
- Any staff member who cannot medically tolerate a facial covering must not wear one. The staff member will be provided a face shield. They will provide a doctor's note to their principal which will be deemed valid until the end of the current school year.
- Any student who cannot medically tolerate a facial covering must not wear one. The school will provide an assigned face shield to those students. The face shield will be issued and collected each day. It will be sanitized after school each day. The student will provide a doctor's note to their principal which will be deemed valid until the end of the current school year.
- Any student or staff member that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering. They will provide a doctor's note to their principal which will be deemed valid until the end of the current school year.
- Any transportation provided by the school for students requires students and staff wear masks.
- Gloves are only required for custodial staff or teachers cleaning their classrooms.

3.1.2 Hygiene

Strongly Recommended

- + Provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques). [Y]
- + 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. [Y]
- + Educate staff and students to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques. [Y]
- + Students should wash their hands or use hand sanitizer after changing any classroom; teachers in the classroom should wash their hands or use sanitizer every time a new group of students enters their room. [Y]

Recommended

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

Handwashing

- Inside each room's doorway will be a hand sanitizer for everyone's use. It will contain at least 60% alcohol.
- Outside each classroom will be a hand sanitizer for everyone's use.
- Hand sanitizing stations will be set up throughout the school building's high traffic areas.
- Everyone will use the hand sanitizer before entering a room. And use the hand sanitizer when leaving a room.
- The Custodial Team will ensure hand sanitizers, soap, and paper towels are stocked each night for the following day.

Hygiene Practices



- Mini Lessons about proper hygiene techniques will be provided by the **Wellness Team** to educate staff and students on topics such as: safe coughing and sneezing techniques, tissues use and disposal, hand washing, etc.
- Every classroom teacher will reinforce handwashing (at least 20 seconds soap and water) and hand sanitizer protocols at the beginning of class.
- Students will keep their bags, books, and personal items with themselves since there are no lockers. They will not share their property (including cell phones) or touch other students or staff property to avoid contamination.
- Staff and students will use hand sanitizer or wash hands coming into the building and before lunch (breaks down to every 2-3 hours)
- Students and staff should wash their hands or use hand sanitizer every time they join a new group of students or change classrooms
- Hygiene signage will be placed throughout the building and in all restrooms:
 - How to cough and sneeze into elbows.
 - Encouraging use of hand sanitizer.
 - Proper ways to wash hands.
 - Keeping social distance
 - Limiting sharing of personal items (Pencils, phones, etc).

3.1.3 Spacing, Movement and Access

Recommended

- + Spacing is six feet between desks to the extent that it is feasible. [Y]
- + Class sizes should be kept to the level afforded by necessary spacing decisions.
- + In classrooms where tables are utilized, space students as far apart as feasible. [Y]
- + Arrange all desks facing the same direction toward the front of the classroom. [Y]
- + Teachers should try to maintain six feet of spacing between themselves and students as much as possible. [Y]
- + Post signage to indicate proper social distancing.
 - + Floor tape or other markers should be used at six-foot intervals where line formation is anticipated. [Y]
 - + Provide social distancing floor/seating markings in waiting and reception areas. [Y]
 - + Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques. [Y]
 - + Post signs on the doors of restrooms to indicate proper social distancing. [Y]



- + If a classroom has windows that can open, they should be open as much as possible, weather permitting. Considerations should be made for students with allergy-induced asthma. [Y]
 - + As able, schools should try to cohort groups of students to isolated hallways or areas that can be monitored for positive cases if there is a COVID-19 exposure. [Y]
 - + As able, “specials” (like art, music, and library) should be brought to the classrooms instead of having students move to different locations. [Y]
 - + Flow of foot traffic should be directed in only one direction, if possible. If one-way flow is not possible, hallways can be divided with either side following the same direction. [Y]
 - + Efforts should be made to keep six feet of distance between people in the hallways. Staggered movements at incremental intervals should be used if feasible to minimize the number of persons in the hallways as able. [Y]
 - + Have staff monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa. [Y]
 - + Boarding schools should seek guidance from MDHHS regarding spacing, movement, and facility access. [NA]
- **Classrooms**
 - Students will be kept on the same floor and classroom as much as possible so they can be monitored for positive cases if there is a COVID-19 exposure.
 - All CHA classrooms have been rearranged to accommodate student and staff workspaces that maintain a six foot separation. Students will be directed to a workspace by classroom staff upon arrival.
 - All desks have been arranged to face the same direction
 - Students and staff are required to maintain six feet of separation between themselves and others as much as possible
 - Classroom windows will be opened as much as possible, weather permitting. Students with allergy-induced asthma will have an option of alternative seating when the windows are open.
 - To maintain minimal contact within the school to other people and physical areas, the students will work out of one classroom when they arrive each morning for the entire day.
 - If the school runs out of socially distanced workspaces in the classroom, the gym will be utilized as an overflow room.
 - If the student capacity moves beyond the capacity to maintain safe distances then the school will consider moving to a cohort model with two groups and remote learning.



- Any clubs or offline class activities will be streamed via video conferencing so students do not have to move to different locations.
- **Entrance**
 - Family members and guests are only allowed in school for extenuating circumstances and must wait in the main and follow face mask requirements at all times.
 - Students, staff, and visitors will enter building using one entrance monitored by the security guard
 - Signage to indicate proper social distancing will be on display at all entrances, Student Services, and in the Main Office as well as indicators marked every 6 feet on the pavement in single file manner
 - The access point will operate as an entrance at the beginning of school and an exit point at the end of the school day. At no point will it have entering and exiting people at the same time to keep traffic moving in a single direction.
 - Strict records, including date and time, will be kept of all non-school employees or other visitors entering and exiting the building at the security station.
 - Security and staff will monitor arrival to discourage congregating and ensure students go straight from the entrance to their classroom.
- **Entrance Screening**
 - Everyone entering the building will be screened for symptoms, wear a face mask, and sanitize hands upon entry.
- **Exiting**
 - Security and staff will monitor dismissal to discourage congregating and ensure students go straight from their classrooms out the door.
- **Student Conferencing**
 - Student conferencing (counseling, social worker, etc) can occur in an individual's office or a common room (i.e. conference room).
 - If in a common room, the staff must notify the custodial personnel of its use for later disinfecting.
 - Sneeze guards will be utilized.
- **Restrooms and Hallways**
 - Only one student will be allowed in the bathroom at a time.
 - Signs will be posted in both staff and student bathrooms to indicate proper social distancing and hand hygiene techniques
 - Signs will be posted in the hallways to indicate foot traffic in the hallways will be divided with either side following the same direction.



- Staggered student movements will be used as much as possible to minimize the number of persons in the hallways at one time

3.1.4 Screening Students, Staff, and Guests

Strongly Recommended

- + Every school should identify and designate a quarantine area and a staff person to care for children who become ill at school. [Y]
- + Students who become ill with symptoms of COVID-19 at school 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. [Y]
- + Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines. [Y]
- + Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building. [Y]

Recommended

- + 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. [Y]
- + Any parents or guardians entering the building should wash or sanitize hands prior to entry. [Y]
- + Parents or guardians are not allowed in the school building except under extenuating circumstances as determined by school officials. Only one parent or guardian per child should be allowed to enter except under extenuating circumstances as determined by school officials. [Y]
- + Parents or guardians are encouraged to check their children's temperature at home every morning using oral, tympanic (ear), or temporal scanners; students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if no other explanation is available. [Y]
- + Parents or guardians are encouraged to ask their children or monitor for symptoms of COVID-19, including cough, congestion, shortness of breath, or gastrointestinal symptoms every morning. Any positives should prompt parents or guardians to keep the student home from school. [Y]



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

[Y]

- All screening records, including date and time, will be kept and organized by the Wellness Team
- Everyone entering the building will be screened for symptoms, wear a face mask, and sanitize hands upon entry.
- Family members and guests are only allowed in school for extenuating circumstances and must wait in the main and follow fask mask requirements at all times.
- The access point will operate as an entrance at the beginning of school and an exit point at the end of the school day. At no point will it have entering and exiting people at the same time to keep traffic moving in a single direction.
- **Quarantine Area**
 - The school will designate a room and a staff person to care for students who become ill or develop a fever during the day; preferably closest to the building entrance.
 - Staff and students are required to wear a mask at all times
 - Students who failed the temperature or wellness check upon arrival and cannot get home can wait in the sick-call room until they can arrange transportation.
 - Students are not permitted to leave the room other than depart the school.
 - Students may use the bathroom, but must be escorted and custodial personnel notified of their bathroom use so can be immediately disinfected.
 - The room will receive a Level Two cleaning after each day's use.
 - Students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines.
- **Pre Screening Before School**
 - Staff are required to complete a daily wellness check at misymptomapp.state.mi.us before entering the building. Staff with a red screen will be asked to stay home for the day and follow Health Department guidance.
 - Families are encouraged to check their student's temperature at home every morning. Students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if symptoms of COVID-19 are present.
 - Furthermore, the presence of any symptoms, including cough or shortness of breath, should prompt the family to keep the student home from school and to follow up with a primary care provider.



3.1.5 Testing Protocols for Students and Staff and Responding to Positive Cases

Strongly Recommended

- + Students who develop fever or become ill with symptoms of COVID-19 at school should wear a mask and be transported by their parent/guardian, emergency contact, or ambulance, if clinically unstable, for off-site testing. [Y]
- + Staff who develop fever or become ill with symptoms of COVID-19 at school should wear a mask and should be transported for off-site testing. [Y]
- + Parents and guardians should be notified of the presence of any laboratory positive or clinically diagnosed cases in the classroom and/or school to encourage closer observation for any symptoms at home. [Y]
- + Symptomatic students and staff sent home from school should be kept home until they have tested negative or have been released from isolation according to CDC guidelines. [Y]
- + In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts should be made to contact any close contacts (those who spent more than 15 minutes within six feet to the student or staff member) so that they can be quarantined at home. Classmates should be closely monitored for any symptoms. At this time, empiric testing of all students in the class is not recommended. Only those that develop symptoms require testing. [Y]

Recommended

- + Parents or guardians are encouraged to check student's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 greater must stay home and consider COVID-19 testing if no other explanation is available. [Y]
- + Parents or guardians are encouraged to monitor for symptoms of COVID-19, including any cough, congestion, shortness of breath, or gastrointestinal symptoms every morning. Any positives should prompt the parent or guardian to keep the student home from school and seek out testing. [Y]
- Students and staff who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported for off-site testing.
- Symptomatic students and staff sent home from school should be kept home until they have tested negative for COVID-19 or have been released from isolation according to CDC guidelines.



- Families are encouraged to check their student’s temperature at home every morning. Students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if symptoms of COVID-19 are present.
- Furthermore, the presence of any symptoms, including cough or shortness of breath, should prompt the family to keep the student home from school and to follow up with a primary care provider.
- The District will use the Kent County Health Department (KCHD) “Contract Tracing in the School Setting” flowchart when a student or staff person tests positive for COVID-19 which includes alerting KCHD of all positive COVID-19 cases.
 - As part of the contact tracing process, the school **Wellness Team** will alert families by providing general communication about the COVID-19 positive case while protecting the identity of the person who is infected.
 - The school will interview the COVID-19 positive person to identify close contacts per CDC definition using the “Contact Tracing in the School Setting” form provided by KCHD and provide that information to them to assist with their contract tracing outside of the school community.
 - The school will alert close contacts of COVID-19 exposure who are a part of the school community.
 - All identified close contacts of the COVID-19 positive case must self-quarantine at home for 14 days from the last positive day of exposure and monitor for symptoms.
 - The areas of the school that were part of the exposure will be closed for 24 hours and cleaned according to the Level Three following the **CHA Custodial Cleaning Procedures** based on CDC guidance (see Appendix).
 - Copies of all records related to exposure notifications will be kept by Human Resources

3.1.6 Responding to Positive Tests Among Staff and Students

Strongly Recommended

- + Notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws. **[Y]**
 - + The Local Health Department will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self quarantine for up to 14 days after exposure. Local health officials, depending on situation, may identify other



contacts who require quarantine. Schools can help the local health department by collecting data and contact information of those exposed. [Y]

- + Note: schools should provide staff with guidance on confidentiality laws and statutes that protect student and staff health information. Student communicable disease related information is protected health information. (Even if a family/student acknowledges and publicly discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test). [Y]
- + Employees with a confirmed case of COVID-19 should only return to the workplace after they are no longer infectious. Local health officials will provide instruction about return to work, using the most current guidelines from the CDC for this determination. [Y]

Recommended

- + If possible, smaller areas such as individual classrooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles.[Y]
- + Cleaning staff should wear a surgical mask when performing cleaning of these areas along with gloves and face shield. [Y]
- The District will use the Kent County Health Department (KCHD) “Contract Tracing in the School Setting” flowchart when a student or staff person tests positive for COVID-19 which includes alerting KCHD of all positive COVID-19 cases.
 - As part of the process, the school Wellness Team will alert families by providing general communication about the COVID-19 positive case while protecting the identity of the person who is infected.
 - The school will interview the COVID-19 positive person to identify close contacts per CDC definition using the “Contact Tracing in the School Setting” form provided by KCHD and provide that information to them to assist with their contract tracing outside of the school community.
 - The school will alert close contacts of COVID-19 exposure who are a part of the school community.
 - All identified close contacts of the COVID-19 positive case must self-quarantine at home for 14 days from the last positive day of exposure and monitor for symptoms.
 - The areas of the school that were part of the exposure will be closed for 24 hours and cleaned according to Level Three of the **CHA Custodial Cleaning Procedures** based on CDC guidance (see Appendix).



- Copies of all records related to exposure notifications will be kept by Human Resources
- Employees with a confirmed case of COVID-19 will only return to the workplace after they are no longer infectious according to the Kent County Health Department and the CDC's most current guidelines.

3.1.7 Food Service, Gathering, and Extracurricular Activities

Strongly Recommended

- + Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks. [Y]
- + Students, teachers, and cafeteria staff wash hands before and after every meal. [Y]
- + All gatherings, including those that occur outdoors (e.g., graduations) should comply with current and future executive orders that set caps on congregations of people.
- + If field trips occur, they should comply with transportation guidelines within this document, including mandatory facial covering. [Y]

Recommended

- + If possible, classrooms should be used for eating in place, taking into consideration food allergies. [Y]
- + If cafeterias need to be used, meal times should be staggered to create seating arrangements with six feet of distance between students. [NA]
- + If possible, school-supplied meals should be delivered to classrooms with disposable utensils. [Y]
- + Schools should offer telecasting of assemblies and other school-sanctioned events if able. [Y]
- + Students and teachers should wash hands before and after every event.
- + After-school programs may continue with the use of facial coverings. [Y]

● Food Service

- Staff and students will eat in their classroom.
- Lunches will be cooked in the kitchen and then will be brought to classrooms and trash deposited in the room.
- Kitchen personnel will wash hands before and after preparing and serving. They will also use masks and gloves. Face shields optional.
- Meals will be delivered with disposable utensils.



- Delivery staff will wash hands before and in between each classroom delivery
- Students and staff will maintain the required distance while eating.
- **Gatherings**
 - Indoor assemblies are prohibited.
 - Staff and students will wash their hands after every event.
 - Field trips are prohibited.
- **Extracurricular Activities**
 - After school activities can occur as long as distance and masks are being adhered to.

3.1.8 Athletics

Strongly Recommended

- + Indoor spectator events are limited to 50 people. Large scale outdoor spectator or stadium events are limited to 250 people. Spectators not part of the same household must always maintain six feet of distance from one another. [NA]
- + 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. [NA]
- + All equipment must be disinfected before and after use. [NA]
- + Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent "Busing and Student Transportation" section. [NA]
- + Each participant should use a clearly marked water bottle for individual use. There should be no sharing of this equipment. [NA]

Recommended

- + Indoor weight rooms and physical conditioning activities are allowed. Social distancing of six feet between participants should be maintained while indoors and sharing equipment should be avoided. [NA]
- + Handshakes, fist bumps, and other unnecessary contact should not occur. [NA]
- Covenant House Academy does not have an in school athletic program and our community basketball team will be cancelled until it is deemed safe to proceed.

3.1.9 Cleaning

Strongly Recommended



- + Frequently touched surfaces including lights, doors, benches, and bathrooms should undergo cleaning at least every four hours with either an EPA approved disinfectant or diluted bleach solution. [Y]
- + Libraries, computer labs, arts, and other hands-on classrooms should undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution. Efforts must be made to minimize sharing of materials between students, as able. [Y]
- + Student desks should be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period. [Y]
- + Playground structures should continue to undergo normal routine cleaning, but using an EPA approved disinfectant is unnecessary. [NA]
- + Athletic equipment can be cleaned with either an EPA-approved disinfectant or diluted bleach solution before and after each use. [NA]
- + Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use such products. [Y]

Recommended

- + Staff should wear gloves, surgical masks, and face shield when performing all cleaning activities. [Y]
- **Cleaning**
 - High touch surfaces (light switches, doors, benches, bathrooms, ect.) will be cleaned midmorning and at the end of each 5.5 hour school day following the **CHA Custodial Cleaning Procedures** based on CDC guidance (see Appendix).
 - Student desks, work areas, and computers will be cleaned and wiped down after student use, before someone else is allowed to use the same area or equipment.
 - Staff must wear gloves, surgical mask, and face shield when performing all cleaning activities.
 - All cleaning and disinfection products will be stored in the room securely away from children. Products will be used with adequate ventilation.

3.1.10 Busing and Student Transportation

Strongly Recommended



- + Strongly encourage the use of hand sanitizer before entering the bus. Hand sanitizer should be supplied on the bus. [NA]
- + The bus driver, staff, and all students in grades preK-12, if medically feasible, should wear facial coverings while on the bus. [NA]
- + Clean and disinfect transportation vehicles regularly. Children should not be present when a vehicle is being cleaned. [NA]
- + Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes. [NA]
- + Clean, sanitize, and disinfect equipment including items such as car seats and seat belts, wheelchairs, walkers, and adaptive equipment being transported to schools. [NA]
- + Create a plan for getting students home safely if they are not allowed to board the vehicle. [NA]
- + If a student becomes sick during the day, they should not use group transportation to return home and should follow protocols outlined above. [NA]
- + If a driver becomes sick during the day, they should follow protocols for sick staff outlined above and should not return to drive students. [NA]

Recommended

- + Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out. [NA]
- + Weather permitting, consider keeping windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe. [NA]
- The District does not operate buses or transportation. Students use public transportation, family, or other commercial transportation.

3.1.11 Medically Vulnerable Students and Staff

Strongly Recommended

- + Systematically review all current plans (e.g., Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and updating their care plans as needed to decrease their risk for exposure to COVID-19. [Y]
- + 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. [Y]



Recommended

- + Staff caring for children and providing any medical care that include aerosol generating procedures (e.g., nebulizers) should wear an N95 mask at the time of delivery. [N]
- + Enable staff who self-identify as high risk for severe illness to minimize face-to-face contact and to allow them to maintain a distance of six feet from others, modify job responsibilities that limit exposure risk, or to telework if possible. [Y]

- Special education staff will review students' IEPs and review with that student's teachers for accommodations and health issues.
- Staff will review student records for any individual healthcare plans.
- Staff will survey parents, students, and teachers for any students who have health vulnerabilities. Staff will develop protocols, working with the parents/guardians, for reducing the risk for this population.
- The administration will identify staff who are high-risk for severe illness to minimize face-to-face contact and to allow them to maintain a distance of six feet from others, modify job responsibilities that limit exposure risk in coordination with the district human resources and superintendent.
- Parents/Guardians can submit a written request to the principal to be a "remote learning student" in lieu of physically attending the school due to safety concerns.
 - The request will identify acceptance by the student and parent/guardian of the school's expectations and conditions
 - Logging into account every week,
 - Completing course activities every week,
 - Minimum of 10 hours per week of active engagement in the course.



3.2 Phase 5 Mental & Social-Emotional Health

Recommended Before Schools Reopen for In-Person or Hybrid Instruction

3.2 Mental & Social-Emotional Health

- + 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. [Y]
- + Establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams. [Y]
- + Provide all staff with timely, responsive, and ongoing training/PD 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. [Y]
- + 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. [Y]
- + Establish a comprehensive crisis management plan that leverages available internal and external/community-based resources, which can be activated efficiently as needed following an acute incident (e.g., loss of student, loss of a school staff member). [Y]
- + 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. [Y]
- + Establish ongoing reporting protocols for school staff to evaluate physical and mental health status. [Y]
- + Provide resources for staff self-care, including resiliency strategies. [Y]
- + Designate a mental health liaison (school-based) who will work across the district, local public health agencies, and community partners. [Y]
- + Leverage MDE resources for student and staff mental health and wellness support. [Y]
- + Activate communication channels for district stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email). [Y]



- + Communicate with parents and guardians, via a variety of channels, return to school transition information including [Y]:
 - + 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.

- **The Trauma Informed Practices Team**, along with the school Social Worker, will lead the following for our students, staff, and parents and guardians:
 - Provide all staff with professional development and resources in trauma informed best practices including normal behavioral responses to crises and talking through trauma with children.
 - All staff completed level one training provided by STARR for being a trauma informed school in May 2020.
 - The CHAGR Crisis Management Plan will be activated if we need to address the loss of a student, school staff member, or any other traumatic event that affects the school community. The plan lists available both internal and external/community-based resources.
 - The TIP team trains the staff in grief/trauma protocols for the school
 - The TIP team develops the curriculum based upon training and needs of the school
 - The team conducts any required grief or trauma relief for students or staff as needed
 - Provides strategies for students, parents, and staff in dealing with trauma and grief
 - Compile and regularly update comprehensive lists of wellness resources available (from MDE, Kent ISD, Kent County Health Department, etc.) to both staff and students via our school webpage and student Clever pages.
 - Provide resources for staff self-care, including resiliency strategies to prevent burnout and vicarious trauma
 - Assist in monitoring the school mental health email hotline (grhelpline@chayvs.org)

- **The Wellness Team**
 - Will promote positive self-care strategies that promote health and wellness to school community



- Will share on website infographics and videos to destigmatize and inform how COVID19 operates and best practices for health care and safety
- Will share mental health resources via website, email, phone calls, Clever, and social media
- Will work to incorporate MDE's Social and Emotional Learning (SEL) competencies and indicators into our online student activities
- Assist in monitoring the school mental health email hotline (grhelpline@chayvs.org)
- **School Social Worker**
 - The Social Worker will guide or conduct a mental health screening for all students upon enrollment using the **UCLA Brief COVID-19 Screen for Child/Adolescent PTSD** (see Appendix)
 - The Social Worker will work with the TIP and Wellness Teams to establish and communicate guidelines regarding the identification and rapid referral of at-risk students to the appropriate building support teams
 - The Social Worker will work with the TIP Team to maintain a list of wellness resources. Resources will also be posted on the school website.
 - The school Social Worker will serve as the mental health liaison with the district, KentISD, local public health agencies, and community partners and serve as a point person for all mental health referrals, communications to families/students, and public-facing wellness materials
 - Assist in monitoring the school mental health email hotline (grhelpline@chayvs.org)
- **Communications**
 - ongoing reporting protocols for school staff to evaluate physical and mental health status Each student is assigned a staff advocate upon enrollment by Student Services. The advocate will make phone contact with the student and guardian on a weekly basis to talk about school as well as their Mental & Social-Emotional Health.
 - The advocate will refer the student to the appropriate point of contact (Social Worker, Interventionists, outside agencies, etc.) as needs are ascertained.
 - To help students quickly access information and help related to mental health concerns resulting from COVID-19 we will provide a link to resources on our webpage and on the student's individual Clever pages



- The District will conduct periodic surveys of all stakeholders (Students, Parents, Staff) to gauge and help evaluate the policies and protocols.
- The District will host virtual Town Halls for stakeholders; two during the day and two during the evening to present our return plan and answer any questions
- The District will utilize all forms of communication to maximize information/dissemination:
 - School website
 - School Social Media (Facebook, Twitter, etc.)
 - Parent/Guardian/Student Emails
 - Staff calling/texting students
 - Robocall phone messages
 - Postal mail

3.3 Phase 5 Instruction

Recommended Before Schools Reopen for In-Person or Hybrid Instruction

3.3.1 Governance

- + Create a district Return to Instruction and Learning working group, potentially led by the Director of Curriculum, Chief Academic Officer or the equivalent, and composed of a broad group of stakeholders on the district and school level, to:
 - + Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations. [Y]
 - + Revise the district’s remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness. [Y]
 - + Share the district’s remote learning plan with all involved stakeholders in case of a return to remote learning. [Y]

3.3.2 Instruction

- + 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. [Y]
 - + Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics. [Y]
 - + Every students’ academic and social emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students. [Y]
- + Support schools to implement grade-level curricula that is aligned to Michigan preK-12 standards.
 - + Support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction. [Y]
- + Revise students’ IEPs, IFSPs, and 504 plans in coordination with general and special education teachers to reflect the child’s evolving needs based on assessment data and parent feedback, and design accommodations and match services accordingly. [Y]
 - + Commence intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE. [Y]



- + 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. [Y]
- + Inventory all intervention programs and services available to students on the district and school level and identify any gaps. [Y]
- + Remain connected with MDE about policies and guidance. [Y]
- + Develop a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers. [Y]
- + Secure supports for students who are transitioning to postsecondary. [Y]

Recommended When Schools Reopen for In-Person Instruction

- + Ensure that every student:
 - + Has access to standards-aligned, grade level instruction, including strategies to accelerate student learning; [Y]
 - + Is assessed to determine student readiness to engage in grade-level content; and [Y]
 - + Is offered scaffolds and supports to meet their diverse academic and social emotional needs. [Y]
- + Conduct checkpoints with school leaders around curriculum pacing and ongoing monitoring of student progress, specifically honing in on the growth of students who need acceleration. [Y]
- + Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions. [Y]
- + Conduct a review of each students' IEP in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services including OT, PT, and Speech while school buildings were closed. [Y]
- + Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs. [Y]
- + Set expectations for schools and teachers to integrate high quality digital tools and resources that are appropriate and sustainable at each grade level, to increase teachers' and students' familiarity with online learning in case of a return to remote instruction. [Y]
- + Determine and activate structures outside of the regular school day, such as summer learning options, extended day, and after-school programming, to potentially be leveraged to support students in need of additional support. [Y]



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

- The district superintendent, assistant superintendent, curriculum director, principals, facilities custodial team, teacher-leaders, teachers, and staff formed the Reopening and Return to Instruction Team.
- The school solicited student and parent input via survey that was sent via email. The school will continue to solicit stakeholder input throughout this process.
- Once approved, the plan will be posted on the school's web site along with a scheduled (AM/PM) town hall meeting for all stakeholders.
- The school's continuity of learning plan was reviewed and updated, incorporated into Phases 1 through 3 of this plan.
- **Curriculum, Instruction, and Support**
 - During this phase students are expected to attend school in person unless arrangements have been made to work remotely due to extenuating circumstances.
 - All curriculum will be delivered via the Edmentum and Rosetta Stone platforms. Both platforms are engaging standards-aligned asynchronous learning models where the students work independently under the guidance of highly qualified subject area teachers. Subject area teachers are available during school hours to work with and assist students within the online curriculum.
 - All of the Rosetta Stone and Edmentum courseware follows the Michigan Merit Curriculum and graduation requirements. The courseware is the same grade-level instruction and high quality, standards-aligned instructional materials our students use during in-person instruction.
 - All of the Rosetta Stone and Edmentum courseware has been audited by district level curriculum teams to identify the power standards in order to focus, prioritize, and accelerate instruction
 - Our Wellness Team will work to incorporate MDE's Social and Emotional Learning (SEL) competencies and indicators into our online student activities
 - Teachers will attend professional development and discuss best practices for remote learning and engagement during their weekly PLC meetings
 - Teachers will provide timely feedback on student work completed within the online learning environment as well as differentiated support for students who require it



- All staff will work with students on establishing grade level adequate daily instructional time and workload requirements to stay on track for graduation
- All students will be assessed during the first few weeks of school using the NWEA MAP Growth assessments in Math and Reading and a writing sample.
 - As part of our MTSS program, students with scores indicating a need for intervention will be referred to the subject area Title I teachers, Child Study Team, and/or Interventions for help close any identify any gaps
- All student's progress will be monitored by advocates and subject area teachers who will monitor student use of the online curriculum usage statistics and progress.
 - Teachers will encourage students to continue to be engaged and complete work in a timely manner. The teacher will also share work progress with the student's advocate for potential subsequent conversations.
 - Advocates and classroom teachers will identify students not engaged or completing coursework on a weekly basis and recommend scaffolds, supports, and interventions to assist them both academically and emotionally. Parents/guardians will be included in conversations about any student whose work is less than the minimum required set by the district.
- Summer Learning was offered during the summer months and after school help can be made available upon student request
- All staff and students will receive training on how to use the online courseware, Zoom and Google video conferencing, and other Google Apps for Education products we use both in-person and while working remotely.
- Students transitioning to postsecondary will be assigned our career readiness graduation requirement course, "World of Work", provided by KISD. The class will be a combination of online and offline work with which will be taught online with 1:1 coaching available to students.
- **Connectivity and Access**
 - Our **Technology Team** through a Needs Assessment and student's assigned advocates will make sure that all students and families have adequate internet access and a working device so students are able to successfully engage in and complete class assignments.
 - Hotspots and Chromebooks were purchased to assist those students without a device or Internet access.
- **Attendance**



- While working remotely, daily attendance will be taken in PowerSchool along with usage data to indicate student has worked remotely on a given day.
- Students are also expected to complete at least one two-way communication each week with their advocate or classroom teacher.
- **Student Work and Progress**
 - Teachers and students will work collaboratively to assess the quality of student work and provide two-way feedback between students and teachers within the online courseware.
 - Teachers monitor students' progress through the coursework (pretests, activities, quizzes, posttests, and end of course assessments). Teachers provide support to students with the goal of a student completing in accordance with the District pacing guide for graduation.
 - Staff will work with students, parents/guardians, and advocates to clearly understand how to read course and learning progress reports within the courseware and parent portals.
 - When required, staff are available to communicate with families in their home language or provide translation of documents
- **Special Education**
 - The District will revise students' IEP/504 plans in coordination with feedback from teachers, parents, and assessment data on a regular basis. The special education teachers may conduct zoom/google chat/google classroom or other collaborative meetings with general education teachers for each of our students throughout the year.
 - Special education teaching and ancillary staff will contact their caseload students to review their learning and accommodation needs.
 - Special education staff will review students' IEPs and review with that student's teachers for accommodations and health issues.
 - Special education staff will record the contact in the CHAGR 2 way Communications Log and/or in the MiPSE Student Event section
 - Special education staff will coordinate, communicate, and collaborate with general education the teachers of their caseload students for the learning accommodations. This will be ongoing, due to completion of courses occurring throughout the school year.
 - Special education staff will conduct planning meetings with their student caseload's general education teachers to review learning and needs. They will document and include in the student's file. Also, they will have a meeting with the building administration regarding special education students.



- Special education teachers will coordinate supports for students who are transitioning out of the school (transferring or postsecondary).
- Special education teachers will develop a continuation of services plan for students needing occupational, physical, and/or speech and language therapy.
- Special education staff will remain current with MDE policies and guidance.
- Special education staff will review students' IEPs and review with that student's teachers for accommodations and health issues.
- Staff will review student records for any individual healthcare plans.

3.3.3 Communications and Family Supports

- ✦ Implement any additional communication systems needed to reach every family and student in their home language through multiple modes (e.g., text, all call, email, home visit) to share:
 - ✦ Expectations around their child's return to school; [Y]
 - ✦ Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies; and [Y]
 - ✦ Plans for each of the different school opening scenarios. [Y]
- ✦ 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; [Y]
 - ✦ Opportunities to build their digital literacy; and [Y]
 - ✦ Strategies to support their child's learning at home. [Y]
- Communicate with all stakeholders:
 - CHAGR will will share expectations of closure duration and reopening via email, social media, and the website.
 - Remote learning supports and resources for families to use will be available on the Grand Rapids page of the www.covenanthouseacademy.org website.
 - Information on the Edmentum curriculum and NWEA assessments
 - Staff and teacher availability times and contact information
 - Estimated workload and expectations about signing in and completing course activities
 - Best practices for family support of learning at home and resources for families to use



- “How-to” access the school’s digital systems and tools as well as assistance in building digital literacy in areas such as Google Apps for Education
- Class schedule times and days if hybrid cohorts are required
- The complete Return to School Plan illustrating the different phases

3.3.4 Professional Learning

- + 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; [Y]
 - + 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; [Y]
 - + Identify students who potentially need additional support; and [Y]
 - + Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning. [Y]
- + 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; [Y]
 - + Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use; and [Y]
 - + Build school leaders’ and teachers’ capacity to design and develop blended and remote learning experiences that are equitable and engaging.[Y]
- **Ensure stability of instruction, whether school buildings are open or closed**
 - All of the Rosetta Stone and Edmentum courseware follows the Michigan Merit Curriculum and graduation requirements. The courseware is the same grade-level instruction and high quality, standards-aligned instructional materials our students use during in-person instruction.
 - All of the Rosetta Stone and Edmentum courseware has been audited by district level curriculum teams to identify the power standards in order to focus, prioritize, and accelerate instruction
- **Professional Development**



- CHAGR will continue to implement the Multi-Tiered System of Supports (MTSS) framework which includes topics such as: social-emotional learning, culturally responsive education, and restorative justice
- CHAGR will also spend time learning about engagement and best practices for creating and sustaining high quality remote teaching and learning which will include topics such as: Google Apps for Education, Zoom and Google video conferencing, and Edmentum and Rosetta Stone courseware
- **PLC Teams**
 - Weekly PLCs will spend professional development time using the data produced by Edmentum, Rosetta Stone, trauma screeners, NWEA, SAT, PSAT, M-Step to drive instruction and intervention
 - Continue to utilize PLC time for collaboration and development of supplemental, reinforcement, and enrichment instruction for students and to discuss “what is” and “what is not” working with remote learning including the effectiveness of the digital tools and resources being used to support remote learning.
 - Continue to analyze student progress and usage data to drive instruction.
- **Student Intervention & Engagement**
 - All staff and teachers share best practices in terms of strategies for individual students, but technology uses as well that may address a student’s individual needs.
 - Identify students in need of intervention based on usage, learner progress data, and Two-Way Interaction Logs.
 - Create an intervention plan for students who are struggling in the the remote environment

3.4 Phase 5 Operations

3.4.1 Facilities

Recommended Before Schools Reopen for In-Person Instruction

- + Audit necessary materials and supply chain for cleaning and disinfection supplies. [Y]
- + Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.
 - + Advocate for ISDs to coordinate with LEMPs. [NA]



- + Audit any additional facilities that the district may have access to that could be utilized for learning. [NA]
- + 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. [Y]
- + Alert school-based custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and CDC. It is expected that this guidance will be updated in real-time based on the status of community spread local geographies. [Y]
- + Encourage schools to convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection. [Y]
- + Encourage schools to provide advanced training for custodial staff. [Y]
- + Custodial staff should continue deep cleaning over the summer. [Y]
- + Audit all school buildings with a focus on: [Y]
 - + How many classrooms are available;
 - + The size of each classroom;
 - + Additional spaces that are available (e.g., gym, lunchroom, auditorium, etc.); and
 - + The ventilation in each classroom.
- + Audit school security protocols to decide if any process changes need to be implemented. [Y]
 - + School security staff should follow CDC protocols if interacting with the general public. [Y]
- + Maintain facilities for in-person school operations.
 - + Check HVAC systems at each building to ensure that they are running efficiently. [Y]
 - + Air filters should be changed regularly. [Y]
 - + 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 transit between sites. [Y]
 - + Signage about frequent handwashing, cough etiquette, and nose blowing should be widely posted, disseminated, and encouraged through various methods of communication. [Y]
 - + Custodial staff should follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties. [Y]
- + 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. [Y]



- + Procure level-1 facial coverings, including those with a transparent front, for preK-5 teachers, low income students, and students with special needs. [Y]
- + Procure level-1 surgical masks for cleaning and janitorial staff. [Y]

- The Return to School Team and Custodial Team worked together to audit necessary materials for cleaning and disinfection supplies to assure that an adequate supply is on hand to support in-person operations in the school and care during shut-down.
- The Return to School Team and Custodial Team also established a plan for the procurement of new supplies in the future.
- The Return to School Team and Custodial Team will conduct and document a facility walk-through to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.
- **Operations Team**
 - Will provide school-level guidance for cleaning and disinfecting all core assets including rooms and equipment during the school day. Frequently touched surfaces should be cleaned several times a day.
 - The school security protocols will be audited to decide if any process changes need to be implemented and to verify school security staff are following CDC protocols while interacting with the general public including the use of face shields when fewer than three feet of separation is needed.
 - The district maintains facilities operations with ensuring HVAC systems working properly and maintained (i.e. changing air filters) and general upkeep of the buildings.
 - Place signage in rooms and halls:
 - How to cough and sneeze into elbows.
 - Encouraging use of hand sanitizer.
 - Proper ways to wash hands.
 - Limiting sharing of personal items (Pencils, phones, etc).
- **Custodial Team**
 - Will distribute wastebaskets, tissues, and CDC-approved soap to every office and classroom nightly
 - Will follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.
 - Will monitor CDC and OSHA guidance for changes in cleaning and disinfecting guidance and protocols or changes based on the status of community spread across local geographies.



- Will explore possible advanced training for custodial staff
- Will conduct deep cleaning during the summer months or during closure
- The school will provide disposable face masks and two cloth masks to each high school student to utilize.
- The Custodial Team will procure level 1 surgical masks, gloves, and face shields for cleaning duties

3.4.2 Technology

Recommended Before Schools Reopen for In-Person Instruction

- + Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning. [Y]
- + Designate a single point of contact in each school to plan and communicate with district technology teams. [Y]
- + Develop a district plan that includes guidance for schools. If possible, include training and support for teachers to adapt remote learning skills for the classroom. [Y]
- + 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. [Y]
- + Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet. [Y]
- + 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). [Y]
- + 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; [Y]
 - + Sanitizing the devices prior to a repair or replacement evaluation; [Y]
 - + Assessing technology needs from loaner devices during Spring 2020; [Y]
 - + Ordering accessories that may be needed over the summer; and [Y]
 - + Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement. [Y]
- + Identify an asset tracking tool. [Y]
- + Identify a vendor to assist with processing, returning, and maintaining devices, if needed. [Y]
- + Develop on-site triage of staff and student devices to minimize the time that staff may be without a device. [Y]



- + Prepare the Infrastructure Evaluation process. Every WiFi access point and wired network device should be tested. [Y]
 - + Develop a technology support plan for families.[Y]
 - + Where possible, consider implementing live streaming of classrooms for students who are medically vulnerable. [NA]
-
- Students are surveyed regarding their need for devices and internet access at the beginning of the year and as additional students transfer into the school.
 - To ensure every student has access to the appropriate technology and connectivity needed to continue learning, they will let their assigned advocate or Technology Team of any issues that may arise
 - CHA courseware is designed for online learning either in-person or remotely. As such, there is not a need to train teachers on conducting remote learning as it is practiced as a matter of course every day.
-
- **Technology Team**
 - To assist students and their families with technology issues we have created a central point of contact, GR Tech Team email address <grtech@chayvs.org>. The co leads of the team will function as the device and/or general technology support lead.
 - The contact information for the GR Tech Team will be posted on both the website and on the student's Clever portal page.
 - Continue to support teachers in the best practices of using technology to engage students in remote learning through ongoing training in PLCs, staff meetings, and designated Professional Development days
 - Will continue to periodically survey staff, students, and families to evaluate how the technology is working so any issues can be addressed and corrected.
-
- **Deployment**
 - All devices (Chromebooks, laptops, WiFi Hotspots) are checked by the Technology Team before they are deployed to the student
 - Students receiving the device will complete a **Student/Parent Device Agreement** form that explains the technology policy, expectations for use, loss or damage policy, and a copy of the **CHAGR Student Computer Contract**
 - Once deployed, the student's information is entered into the Google Apps for Education so the device can be tracked via the serial number and the student's name in both the Google Admin site and GoGuardian



- **Return and Inventory**

- **Equipment Return** - The student's advocate will work with the Technology Team to collect devices from students who: Transfer from the school, Graduate, Return to in-person schooling, or are Disenrolled.
 - While wearing gloves, the Technology Team will inspect the equipment, make sure all components are both present and in working order.
 - The Technology Team will maintain inventory control and accountability of the equipment in accordance with the district asset tracking tool/document.
 - Upon returning equipment, it will be placed in a bag to be sanitized by the UV wand and appropriate cleaner.
 - The Technology Team will conduct maintenance on the returned device resetting to school/factory settings in preparation for the next user
 - All devices will be tracked and monitored using GoGuardian and Google Apps for Education asset management tools

- **Repair and Maintenance**

- If a student has a device that no longer functions, he or she coordinates with their advocate and the Technology Team for a replacement device
- Missing or broken equipment will require the student to complete a statement of what was broken or lost
- Missing or damaged equipment will be brought to the attention of the Technology Team who will work with the principal to determine next steps
- The Technology Team will identify accessories that may be needed and submit a purchase order to the principal.

- **Technology Monitoring**

- All student's progress will be monitored by advocates and subject area teachers who will monitor student use of the online curriculum usage statistics and progress.
- Teachers will encourage students to continue to be engaged and submit work in a timely manner. The teacher will also share work progress with the student's advocate for potential subsequent conversations.
- Advocates and classroom teachers will identify students not engaged or completing coursework on a weekly basis and recommend scaffolds, supports, and interventions to assist them both academically and emotionally. Parents/guardians will be included in conversations about any student whose work is less than the minimum required set by the district.



- Student's online traffic will be content filtered and monitored using GoGuardian to protect students from harmful web content
- All of the school's networks and Wi-Fi are maintained through a contract with GRPS Technology. Any issues are immediately addressed and corrected to avoid interruptions in service.
 - CHAR's infrastructure is evaluated each year. Last year our entire WiFi infrastructure was updated to efficiently support 100% one-to-one device capabilities within the school.
- Staff are available to assist students and their families with most technology issues during the normal school hours via their normal means of communication (phone, email, text, or Google/Zoom meeting). More complex issues will be referred to the Technology Team for assistance via the GR Tech Team email address
- The Technology Team reviews the district's technology policies (acceptable use, care, privacy, etc.) and ensures all applicable laws (FERPA, Privacy Act, etc.) are clearly identified and incorporated into the student handbook and made available to parents/guardians upon request.
- Since the curriculum is web-based and live lessons are not a planned event, the District does not plan on live streaming classes per se, but it is optional for individual classroom teachers to do so with administration approval.

3.4.3 Budget, Food Service, Enrollment, and Staffing

Recommended Before Schools open for In-Person Instruction

- + 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). [Y]
- + 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 with a teaching license, support staff without a teaching license, full-time nurses, part-time nurses, school counselors, etc. [Y]
 - + 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). [Y]
 - + For students, this should include those with preexisting conditions who may need a remote learning environment. [Y]



- + Assess need for new or additional positions with a specific focus on student and staff wellness, but also including technology support. [Y]
 - + 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. [NA]
 - + Recruit, interview and hire new staff. [Y]
 - + Consider redeploying underutilized staff to serve core needs. [Y]
 - + Where possible, and in partnership with local bargaining units, identify and modify staff positions, that would enable high-risk staff to provide remote services. [Y]
 - + Communicate any student enrollment or attendance policy changes with school leaders, and families. [Y]
 - + Provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely. [Y]
 - + Seek and provide guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies). [Y]
 - + Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs. [Y]
 - + Inventory how many substitute teachers are available. [NA]
 - + Build and send back to school communications to all relevant stakeholders (i.e., parents or guardians, school staff) and include updates across all workflows. [Y]
 - + Verify that student and staff handbooks and planners are printed and ready for distribution. Create a master list of any changes to distribute at the first staff meeting. [Y]
 - + Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and socialize with school leaders. [Y]
 - + Engage school leaders in a budgeting exercise to help them plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars. [Y]
 - + Work with school leaders to orient new school staff to any operational changes. [Y]
 - + 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. [Y]
 - + Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance. [Y]
-
- The school reviewed entry and exit protocols for each building.
 - The school conducted a survey to identify returning staff.



- The school identified which staff are at a higher risk due to existing medical condition or age via a staff survey. The school staffing plan took into account the list so as to minimize risk to the most vulnerable.
- The school is working to identify students with preexisting conditions that may require remote learning due to higher risk of becoming ill and may need a remotely learning option.
- To address school needs in terms of technology support, emotional support, and other COVID-19 related needs the following teams were created:
 - Wellness Team
 - Trauma Informed Practices Team
 - Technology Team
- CHAGR will utilize all forms of communication to maximize information/dissemination of the latest policies and procedures:
 - School website
 - Social Media (Facebook, Twitter, etc.)
 - Parent Emails
 - Calling/texting students
 - Edulink
 - Postal mail
- The staff handbook and student handbook are printed and ready to distribute. They are also both available digitally on the school website.
- The district will have legal counsel preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 planning and procedures.
- **Staffing**
 - All components of hiring (posting, screening, checking references, offering) remain the same.
 - Currently, all interviews are being conducted via Zoom
 - All returning staff have been deployed to support the remote learning effort, regardless of previous job responsibilities
 - The school uses existing in-building staff to fulfill the need for classroom substitute teacher coverage.
 - All staff are updated weekly on all operational changes related to remote learning and COVID-19
- **Staff and Student Attendance**
 - Student daily attendance will be taken in PowerSchool, whether working remotely or in class, along with usage data to indicate student has worked remotely on a given day.



- Students are also expected to complete at least one two-way communication each week with their advocate or classroom teacher.
- Students are expected to complete at least 10 hours of engagement per week on their course.
- Students are expected to complete 4.5 courses a semester (roughly one a month) to stay on track for graduation.
- Students can be assigned up to three online course(s) at a time.
- Teachers and staff are expected to be available to students and fellow staff during school hours during the work week via computer, phone, or meetings. Exceptions would be for school holidays and approved requests for personal time off.
- **Budget**
 - The school's Director of State and Federal Programs has attended and continues to attend professional development on State and Federal guidance surrounding the use of CARES Act funding.
 - The district leadership developed three budgetary scenarios regarding potential financial reductions in State and Federal Aid to preemptively address any budgetary reductions.
- **Food Service**
 - CHA contracts with GRPS as part of the Community Eligibility Provision (CEP) non-pricing meal service option for schools.
 - All necessary food handling changes are implemented based on local public health guidance.
- The board approved master calendar, daily schedule, and lunch plan for staff and students was created with student and staff safety in mind.
- **Enrollment**
 - All students that ended the year with CHAGR are going to be automatically enrolled for the 2020-2021 school year unless the student has requested otherwise
 - Returning students will attend a Zoom Returning Student Orientation with our Student Services team
 - Enrollment process will be completed remotely (verifying student information, etc.)
 - Students will be given their schedules and advocate and teacher contact information
 - New Students will complete an online enrollment packet or drop off a paper enrollment packet to the main office.



- New students will attend a Zoom New Student Orientation with our Student Services team
- Enrollment process will be completed remotely with the Enrollment Team
- Students will personally introduced to their advocate and classroom teachers remotely via Zoom, Google Meet, or by phone

3.4.4 Transportation

Strongly Recommended Before Schools Reopen for In-Person Instruction

- † Inventory buses, contractors, including any vehicles used for transporting students to/from school or to other school events, and students riding buses. Address questions, such as:
 - † How many buses are or could be made available in the district? [NA]
 - † How much variation is there in the size and maximum capacity of buses in the district? [NA]
 - † How have the buses been currently or historically used (i.e., transportation to/from school, transportation for multiple schools, athletic events, food service delivery)? [NA]
 - † How many drivers will be returning? How many are in the training pipeline? What is the plan to address any shortage of drivers? [NA]
- † Assess whether any bus contractors have been impacted by COVID-19 (i.e., closed or opt-out from current routes). [NA]
- † Inventory bus drivers to understand the extent of high-risk populations. [NA]
- † Finalize bus procedures for bus drivers and students that are informed by public health protocols. [NA]
- † Encourage close collaboration between transportation and IEP teams to monitor changes to students' IEPs and implement accordingly. [NA]
- The District does not have or operate buses. Students arrive by public transportation, family drop off, or private ride sharing company.





Appendix

CHA Custodial Cleaning Procedures

Following guidance from CDC (Center for Disease Control), OSHA, and the MI Safe Schools: Michigan's 2020-21 Return to School Roadmap, cleaning and disinfecting of the school building is a priority; we have established standards to follow. The custodial team and building administration will remain up to date with the latest cleaning guidance from the CDC, state, and local health department.

Stakeholders Involved

1. Contracted custodial team
2. Building administrators
3. Designated staff

Steps in Process

1. Custodial personnel will conduct deep cleaning during the summer shut down; including floors, inside cabinets, closets, and storage areas. Building will conduct a regular walkthrough with the Custodial Team before school begins in-person instruction and throughout the year, audit for space, classrooms, ventilation, protocols for operations. Administration will meet on a regular basis with the Custodial Team regarding cleaning, disinfecting, and operations.
2. Staff must wear gloves, surgical masks, and face shield when performing all cleaning activities. After use, properly dispose of or store PPE and wash hands to avoid contamination.
3. The Custodial Team will encourage staff to receive advanced training when made available.
4. The school maintains facilities operations: ensuring HVAC systems working properly and maintained (i.e. changing air filters), signage regarding hygiene and safety, and general upkeep of the buildings.
5. Employees who have designated workspaces such as a cubicle, workstation, or office will be required to maintain their areas in a clean and organized fashion to allow for the proper sanitation and cleanliness of the facilities. This includes keeping objects off the floor, removing clutter, and sanitizing high-touch areas such as phones, keyboards, and desks surfaces on a regular basis.
6. Custodial operations will occur in the evening hours. Staff will focus on frequent cleaning of touchpoints throughout the day. Restrooms will be cleaned and sanitized twice per day. Wiping of common areas including tables and furnishings and sweeping, mopping and vacuuming activities. Disinfection equipment and procedures will be utilized following appropriate CDC guidelines.
7. Affix signage to keep light switches "on" all day in order to minimize contamination through touches.
8. Custodial staff will review site inventory of cleaning chemicals, materials, and consumables to ensure inventory levels are aligned with forecasted building occupancy and ensure cleaning equipment and tools are in working condition.

9. 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.
10. **Levels of custodial cleaning & disinfecting are attached.**
 - Level One: Minimal building occupancy, no students
 - Level Two: Building is occupied by staff and students
 - Level Three: Contamination suspected or confirmed
11. Each Friday evening an electrostatic disinfectant fogger will be used throughout the building. In addition a fogging will be part of a level four cleaning or at the request of building administration.

Communication to Stakeholders

1. Administration meeting with custodial team; facility walk through checklist.
2. The Building Health team and Building Operations team will have communication (phone or email) with the custodial team lead.
3. Custodial cleaning procedures, levels of cleaning, and facilities checklist will be reviewed and distributed to all staff.
4. Signage regarding hygiene and safety indicated in the return plan will be posted through the building.
5. Board approved return plan will be public on the school website.

Location of Evidence

Evidence of **Facility Walk Through Checklist** is kept as a hardcopy document in

- **The Custodial Team takes daily inventory of cleaning supplies**
- **Signage at focus points within building regarding hygiene and safety**

LEVEL ONE (building minimally occupied, no students)

- Wear disposable gloves, surgical mask, and face shield to clean and disinfect.
- Additional personal protective equipment (PPE) might be required based on the cleaning/disinfectant products being used and whether there is a risk of splash.
- Cleaning staff should clean hands often, including immediately after removing gloves, by washing hands with soap and water for 20 seconds.
- Disinfect office space surfaces and touchpoints; be conscious of frequently touched surfaces like handrails, light switches, door handles using either an EPA-approved disinfectant or diluted bleach solution. Keep the surface wet for a period of time (see product label).
- Have good ventilation during use of disinfectant products.

- Clean and disinfect all sneeze guards daily.
- Trash will be removed daily.
- Clean and sanitize all restroom facilities daily.
- Refill sanitizer stations, soap dispensers, and paper towels daily.

LEVEL TWO (building occupied)

- **Level One items +**
 - Clean surfaces using soap and water, then use disinfectant.
 - All Classrooms and offices will be sanitized daily. Disinfectant spray and disposable towels will be available in each room for use during the day as needed.
 - Clean and disinfect community spaces including: lobby, security office, copy room, staff break room, and board room.
 - Practice routine disinfecting of all frequently touched surfaces; tables, doorknobs, water fountains, countertops, handles, desks, phones, keyboards, toilets, faucets, sinks, etc.
 - Use UV light wand on keyboards, tablets, and phones.
 - Disinfect restroom facilities mid-morning, clean and disinfect all restroom facilities in the evening
 - Clean and disinfect kitchen and food prep areas before and after use
 - Refill sanitizer stations, soap dispensers, and paper towels every 4 hours or as needed to maintain availability for use.

LEVEL THREE (contamination)

- **Levels One and two items +**
 - Close off areas visited by the ill persons. Open outside doors and windows and use ventilating fans to increase air circulation in the area. Wait 24 hours or as long as practical before beginning cleaning and disinfection.
 - Cleaning staff should clean and disinfect all areas such as offices, bathrooms, common areas, shared electronic equipment (like computers, touch screens, keyboards, remote controls, and mice) used by the ill persons, focusing especially on frequently touched surfaces.
 - For soft (porous) surfaces such as carpeted floor, rugs, and drapes, remove visible contamination if present and clean with appropriate cleaners indicated for use on these surfaces. After cleaning if the items can be laundered, launder items in accordance with the manufacturer's instructions using the warmest appropriate water setting for the items and then dry items completely.

- For linens, clothing, and other items that go in the laundry: in order to minimize the possibility of dispersing virus through the air, do not shake dirty laundry. Wash items as appropriate in accordance with the manufacturer's instructions. If possible, launder items using the warmest appropriate water setting for the items and dry items completely. Clean and disinfect hampers or other carts for transporting laundry according to CDC guidance for hard or soft surfaces.
- Vacuum the space if needed. Use vacuum equipped with high-efficiency particulate air (HEPA) filter, if available.
- Consider temporarily turning off in-room, window-mounted, or on-wall recirculation HVAC to avoid contamination of the HVAC units. that services the room or space, so that particles that escape from vacuuming will not circulate throughout the facility. Do NOT deactivate central HVAC systems. These systems tend to provide better filtration capabilities and introduce outdoor air into the areas that they serve.
- An electrostatic disinfectant fogger will be used on the contaminated area.
- Once an area has been appropriately disinfected, it can be opened for use.

UCLA Brief COVID-19 Screen for Child/Adolescent PTSD ©

Name: _____	ID # _____	Age: _____	Sex: <input type="checkbox"/> Female <input type="checkbox"/> Male
Grade in School _____	School: _____	Teacher: _____	City/State _____
Interviewer Name/I.D. _____		Date (month, day, year) ____/____/____ (Session # _____)	

The coronavirus illness has made a lot of people very scared and worried about their own safety and health, and the safety and health of their family and friends. To help me understand how you are doing with what is happening, I'd like to ask you some questions about some ways that we know people react to this kind of danger. For me to better understand your answers, it's helpful for me to ask you a few questions first.

Have you or someone close to you gotten very sick or been in the hospital because of this illness?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Have you or someone close to you been quarantined because of having symptoms of this illness?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Have you or someone close to you been told of a positive test for this illness?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does someone close to you work around people who might have this illness?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Have you or a family member had to move away from home because of this illness?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Has anyone close to you died because of this illness?	<input type="checkbox"/> Yes <input type="checkbox"/> No

If yes, can you tell me who? _____

Military Families

Has a military member of your family been deployed to a place where people have this illness?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Have you and your family been quarantined and made to stay on your military base?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Has a military member of your family been unable to return home or leave a foreign country because of being quarantined or because of having this illness?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Has anything else happened to you/your family because of this illness that has been very upsetting?	<input type="checkbox"/> Yes <input type="checkbox"/> No
---	--

Describe: _____

(Even if no item above is scored “Yes”, continue to ask the following.)

For your reactions to what’s happening because of the coronavirus illness, TELL ME for each problem listed below the number (0, 1, 2, 3 or 4) that shows how often the problem happened to you in the past month. Use the Frequency Rating Sheet to help you decide how often the problem happened in the past month.

<i>HOW MUCH OF THE TIME DURING THE PAST MONTH...</i>		None	Little	Some	Much	Most
1	I try to stay away from people, places, or things that remind me about what happened or what is still happening.	0	1	2	3	4
2	I get upset easily or get into arguments or physical fights.	0	1	2	3	4
3	I have trouble concentrating or paying attention.	0	1	2	3	4
4	When something reminds me of what happened or is still happening, I get very upset, afraid, or sad.	0	1	2	3	4
5	I have trouble feeling happiness or love.	0	1	2	3	4
6	I try not to think about or have feelings about what happened or is still happening.	0	1	2	3	4
7	When something reminds me of what happened, I have strong feelings in my body like my heart beats fast, my head aches or my stomach aches.	0	1	2	3	4
8	I have thoughts like “I will never be able to trust other people.”	0	1	2	3	4
9	I feel alone even when I am around other people.	0	1	2	3	4
10	I have upsetting thoughts, pictures or sounds of what happened or is still happening come into my mind when I don’t want them to.	0	1	2	3	4
11	I have trouble going to sleep, wake up often, or have trouble getting back to sleep.	0	1	2	3	4

FREQUENCY RATING SHEET

HOW MUCH OF THE TIME DURING THE PAST MONTH DID THE PROBLEM HAPPEN?

0

1

2

3

4

NONE

S	M	T	W	H	F	S

NEVER

LITTLE

S	M	T	W	H	F	S
	X					
					X	

**TWO TIMES
A MONTH**

SOME

S	M	T	W	H	F	S
		X			X	
		X				
			X			
				X		
		X		X		

**1-2 TIMES
A WEEK**

MUCH

S	M	T	W	H	F	S
	X		X		X	
X		X				
	X		X		X	
X	X					

**2-3 TIMES
A WEEK**

MOST

S	M	T	W	H	F	S
X	X	X	X	X	X	X
	X	X	X	X		
	X	X		X	X	
X	X	X	X	X	X	X

**ALMOST EVERY
DAY**

Name: _____ ID# _____ Age: _____ Sex: Female Male Date: _____

Score Sheet

Category B Total: Sum scores for symptoms; Category C Total: Sum scores for symptoms; Category D Total: Sum scores for symptoms; Category E Total: Sum scores for symptoms; Total PTSD-RI Brief Scale Score: Sum Category B, C, D, and E scores.

Item #	Score (0-4)
10	
4	
7	
SYMPTOM CATEGORY B SUMMATIVE SCORE: _____	
6	
1	
SYMPTOM CATEGORY C SUMMATIVE SCORE: _____	

Item #	Score (0-4)
8	
9	
5	
SYMPTOM CATEGORY D SUMMATIVE SCORE: _____	
2	
3	
11	
SYMPTOM CATEGORY E SUMMATIVE SCORE: _____	
TOTAL SCALE SCORE: _____	

DSM-5 PTSD DIAGNOSTIC SCREENER

A PTSD-RI BRIEF FORM TOTAL SCALE SCORE THAT IS **21** OR HIGHER IS INDICATIVE OF POTENTIAL PTSD AND WARRANTS FURTHER EVALUATION OR REFERRAL.

Rating	Description	Recommendation
1-10	Minimal PTSD symptoms	Monitor, Education, Periodic Rescreening
11-20	Mild PTSD symptoms	Consider Further Evaluation – Monitor, Education, Suggest Full PTSD-RI Assessment
21+	Potential PTSD	Warrants Full PTSD-RI Assessment and Triage

For information or to obtain a license for the full UCLA PTSD Reaction Indices, contact www.reactionindex.com.