

COVID-19 Preparedness and Response Plan

(Executive Order 2020-142 District Preparedness Plan Template)

Revised 7:00AM
07/10/20

Name of District: Waverly Community Schools

Address of District: 515 Snow Road, Lansing, MI

District Code Number: 3215

Web Address of the District: waverlycommunityschools.net

Name of Intermediate School District: Ingham Intermediate School District

Preparedness Plan Introduction

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

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

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

Preparedness Plan Assurances

The District agrees to meet all of the following requirements of Executive Order 2020-142

- ✓ The District assures that when it provides in-person instruction to its students without disabilities, the district must also provide in-person instruction to its students with disabilities, consistent with their individualized education programs (IEPs).
- ✓ The District assures that when schools are closed to in-person instruction, districts must strive in good faith and to the extent practicable, based upon available resources, technology, training, and curriculum, as well as the circumstances presented by COVID-19, to provide equal access to any alternative modes of instruction to students with disabilities from birth through age 26. This assurance includes the provision of auxiliary services under section 1296 of the Revised School Code, MCL 380.1296.
- ✓ The District assures that while any state of emergency or disaster related to the COVID-19 pandemic continues, it shall 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 District assures that it shall, to the extent practicable and necessary, make individualized determinations whether and to what extent compensatory services may be needed for students with disabilities in light of the school closures during the 2019–2020 school year.
- ✓ The District assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan* it will close its buildings to anyone except: (a) District employees or contractors necessary to conduct minimum basic school operations consistent with a Preparedness Plan, including those employers or contractors necessary to facilitate alternative modes of instruction, such as distributing materials and equipment or performing other necessary in-person functions. (b) Food-service workers preparing food for distribution to students or their families. (c) Licensed child-care providers and the families that they serve, if providers follow all emergency protocols identified by the state.
- ✓ The District assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan* it will suspend athletics, after-school activities, inter-school activities, and busing.
- ✓ The District assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan* it will provide for the continued pay of school employees while redeploying staff to provide meaningful work in the context of the Preparedness Plan, subject to any applicable requirements of a collective bargaining agreement.
- ✓ The District assures that in **Phases 1, 2, or 3** of the *Michigan Safe Start Plan* it will provide for the continuation of food distribution to eligible students.
- ✓ The District assures that during **Phase 4** of the *Michigan Safe Start Plan* it will prohibit indoor assemblies that bring together students from more than one classroom.
- ✓ The District assures cooperation with the local public health department if a confirmed case of COVID-19 is identified, and agrees to 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 in school.

Preparedness Plan

Every district must develop and adopt a COVID-19 Preparedness and Response Plan ("Preparedness Plan") that is informed by [Michigan's 2020-21 Return to School Roadmap](#) ("Return to School Roadmap") from the COVID-19 Task Force on Education and Return to School Advisory Council.

In accordance with Executive Order 2020-142 a plan must include all the following parts:

- A. The policies and procedures that the District will follow when the region in which the district is located is in **Phase 1, 2, or 3** of the *Michigan Safe Start Plan*.
 - 1. Describe how the district will offer alternative modes of instruction other than in-person instruction and a summary of materials each student and the student's parents or guardians will need to meaningfully access the alternative modes of instruction included in the Preparedness Plan. If the Preparedness Plan relies on electronic instruction, the Preparedness Plan must consider how the district will aid students who lack access to computers or to the internet. This is also in the Continuity of Learning and COVID-19 Response Plan submitted in April. You may want to update and link to this plan in your response below.

PHASE 1-3- No person to person learning is allowable.

Required	
Requirement	Notes/Comments
1. Schools are closed for in-person instruction.	Staff can enter the building on an as needed basis - please notify building principal so that proper sanitation can occur. All custodial and maintenance staff will wear PPE in compliance with the MI Safe Schools: Michigan's 2020-21 Return to School Roadmap

Required	
Required	Notes/Comments
1. Schools are closed for	NA

in-person instruction	
2. School buildings may continue to be used by licensed child care providers, if providers follow all emergency protocols identified by the state.	Waverly Child Care centers will limit classrooms to 10 students per physical room. Proper sanitation and safety protocols will be adhered to. -Child Care licensing numbers will be increased to accommodate parents who are working.
3. 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.	WCS employees and contractors may be physically present in school buildings for the purposes of conducting school operations, as determined by school administrators. A health screening must occur in order to enter a Waverly building. https://docs.google.com/forms/d/e/1FAIpQLSfOWtr92BBNnsYmBAvwtZVhTdJVOb9sDgNAsTY4secrOjGBUw/viewform

Safety Protocols – Screenings Students and Staff

Required	
Recommendation	Notes/Comments
1. Schools are closed for in-person instruction	No screening will occur in an online environment for students. Waverly Community School employees will fill out the following screener each day they physically report to WCS for work. https://docs.google.com/forms/d/e/1FAIpQLSfOWtr92BBNnsYmBAvwtZVhTdJVOb9sDgNAsTY4secrOjGBUw/viewform

Safety Protocols – Responding to Positive Tests Among Staff and Students

Required	
Requirement	Notes/Comments
1. Schools are closed for in-person instruction	Students will not be in attendance. Staff: <ul style="list-style-type: none"> • All those who have been in contact with a confirmed or probable COVID-19 case should be notified ASAP (contact with case starting 48 hrs. prior to symptoms onset) • Close contacts will need to be in quarantine x 14 days past the last exposure • Contacts to a person who is a contact to a case DO NOT need to be in quarantine; only those that have been exposed to someone with contagious COVID-19 • Typical definition of a “close contact” is 15 minutes or more, less than 6 feet apart • Important to compile names and contact information for those that were in close contact of cases for the health department.

	<ul style="list-style-type: none"> • The county where the school is physically located will be the health department who will handle exposures which occurred at the school building itself. • The county of residence of the COVID+ person handles the investigation of the COVID+ case and the elicitation of the close contacts – this will require coordination between health departments if the COVID+ person resides in a different county than where the school is physically located. • The close contacts' health department (based on the county they reside in) handles the placement of the person into quarantine, not necessarily the health department investigating the COVID+ person, nor the health department where the building is located. <p>If the individual has symptoms, they should stay home until:</p> <ol style="list-style-type: none"> 1. At least 24 hours have passed since recovery (resolution of fever without the use of fever-reducing medications and improvement in symptoms) 2. AND either: <ol style="list-style-type: none"> a. At least 10 days have passed since symptoms first appeared (preferred) b. OR they have negative COVID-19 results, based on authorized COVID-19 diagnostic tests by a medical professional. <p>Otherwise, if the individual tested positive in a diagnostic COVID-19 test but does not get symptoms, they should stay home until:</p> <ol style="list-style-type: none"> 1. At least 10 days have passed since the positive result in the diagnostic test (assuming no symptoms appeared during that time) (preferred) 2. OR they have negative COVID-19 results, based on authorized COVID-19 diagnostic tests by a medical professional. <p>A school district may require the person to present a copy of this letter before the person may return to work or school.</p>
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Safety Protocols – Food Service, Gathering and Extracurricular Activities

Required	
Requirement	Notes/Comments
1. Schools are closed for in-person instruction	Distribution:

	<p>Meals will be available for pick up on Tuesdays from and 5:00-6:00 PM for non-busing students at the back of Waverly High School door #25. Waverly student verification is required.</p> <p>Meals may also be delivered by bus on the regularly scheduled elementary bus route for Waverly School Students to pick up at their bus stop. Meals will be loaded on the bus with the number of meals for that bus appropriate per the number of students per stop.</p> <p>A lunch aide or food service employee will be assigned to each bus to mark off the correct students receiving those meals on a check off sheet or on a laptop.</p> <p>One student per family may pick up the meal.</p> <p>Staff</p> <p>Staff will have temperatures taken daily upon arrival</p> <p>Gloves and mask will be worn during operation</p> <p>Cleaning</p> <p>Kitchen and cafeteria will be cleaned and sanitized after each usage.</p>
2. All inter-school activities are discontinued	All after-school and extra-curricular activities will be discontinued during Phases 1-3
3. After-school activities are suspended	All after-school and extra-curricular activities will be discontinued during Phases 1-3

Safety Protocols – Athletics

Required	
Requirement	Notes/Comments
1. All athletics are suspended	In Phases 1-3 all athletic events, training and practices will be suspended.

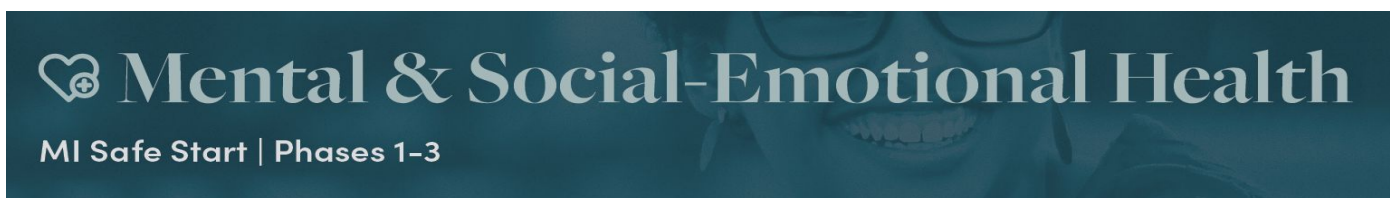
Safety Protocols – Cleaning

Required

Requirement	Notes/Comments
1. Schools are closed for in-person instruction, and cleaning practices are adjusted to maintain school building functional order.	Cleaning protocols will continue to maintain the grounds and infrastructure of all WCS property.

Safety Protocols – Busing and Student Transportation

Required	
Requirement	Notes/Comments
1. All busing operations are suspended	Busing operation is suspended for students, but our bus drivers will use the buses to deliver food, and at times materials for our students and families.



Mental & Social-Emotional Health – While Schools Are Closed for In-Person Instruction

Strongly Recommended	
Recommendation	Notes/Comments
1. 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.	<p>An additional Mental Health Support - School Social Worker has been hired to support students with mental & social-emotional health concerns.</p> <p>Screener will need to include:</p> <ul style="list-style-type: none"> • Language at the top “please complete these questions to help us check in on your child’s social and emotional well-being” • Language at the end “If your child meets the criteria, would you be interested in having her/him/them receive mental health supports? IF so, (FERPA statement/release)
2. Establish and communicate guidelines to all staff regarding identification and rapid referral of at-risk students to appropriate building-level support teams.	Staff will receive training on identifying students who need mental and social-emotional supports during the opening Professional Development days.

<p>3. Provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk, proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.</p>	<p>Here is the plan to provide professional development for WCS staff members: https://docs.google.com/document/d/1ljqSOpPm-b1a9SJk7c5YUP6c31pT1kuvjeRB_nm_7M/edit?usp=sharing</p> <p>Through the E3 grant, we have a full-time mental health provider and a trauma consultant who are available to provide training throughout the school year. Topics will include:</p> <ul style="list-style-type: none"> ● Trauma - ACEs, trauma-informed best practices, secondary trauma ● Resiliency & self-care ● Social emotional learning ● Identification of high-risk students and local referral processes
<p>4. Establish a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of a school staff member).</p>	<p>See the attached flow chart that accompanies the WCS crisis plan: https://drive.google.com/file/d/1_H5GcFQO8aWSk4Dv1B0qF_f92FmCGjI9/view?usp=sharing</p>
<p>5. Compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that reference school and community wellness resources.</p>	<p>Attached is a fluid list of comprehensive wellness resources available to both staff and students: https://drive.google.com/file/d/1k_fJaRvY07kNXtBsoUzaO0bS4uqwojZw/view?usp=sharing</p>
<p>6. Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.</p>	<p>Attached is a document that provides helpful signs and symptoms to evaluate wellness: https://drive.google.com/file/d/17dcWmAC1LsHRDgkEtAbDExcHD9TQB4r4/view?usp=sharing</p>
<p>7. Provide resources for staff self-care, including <u>resiliency strategies</u>.</p>	<p>https://docs.google.com/document/d/1JguVi2ubzvLj2A-OK6ZTUdG03cZhYkV5hrvTtSqTReU/edit?usp=sharing</p>
<p>8. Designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners.</p>	<p>Colt- Megan Karinen Winans- Kris Wing Elmwood- Chuck Tolhurst East- Gail Schupach MS- Kristen Hood & TBD HS- Cecil Roberts, Stephanie Brokstad, Tonya Droessler, Kristen Gazley District-wide: Tiffany Wright, Carrie Gregg, and TBD</p>
<p>9. Leverage MDE resources for student and staff mental health and wellness support.</p>	<p><u>MDE - Mental Health web page</u></p>

	Through Ingham ISD, Waverly will access support provided through 31n funds, which include crisis support and group counseling opportunities.
10. Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).	<p>For school staff:</p> <ul style="list-style-type: none"> • Internal referral processes for students who may be in crisis <p>For students:</p> <ul style="list-style-type: none"> • Google Form (or similar) to request support for self or friend(s) <p>For parents/families:</p> <ul style="list-style-type: none"> • Google Form (or similar) to request support for student(s) • Designated email contact
11. Communicate with parents and guardians, via a variety of channels, return to school transition information including: <ul style="list-style-type: none"> a. <u>Destigmatization of COVID-19</u>. b. Understanding normal behavioral response to crises. c. General best practices of talking through trauma with children. d. Positive self-care strategies that promote health and wellness. 	<p>Communication channels may include:</p> <ul style="list-style-type: none"> • Student-led podcast, in partnership with E3 mental health provider and trauma consultant, on topics like destigmatization of COVID-19, understanding responses to crises, talking about trauma, and self-care strategies. • Facebook posts • Email messages • Newsletters



Instruction – Governance – While Schools Are Closed for In-Person Instruction

Strongly Recommended	
Recommendation	Notes/Comments
1. Create a district Return to Instruction and Learning working group, led by the Directors of Teaching and Learning and Student	2 work groups were formed - Academic Task Force (staff) and Community Task Force (parents/community members/staff) - to gather input from spring experience and explore model

<p>Services, and Superintendent, and composed of a broad group of stakeholders on the district and school level, to:</p> <ol style="list-style-type: none"> Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations. Revise the district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness. Share the district's remote learning plan with all involved stakeholders. 	<p>options. Also, parents were surveyed by their schools re: remote learning experiences.</p> <p>Important information has been noted from all stakeholders. This information has been used to make decisions and construct the Return to Learning Plan. This includes revisions to our remote learning plan, such as mandatory participation, structured schedules at all grade levels, and assessment of students as they re-enter the learning environment.</p> <p>The Superintendent and Directors of Teaching & Learning and Student Services will continue to engage stakeholders through the task force groups and surveys as the learning plan evolves.</p>
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Instruction – Remote Instruction – While Schools Are Closed for In-Person Instruction

Strongly Recommended	
Recommendation	Notes/Comments
1. Ensure that remote learning plans, revised based on feedback and input from school leaders, educators, families, and students, are distributed to all involved stakeholders in their home language. Create opportunities for ongoing feedback.	Remote learning plans will be distributed through email, the district website, social media, and phone calls. Every effort will be made to provide plans in students' home languages. Parent support will be provided through translation software and Google voice via voice and text.
2. Activate remote learning programs at scale to deliver standards-aligned curricula and high-quality instructional materials. Integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. Consult MDE for high-quality digital resources.	<p>Learning programs will be developed and delivered in online platforms, regardless of phase. The district platform will be SeeSaw (K) and Google Classroom (1-12), and other high-quality digital resources will be provided by the district to promote student engagement and differentiation (e.g. Screencastify, EdPuzzle, PearDeck, etc.). Planning for remote learning will prepare teachers to provide instruction from a distance and in-person.</p> <p>When applicable, standards-based core curricula will be delivered by teachers (e.g. Reading Street, Go Math, Amplify Science, Heggerty Phonemic Awareness, etc.).</p> <p>The scheduled learning program will include both synchronous (face-to-face) and asynchronous (recorded) lessons.</p>

	<p>Synchronous learning enables teachers to interact with students and provide immediate feedback, and it also offers students opportunities to collaborate and socialize with their peers. Asynchronous learning gives students opportunities to engage with the content on their own schedule, and they can revisit content as often as they need to.</p>
<p>3. Support schools to assess every student in grades preK- 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.</p>	<p>Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screener, and/or diagnostics</p> <ol style="list-style-type: none"> 1. K-4: AIMSweb Plus, phonics screeners, formative assessments based on Go Math unit tests 2. 5-12: NWEA, locally created formative assessments, screeners and diagnostics as needed/TBD
<p>4. 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.</p> <ol style="list-style-type: none"> a. 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. b. 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. 	<p>Each grade level team will include both GE and SE teachers.</p> <p>Data will be collected for all students: academic assessments (screener, diagnostics), parent feedback</p> <p>Child Study Teams will schedule regular meetings as soon as possible. These teams include both general and special education staff.</p> <p>Interventions will take place in a virtual setting at all grade levels. Time has been reserved in each school's schedule for "What I Need" (WIN) time, during which students will meet either one-on-one or in small groups with educators for remediation, enrichment, SE support, and other customized support.</p> <p>All teachers will have daily planning/collaboration time, so they will be able to coordinate delivery methods for assessments and instruction as outlined in IEPs.</p>
<p>5. Secure supports for students who are transitioning to postsecondary.</p>	<p>All high school students will develop their Educational Development Plans (EDPs) in which they have identified a career goal and training needed to achieve that goal. This information will help their counselors and teachers work with them on a postsecondary plan.</p> <p>Students with IEPs will have an active transition plan in their IEP that outlines the support(s) staff will provide these students to ensure they are set up to achieve their postsecondary visions.</p>

6. 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.	Regular meetings will be scheduled (every two weeks through October 31, at least monthly thereafter) at the building level - Teams may include: instructional coaches, intervention teachers, SE staff, School Improvement Team, building administrators. The teams will analyze student data and determine next steps for students who need acceleration.
7. Remain connected with MDE about policies and guidance.	Directors of Teaching & Learning and Student Services will be the primary district contacts for MDE about policies and guidance.
8. 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.	SE staff - including school psychologists and social workers - will be trained to conduct evaluation assessments virtually. Students will be identified for services such as occupational, physical, and/or speech and language therapy.

Instruction – Communication & Family Supports – While Schools Are Closed for In-Person Instruction

Strongly Recommended

Recommendation	Notes/Comments
<p>1. 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:</p> <ul style="list-style-type: none"> a. Expectations around the duration of the closure and reopening; b. 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; c. Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child; and d. Training on accessing and using 	<p>Communications: Explore the possibility of using PowerSchool for text messaging. Other platforms such as Remind or ClassTag may be used for communication with parents/families. Parent support for English learners will be provided through translation software and Google voice via voice and text.</p> <p>Create communication plan and timeline that includes: District and school levels Message Mode(s) Person(s) responsible for communication Frequency</p> <p>District leadership are working on a calendar that creates consistency in communication from district and building leadership.</p> <ul style="list-style-type: none"> a. WCS will closely watch the COVID-19 trend data to determine when it is safe to begin to bring small groups of students into the school buildings. When our region enters Phase 5, we will slowly and safely transition to in-person learning. We would like to provide an online option to parents who are not comfortable sending their children back to school this year.

the school's digital systems and tools, and workshops for families to build digital literacy.	<p>b. Directors of Teaching and Learning and Student Services, along with principals, instructional coaches and interventionists have constructed a plan to implement assessment and best practice feedback.</p> <p>c. Each school building will send home the appropriate materials so that each child can fully participate in learning activities.</p> <p>d. Explore the possibility of using PowerSchool for text messaging. Other platforms such as Remind or ClassTag may be used for communication with parents/families. Parent support for English learners will be provided through translation software and Google voice via voice and text.</p> <p>Create communication plan and timeline that includes:</p> <ul style="list-style-type: none"> • District and school levels • Message • Mode(s) • Person(s) responsible for communication • Frequency <p>District leadership are working on a calendar that creates consistency in communication from district and building leadership.</p> <p>Teaching & Learning:</p> <ul style="list-style-type: none"> • Provide information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies
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Instruction – Professional Learning – While Schools Are Closed for In-Person Instruction

Strongly Recommended	
Recommendation	Notes/Comments
<p>1. Continue to provide professional learning and training through virtual modes for educators to:</p> <p>a. Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education;</p> <p>b. Share knowledge, continuously learn, and exchange ideas, successes and failures around remote learning;</p>	<p>Professional learning for 2020-21 school year:</p> <ul style="list-style-type: none"> • August - ACEs/trauma, critical consciousness (history of Waverly, student panel, board resolution, strategies for speaking up against racism), how to use Google Classroom, SE learning sessions for certified and non-certified staff • Other sessions TBD <p>Waverly Community Schools Technology Resources - Tutorials and tips provided by Waverly technology department</p> <p>Blended and Online Learning Definitions and Best Practices - Ingham ISD</p>

<ul style="list-style-type: none"> c. Share information and data about d. students' assessment results, progress, and completed assignments; e. Learn how to use the school's digital systems and tools appropriately and sustainably; and f. Build capacity around high-quality remote learning. 	
<p>2. 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.</p>	<p>All teachers in the district will be provided with at least one hour of planning time Monday through Thursday, and at least three hours of collaboration/planning time on Friday afternoons (see instructional schedules).</p>

Instruction – Monitoring – While Schools Are Closed for In-Person Instruction

Strongly Recommended

Recommendation	Notes/Comments
<p>1. Activate plans to monitor and assess the following:</p> <ul style="list-style-type: none"> a. Connectivity and Access: <ul style="list-style-type: none"> i. Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork. b. Attendance: <ul style="list-style-type: none"> i. Develop systems to monitor and track students' online attendance on a daily basis. c. Student Work: <ul style="list-style-type: none"> i. Teachers will assess the quality of student work and provide feedback to students and families. ii. Students will self-assess the quality of work, reflect on teacher feedback, 	<p>Connectivity and Access:</p> <p>Waverly Community Schools will ensure that each student has access to an electronic device. Each student will be assigned a device that will be used at school and off-site, at the beginning of the 20-21 school year. We are making a good faith effort to ensure that all students/families have adequate connectivity to the internet. This includes expanding wireless coverage to outdoor spaces around our district (parking lots). We will also deploy a mobile wifi service. In individual cases, based upon need, we will provide students with mifis and hot-spots to use at their homes.</p> <p>Attendance:</p> <p>We will monitor attendance via 2-way communication logs, as well as through daily attendance in synchronous learning sessions.</p> <p>Student Work:</p>

and learning progress.	<p>Teachers will assess the quality of student work and provide feedback in a variety of ways, including face-to-face (via Google Meet), phone, email, Google Forms, and other tech tools.</p> <p>Formative assessment and feedback guidance:</p> <ul style="list-style-type: none"> • formative assessment and feedback 1.0 tip sheet, • 2.0 tip sheet
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Operations – Facilities – While Schools Are Closed for In-Person Instruction

Strongly Recommended	
Recommendation	Notes/Comments
1. Audit necessary materials and supply chain for cleaning and disinfection supplies.	WCS Maintenance and Custodial Supervisor has audited all cleaning and disinfection supplies.
2. Continue to maintain schools in good working order to prepare for the subsequent return of students.	All school infrastructure and grounds will be maintained and kept in good working order.
3. Execute school cleaning and disinfection protocols according to the CDC School Decision Tree .	WCS Maintenance and Custodial Supervisor will ensure these protocols are being followed.
4. Custodial staff are recommended to wear surgical masks when performing cleaning duties	WCS has purchased gloves, masks and face shields for all custodians and communicated this requirement to all staff. We have enough masks to start the year. We will request all custodians clean their masks regularly.
5. 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.	WCS recently opened a building for the primary election. We are using another building to help prepare and distribute all food. WCS is currently working to expand child care licensing in one of the school buildings.
6. Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies. a. Advocate for ISDs to coordinate with LEMPs.	At this time, WCS has not had to coordinate with LEMPs to procure supplies. WCS has been able to procure the necessary supplies to last 3-4 months.

Operations – Technology – While Schools Are Closed for In-Person Instruction

Strongly Recommended

Recommendation	Notes/Comments
1. Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.	Waverly Community Schools will be providing electronic devices for all students (Chromebooks or iPads).
2. Designate a single point of contact in each school to plan and communicate with district technology teams.	Waverly Community Schools staffs a Director of Technology and three technicians. The Director is in contact with the leadership in each building on a regular basis.
3. Develop a district technology plan that includes guidance for schools. If possible, include training and support for educators to adapt remote learning for the classroom.	WCS is providing professional development opportunities for staff in various remote learning platforms. WCS will post a technology guide on our website to assist parents with remote learning.
4. 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.	Staff will email, call or use the self-service portal when students encounter device issues/malfunctions
5. Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.	The Director of Technology is listed on the district website.
6. 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.”	Due to our robust technology team, parent liaisons will not be utilized for this function.
7. 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: <ul style="list-style-type: none"> a. Safely bagging devices collected at schools; b. Sanitizing the devices prior to a repair or replacement evaluation; c. Ordering accessories that may be needed over the summer; and d. Conducting prepared maintenance 	<p>The WCS Technology team has an established distribution and return plan that will carry-over from the spring of 2020. All interactions with the public will follow CDC guidelines.</p> <p>WCS works with an established technology “help-desk” to conduct any maintenance or repair issues.</p>

<p>routines to remove malware and fix standard issues including screen, keyboard, or battery replacement</p>	
8. Identify an asset tracking tool.	Each device is tagged and tracked inside of WCS management systems.
9. Identify a vendor to assist with processing, returning, and maintaining devices, if needed.	We have an extended warranty with our newest electronic devices. We already have a fluid process for deploying and returning devices.
10. Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.	We have built-in processes that include device overstock used for equipment exchanges that occur in a timely fashion.
11. Prepare the Infrastructure Evaluation process. Every WiFi access point and wired network device should be tested.	WCS has ongoing monitoring services that notify technicians when portions of the network are not functioning.
12. Develop a technology support plan for families.	We will publish this support plan on the website.
13. Continue to monitor device usage and compliance with online learning programs.	WCS has a program that monitors device usage. All students will need to function with the SEESAW or Google Classroom platform in order to participate in a remote learning experience.
14. Provide support programs to ensure that students and families can access online teaching and troubleshoot problems with access.	Online training modules will be offered to parents/families and students to ensure they are comfortable using the online platform and programs that are necessary to successfully manage a remote learning experience.
15. Ensure that students can submit assignments and be evaluated accordingly.	Classroom teachers will monitor the success regarding assignment submissions. If students need support in this area, we will provide small group individualized instruction.
16. Schedule ongoing staff training on platforms and tools.	WCS staff have had the opportunity to attend online professional development sessions throughout the summer of 2020. These opportunities will continue throughout the school year. WCS calendar has built-in time for professional development opportunities.
17. 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.	WCS technology team has a process for all relevant policies. Acceptable use forms are included in the yearly student information update. Our electronic devices have a built-in accidental damage policy.
18. Ensure every student has access to the appropriate technology and connectivity needed to continue learning.	Every student will get an electronic device to check out for the year. We will expand wifi capability to 4 school building parking lots. One transportation vehicle will be outfitted with wifi capability to travel to highly populated Waverly student neighborhoods. We will have a limited number of MIFI devices for families as a last resort option.

Operations – Budget, Food Service, Enrollment and Staffing – While Schools Are Closed for In-Person Instruction

Strongly Recommended

Recommendation	Notes/Comments
1. Based on instructional programming, provide instructional resources and materials to staff and students as feasible	The Director of Teaching and Learning, along with building principals, will ensure that staff and students have the resources and materials they need to conduct instructional programming. Staff have access to the building and their classroom to use or gather any resources that may be needed. Each building will conduct deployment days to ensure students have the supplies that they need to have access to all instructional lessons.
2. Work with MDE to understand flexibility with hiring and develop a plan to govern hiring in a remote environment.	WCS has a process (which has already been utilized) to conduct interviews and hiring during phase 1-3 of the COVID pandemic.
3. Ensure a plan for nutrition services and student meals is in place, and provide a list of alternative meal options to families.	<p>Distribution:</p> <p>Meals will be available for pick up on Tuesdays from and 5:00-6:00 PM for non-busing students at the back of Waverly High School door #25 Waverly student verification required.</p> <p>Meals may also be delivered by bus on the regular scheduled elementary bus route for Waverly School Students to pick up at their bus stop. Meals will be loaded on the bus with the number of meals for that bus appropriate per the number of students per stop.</p> <p>A lunch aide or food service employee will be assigned to each bus to mark off the correct students receiving those meals on a check off sheet or on a laptop.</p> <p>One student per family may pick up the meal.</p> <p>Staff:</p> <p>Staff will have temperatures taken daily upon arrival</p> <p>Gloves and mask will be worn during operation</p> <p>Cleaning:</p> <p>Kitchen and cafeteria will be cleaned and sanitized after each usage.</p>

4. Solidify food service processes, device distribution, delivery sites, and communication plans as necessary.	<p>Food Service (see previous question)</p> <p>Device distribution current model: Dear Waverly Families, We want to ensure that your child/ren are ready to begin remote learning on the first day of school, August 31st! We will be distributing iPads (kindergarten), Chromebooks (grades 1-12) and some materials during the week of August 10th and the week of August 17th. Please mark your calendars with the dates listed in the chart below. You will stay in your vehicles and pick up all materials in a drive-through fashion at the school your child attends. Thank you, and we look forward to seeing you!</p> <table><tr><td>Elmwood</td><td>August 12th</td><td>10 am to 1 pm</td><td>OR</td><td>3 pm to 6 pm</td></tr><tr><td>Winans</td><td>August 13th</td><td>10 am to 1 pm</td><td>OR</td><td>3 pm to 6 pm</td></tr><tr><td>East</td><td>August 17th</td><td>10 am to 1 pm</td><td>OR</td><td>3 pm to 6 pm</td></tr><tr><td>WMS</td><td>August 18th</td><td>10 am to 1 pm</td><td>OR</td><td>3 pm to 6 pm</td></tr><tr><td>Colt</td><td>August 19th</td><td>10 am to 1 pm</td><td>OR</td><td>3 pm to 6 pm</td></tr><tr><td>WHS</td><td>August 19th</td><td>10 am to 1 pm</td><td>OR</td><td>3pm to 6 pm</td></tr></table> <p>-District and building administrators have devices and the communication plan so that parents will have a consistent plan for when information is dispersed.</p>	Elmwood	August 12th	10 am to 1 pm	OR	3 pm to 6 pm	Winans	August 13th	10 am to 1 pm	OR	3 pm to 6 pm	East	August 17th	10 am to 1 pm	OR	3 pm to 6 pm	WMS	August 18th	10 am to 1 pm	OR	3 pm to 6 pm	Colt	August 19th	10 am to 1 pm	OR	3 pm to 6 pm	WHS	August 19th	10 am to 1 pm	OR	3pm to 6 pm
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Colt	August 19th	10 am to 1 pm	OR	3 pm to 6 pm																											
WHS	August 19th	10 am to 1 pm	OR	3pm to 6 pm																											
5. Define logistical expectations, including attendance expectations and time on schooling by grade level for students and teachers.	<p>Attached are the daily schedules. Core academic time will be a combination of synchronous and asynchronous instruction, small group instruction, and specials (technology, music, PE, art). Attendance will be taken each week. Schools are actively seeking substitutes who are proficient with online learning platforms.</p>																														

PHASE 4

***Please note that students will begin all instruction remotely online in Phase 4. As the COVID-19 cases begin to improve**

in our region, we may begin to phase in small groups of students for instruction. Many of the safety protocols listed in our Phase 4 plan will be implemented in the event that students begin entering our buildings again.

B. The policies and procedures that the District will follow when the region in which the District is located is in **Phase 4** of the Michigan Safe Start Plan. Those policies and procedures must, at a minimum, include:

1. Face coverings (p. 22)

- a. Please describe how the district will implement **requirements** for facial coverings that at a minimum require the wearing of face coverings, except during meals and unless face coverings cannot be medically tolerated, for:
 - i) All staff and all students in grades preK-12 when on a school bus.
 - ii) All staff and all students in grades preK-12 when in indoor hallways and common areas.
 - iii) All staff when in classrooms.
 - iv) All students in grades 6 and up when in classrooms.
 - v) All students in grades kindergarten through grade 5 unless students remain with their classes throughout the school day and do not come into close contact with students in another class.

Safety Protocols

MI Safe Start | Phase 4

Safety Protocols - Personal Protective Equipment

Required	
Requirement	Notes/Comments
1. Facial coverings must always be worn by staff except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Any staff member who cannot medically tolerate a facial covering must not wear one. Any staff member that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering. <ol style="list-style-type: none"> a. PreK-5 and special education 	<p>Staff who are present in the school buildings will always be worn by staff, except for meals. Facial masks may be homemade or disposable. WCS will follow the guidelines listed in the MI Safe Start PPE Phase 4 plan.</p> <p>WCS has purchased clear masks for some of our Speech and Special Education staff.</p> <p>Families will be notified that homemade facial coverings must be clean for each day of school and disposable facial coverings must be disposed of at the end of each day.</p>

<p>teachers should consider wearing clear masks.</p> <p>b. Homemade facial coverings must be washed daily.</p> <p>c. Disposable facial coverings must be disposed of at the end of each day.</p>	
<p>2. 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.</p>	<p>When student transportation is phased back in, all students, staff and bus drivers must wear a facial covering. WCS will follow the remaining guidelines outlined in the MI Safe Start plan.</p>
<p>3. 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.</p>	<p>When students begin to transition back to the school buildings, WCS will mandate that facial coverings must be worn in classrooms by all students grades 5-12. WCS will follow the remaining guidelines outlined in the MI Safe Start plan.</p>
<p>4. All students in grades K-5 must wear facial coverings unless students remain with their classes</p>	<p>As students transition back into the school buildings, WCS will mandate that all students in grades K-5 wear facial coverings if they do not stay with their cohort group.</p>
Strongly Recommended	
Recommendation	Notes/Comments
<p>1. Facial coverings should be considered for K-5 students and students with special needs in classrooms.</p>	<p>WCS will determine the plausibility of masks being worn by students with special needs when they return for face-to face instruction.</p>
<p>2. Facial coverings should be considered for preK students and students with special needs in hallways and common areas.</p> <p>a. Facial coverings are not recommended for use in classrooms by children ages 3 and 4.</p>	<p>When students begin to transition back into the school buildings, WCS will require preK-4 students to wear facial coverings in areas that are common and in hallways. We will not mandate any masks for students in our programs for children ages 4 and below. WCS will follow the remaining guidelines outlined in the MI Safe Start plan.</p>

- b. Facial coverings should never be used on children under age 2.

Safety Protocols - Hygiene

Required

Requirement	Notes/Comments
1. Provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques).	WCS will provide adequate supplies to support healthy hygiene behaviors including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques.
2. Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.	Age-appropriate PBIS lessons will be created to cover personal hygiene skills such as hand washing, coughing, etc

Strongly Recommended

1. 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	WCS staff will be made aware of these expectations.
2. Systematically and frequently check and refill soap and hand sanitizers.	This responsibility will be added to the daily checklist for custodians.
3. Students and teachers must have scheduled handwashing with soap and water every 2-3 hours.	WCS staff will be made aware of these expectations.
4. Limit sharing of personal items and supplies such as writing utensils.	WCS staff will be made aware of these expectations. Principals have created logistical plans for their specific buildings, which address this issue.
5. Keep students' personal items separate and in individually labeled cubbies, containers, or lockers.	WCS staff will be made aware of these expectations. Principals have created logistic plans for their specific

	buildings, which address this issue.
6. Limit use of classroom materials to small groups and disinfect between use, or provide adequate supplies to assign for individual student use	WCS staff will be made aware of these expectations. Principals have created logistic plans for their specific buildings, which address this issue.
7. Procure portable handwashing and/or hand sanitizing stations to set up throughout school buildings	Handwashing stations have been purchased for each building, minimum of 2 per building.

Safety Protocols – Spacing, Movement and Protocols

Strongly Recommended

Recommendation	Notes/Comments
1. Space desks six feet apart in classrooms. Class sizes should be kept to the level afforded by necessary spacing requirements.	WCS will accommodate these recommendations to the best of our ability. We do not currently have adequate space of staff to keep all of our desks six feet apart in every classroom.
2. In classrooms where large tables are utilized, space students as far apart as feasible.	WCS staff will be made aware of these expectations. Principals have created logistic plans for their specific buildings, which address this issue
3. As feasible, arrange all desks facing the same direction toward the front of the classroom	WCS staff will be made aware of these expectations. Principals have created logistic plans for their specific buildings, which address this issue
4. Teachers should maintain six feet of spacing between themselves and students as much as possible.	WCS staff will be made aware of these expectations. Principals have created logistical plans for their specific buildings, which address this issue
5. Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials	WCS staff will be made aware of these expectations. Principals have created logistical plans for their specific buildings, which address this issue
6. Post signage to indicate proper social distancing.	WCS staff will be made aware of these expectations. Principals have created logistical plans for their specific buildings, which address this issue
7. Floor tape or other markers should be used at six foot intervals where line formation is anticipated.	WCS staff will be made aware of these expectations. Principals have created logistical plans for their specific buildings, which address this issue
8. Provide social distancing floor/seating markings in waiting and reception areas.	WCS staff will be made aware of these expectations. Principals have created logistical plans for their specific buildings, which address this issue
9. Post signs on the doors of restrooms to indicate	WCS staff will be made aware of these expectations. Principals have created logistical plans for their specific

proper social distancing and hand hygiene techniques.	buildings, which address this issue
10. Adult guests entering the building should be screened for symptoms, wear a facial covering, and wash/sanitize hands prior to entering. Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building.	WCS staff will be made aware of these expectations. Principals have created logistic plans for their specific buildings, which address this issue. WCS will restrict guests into the building - unless it's an extenuating circumstance or an itinerant staff member. Each adult will be required to fill out a health screening each day.
Recommended	
Recommendation	Notes/Comments
1. 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.	WCS staff will be made aware of these expectations. Principals have created logistical plans for their specific buildings, which address this issue
2. As able and appropriate, schools should try to cohort groups of students to isolated hallways or areas that can be monitored.	"Blended Learning Labs" - Create small cohorts of students who are assigned to certified teachers. WCS staff will be made aware of these expectations. Principals have created logistical plans for their specific buildings, which address this issue
3. As able, "specials" (like art, music, and library) should be brought to the classrooms instead of having students move to different locations.	Online specials/elective classes - Use FlipGrid and other tech tools to create authentic learning experiences.
4. 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.	Possible community partners: <ul style="list-style-type: none"> • Woldumar Nature Center • Delta Township Library A staggered school schedule has not been designed at this time.
5. 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.	WCS staff will be made aware of these expectations. Principals have created logistical plans for their specific buildings, which address this issue
6. Have staff monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.	Who can do this? Are there additional staff members beyond teachers who can help support this. Students for breakfast need to have a plan.

	How can we ask families to help support consistent drop off and pick up times?
7. Where possible, physical education should be held outside and social distancing of six feet should be practiced.	Online specials/elective classes - Use FlipGrid and other tech tools to create authentic learning experiences.
8. 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.	WCS staff will be made aware of these expectations. Principals have created logistic plans for their specific buildings, which address this issue
9. Entrances and exits should be kept separate to keep traffic moving in a single direction.	WCS staff will be made aware of these expectations. Principals have created logistic plans for their specific buildings, which address this issue

Safety Protocols – Screening Students and Staff-Please describe how you will implement the **requirements** for screening protocols from the *Return to School Roadmap* (p. 24)

Required	
Requirement	Notes/Comments
1. Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff.	WCS will regularly meet with both INgham and Barry/Eaton Health Department to implement screening protocols and report cases of COVID-19.
Strongly Recommended	
Recommendation	Notes/Comments
1. Every school should identify and designate a quarantine area and a staff person to care for students who become ill at school.	WCS staff will be made aware of these expectations. Principals have created logistic plans for their specific buildings, which address this issue
2. 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.	WCS staff will be made aware of these expectations. Principals have created logistic plans for their specific buildings, which address this issue

3. Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines.	WCS will follow this recommendation and coordinate with the local Health Departments for the most up-to-date guidelines.
4. 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.	

Recommended

Recommendations	Notes/Comments
1. A monitoring form (paper or electronic) for screening employees should be developed.	WCS has created an electronic screening form for all staff and visitors prior to entry of the building. Staff that work in multiple buildings on a daily basis will need to resubmit the form for each building they enter. bit.ly/waverlyscreening
2. 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.	When students return to face-to-face learning, we will distribute an at-home screener that parents will conduct with their children.
3. 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.	When students return to face-to-face learning, we will distribute an at-home screener that parents will conduct with their children.

Safety Protocols – Testing Protocols for Student and Staff and Responding to Positive Cases—Please describe how you will implement the requirements for testing protocols from the *Return to School Roadmap* (p. 25).

Required

Requirement	Notes/Comments
1. Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff.	WCS Director of Human Resources will communicate and cooperate with Ingham and Eaton/Barry Health Department officials.
Strongly Recommended	
Recommendation	Notes/Comments
1. 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.	<ul style="list-style-type: none"> Teachers, bus drivers, staff should watch students closely for signs of illness Ensure anyone with symptoms has a mask on, ideally a surgical mask If they already have a cloth mask on, do not remove it; can put surgical mask over cloth mask SO LONG AS it does not cause difficulty breathing Separate them from others ASAP Send them to have a quarantine area, if available This could be any comfortable area that a student can be alone until pick up that is easy to clean Separate from other ill children If unable, mask and keep as far apart as possible Ideal: window that can open, can close it after use
2. 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.	Staff will be instructed to use Social Distancing measures to exit their building and contact HR. They will then be referred to testing.
3. 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.	Students and staff who are symptomatic should :by sent home and stay home until they have tested negative for COVID-19 or 10 days have passed since their symptoms first began and 24 hours without a fever.
4. 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.	WCS will create a form letter to address cases of COVID-19 in the school district.
5. 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.	<ul style="list-style-type: none"> The county where the school is physically located will be the health department who will handle exposures which occurred at the school building itself. The county of residence of the COVID+ person handles the investigation of the COVID+ case and the elicitation of the close contacts – this will require coordination between health departments if the COVID+ person resides in a different county than where the school is physically located. The close contacts' health department (based on the county they reside in) handles the placement of the person into quarantine, not necessarily the health department investigating the COVID+ person, nor the health department where the building is located.

	<p>Example:</p> <ul style="list-style-type: none"> Waverly Middle School is located in the far northeast corner of Eaton County. This puts this school building in the Barry-Eaton District Health Department's jurisdiction. However, the school district also crosses into Ingham County. Suppose a student is identified as a COVID+ case who attends Waverly Middle School. The student resides in Ingham County, which means ICHD happens to start the investigation based on a test result. They notify BEDHD and the school. We discover that one close contact was a teacher, who resides in Clinton County. MMDHD is now involved to place the teacher in quarantine and monitor their symptoms.
Recommended	
Recommendation	Notes/Comments
1. Parents and guardians are encouraged to check students' temperature at home every morning using oral, tympanic (ear), or temporal scanners; students with a temperature of 100.4 or greater must stay home and consider coronavirus testing.	When students transition back to face-to face learning, WCS will ask parents to screen their children each day for symptoms of COVID-19. A screener form has been procured.
2. Parents and guardians are encouraged to monitor for symptoms of COVID-19. The presence of any unexplained symptoms, including cough or shortness of breath, should prompt the parent or guardian to keep the student home from school and to follow up with their primary care provider	Parents will be notified of this expectation.

Safety Protocols – Responding to Positive Tests Among Staff and Students

Required	
Requirement	Notes/Comments
1. All schools, public and private, must cooperate with the local public health department if a confirmed case of COVID-19 is identified, and in particular, must collect	WCS Director of Human Resources will communicate and cooperate with Ingham and Eaton/Barry Health Department officials.

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.	
Strongly Recommended	
Recommendation	Notes/Comments
<ol style="list-style-type: none"> 1. 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. <ol style="list-style-type: none"> a. The Local Health Department will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self-quarantine for up to 14 days after exposure. Local health officials, depending on the situation, may identify other contacts who Safety Protocols 26 Governor Gretchen Whitmer MI Return To School Roadmap require quarantine. Schools can help the local health department by collecting data and contact information of those exposed. b. 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). 	WCS Director of Human Resources will communicate and cooperate with Ingham and Eaton/Barry Health Department officials and provide names and basic contact information of individuals that may have been exposed to assist with contact tracing.
2. 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	Staff will communicate with HR if they have a confirmed case of COVID19, and be referred to the Health Dept. HR will follow current guidance from the County Health Dept for return to work timelines and measures.

instruction about return to work, using the most current guidelines from the CDC for this determination.	
3. Cleaning staff should wear a surgical mask, gloves, and a face shield when performing cleaning of these areas.	Supervisor of Maintenance and Custodial will draft a memo to custodians to notify of the requirement to wear a mask, gloves and face shield. This will be reinforced during custodial meetings.
4. If possible, smaller areas such as individual classrooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles.	Principals have constructed a logistical plan to address the recommendation in the MI Safe Start plan.

Safety Protocols – Food service, gathering, and extracurricular activities

Required	
Requirement	Notes/Comments
1. Prohibit indoor assemblies that bring together students from more than one classroom.	Principals have constructed a logistical plan to address the recommendations in the MI Safe Start plan.
Recommended	
Recommendation	Notes/Comments
1. Classrooms or outdoor areas should be used for students to eat meals at school, if distancing MI Safe Start Phase 4 guidelines cannot be met.	Principals have constructed a logistical plan to address the recommendations in the MI Safe Start plan.
2. If cafeterias must be used, meal times should be staggered to create seating arrangements with six feet of distance between students. <ul style="list-style-type: none"> a. Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks. b. Students, teachers, and food service staff should wash hands before and after every meal. 	The cafeteria at the middle and high school may be used, but students will be socially distanced. Several areas in these two schools will be utilized for meals. Elementary students will remain with their cohort group to eat meals within their classroom.

3. Students, teachers, and staff should wash hands before and after every event.	WCS staff will be notified of these recommendations.
4. Large scale assemblies of more than 50 students are suspended.	WCS will follow this recommendation.
5. Off-site field trips that require bus transportation to an indoor location are suspended.	WCS will follow this recommendation.
6. 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.	WCS will follow this recommendation.
7. If possible, school-supplied meals should be delivered to classrooms with disposable utensils.	WCS will follow this recommendation.
8. If possible, schools should offer telecasting of assemblies and other school-sanctioned events	WCS will follow this recommendation.
9. Extracurricular activities may continue with the use of facial coverings.	WCS will follow this recommendation.

Safety Protocols – Athletics Please describe how you will implement the **requirements** for athletics protocols from the *Return to School Roadmap* (p. 27).

Required

Requirement: Comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).

This plan is based on MHSAA/NFHS guidelines. We will continue to follow all guidelines set forth by the MHSAA.

OVERVIEW OF IMPORTANT RETURN TO PLAY TOPICS

This is a fluid document:

Fall athletics will not be risk-free, but by following the guidance in this document we all can help mitigate those risks. We also ask that you consider your interactions outside of sports during this season in order to limit the potential for exposure in other portions of your daily routine.

PROTOCOL FOR POSITIVE CASES: A detailed and more complete version of these protocols can be found below in this document (“What to Do When Someone Gets Sick”).

1. Contact the health department and follow guidance.
2. Close contacts MAY have to quarantine for 14 days – follow health department guidance. “Close contact” is defined as anyone who was less than six feet apart for more than 15 minutes, at any point from two days before symptoms until the time the individual is isolated.
3. Notify all schools, families and officials involved without identifying the person involved.
4. Students, coaches, officials and others at the event but NOT in close contact should be closely monitored for symptoms and may not need testing. Follow health department guidance.
5. Clean the area.

FACE COVERINGS:

Athletes while participating on the field/court are not required to wear face coverings but are permitted to do so. Bench personnel are required to wear face coverings at all times – this includes athletes not currently in the game, coaches, managers, trainers, statisticians, media and anyone else on the sideline. It is recommended that game officials wear face coverings, but it is not required when carrying out their duties. Contest management, school administrators, media and all staff are required to wear face coverings. Spectators are also required to wear face coverings.

REGULAR SEASON TOURNAMENTS, INVATIONALS, MULTI-TEAM COMPETITIONS: The following limitations are in place for regular season fall tournaments and invationals, both home and away. Regular season dual/head-to-head matchups, between multiple levels of two different schools, are not affected.

- Cross Country – maximum of 70 runners are allowed in a race
- Golf – maximum of 72 competitors at an 18-hole site
- Football – two teams at a site

- Soccer – four teams at a site
- Swimming & Diving – four teams at a site
- Tennis – four teams at a site
- Volleyball – four teams at a site

When determining the number of teams present at a tournament, count the school's varsity team as one team, and its JV team as a second team. The goal is to achieve physical distancing at all possible times; teams not in competition should be provided adequate space, and spectator limitations must be followed. Consider staggered contest and team arrival times to maintain physical distancing.

SCRIMMAGES: There are no scrimmages allowed for any sports this fall.

SPECTATOR LIMITATIONS: Spectators will be limited. The number of spectators and individuals allowed for indoor and outdoor events will be based on future guidance from the governor's office, and will be posted prior to the first dates of competition.

ENTRANCE/EXIT STRATEGIES: Consider strategies to prevent groups from gathering at entrances/exits to facilities to limit crossover and contact, including staggering starting/ending times.

PRE-WORKOUT AND PRE-GAME SCREENING: All coaches and students will be screened daily for signs and symptoms of COVID-19 prior to participating, including a temperature check. This check may take place onsite or be completed and verified prior to arrival onsite (at home, for example). Anyone with a temperature of greater than 100.3 degrees should not participate and be sent home. Responses to screening questions for each person should be recorded and stored so that there is a record of everyone present in case a student develops COVID-19. These records must be kept confidential. Any person displaying symptoms of COVID-19 should not be allowed to participate, should self-isolate, and contact his or her primary care provider or other health-care professional. Continue to remind and insist that coaches and students disclose symptoms so all schools can compete safely. Involve local health departments if positive cases of COVID are discovered. Vulnerable adult individuals should not coach, supervise or participate in any competitions or workouts. School districts will make the decision on vulnerable individuals.

COVID GAME CANCELLATIONS: Except for football, any game cancelled because of COVID issues is not considered a forfeit. It is considered a no play provided the contest has not started. For official's payment purposes this is considered an act of God.

TRANSPORTATION: The use of buses is a local school district decision. Cleaning and ability to physically distance should be part of the decision. Schools should also consider length of trips when determining the season schedule. When feasible, consider having parents drive athletes to and from games.

LOCKER ROOMS: Home teams are not required to offer locker room access. Visiting teams should arrive dressed and ready to play. Locker room restrooms should be available, and a cleaning schedule should be created.

INCLEMENT WEATHER: Have an action plan ready for outdoor sports that go into a weather delay. Determine where teams should go in the case of lightning or thunder.

FACILITY CLEANING: Adequate cleaning schedules should be created and implemented for all athletic facilities. Prior to an individual or groups of individuals entering a facility, hard surfaces within that facility should be wiped down and sanitized (bleachers, chairs, furniture in meeting rooms, locker rooms, weight room equipment, bathrooms, athletic training room tables, etc.). Individuals should wash their hands for a minimum of 20 seconds before participating in workouts. Hand sanitizer should be plentiful and available to individuals as they transfer from place to place.

CONCESSIONS: Schools should consider closing concessions stands, especially when there are limited spectators.

BEST PRACTICES FOR NON-ATHLETES – THIS IS NOT SPORT SPECIFIC

Administrators/Host Management

- Administrators must wear face coverings and practice physical distancing.
- Obtain officials' information in order to trace contacts if necessary. (This information may be accessible through Arbiter.)
- Provide clear instruction to teams in advance of contests about entrance and exit points of the facility.

- At larger spectator events, consider providing volunteers to monitor entrances and spectator seating areas who can promote physical distancing and face coverings.
- When possible, officials and teams should be provided separate bathrooms and/or gathering areas.
- Scorer's Table/Press Box – essential personnel should be 3-6 feet apart when possible.
- A cordless microphone could be used.
- Cleaning supplies should be available on site with devices sanitized between uses.

Coaches

- Coaches must wear face coverings and practice physical distancing.
- Provide and review NFHS Playing Rule modifications with players and parents.

Officials

- Officials must practice physical distancing, and it is recommended they wear face coverings.
- Electronic whistles are permitted.
- Officials must come dressed to officiate; a locker room will not be provided.
- Officials should bring their own food and water, and their own pen to sign lineup sheets, scorebooks, etc.
- Officials will not be expected to monitor physical distancing; each person is responsible.

Spectators

- Spectators must wear face coverings and practice physical distancing.
- Entrance and exit protocols, and posted signs by host management must be obeyed.

Media Personnel

- Media must wear face coverings and practice physical distancing.
- Press box/table accommodations should allow for appropriate physical distancing.
- Promote to local media the need to call in advance of the event to secure accommodations.
- Designate locations where photographers may shoot from and enforce it. Make sure photographers are aware of restrictions when they arrive. Photographers must be kept out of team box (football) and bench areas (basketball, volleyball, other sports).
- Limit postgame interviews to open air areas. No locker room access.
- Establish times when the venue will become available to the media and when it will close.

Updated 07/28/20

Preparing for When Someone Gets Sick

Precautionary Measures (in addition to other protocols and precautions)

- Anyone attending or participating in an MHSAA regular season or tournament event should check his/her temperature before arriving. Spectators, participants or personnel displaying COVID-19 symptoms (e.g., fever, cough or shortness of breath), or with temperatures of 100.3F or greater, should stay home and consider coronavirus testing if symptoms persist.
- Prior to participation, the COVID-19 athlete/coach monitoring form should be used, which includes five questions plus a temperature check. NOTE: Athletic Directors should consider requiring similar precautions for game officials.

Protocol for Suspected Cases of COVID-19

- All schools should have an emergency action plan in place for each site. If a student, coach or official is or becomes sick on site with symptoms of COVID-19, they should be placed in a clearly identified and designated

quarantine area with a mask in place until they can be picked up. Staff who are identified to care for students must wear a mask.

- A symptomatic student should be sent home with a parent or designated adult until they have tested negative or have been released from isolation according to the local health department's protocols.
- Students, coaches, and/or officials should be transported by their parent or guardian, emergency contact or ambulance (if clinically unstable) for off-site testing. If an ambulance is called, or someone is being brought to the hospital, there should be an attempt to call the hospital first to alert them that the person may have COVID-19. If a student, coach or official becomes sick, they must not use group transportation to return home.

Protocol for Positive Cases of COVID-19

- The local health department should be contacted by the school for further direction. They likely will initiate contact tracing, following regular public health practices.
- All schools, public and private, must cooperate with the local public health department if a confirmed case of COVID-19 is identified, and collect the contact information for any close contacts (i.e., individuals less than six feet apart for more than 15 minutes) of the infected individual from two days before he or she showed symptoms to the time when he or she was last at the event. Close contacts should be quarantined for 14 days at home. Local health officials may identify other contacts who require quarantine.
- Administrators of the schools involved, as well as students/families/officials in attendance, should be notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 so there continues to be awareness and close observation of any symptoms. NOTE: Student communicable disease related information is protected health information. The individual with COVID-19 should not be identified by name to non-family or non-health department officials. Even if a family/student acknowledges and publicly discloses a positive test, school staff and officials must not participate in discussion or acknowledgement of a positive test by identifying a specific student.
- Students, coaches or officials who were at the event, but not in close contact with a positive case, should continue to be closely monitored for any

symptoms of COVID-19. At this time, these individuals are not required to receive testing unless they develop COVID-19 symptoms.

- Areas that were used by the sick person should be closed off and should not be used until after cleaning and disinfecting them (this includes surfaces or shared objects in the area). If possible, cleaning and disinfecting of the area should not occur until at least 24 hours has elapsed. If 24 hours is not feasible, as much time possible should be allowed to pass before cleaning or disinfection occurs.

The MHSAA/NFHS Guidance For Re-Opening School Sports lists football as a higher risk sport. Higher risk sports involve close, sustained contact between participants, lack of significant protective barriers, and high probability that respiratory particles will be transmitted between participants.

Competition and Spectator Limitations

- No scrimmages allowed.
- Spectators will be limited. The number of spectators and individuals allowed for indoor and outdoor events will be based on future guidance from the governor's office, and will be posted prior to the first dates of competition.

Season Calendar

- Starting with an acclimatization week on Aug. 10, only helmets can be worn at practice.
- Full pads and equipment can be worn starting Aug. 17.
- An announcement for the start of competition will be made by Aug. 20.
- If the start of the competition date is delayed, the season will start with your next contracted game. For example, if the season starts with Week 2 games, Week 1 games will be skipped and considered a no play.

Special Equipment and Facility Considerations for Football

Sports Equipment

Facility

- Footballs
- Mouthguards
- Kicking Tees
- Ball Bags
- Gloves
- Practice/Game Uniforms & Pads
- Towels
- Pennies/Helmet Covers
- Water Bottles
- Shields
- Any item that is held or that makes contact with the body (ie. Blocking pads/dummies)
- Goal Post Pads
- End Zone Pylons
- Bleachers
- Sidelines / Team Bench
- Trainers equipment
- Water source
- Bathrooms
- Locker rooms
- Press Box
- Ticket Booths
- Entry Gates
- Concessions

- Weight training facilities

FOOTBALL – Return to Play Guidelines

PRACTICE

- Workouts should be conducted in “pods” of students with the same 5-10 (includes coaches and participants) always working out together. This ensures more limited exposure if someone develops an infection.
- Balls may be passed/shared, provided students wash their hands before and after practice.
- Appropriate physical distancing will need to be maintained on sidelines and benches during practices. Consider using tape or paint as a guide for students and coaches.
- Individual drills requiring the use of weight equipment are permissible, but the equipment should be cleaned prior to use by the next individual.
- Individual drills requiring the use of athletic equipment are permissible, but the equipment should be cleaned prior to use by the next individual.
- Balls may be passed/shared, provided students wash their hands before and after the practice.
- Sanitize uniforms and pads often.
- Reinforce Bloodborne Pathogen protocols.

COMPETITION

- When not directly participating in practices or contests, care should be taken to maintain a minimum distance of 6 feet between each individual. Consider using tape or paint as a guide for students and coaches.
- No pre-game and post-game handshakes/high-fives/fist bumps.
- All field equipment should be cleaned and sanitized after set up and before the contest.
- Each school is responsible to bring towels (if necessary).
- Recommend face coverings be worn during the captains meeting.

- Each team is responsible for its own hand sanitizer and its own med kit.
- Sanitized back up balls should be available (someone needs to be designated to sanitize the ball).
- Sanitize uniforms and pads often.
- Reinforce Bloodborne Pathogen protocols.

FOOTBALL – NFHS Playing Rule Modifications

1. Football Rules Considerations

In support of the NFHS Guidance for Opening Up High School Athletics and Activities, the NFHS Football Editorial Committee offers this document for state associations to consider whether any possible rules could be altered for the 2020 football season. The considerations outlined in this document are meant to decrease potential exposure to respiratory droplets by encouraging physical distancing, limiting participation in administrative tasks to essential personnel and allowing for appropriate protective equipment

- TEAM BOX (Rule 1-2-3g)

- The team box may be extended on both sides of the field to the 10-yard lines (for players only) in order for

more physical-distancing space for the teams.

- Maintain physical distancing of 6 feet at all times while in the team box.
- Do not share uniforms, towels and other apparel and equipment.

- BALL (Rule 1-3-2)

- The ball should be cleaned and sanitized throughout the contest as recommended by the ball manufacturer.
- The ball handlers should maintain physical distancing of 6 feet at all times during the contest.

- FACE MASKS [Rules 1-5-1a, 1-5-3c(4)]

- Cloth face coverings are permissible.

- Plastic shields covering the entire face (unless integrated into the face mask and attached to the helmet and

clear without the presence of any tint) shall not be allowed during the contest.

- TOOTH AND MOUTH PROTECTORS [Rule 1-5-1d(5)]

- **Still being determined at this time on how to best handle the tooth and mouth protector during the contest.

The NFHS SMAC will update the membership as soon as guidance is developed for all sports that require a tooth and mouth protector

- GLOVES (Rule 1-5-2b)

- Gloves are permissible but still must comply with Rule 1-5-2b by meeting either the NOCSAE Standard or the SFIA Specification

- STATE ASSOCIATION ADOPTIONS (Rule 1-7)

- Each state association may adopt other playing/administrative rules for football for the 2020 season that would decrease exposure to respiratory droplets and COVID-19.

- CHARGED TIME-OUTS AND AUTHORIZED CONFERENCES (Rules 2-6-2, 3-5-3, 3-5-8)

- A single charged time-out may be extended to a maximum of two minutes in length.

- The authorized conference for the charged time-out should take place between the 9-yard marks and not at the sideline for physical-distancing purposes. (It would be permissible for more than one coach to be involved in this conference and for technology to be used.)

- Each game official and player should have their own beverage container brought out to them on the field

- INTERMISSION BETWEEN PERIODS AND AFTER SCORING (Rule 3-5-7I)

- The intermission may be extended to a maximum of two minutes between the first and second and the third

and fourth periods and following a try, successful field goal or safety, and prior to the succeeding free kick

2. Football Game Officials Manual Considerations

▪ GAME OFFICIALS UNIFORM AND EQUIPMENT

- Electronic whistles are permissible (supplies are limited).
- Choose a whistle whose tone will carry outside:

Fox 40 Mini -

Fox 40 Unisex Electronic – (3 tone) -

Ergo-Guard - (3 tone) - orange

Windsor - (3 tone)

Check the market for other choices

- Cloth face coverings are permissible.
- Gloves are permissible.
- Do not share uniforms, towels and other apparel and equipment
- PREGAME CONFERENCE, COIN TOSS AND OVERTIME PROCEDURES
- For the coin toss, limit attendees to the referee, umpire and one designated representative from each team.
- Coin toss should take place in the center of the field with designated individuals maintaining physical distancing of 6 feet.
- No handshakes prior to and following the coin toss.
- Maintain physical distancing of 6 feet while performing all pregame responsibilities with all officiating crew members, game administration staff, line-to-gain crew, clock operators, individuals handling the balls during the game and team personnel.
- For the overtime procedure, please use the same procedure as used at the start of the contest for the coin toss.

▪ PRE AND POST GAME CONSIDERATIONS

- Suspend pregame protocol of shaking hands during introductions.
- Suspend postgame protocol of shaking hands.

ADDITIONAL CONSIDERATIONS FOR FOOTBALL

- Before, during and after the contest, players, coaches, game officials, team personnel and game administration officials should wash and sanitize their hands as often as possible.
- Maintain physical distancing of 6 feet at all times while on the sidelines and on the field of play when possible.
- Everyone should have their own beverage container that is not shared.
- Cloth face coverings are permissible for all coaches and team staff and for all game administration officials.
- Gloves are permissible for all coaches and team staff and for all game administration officials.
- Try to limit the number of non-essential personnel who are on the field level throughout the contest.
- If available, dressing facilities for game officials and teams should be large enough for them to use physical-distancing protocols and should be properly cleaned and sanitized prior to their arrival.
- On field Player Huddles – When possible players should be spaced as far from each other as possible between plays. Consider hand signals to call plays so players need not be standing close to each other while breathing heavily. Eliminate hand holding in huddles, during anthems, etc.
- Pre-game, Special Teams or Change of Possession Near Sideline Huddles-
- When possible players should be spaced far from each other to receive coaching instructions prior to taking the field.
- A record should be kept of all individuals present at team activities.
- Vulnerable individuals can resume public interactions, but should practice physical distancing, minimizing exposure to social settings where distancing may not be practical, unless precautionary measures are observed.

- **Physical distancing at practice** – Coaches are responsible for ensuring physical distancing is maintained between players as much as possible. This means additional spacing between players while playing, chatting, or changing drills so that players remain spaced out, and no congregating of players while waiting during drills. Workouts should be conducted in ‘pods’ of students, with the same 5-10 students always working out together. This ensures more limited exposure if someone develops an infection.
- **Sidelines** – Players’ items should be lined up outside at least six feet apart. Players should maintain physical distancing unless they are actively participating in the practice.
- **Field of Play** – Only essential personnel are permitted on the field of play. These are defined as players, coaches, athletic trainers, and officials. All others, i.e., ball shaggers, managers, video people, media photographers, etc. are considered non-essential personnel and are to be on the sideline, maintaining physical distance of 6 feet apart.

Safety Protocols – Cleaning- Please describe how you will implement the cleaning **requirements** for cleaning protocols from the *Return to School Roadmap* (p. 27).

Required	
Requirement	Notes/Comments
1. Frequently touched surfaces including light switches, doors, benches, bathrooms, must undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.	When students transition back into the buildings, temporary staff will be used during the day to clean these high touch point areas between 11am -1pm. Custodians will be responsible for this prior to the start of the school day and at the end of the day.
2. Libraries, computer labs, arts, and other hands-on classrooms must undergo cleaning after every class	Custodians will use a list (provided by the principals) of library spaces/computer labs that will be having classes on a daily basis so they can ensure proper sanitation.

period with either an EPA-approved disinfectant or diluted bleach solution.	
3. Student desks must be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.	WCS Maintenance and Custodial Supervisor has purchased 200 spray bottles and a CDC-approved disinfectant to fill bottles for each classroom/office space. This will be provided to all pre-K to 12 classrooms and each office space in which children will visit.
4. Playground structures must continue to undergo normal routine cleaning, but using an EPA approved disinfectant is unnecessary.	WCS Maintenance and Custodial Supervisor will assign the head custodian a weekly cleaning schedule for playground cleaning.
5. 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.	Teachers will be able to identify the safest place to store cleaning products, including disinfecting wipes.
6. Staff must wear gloves, surgical mask, and face shield when performing all cleaning activities.	WCS Maintenance and Custodial Supervisor has purchased gloves, masks, and face shields for all custodians and communicated this requirement to all staff. We have enough masks to start the year.

Safety Protocols – Busing and Student Transportation- Please describe how you will implement the **requirements** for busing and student transportation protocols from the *Return to School Roadmap* (p. 28).

Required	
Requirement	Notes/Comments
1. Require the use of hand sanitizer before entering the bus. Hand sanitizer must be supplied on the bus.	Hand sanitizer dispensers have been installed inside the bus doors.
2. 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	WCS Transportation Supervisor will post signage on each bus requiring the use of a face covering. WCS will modify the bus rules to include the use of a face covering and consider requiring parents to sign the rules acknowledging receipt. Drivers will fill the bus from back to front instead of front to back.


	<p>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.</p>	
3.	Clean and disinfect transportation vehicles before and after every transit route. Children must not be present when a vehicle is being cleaned.	WCS Transportation Supervisor will add 15 minutes of time to each driver's schedule to accommodate this cleaning requirement. Additional disinfectant sprayers will be purchased to ensure adequate equipment is available to accomplish this task. WCS has 12 sprayers on order. We may need to order 2 more for the buses.
4.	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.	WCS Transportation Supervisor will add 15 minutes of time to each driver's schedule to accommodate this cleaning requirement. Additional disinfectant sprayers will be purchased to ensure adequate equipment is available to accomplish this task. Each bus will be provided with Clorox or other disinfecting wipes (when available for purchase).
5.	Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily	N/A - WCS contracts with Dean Transportation for busing of special populations of students.
6.	Create a plan for getting students home safely if they are not allowed to board the vehicle.	This is both a school and parent responsibility. We will consider using the district van, only if absolutely necessary. We may be able to retrofit the van with plexiglass behind the driver/passenger seat. We may not have staff who are willing to transport an infected person.
7.	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.	WCS Transportation Supervisor will continue to recruit and hire drivers to fill stand-by and substitute drivers roles in the event that we have drivers who do not return to work for health reasons, or for when drivers fall ill and cannot complete their routes. WCS will contact Dean Transportation to see if we can contract with them.

8. Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.	Drivers will open windows prior to cleaning and close windows after cleaning as part of the pre-trip/post-trip cleaning duties.
9. 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.	WCS will follow protocols that are outlined in the MI Safe Start Plan.

Safety Protocols – Medically Vulnerable Students and Staff

Strongly Recommended	
Recommendation	Notes/Comments
1. Systematically review all current plans (e.g. Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19.	All health plans are reviewed and updated annually. Parents will be asked to update healthcare plans in a return to school information form.
2. Create a process for students/families and staff to self-identify as high-risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignments.	When we transition back to face-to-face learning, our nurse will implement this process.
Recommended	
Recommendation	Notes/Comments
1. Pertaining to medically vulnerable students, revise the school's remote learning plan to incorporate feedback and input from teachers,	WCS will gather periodic feedback from our stakeholders. We will use this survey information to improve our effectiveness.

families, students, and school leaders and improve its effectiveness. Share it with all involved stakeholders.	
2. Staff caring for children and providing any medical care that include aerosol generating procedures (e.g., nebulizers) should have N95 masks.	WCS staff will be made aware of these expectations. Principals have created logistical plans for their specific buildings, which address this issue. We are currently unable to procure N95 masks. WCS staff are working to find N95 masks.
3. Enable staff who are high-risk for severe illness to minimize face-to-face contact and to allow them to maintain a distance of six feet from others, modify job responsibilities that limit exposure risk, or to telework if possible. Meaningfully engage and consult with local bargaining units.	Our Director of Human Resources is working on a process to accommodate these employees.



Mental & Social-Emotional Health

MI Safe Start | Phase 4

Mental & Social-Emotional Health – Instruction (Face-to-Face or Hybrid)

Strongly Recommended	
Recommendation	Notes/Comments
<ul style="list-style-type: none"> 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 	<p>An additional Mental Health Support - School Social Worker has been hired to support students with mental and social-emotional health concerns.</p> <p>Screeners will need to comply with FERPA and HIPAA standards. We are still working to determine which screener(s) will be most appropriate for our system and students.</p>

mandated reporting guidelines	
<ul style="list-style-type: none"> Establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams. 	<p>Staff will receive training on identifying students who need mental and social-emotional supports during the opening Professional Development days in August.</p>
<ul style="list-style-type: none"> 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. 	<p>Here is the plan to provide professional development for WCS staff members: https://docs.google.com/document/d/1ljQSOpPm-b1a9SJk7c5YUP6c31pT1kuvjeRB_nm_7M/edit?usp=sharing</p> <p>Through the E3 grant, we have a full-time mental health provider and a trauma consultant who are available to provide training throughout the school year. Topics will include:</p> <ul style="list-style-type: none"> Trauma - ACEs, trauma-informed best practices, secondary trauma Resiliency & self-care Social emotional learning Identification of high-risk students and local referral processes
<ul style="list-style-type: none"> 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. 	<p>See the attached flow chart that accompanies the WCS crisis plan: https://drive.google.com/file/d/1_H5GcFQO8aWSk4Dv1B0qF_f92FmCGjI9/view?usp=sharing</p>
<ul style="list-style-type: none"> 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). 	<p>Attached is a fluid list of comprehensive wellness resources available to both staff and students: https://drive.google.com/file/d/1k_fJaRvY07kNXtBsoUzaO0bS4uqwojZw/view?usp=sharing</p>
<ul style="list-style-type: none"> 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. 	<p>Attached is a document that provides helpful signs and symptoms to evaluate wellness: https://drive.google.com/file/d/17dcWmAC1LsHRDgkEtAbDExcHD9TQB4r4/view?usp=sharing</p>

<ul style="list-style-type: none"> Establish ongoing reporting protocols for school staff to evaluate physical and mental health status. 	https://docs.google.com/document/d/1JguVi2ubzvLj2A-OK6ZTUGd03cZhYkV5hrvTtSqTReU/edit?usp=sharing
<ul style="list-style-type: none"> Provide resources for staff self-care, including resiliency strategies. 	https://docs.google.com/document/d/1JguVi2ubzvLj2A-OK6ZTUGd03cZhYkV5hrvTtSqTReU/edit?usp=sharing
<ul style="list-style-type: none"> Designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners. 	Colt- Megan Karinen Winans- Kris Wing Elmwood- Chuck Tolhurst East- Gail Schupbach MS- Kristen Hood, Jessica Poke HS- Cecil Roberts, Stephanie Brokstad, Tonya Droessler, Kristen Gazley District-wide: Tiffany Wright, Carrie Gregg, and TBD
<ul style="list-style-type: none"> Leverage MDE resources for student and staff mental health and wellness support. 	MDE - Mental Health web page Through Ingham ISD, Waverly will access support provided through 31n funds, which includes crisis support and group counseling opportunities.
<ul style="list-style-type: none"> Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email). 	For school staff: <ul style="list-style-type: none"> Internal referral processes for students who may be in crisis For students: <ul style="list-style-type: none"> Google Form (or similar) to request support for self or friend(s) For parents/families: <ul style="list-style-type: none"> Google Form (or similar) to request support for student(s) Designated email contact
<ul style="list-style-type: none"> Communicate with parents and guardians, via a variety of channels, return to school transition information including: <ol style="list-style-type: none"> 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. 	Communication channels may include: <ul style="list-style-type: none"> Student-led podcast, in partnership with E3 mental health provider and trauma consultant, on topics like destigmatization of COVID-19, understanding responses to crises, talking about trauma, and self-care strategies. Facebook posts Email messages Newsletters



Instruction

MI Safe Start | Phase 4

Instruction – Governance (Face-to-Face or Hybrid) – Before School Starts

Strongly Recommended

Recommendation	Notes/Comments
<p>1. 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:</p> <ul style="list-style-type: none"> a. Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations. b. Revise the district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness. c. Share the district's remote learning plan with all involved stakeholders in case of a return to remote learning. 	<p>Two work groups were formed - Academic Task Force (staff) and Community Task Force (parents/community members/staff) - to gather input from spring experience and explore model options. Also, parents were surveyed by their schools re: remote learning experiences.</p> <p>Important information has been noted from all stakeholders. This information has been used to make decisions and construct the Return to Learning Plan. This includes revisions to our spring remote learning plan, such as mandatory participation, structured schedules at all grade levels, and assessment of students as they re-enter the learning environment.</p> <p>The Superintendent and Directors of Teaching & Learning and Student Services will continue to engage stakeholders through the task force groups and surveys as the learning plan evolves.</p>

Instruction - Instruction (Face-to-Face or Hybrid) - Before School Starts

Strongly Recommended

Recommendation	Notes/Comments

<p>1. Activate hybrid learning programs at scale to deliver standards-aligned curricula and high-quality instructional materials. Integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. Consult MDE for high-quality digital resources.</p>	<p>Learning programs will be developed and delivered in online platforms, regardless of phase. The district platform will be SeeSaw (K) and Google Classroom (1-12), and other high-quality digital resources will be provided by the district to promote student engagement and differentiation (e.g. Screencastify, EdPuzzle, PearDeck, etc.). Planning for remote learning will prepare teachers to provide instruction from a distance and in-person.</p> <p>When applicable, standards-based core curricula will be delivered by teachers (e.g. Reading Street, Go Math, Amplify Science, Heggerty Phonemic Awareness, etc.).</p> <p>The scheduled learning program will include both synchronous (live, real-time) and asynchronous (recorded) lessons. Synchronous learning enables teachers to interact with students and provide immediate feedback, and it also offers students opportunities to collaborate and socialize with their peers. Asynchronous learning gives students opportunities to engage with the content on their own schedule, and they can revisit content as often as they need to.</p>
<p>2. Make expectations clear to school leaders and teachers around hybrid or remote instruction that include:</p> <ol style="list-style-type: none"> Best practices for blended or remote learning; Grade-level proficiencies; Modes of student assessment and feedback; Differentiated support for students; The inclusion of social-emotional learning; and Guidance around daily instructional time and workload per different grade bands to ensure consistency for students. 	<p>Best practices for remote instruction:</p> <ul style="list-style-type: none"> Expectations for 2020-21 School Year Waverly Distance Learning Expectations/Best Practices Waverly Google Classroom Guidelines Ingham ISD Blended and Online Learning Definitions and Best Practices <p>Assessment plans - in-person or remotely:</p> <ul style="list-style-type: none"> K-2: AIMSweb Plus and diagnostics (e.g. phonics) in August to identify strengths and gaps 3-4: AIMSweb Plus reading and math in September 5-10: NWEA in September <p>Differentiated support for students:</p> <ul style="list-style-type: none"> K-4: Flexible small groups based on AIMSweb Plus and other assessment data Differentiation and Small Group PD “What I Need” (WIN) time built into each school’s schedule. Students will be able to access direct support services from SE providers, as well as remediation and enrichment from GE teachers and paraeducators.

	<p>Formative assessment & feedback</p> <ul style="list-style-type: none"> • Student-centered feedback <p>Social-emotional learning - Social workers and E3 grant staff are collaborating to provide lessons for grades PreK-12</p> <p>Daily instructional time & workload per grade level bands included in instructional schedules. These include suggested time constraints for synchronous vs. asynchronous learning opportunities.</p> <p>Also:</p> <ul style="list-style-type: none"> • First 6-8 weeks of school will be dedicated to relationship building, review of concepts from spring 2020, social emotional lessons, PBIS, assessment of prerequisite skills and grade level proficiencies. <p>Other resources:</p> <ul style="list-style-type: none"> • ELA recommendations (Oakland) • Curriculum, Instruction, Assessment Toolkits (Oakland) • Math prioritization of instruction (Oakland)
<p>3. Set an instructional vision that ensures that:</p> <ol style="list-style-type: none"> Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject. Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics. Every student's academic and social-emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students. 	<p>Instructional vision:</p> <ul style="list-style-type: none"> • All students will start the year with access to grade-level instruction and high-quality, standards-aligned instructional materials in every subject <ul style="list-style-type: none"> ○ Content provided through Google Classroom, will be consistent within grade levels/courses. ○ Core curricular materials will be used when appropriate. ○ Weekly schedules will be developed so students and parents have an understanding of learning goals and easy access to learning materials. Here is an example of a weekly schedule (from Colt Early Childhood Education Center). ○ Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, and/or diagnostics tests.

	<ul style="list-style-type: none"> ■ K-4: AIMSweb Plus, phonics screeners, formative assessments based on Go Math unit tests ■ 5-12: NWEA, locally created formative assessments, screeners and diagnostics as needed/TBD ● Every student's academic and social-emotional needs will be addressed with the integration of SEL and strengthening connections with students. <ul style="list-style-type: none"> ○ Social workers - SEL lessons ○ Mental health screener (TBD) ○ PBIS
4. Secure supports for students who are transitioning to postsecondary.	<p>All high school students will develop their Educational Development Plans (EDPs) in which they have identified a career goal and training needed to achieve that goal. This information will help their counselors and teachers work with them on a postsecondary plan.</p> <p>Students with IEPs will have an active transition plan in their IEP that outlines the support school staff will provide these students to ensure they are set up to achieve their postsecondary visions.</p>
5. Support schools to implement grade-level curricula that are aligned to Michigan preK-12 standards. <ul style="list-style-type: none"> a. Support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction. 	<p>Example of power standards: Ferndale</p> <p>K-4: Instructional coaches are identifying power standards (reading and math) and working with grade level teams to determine how to focus, prioritize, and accelerate instruction.</p> <p>5-8: Intervention teachers (reading and math) are identifying power standards (reading and math) and working with grade level teams to determine how to focus, prioritize, and accelerate instruction.</p> <p>9-12: Departmental teams/course-specific teams will identify and utilize power standards in each course to accelerate instruction.</p>
6. 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. <ul style="list-style-type: none"> a. Commence intervention and support services. Plans must include all 	<p>Each grade level team will include both GE and SE teachers.</p> <p>Data will be collected for all students: academic assessments (screener, diagnostics), parent feedback</p> <p>Child Study Teams will schedule regular meetings as soon as possible. These teams include both general and special education staff.</p>

<p>programs and learning environments, especially special education, birth to five services, and CTE.</p> <p>b. 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.</p>	<p>Interventions will take place in a virtual setting at all grade levels. Time has been reserved in each school's schedule for "What I Need" (WIN) time, during which students will meet either one-on-one or in small groups with educators for remediation, enrichment, SE support, and other customized support.</p> <p>All teachers will have daily planning/collaboration time, so they will be able to coordinate delivery methods for assessments and instruction as outlined in IEPs.</p>
7. Inventory all intervention programs and services available to students on the district and school level and identify any gaps.	<p>Persons responsible for inventory:</p> <ul style="list-style-type: none"> ● Instructional coaches - grades K-4 ● Intervention teachers - grades 5-8 ● SE staff - All grades
8. Remain connected with MDE about policies and guidance.	Directors of Teaching & Learning and Student Services will be the primary district contacts for MDE about policies and guidance.
9. 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.	SE staff - including school psychologists and social workers - will be trained to conduct evaluation assessments virtually. Students will be identified for services such as occupational, physical, and/or speech and language therapy.

Instruction - Communications and Family Supports (Face-to-Face or Hybrid) – Before School Starts

Strongly Recommended	
Recommendation	Notes/Comments/Resource Links
<p>1. Implement any additional communication systems needed to reach every family and student in their home language through multiple modes (e.g., text, all call, email, home visit) to share:</p> <ul style="list-style-type: none"> a. Expectations around their child's return to school; b. Clear information about schedules and configurations, if hybrid; c. Information about modes of assessment, details on curricula used in 	<p>Explore the possibility of using PowerSchool for text messaging. Other platforms such as Remind or ClassTag may be used for communication with parents/families. Parent support for English learners will be provided through translation software and Google voice via voice and text.</p> <p>Create communication plan and timeline that includes:</p> <ul style="list-style-type: none"> ● District and school levels ● Message ● Mode(s) ● Person(s) responsible for communication ● Frequency

<p>each of the core subjects, and grade-level proficiencies; and</p> <p>d. Plans for each of the different school opening scenarios.</p>	<p>Teaching & Learning:</p> <ul style="list-style-type: none"> ● Provide information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies
<p>2. Provide resources that demonstrate schools value parents as partners in their child's education. Offer family supports that provide families with:</p> <p>a. Training about how to access and use the school's chosen digital systems and tools;</p> <p>b. Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child;</p> <p>c. Opportunities to build their digital literacy; and</p> <p>d. Strategies to support their child's learning at home.</p>	<p>Provide learning sessions for parents ("Parent University") to be partners in this learning voyage:</p> <ul style="list-style-type: none"> ● Tech training - How to navigate/use Google Classroom, etc. Example video tutorial here. ● SEL training - How to support students socially and emotionally during this time ● Mental health supports at home ● Academic training - What to do with your student to support learning <ul style="list-style-type: none"> ○ Grade and content specific ○ Enrichment AND remediation <p>Possible partners in this work:</p> <ul style="list-style-type: none"> ● Delta Township Library ● Ingham ISD ● Child and Family Charities/E3 ● Waverly Robotics ● Woldumar Nature Center

Instruction – Professional Learning (Face-to-Face or Hybrid) – Before School Starts

Strongly Recommended	
Recommendation	Notes/Comments
<p>1. Provide adequate time for schools and educators to engage in:</p> <p>a. Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed;</p> <p>b. Identify students who did not engage in remote learning and develop a plan to provide additional supports, if needed.</p>	<p>Curriculum planning:</p> <ul style="list-style-type: none"> ● K-4: Instructional coaches + grade level teams (GE and SE staff) - Elmwood and Winans will collaborate to ensure that there is horizontal alignment ● 5-6: Grade level teams (GE & SE) + math intervention teacher ● 7-8: Grade level teams (GE & SE) + intervention teachers (reading and math) ● 9-12: Departments - Each department will be assigned to an assistant principal <p>Identify students who did NOT engage in remote learning - Principals/school teams</p>

<p>Share data and concerns about each student's growth and needs with students' assigned teacher(s) for the 2020-2021 school year;</p> <p>c. Identify students who potentially need additional support; and</p> <p>d. Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning.</p>	<ul style="list-style-type: none"> ● Identify barriers to remote learning, then try to remove ● Create plan to provide additional academic supports, if needed ● Share data and concerns about each students' growth with teachers for 2020-21 school year <p>Identify students who potentially need additional support</p> <ul style="list-style-type: none"> ● Academic ● Mental health/social emotional health
<p>2. Create a plan for professional learning and training, with goals to:</p> <p>a. Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education;</p> <p>b. Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use; and</p> <p>c. Build school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging.</p> <p>3.</p>	<p>Professional learning for 2020-21 school year:</p> <ul style="list-style-type: none"> ● August - ACEs/trauma, critical consciousness (history of Waverly, student panel, board resolution, strategies for speaking up against racism), how to use Google Classroom, SE learning sessions for certified and non-certified staff ● Other sessions TBD <p>Waverly Community Schools Technology Resources - Tutorials and tips provided by Waverly technology department</p> <p>Blended and Online Learning Definitions and Best Practices - Ingham ISD</p> <p>"Tip Sheets" from Ingham ISD to support self-paced learning:</p> <ul style="list-style-type: none"> ● Screencasting Tip Sheet ● Screencasting 2.0 ● Google Meet Tip Sheet ● Google Meet 2.0 ● Google classroom tip sheet ● Formative Assessment and Feedback Tip Sheet ● Formative Assessment and Feedback 2.0 ● Templates for Organizing Your Google Classroom

Instruction – Instruction (Face-to-Face or Hybrid) – When Schools Reopen

Strongly Recommended	
Recommendation	Notes/Comments
<p>1. Ensure that every student:</p> <ul style="list-style-type: none"> a. Has access to standards-aligned, grade-level instruction, including strategies to accelerate student learning; b. Is assessed to determine student readiness to engage in grade-level content; and c. Is offered scaffolds and supports to meet their diverse academic and social-emotional needs. 	<p>Instructional vision:</p> <p>All students will start the year with access to grade-level instruction and high-quality, standards-aligned instructional materials in every subject</p> <ul style="list-style-type: none"> ● Content provided through Google Classroom, will be consistent within grade levels/courses. ● Core curricular materials will be used when appropriate. ● Weekly schedules will be developed so students and parents have an understanding of learning goals and easy access to learning materials. Here is an example of a weekly schedule (from Colt Early Childhood Education Center). ● Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screener, and/or diagnostics <ul style="list-style-type: none"> ○ K-4: AIMSweb Plus, phonics screeners, formative assessments based on Go Math unit tests ○ 5-12: NWEA, locally created formative assessments, screeners and diagnostics as needed/TBD <p>Every student's academic and social-emotional needs will be addressed with the integration of SEL and strengthening connections with students.</p> <ul style="list-style-type: none"> ● Social workers - SEL lessons ● Mental health screener (TBD) ● PBIS
<p>2. 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.</p>	<p>Regular meetings will be scheduled (every two weeks through October 31, at least monthly thereafter) at the building level - Teams may include: instructional coaches, intervention teachers, SE staff, School Improvement Team, building administrators. The teams will analyze student data and determine next steps for students who need acceleration.</p> <p>Each school will have a dedicated "Engagement Team" to identify and monitor students who are struggling academically and socially.</p>
<p>3. Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.</p>	<p>Each grade level team will include both GE and SE teachers.</p>

	<p>Data will be collected for all students: academic assessments (screeners, diagnostics), parent feedback</p> <p>Child Study Teams will schedule regular meetings as soon as possible. These teams include both general and special education staff.</p>
4. 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.	All IEPs will be held and reviewed via Google Meet sessions during Phase 4. Contingency plans will be created when safe face-to-face instruction is not possible due to the pandemic.
5. Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs.	Directors of Teaching & Learning and Student Services will work with building administrators and instructional leaders to identify and procure standards-aligned tools/materials to support differentiation, intervention and remote learning based on students' needs. Example: myHeggerty (phonemic awareness)
6. 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.	<p>Waverly Google Classroom Guidelines sets expectations for schools and teachers to integrate high quality digital tools and resources. Each classroom is required to have a "Unit 0," which is an orientation to the digital environment for both students and families.</p> <p>Additional resources:</p> <ul style="list-style-type: none"> • Waverly Community Schools Technology Resources - Tutorials and tips provided by our tech department • Best Practices for Remote Learning in the Content Areas - Oakland Schools • Distance Learning for Educators modules - Google • Blended and Online Learning Definitions and Best Practices - Ingham ISD
7. 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.	Summer learning program - 35a funds will be used for reading program grades K-3 in summer 2021. The program will include assessment and progress monitoring, reading interventions, and experiential learning opportunities (e.g. STEAM activities like designing and building robots with the help of high school students).
8. Support schools to communicate regularly with families in their home	Rachel Goodman and DaVasha Lobbins will work with community partners like the Refugee Development Center

<p>language about their child’s progress and the targeted plans for students in need of additional support.</p>	<p>to get help with translation services and to connect with resources for additional EL student support.</p> <p>Waverly will use a combination of translation applications as well as video tutorials to support the unique needs of students who are learning English. The ELL teacher will be working closely with general education teachers to support students across varying grade and language levels and providing student-specific supports.</p> <p>Parent support will be provided through translation software and Google voice via voice and text.</p>
<p>9. If hybrid, activate plans to monitor and assess the following:</p> <ul style="list-style-type: none"> a. Connectivity and Access: <ul style="list-style-type: none"> i. Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork. b. Attendance: <ul style="list-style-type: none"> i. Develop systems to monitor and track students’ online attendance on a daily basis. c. Student Work: <ul style="list-style-type: none"> i. Teachers will assess the quality of student work and provide feedback to students and families. ii. Students will self-assess the quality of work, reflect on teacher feedback, and learning progress. 	<p>Connectivity and Access:</p> <p>Waverly Community Schools will ensure that each has access to an electronic device. Each student will be assigned a device. that will be used at school and off-site, at the beginning of the 20-21 school year. We are making a good faith effort to ensure that all students/families have adequate connectivity to the internet. This includes expanding wireless coverage to outdoor spaces around our district (parking lots). We will also deploy a mobile wifi service that we will deploy. In individual cases, based upon need, we will provide students with mifis and hot-spots to use at their homes.</p> <p>Attendance:</p> <p>We will monitor attendance via 2-way communication logs, as well as through daily attendance in synchronous learning sessions.</p> <p>Student Work:</p> <p>Teachers will assess the quality of student work and provide feedback in a variety of ways, including face-to-face (via Google Meet), phone, email, Google Forms, and other tech tools.</p> <p>Formative assessment and feedback guidance:</p> <ul style="list-style-type: none"> • formative assessment and feedback 1.0 tip sheet, • 2.0 tip sheet

PHASE 5- students will begin to re-enter face-to-face instruction

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



Safety Protocols

MI Safe Start | Phase 5

Safety Protocols - Personal Protective Equipment

Strongly Recommended

Requirement	Notes/Comments
<p>1. 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 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.</p> <p>a. PreK-5 and special education teachers should consider wearing clear masks.</p> <p>b. Homemade facial coverings must be washed daily.</p> <p>c. Disposable facial coverings</p>	<p>Staff who are present in the school buildings will always wear facial coverings, except if the facial covering is not medically tolerated. Facial masks may be homemade or disposable. WCS will follow the guidelines listed in the MI Safe Start PPE Phase 4 plan.</p> <p>WCS has purchased clear masks for some of our speech and special education staff.</p> <p>Families will be notified that homemade facial coverings must be clean for each day of school and disposable facial coverings must be disposed of at the end of each day.</p>

must be disposed of at the end of each day.	
<p>2. 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.</p> <ul style="list-style-type: none"> a. Homemade facial coverings should be washed daily. b. Disposable facing coverings should be disposed of at the end of each day. 	<p>WCS will require preK-12 students to wear facial coverings in areas that are common and in hallways. We will not mandate any masks for students in our programs with children ages 4 and below. WCS will follow the remaining guidelines outlined in the MI Safe Start plan.</p>
Recommended	
Recommendation	Notes/Comments
<p>1. Facial coverings should be considered for preK students and students with special needs in hallways and common areas.</p> <ul style="list-style-type: none"> a. Facial coverings are not recommended for use in classrooms by children ages 3 and 4. b. Facial coverings should never be 	<p>When students begin to transition back into the school buildings, WCS will require preK-4 students to wear facial coverings in areas that are common and in hallways. We will not mandate any masks for students in our programs with children ages 4 and below. WCS will follow the remaining guidelines outlined in the MI Safe Start plan.</p>

used on children under age 2.	
2. 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.	WCS will consider facial coverings for our students with IEPs. Decisions will be made on a student-by-student, class-by-class basis.
3. 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.	WCS will mandate that facial coverings must be worn in classrooms by all students grades 5-12. WCS will follow the remaining guidelines outlined in the MI Safe Start plan. WCS reserves the right to re-evaluate this decision based on the trajectory of the virus and the COVID-19 cases in Eaton/Ingham county area.
4. Gloves are not required except for custodial staff or teachers cleaning their classrooms.	WCS will follow the guidelines in the MI Safe Start plan.

Safety Protocols - Hygiene

Strongly Recommended

Requirement	Notes/Comments
1. Provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques).	WCS will provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques).
2. Teach and reinforce handwashing with soap	Age-appropriate PBIS lessons will be created to cover personal hygiene skills such as hand washing, coughing, etc.

and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.	
3. Educate staff and students 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.	Signage will be purchased for each classroom. Teachers will be instructed to incorporate hand-washing into their daily schedules. PBIS lessons on hand-washing and coughing will be developed for each grade level.
4. 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.	Teachers and students will be made aware of these expectations.
Recommended	
Recommendation	Notes/Comments
1. Systematically and frequently check and refill soap and hand sanitizers.	WCS Custodial and Maintenance Supervisor will add these duties to the custodial checklist.
2. Students and teachers should have scheduled handwashing with soap and water every 2-3 hours.	Teachers and students will be made aware of these expectations.
3. Limit sharing of personal items and supplies such as writing utensils.	Principals in each school building have constructed a logistical plan to ensure that students have their own materials that are not shared with other students.
4. Keep students' personal items separate and in individually labeled cubbies, containers, or lockers.	Principals in each school building have constructed a logistical plan to ensure that students have their own materials that are not shared with other students.
5. Limit use of classroom materials to small groups and disinfect between uses or provide adequate supplies to assign for individual student use.	Principals have constructed a logistical plan to address the recommendations in the MI Safe Start plan.
6. Procure portable handwashing and/or hand sanitizing stations to set up throughout school buildings.	Portable handwashing stations have been procured for each building in the district.

Safety Protocols – Spacing, Movement and Access

Recommended

Recommendation	Notes/Comments
1. Spacing is six feet between desks to the extent that it is feasible.	This recommendation will only be feasible if a number of our students choose to continue in an online experience for the remainder of the school year.
2. Class sizes should be kept to the level afforded by necessary spacing decisions.	This recommendation will only be feasible if a number of our students choose to continue in an online experience for the remainder of the school year.
3. In classrooms where tables are utilized, space students as far apart as feasible.	WCS will follow this recommendation to the extent possible within the constraints of the classroom size.
4. Arrange all desks facing the same direction toward the front of the classroom.	Principals have constructed a logistical plan to address the recommendations in the MI Safe Start plan.
5. Teachers should try to maintain six feet of spacing between themselves and students as much as possible.	Teachers will be notified of this recommendation.
6. Post signage to indicate proper social distancing. <ul style="list-style-type: none"> a. Floor tape or other markers should be used at six-foot intervals where line formation is anticipated. b. Provide social distancing floor/seating markings in waiting and reception areas. c. Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques. d. Post signs on the doors of restrooms to indicate proper social distancing. 	Signage has been purchased and Building Principals have constructed a logistical plan to address the recommendations in the MI Safe Start plan.

7. 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.	Teachers will be notified of this recommendation.
8. 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.	Principals have constructed a logistical plan to address the recommendations in the MI Safe Start plan.
9. As able, “specials” (like art, music, and library) should be brought to the classrooms instead of having students move to different locations.	Principals have constructed a logistical plan to address the recommendations in the MI Safe Start plan.
10. 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.	Principals have constructed a logistical plan to address the recommendations in the MI Safe Start plan.
11. 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.	Principals have constructed a logistical plan to address the recommendations in the MI Safe Start plan.
12. Have staff monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.	Principals have constructed a logistical plan to address the recommendations in the MI Safe Start plan.

Safety Protocols – Screening Students, Staff and Guests

Strongly Recommended

Recommendation	Notes/Comments
1. Every school should identify and designate a quarantine area and a staff person to care for students who become ill at school.	WCS staff will be made aware of these expectations. Principals have created logistical plans for their specific buildings, which address this issue
2. 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.	WCS staff will be made aware of these expectations. Principals have created logistical plans for their specific buildings, which address this issue
3. Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines .	WCS will follow the guidelines in the MI Safe Start Plan.
4. Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building.	WCS will follow the guidelines in the MI Safe Start Plan.

Recommended

Recommendation	Notes/Comments
1. 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.	WCS has created an electronic screening form for all staff and visitors prior to entry to our buildings. Staff that work in multiple buildings on a daily basis will need to resubmit the form for each building they enter. bit.ly/waverlyscreening
2. Any parents or guardians entering the building should wash or sanitize hands prior to entry.	Parents/guardians and guests will only be allowed in the building under extenuating circumstances.
3. Parents or guardians are not allowed in the school building except under	See question #2

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.	
4. 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.	Parents will be made aware of these recommendations. WCS has procured an at-home screener for parents to use.
5. 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.	Parents will be made aware of these recommendations. WCS has procured an at-home screener for parents to use.
6. Entrances and exits should be kept separate to keep traffic moving in a single direction.	WCS principals have designed building logistical plans and will follow these recommendations when feasible.

Safety Protocols – Testing Protocols for Student and Staff and Responding to Positive Cases

Strongly Recommended

Recommendation	Notes/Comments
1. Students who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be	WCS will follow the guidelines that are outlined in the MI Safe Start Plan.

transported by their parent/guardian, emergency contact, or ambulance if clinically unstable, for off-site testing.	
2. 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.	WCS will follow the guidelines that are outlined in the MI Safe Start Plan.
3. Parents and guardians 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.	WCS will follow the guidelines that are outlined in the MI Safe Start Plan.
4. Symptomatic students and staff sent home from school should be kept home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.	Staff will communicate with HR if they have a confirmed case of COVID19, and be referred to the Health Dept. HR will follow current guidance from the County Health Dept for return to work timelines and measures.
5. 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.	WCS Director of Human Resources will communicate and cooperate with Ingham and Eaton/Barry Health Department officials and provide names and basic contact information of individuals that may have been exposed to assist with contact tracing.
Recommended	
Recommendation	Notes/Comments
1. Parents and guardians are encouraged to check students' temperature at home every morning using oral, tympanic (ear), or temporal scanners; students with a temperature of 100.4 or greater must stay home and consider coronavirus testing.	When students transition back to face-to face learning, WCS will ask parents to screen their children each day for symptoms of COVID-19. A screener form has been procured.
2. Parents and guardians are encouraged to monitor for symptoms of COVID-19. The presence of any unexplained symptoms, including	Parents will be notified of this expectation.

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

Safety Protocols – Responding to Positive Tests Among Staff and Students

Strongly Recommended

Recommendation	Notes/Comments
<p>1. 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.</p> <p>a. The Local Health Department will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self-quarantine for up to 14 days after exposure. Local health officials, depending on the situation, may identify other contacts who Safety Protocols 26 Governor Gretchen Whitmer MI Return To School Roadmap require quarantine. Schools can help the local health department by collecting data and contact information of those exposed.</p> <p>b. 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/</p>	<p>WCS Director of Human Resources will communicate and cooperate with Ingham and Eaton/Barry Health Department officials and provide names and basic contact information of individuals that may have been exposed to assist with contact tracing.</p>

student acknowledges and publicly discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test).	
2. 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.	Staff will communicate with HR if they have a confirmed case of COVID19, and be referred to the Health Dept. HR will follow current guidance from the County Health Dept for return to work timelines and measures.

Recommended

Recommendation	Notes/Comments
1. If possible, smaller areas such as individual classrooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles.	Principals have constructed a logistical plan to address the recommendation in the MI Safe Start plan.
2. Cleaning staff should wear a surgical mask when performing cleaning of these areas along with gloves and face shield.	WCS will follow the recommended guidelines in the MI Safe Start Plan

Safety Protocols – Food service, gathering, and extracurricular activities

Strongly Recommended

Recommendation	Notes/Comments
1. Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks.	WCS will follow the recommended guidelines in the MI Safe Start Plan
2. Students, teachers, and cafeteria staff wash hands before and after every meal.	WCS will follow the recommended guidelines in the MI Safe Start Plan
3. 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.	WCS will follow the recommended guidelines in the MI Safe Start Plan

4. If field trips occur, they should comply with transportation guidelines within this document, including mandatory facial covering.	WCS will follow the recommended guidelines in the MI Safe Start Plan
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Recommended

Recommendation	Notes/Comments
1. If possible, classrooms should be used for eating in place, taking into consideration food allergies.	WCS will follow the recommended guidelines in the MI Safe Start Plan
2. If cafeterias need to be used, meal times should be staggered to create seating arrangements with six feet of distance between students.	WMS and WHS will create additional spaces in the building for students to eat their lunch.. Elementary students will eat in their classrooms with their cohort groups.
3. If possible, school-supplied meals should be delivered to classrooms with disposable utensils.	WCS will follow the recommended guidelines in the MI Safe Start Plan
4. Schools should offer telecasting of assemblies and other school-sanctioned events if able.	WCS will follow the recommended guidelines in the MI Safe Start Plan
5. Students and teachers should wash hands before and after every event.	WCS will follow the recommended guidelines in the MI Safe Start Plan
6. After-school programs may continue with the use of facial coverings.	WCS will follow the recommended guidelines in the MI Safe Start Plan

Safety Protocols – Athletics

Strongly Recommended

Recommendation	Notes/Comments
1. 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.	WCS will follow the recommended guidelines in the MI Safe Start Plan WCS will continue to follow all guidelines set forth by the MHSAA.
2. Students, teachers, and staff must use proper hand hygiene	WCS will follow the recommended guidelines in the MI Safe Start Plan WCS will continue to follow all guidelines set forth by the MHSAA.

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.	*see MHSAA plan in Phase 4
3. All equipment must be disinfected before and after use.	WCS will follow the recommended guidelines in the MI Safe Start Plan WCS will continue to follow all guidelines set forth by the MHSAA. *see MHSAA plan is Phase 4
4. Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent "Busing and Student Transportation" section.	
5. Each participant should use a clearly marked water bottle for individual use. There should be no sharing of this equipment.	WCS will follow the recommended guidelines in the MI Safe Start Plan WCS will continue to follow all guidelines set forth by the MHSAA. *see MHSAA plan is Phase 4

Recommended

Recommendation	Notes/Comments
1. 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.	WCS will follow the recommended guidelines in the MI Safe Start Plan WCS will continue to follow all guidelines set forth by the MHSAA. *see MHSAA plan is Phase 4
2. Handshakes, fist bumps, and other unnecessary contact should not occur.	WCS will follow the recommended guidelines in the MI Safe Start Plan WCS will continue to follow all guidelines set forth by the MHSAA. *see MHSAA plan is Phase 4

Safety Protocols – Cleaning

Strongly Recommended

Recommendation	Notes/Comments
1. Frequently touched surfaces including	When students transition back into the buildings, temporary staff will be used during the day to clean these high touch point areas between 11am

lights, doors, benches, and bathrooms should undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.	-1pm. Custodians will be responsible for this prior to the start of the school day and at the end of the day.
2. 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.	Custodians will use a list from the Principals that gives a timeline of library spaces/computer labs that will be having classes on a daily basis, so they can ensure proper sanitation.
3. Student desks should be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.	WCS Maintenance and Custodial Supervisor has purchased 200 spray bottles and a CDC approved disinfectant, to fill the bottles for each classroom/office space. This will be provided to all pre-K to 12 classrooms and each office space that will see children.
4. Playground structures should continue to undergo normal routine cleaning, but using an EPA-approved disinfectant is unnecessary.	WCS Maintenance and Custodial Supervisor will assign the head custodian a weekly cleaning task to do playground cleaning.
5. Athletic equipment can be cleaned with either an EPA-approved disinfectant or diluted bleach solution before and after each use.	WCS will follow the guidelines outlined in the MI Safe Start Plan.
6. 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.	Teachers will be able to identify the safest place to store cleaning products. Many teachers are keeping clorox wipes safe from kids.

Recommended

Recommendation	Notes/Comments
1. Staff should wear gloves, surgical masks, and face shields when performing all cleaning activities.	WCS Maintenance and Custodial Supervisor has purchased gloves, masks and face shields for all custodians and communicated this requirement to all staff. We have enough masks to start the year.

Safety Protocols – Busing and Student Transportation

Strongly Recommended

Recommendation	Notes/Comments
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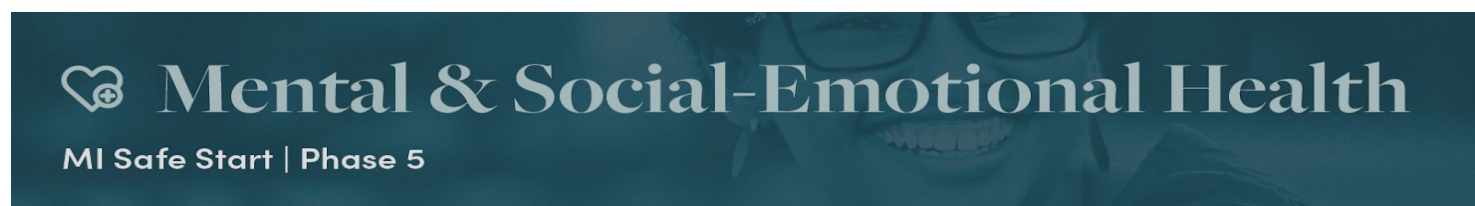
1. Strongly encourage the use of hand sanitizer before entering the bus. Hand sanitizer should be supplied on the bus.	Hand sanitizer dispensers have been installed inside the bus doors.
2. The bus driver, staff, and all students in grades preK-12, if medically feasible, should wear facial coverings while on the bus.	WCS Transportation Supervisor will post signage on each bus requiring the use of a face covering. WCS will modify the bus rules to include the use of a face covering and consider requiring parents to sign the rules acknowledging receipt. Drivers will fill the bus from back to front instead of front to back.
3. Clean and disinfect transportation vehicles regularly. Children should not be present when a vehicle is being cleaned.	WCS Transportation Supervisor will add 15 minutes of time to each drivers schedule to accommodate this cleaning requirement. Additional disinfectant sprayers will be purchased to ensure adequate equipment is available to accomplish this task. WCS has 12 disinfectant sprayers on order. May need to order 2 more for the buses.
4. <u>Clean and disinfect</u> 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.	WCS Transportation Supervisor will add 15 minutes of time to each drivers schedule to accommodate this cleaning requirement. Additional disinfectant sprayers will be purchased to ensure adequate equipment is available to accomplish this task. Provide each bus with Clorox or other wipes (where available)
5. Clean, sanitize, and disinfect equipment including items such as car seats and seat belts, wheelchairs, walkers, and adaptive equipment being transported to schools.	N/A- WCS contracts with DEAN Transportation for special populations of students.
6. Create a plan for getting students home safely if they are not allowed to board the vehicle.	School/Parent responsibility. Consider using the van, only if absolutely necessary. Might be able to retrofit with plexiglass behind the driver/passenger seat. May not have staff who are willing to transport an infected person.
7. If a student becomes sick during the day, they should not use group transportation to return home and should follow protocols outlined above.	WCS Transportation Supervisor will continue to recruit and hire drivers to fill stand-by and substitute drivers roles in the event that we have drivers who do not return to work for health reasons, or when drivers fall ill and cannot complete their routes. WCS will contact Dean Transportation to look into the potential to contract with them.
8. If a driver becomes sick	WCS will follow protocols that are outlined in the MI Safe Start Plan.

during the day, they should follow protocols for sick staff outlined above and should not return to drive students.	
Recommended	
Recommendation	Notes/Comments
1. Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.	WCS will follow protocols that are outlined in the MI Safe Start Plan.
2. 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.	WCS will follow protocols that are outlined in the MI Safe Start Plan.

Safety Protocols – Medically Vulnerable Students and Staff

Strongly Recommended	
Recommendation	Notes/Comments
1. Systematically review all current plans (e.g. Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19.	All health plans are reviewed and updated annually. Parents will be asked to update healthcare plans in a return to school information form.
2. Create a process for students/families and staff to self-identify as high-risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning	When we transition back to face-to-face learning, our nurse will implement this process.

arrangements or work reassignments.	
Recommended	
Recommendation	Notes/Comments
1. 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.	WCS staff will be made aware of these expectations. Principals have created logistical plans for their specific buildings, which address this issue. We are currently unable to procure N95 masks. WCS staff are working to find N95 masks.
2. 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.	Our Director of Human Resources is working on a process to accommodate these employees. He is communicating with Thrun law firm to accurately understand and implement all leave possibilities.



Mental & Social-Emotional Health – Before Schools Reopen for In-Person Instruction

Recommended	
Recommendation	Notes/Comments
<ul style="list-style-type: none"> 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 	<p>An additional Mental Health Support - School Social Worker has been hired to support students with mental & social-emotional health concerns.</p> <p>Screener will need to include:</p> <ul style="list-style-type: none"> Language at the top “please complete these questions to help us check in on your child’s social and emotional well-being” Language at the end “If your child meets the criteria, would you be interested in having her/him/them receive mental health supports? IF so, (FERPA statement/release)

transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines	
<ul style="list-style-type: none"> Establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams. 	Staff will receive training on identifying students who need mental and social-emotional supports during the opening Professional Development days.
<ul style="list-style-type: none"> 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. 	<p>Here is the plan to provide professional development for WCS staff members:</p> <p>https://docs.google.com/document/d/1ljqSOpPm-b1a9SJk7c5YUP6c31pT1kuvjeRB_nm_7M/edit?usp=sharing</p> <p>Through the E3 grant, we have a full-time mental health provider and a trauma consultant who are available to provide training throughout the school year. Topics will include:</p> <ul style="list-style-type: none"> Trauma - ACEs, trauma-informed best practices, secondary trauma Resiliency & self-care Social emotional learning <p>Identification of high-risk students and local referral processes</p>
<ul style="list-style-type: none"> 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. 	<p>See the attached flow chart that accompanies the WCS crisis plan:</p> <p>https://drive.google.com/file/d/1_H5GcFQO8aWSk4Dv1B0qF_f92FmCGjl9/view?usp=sharing</p>
<ul style="list-style-type: none"> Establish a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed (e.g., 	<p>Attached is a fluid list of comprehensive wellness resources available to both staff and students:</p> <p>https://drive.google.com/file/d/1k_fJaRvY07kNXtBsoUzaO0bS4uqwojZw/view?usp=sharing</p>

loss of student, loss of a school staff member).	
<ul style="list-style-type: none"> 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. 	<p>Attached is a document that provides helpful signs and symptoms to evaluate wellness:</p> <p>https://drive.google.com/file/d/17dcWmAC1LsHRDgkEtAbDExcHD9TQB4r4/view?usp=sharing</p>
<ul style="list-style-type: none"> Establish ongoing reporting protocols for school staff to evaluate physical and mental health status. 	<p>https://docs.google.com/document/d/1JguVi2ubzvLj2A-OK6ZTUGd03cZhYkV5hrvTtSqTReU/edit?usp=sharing</p>
<ul style="list-style-type: none"> Provide resources for staff self-care, including resiliency strategies. 	<p>https://docs.google.com/document/d/1JguVi2ubzvLj2A-OK6ZTUGd03cZhYkV5hrvTtSqTReU/edit?usp=sharing</p>
<ul style="list-style-type: none"> Designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners. 	<p>Colt- Megan Karinen Winans- Kris Wing Elmwood- Chuck Tolhurst East- Gail Schupach MS- Kristen Hood & TBD HS- Cecil Roberts, Stephanie Brokstad, Tonya Droessler, Kristen Gazley District-wide: Tiffany Wright, Carrie Gregg, and TBD</p>
<ul style="list-style-type: none"> Leverage MDE resources for student and staff mental health and wellness support. 	<p><u>MDE - Mental Health web page</u></p> <p>Through Ingham ISD, Waverly will access support provided through 31N funds, which include crisis support and group counseling opportunities.</p>
<ul style="list-style-type: none"> Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email). 	<p>For school staff: -Internal referral processes for students who may be in crisis</p> <p>For students: -Google Form (or similar) to request support for self or friend(s)</p> <p>For parents/families: -Google Form (or similar) to request support for student(s) -Designated email contact</p>
<ul style="list-style-type: none"> Communicate with parents and guardians, via a variety of channels, return to school transition information including: 	<p>Communication channels may include:</p> <ul style="list-style-type: none"> Student-led podcast, in partnership with E3 mental health provider and trauma consultant, on topics like destigmatization of COVID-19, understanding responses to crises, talking about trauma, and self-care strategies.

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

- Facebook posts
- Email messages
- Newsletters



Instruction – Governance – Before Schools Reopen for In-Person Instruction

Recommended	
Recommendation	Notes/Comments
<p>1. 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:</p> <ol style="list-style-type: none"> a. Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations. b. Revise the district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness. c. Share the district's remote learning plan with all involved stakeholders in case of a return to remote learning. 	<p>2 work groups were formed - Academic Task Force (staff) and Community Task Force (parents/community members/staff) - to gather input from our spring experience and explore model options. Also, parents were surveyed by their schools re: remote learning experiences.</p> <p>Important information has been noted from all stakeholders. This information has been used to make decisions and construct the Return to Learning Plan. This includes revisions to our remote learning plan, such as mandatory participation, structured schedules at all grade levels, and assessment of students as they re-enter the learning environment.</p> <p>The Superintendent and Directors of Teaching & Learning and Student Services will continue to engage stakeholders through the task force groups and surveys as the learning plan evolves.</p>

Instruction – Instruction – Before Schools Reopen for In-Person Instruction

Recommended

Recommendation	Notes/Comments
<ul style="list-style-type: none"> • 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. 	<p>Learning programs will be developed and delivered in online platforms, regardless of phase. The district platform will be SeeSaw (K) and Google Classroom (1-12), and other high-quality digital resources will be provided by the district to promote student engagement and differentiation (e.g. Screencastify, EdPuzzle, PearDeck, etc.). Planning for remote learning will prepare teachers to provide instruction from a distance and in-person.</p> <p>When applicable, standards-based core curricula will be delivered by teachers (e.g. Reading Street, Go Math, Amplify Science, Heggerty Phonemic Awareness, etc.).</p> <p>The scheduled learning program will include both synchronous (face-to-face) and asynchronous (recorded) lessons. Synchronous learning enables teachers to interact with students and provide immediate feedback, and it also offers students opportunities to collaborate and socialize with their peers. Asynchronous learning gives students opportunities to engage with the content on their own schedule, and they can revisit content as often as they need to.</p>
<ul style="list-style-type: none"> • Make expectations clear to school leaders and teachers around hybrid or remote instruction that include: <ol style="list-style-type: none"> a. Best practices for blended or remote learning; b. Grade-level proficiencies; c. Modes of student assessment and feedback; d. Differentiated support for students; e. The inclusion of social-emotional learning; and f. Guidance around daily instructional time and workload per different grade bands to ensure consistency for students. 	<p>Best practices for remote instruction:</p> <ul style="list-style-type: none"> • Expectations for 2020-21 School Year • Waverly Distance Learning Expectations/Best Practices • Waverly Google Classroom Guidelines • Ingham ISD Blended and Online Learning Definitions and Best Practices <p>Assessment plans - in-person or remotely:</p> <ul style="list-style-type: none"> • K-2: AIMSweb Plus and diagnostics (e.g. phonics) in August to identify strengths and gaps • 3-4: AIMSweb Plus reading and math in September • 5-10: NWEA in September <p>Differentiated support for students:</p> <ul style="list-style-type: none"> • K-4: Flexible small groups based on AIMSweb Plus and other assessment data • Differentiation and Small Group PD • “What I Need” (WIN) time built into each school’s schedule. Students will be able to access direct support services from SE providers, as well as remediation and enrichment from GE teachers and para-educators. <p>Formative assessment & feedback</p>

	<ul style="list-style-type: none"> • Student-centered feedback <p>Social-emotional learning - Social workers and E3 grant staff are collaborating to provide lessons for grades PreK-12</p> <p>Daily instructional time & workload per grade level bands included in instructional schedules. These include suggested time constraints for synchronous vs. asynchronous learning opportunities.</p> <p>Also:</p> <ul style="list-style-type: none"> • First 6-8 weeks of school will be dedicated to relationship building, review of concepts from spring 2020, social emotional lessons, PBIS, assessment of prerequisite skills and grade level proficiencies. <p>Other resources:</p> <ul style="list-style-type: none"> • ELA recommendations (Oakland) • Curriculum, Instruction, Assessment Toolkits (Oakland) • Math prioritization of instruction (Oakland)
<ul style="list-style-type: none"> • Set an instructional vision that ensures that: <ol style="list-style-type: none"> a. Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject. b. Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics. c. Every student's academic and social-emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students. 	<p>Instructional vision:</p> <ul style="list-style-type: none"> • All students will start the year with access to grade-level instruction and high-quality, standards-aligned instructional materials in every subject <ol style="list-style-type: none"> a. Content provided through Google Classroom, will be consistent within grade levels/courses. b. Core curricular materials will be used when appropriate. c. Weekly schedules will be developed so students and parents have an understanding of learning goals and easy access to learning materials. Here is an example of a weekly schedule (from Colt Early Childhood Education Center). d. Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screener, and/or diagnostics <ol style="list-style-type: none"> i. K-4: AIMSweb Plus, phonics screeners, formative assessments based on Go Math unit tests ii. 5-12: NWEA, locally created formative assessments, screeners and diagnostics as needed/TBD • Every student's academic and social-emotional needs will be addressed with the integration of SEL and strengthening connections with students. <ol style="list-style-type: none"> a. Social workers - SEL lessons b. Mental health screener (TBD) c. PBIS
<ul style="list-style-type: none"> • Secure supports for students who are transitioning to postsecondary. 	<p>All high school students will develop their Educational Development Plans (EDPs) in which they have identified a career goal and training needed to achieve that goal. This information will help their counselors and teachers work with them on a postsecondary plan.</p>

	Students with IEPs will have an active transition plan in their IEP that outlines the support school staff will provide these students to ensure they are set up to achieve their postsecondary visions.
<ul style="list-style-type: none"> Support schools to implement grade-level curricula that are aligned to Michigan preK-12 standards. <ul style="list-style-type: none"> Support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction. 	<p>Example of power standards: Ferndale</p> <p>K-4: Instructional coaches are identifying power standards (reading and math) and working with grade level teams to determine how to focus, prioritize, and accelerate instruction.</p> <p>5-8: Intervention teachers (reading and math) are identifying power standards (reading and math) and working with grade level teams to determine how to focus, prioritize, and accelerate instruction.</p> <p>9-12: Departmental teams/course-specific teams will identify and utilize power standards in each course to accelerate instruction.</p>
<ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> Commence intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE. 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. 	<p>Each grade level team will include both GE and SE teachers.</p> <p>Data will be collected for all students: academic assessments (screener, diagnostics), parent feedback</p> <p>Child Study Teams will schedule regular meetings as soon as possible. These teams include both general and special education staff.</p> <p>Interventions will take place in a virtual setting at all grade levels. Time has been reserved in each school's schedule for "What I Need" (WIN) time, during which students will meet either one-on-one or in small groups with educators for remediation, enrichment, SE support, and other customized support.</p> <p>All teachers will have daily planning/collaboration time, so they will be able to coordinate delivery methods for assessments and instruction as outlined in IEPs.</p>
<ul style="list-style-type: none"> Inventory all intervention programs and services available to students on the district and school level and identify any gaps. 	<p>Persons responsible for inventory:</p> <ul style="list-style-type: none"> Instructional coaches - grades K-4 Intervention teachers - grades 5-8 SE staff - All grades
<ul style="list-style-type: none"> Develop a continuation of services plan for students needing either occupational, physical, and/or speech 	SE staff - including school psychologists and social workers - will be trained to conduct evaluation assessments virtually. Students will be

and language therapy, including evaluations by school psychologists and social workers.	identified for services such as occupational, physical, and/or speech and language therapy.
<p><u>Instruction - Communications and Family Supports – Before Schools Reopen for In-Person Instruction</u></p>	
<p align="center">Recommended</p>	
Recommendation	Notes/Comments
<p>1. Implement any additional communication systems needed to reach every family and student in their home language through multiple modes (e.g., text, all call, email, home visit) to share:</p> <ol style="list-style-type: none"> Expectations around their child’s return to school; Clear information about schedules and configurations, if hybrid; Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies; and Plans for each of the different school opening scenarios. 	<p>Explore the possibility of using PowerSchool for text messaging. Other platforms such as Remind or ClassTag may be used for communication with parents/families. Parent support for English learners will be provided through translation software and Google voice via voice and text.</p> <p>Create communication plan and timeline that includes:</p> <ul style="list-style-type: none"> District and school levels Message Mode(s) Person(s) responsible for communication Frequency <p>Teaching & Learning:</p> <ul style="list-style-type: none"> Provide information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies
<p>2. Provide resources that demonstrate schools value parents as partners in their child’s education. Offer family supports that provide families with:</p> <ol style="list-style-type: none"> Training about how to access and use the school’s chosen digital systems and tools; Supports and resources for families 	<p>Provide learning sessions for parents (“Parent University”) to be partners in this learning voyage:</p> <ul style="list-style-type: none"> Tech training - How to navigate/use Google Classroom, etc. Example video tutorial here. SEL training - How to support students socially and emotionally during this time Mental health supports at home Academic training - What to do with your student to support learning <ul style="list-style-type: none"> Grade and content specific Enrichment AND remediation <p>Possible partners in this work:</p> <ul style="list-style-type: none"> Delta Township Library Ingham ISD

<p>to use at home, such as grade-specific activities and strategies for teaching and helping their child;</p> <p>c. Opportunities to build their digital literacy; and</p> <p>d. Strategies to support their child's learning at home.</p>	<ul style="list-style-type: none"> • Child and Family Charities/E3 • Waverly Robotics • Woldumar Nature Center
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Instruction – Professional Learning – Before Schools Reopen for In-Person Instruction

Recommended	
Recommendation	Notes/Comments
<p>Provide adequate time for schools and educators to engage in:</p> <p>a. Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed;</p> <p>b. 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;</p> <p>c. Identify students who potentially</p>	<p>Curriculum planning:</p> <ul style="list-style-type: none"> • K-4: Instructional coaches and grade level teams (GE and SE staff) - Elmwood and Winans will collaborate to ensure that there is horizontal alignment • 5-6: Grade level teams (GE & SE) + math intervention teacher • 7-8: Grade level teams (GE & SE) + intervention teachers (reading and math) • 9-12: Departments - Each department will be assigned to an assistant principal <p>Identify students who did NOT engage in remote learning - Principals/school teams</p> <ul style="list-style-type: none"> • Identify barriers to remote learning, then try to remove • Create plan to provide additional academic supports, if needed • Share data and concerns about each students' growth with teachers for 2020-21 school year <p>Identify students who potentially need additional support</p> <p>Academic</p> <p>Mental health/social emotional health</p>

<p>need additional support; and</p> <p>d. Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning.</p>	
<p>Create a plan for professional learning and training, with goals to:</p> <p>e. Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education;</p> <p>f. Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use; and</p> <p>g. Build school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging.</p>	<p>Professional learning for 2020-21 school year:</p> <ul style="list-style-type: none"> • August - ACEs/trauma, critical consciousness (history of Waverly, student panel, board resolution, strategies for speaking up against racism), how to use Google Classroom, SE learning sessions for certified and non-certified staff • Other sessions TBD <p>Waverly Community Schools Technology Resources - Tutorials and tips provided by Waverly technology department</p> <p>Blended and Online Learning Definitions and Best Practices - Ingham ISD</p> <p>"Tip Sheets" from Ingham ISD to support self-paced learning:</p> <ul style="list-style-type: none"> • Screencasting Tip Sheet • Screencasting 2.0 • Google Meet Tip Sheet • Google Meet 2.0 • Google classroom tip sheet • Formative Assessment and Feedback Tip Sheet • Formative Assessment and Feedback 2.0 • Templates for Organizing Your Google Classroom

Instruction – Instruction – Recommended When Schools Reopen for In-Person Instruction

Recommended	
Recommendation	Notes/Comments
<p>1. Ensure that every student:</p> <p>a. Has access to standards-aligned, grade-</p>	<p>Instructional vision:</p> <p>2. All students will start the year with access to grade-level instruction and high-quality, standards-aligned instructional materials in every subject</p>

<p>level instruction, including strategies to accelerate student learning;</p> <p>b. Is assessed to determine student readiness to engage in grade-level content; and</p> <p>c. Is offered scaffolds and supports to meet their diverse academic and social- emotional needs.</p>	<p>a. Content provided through Google Classroom, will be consistent within grade levels/courses.</p> <p>b. Core curricular materials will be used when appropriate.</p> <p>c. Weekly schedules will be developed so students and parents have an understanding of learning goals and easy access to learning materials. Here is an example of a weekly schedule (from Colt Early Childhood Education Center).</p> <p>d. Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screener, and/or diagnostics</p> <p>i. K-4: AIMSweb Plus, phonics screeners, formative assessments based on Go Math unit tests</p> <p>ii. 5-12: NWEA, locally created formative assessments, screeners and diagnostics as needed/TBD</p> <p>3. Every student's academic and social-emotional needs will be addressed with the integration of SEL and strengthening connections with students.</p> <p>a. Social workers - SEL lessons</p> <p>b. Mental health screener (TBD)</p> <p>c. PBIS</p>
<p>4. 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.</p>	<p>Regular meetings will be scheduled (every two weeks through October 31, at least monthly thereafter) at the building level - Teams may include: instructional coaches, intervention teachers, SE staff, School Improvement Team, building administrators. The teams will analyze student data and determine next steps for students who need acceleration.</p> <p>Each school will have a dedicated "Engagement Team" to identify and monitor students who are struggling academically and socially.</p>
<p>5. Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.</p>	<p>Each grade level team will include both GE and SE teachers.</p> <p>Data will be collected for all students: academic assessments (screener, diagnostics), parent feedback</p> <p>Child Study Teams will schedule regular meetings as soon as possible. These teams include both general and special education staff.</p>
<p>6. 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.</p>	<p>All IEPs will be held and reviewed via Google Meet sessions or in-person with safety measures in place during Phase 5. Contingency plans will be created if face-to-face instruction is no longer possible due to the pandemic.</p>
<p>7. Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning,</p>	<p>Directors of Teaching & Learning and Student Services will work with building administrators and instructional leaders to identify and procure standards-aligned tools/materials to support differentiation, intervention</p>

based on students' needs.	and remote learning based on students' needs. Example: myHeggerty (phonemic awareness)
8. 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.	<p>Waverly Google Classroom Guidelines sets expectations for schools and teachers to integrate high quality digital tools and resources. Each classroom is required to have a "Unit 0," which is an orientation to the digital environment for both students and families.</p> <p>Additional resources:</p> <ul style="list-style-type: none"> • Waverly Community Schools Technology Resources - Tutorials and tips provided by our tech department • Best Practices for Remote Learning in the Content Areas - Oakland Schools • Distance Learning for Educators modules - Google • Blended and Online Learning Definitions and Best Practices - Ingham ISD
9. 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.	Summer learning program - 35a funds will be used for reading program grades K-3 in summer 2021. The program will include assessment and progress monitoring, reading interventions, and experiential learning opportunities (e.g. STEAM activities like designing and building robots with the help of high school students).
10. 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.	<p>Rachel Goodman and DaVasha Lobbins will work with community partners like the Refugee Development Center to get help with translation services and to connect with resources for additional EL student support.</p> <p>Waverly will use a combination of translation applications as well as video tutorials to support the unique needs of students who are learning English. The ELL teacher will be working closely with general education teachers to support students across varying grade and language levels and providing student-specific supports.</p> <p>Parent support will be provided through translation software and Google voice via voice and text.</p>

11. If hybrid, activate plans to monitor and assess the following:

a. Connectivity and Access:

- i. Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.

b. Attendance:

- i. Develop systems to monitor and track students' online attendance on a daily basis.

c. Student Work:

- i. Teachers will assess the quality of student work and provide feedback to students and families.
- ii. Students will self-assess the quality of work, reflect on teacher feedback, and learning progress.

Connectivity and Access:

Waverly Community Schools will ensure that each student has access to an electronic device. Each student will be assigned a device that will be used at school and off-site, at the beginning of the 20-21 school year. We are making a good faith effort to ensure that all students/families have adequate connectivity to the internet. This includes expanding wireless coverage to outdoor spaces around our district (parking lots). We will also deploy a mobile wifi service that we will deploy. In individual cases, based upon need, we will provide students with mifis and hot-spots to use at their homes.

Attendance:

We will monitor attendance via 2-way communication logs, as well as through daily attendance in synchronous learning sessions.

Student Work:

Teachers will assess the quality of student work and provide feedback in a variety of ways, including face-to-face (via Google Meet), phone, email, Google Forms, and other tech tools.

Formative assessment and feedback guidance:

- [formative assessment and feedback 1.0 tip sheet](#),
- [2.0 tip sheet](#)

Operations

MI Safe Start | Phase 5

Operations – Facilities – Before Schools Reopen for In-Person Instruction

Recommended	
Recommendation	Notes/Comments
1. Audit necessary materials and supply chain for cleaning and disinfection supplies	WCS Maintenance and Custodial Supervisor has audited all cleaning and disinfection supplies.
2. Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies. a. Advocate for ISDs to coordinate with LEMPs.	At this time, WCS has not had to coordinate with LEMPs to procure supplies. WCS has been able to procure the necessary supplies to last 3-4 months.
3. Audit any additional facilities that the district may have access to that could be used for learning.	At this time, WCS has no access to additional facilities to use for in-person learning sessions.
4. 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.	Temporary staff will be used during the day to clean these high touch point areas between 11am -1pm. Custodians will be responsible for this prior to the start of the school day and at the end of the day. WCS Supervisor will assign the building head custodian a weekly task to do playground cleaning.
5. 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.	WCS Director of Finance and Operations and WCS Supervisor of Custodial and Maintenance will schedule meetings with all staff to ensure that they are aware of any OSHA and CDC cleaning guidelines and schedule all needed professional development in this area.
6. Encourage schools to convene custodial and facilities staff to review and make actionable district	see question 5

guidance regarding cleaning and disinfection	
7. Encourage schools to provide advanced training for custodial staff.	see question 5
8. Custodial staff should continue deep cleaning over the summer	All WCS school buildings have been deep cleaned over the summer.
9. Audit all school buildings with a focus on: <ul style="list-style-type: none"> a. How many classrooms are available; b. The size of each classroom; c. Additional spaces that are available (e.g., gym, lunchroom, auditorium); and d. The ventilation in each classroom. 	<ul style="list-style-type: none"> a. Building principals have audited their buildings to keep track of available space in each building. b. The average classroom in Waverly would be able to social distance with 11-13 students in the room. Room sizes throughout the district all vary in size. c. Each building has a library, cafeteria, and gymnasium that could be used to space out students. WHS has a quad area that can be utilized as a large classroom. d. The current plan for air quality is to replace existing air filters on a quarterly basis in each of the classroom univents.
10. Audit school security protocols to decide if any process changes need to be implemented.	Each building has a security protocol. In addition, building principals have memorialized their enter/exit strategy to use when students are transitioned back into the building.
11. School security staff should follow CDC protocols if interacting with the general public.	Waverly High School has 2 security guards that will be used when the students transition back into the school buildings. These security guards will be mandated to follow the same CDC protocols that WCS staff follow.
12. Maintain facilities for in-person school operations. <ul style="list-style-type: none"> a. Check HVAC systems at each building to ensure that they are running efficiently. b. Air filters should be changed regularly. c. Custodial staff should distribute wastebaskets, tissues, and CDC-approved soap to every office and classroom so that 	WCS has plans to follow all of the recommendations that are listed in #12.

<p>these materials can be used upon entry and exit into any discrete location and during travel between sites.</p> <p>d. Signage about frequent handwashing, cough etiquette, and nose blowing should be widely posted, disseminated, and encouraged through various methods of communication.</p> <p>e. Custodial staff should follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.</p>	
<p>13. 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.</p>	<p>Building administrators will conduct and document a facility walk-through with their custodial lead.</p>
<p>14. Procure level-1 facial coverings, including those with a transparent front, for preK-5 teachers, low- income students, and students with special needs.</p>	<p>WCS has ordered facial covering with a transparent front for our medically fragile students and students with special needs.</p>
<p>15. Procure level-1 surgical masks for cleaning and janitorial staff.</p>	<p>WCS Maintenance and Custodial Supervisor has ordered masks that his staff are wearing.</p>

Operations – Budget, Food Service, Enrollment, and Staffing – Before School Opens

Recommended	
Recommendation	Notes/Comments
1. 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).	Building Principals have constructed a logistical plan to address the recommendation in the MI Safe Start plan.
2. Support schools in conducting staff and student outreach to understand who is coming back. <ul style="list-style-type: none"> a. For staff, this should include a breakdown of the staff – administrators, educators, support staff, full-time nurses, part-time nurses, school counselors, etc. b. 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). c. For students, this should include those with preexisting conditions who may need a remote learning environment 	<ul style="list-style-type: none"> a. WCS has conducted a survey to assess the needs and expectations of all staff members. b. When WCS transitions back to face-to-face learning, our Director of Human Resources will respond to any FFCRA, FMLA, ADA and any other leave requests, and update our staffing plan accordingly. c. As WCS transitions back to face-to-face learning, our nurse will work with families who request special accommodations for preexisting conditions. We are hopeful that families will be able to continue remote learning for the remainder of the 20-21 school year.
3. Assess need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs.	WCS just hired an additional Social Worker to focus on student wellness.
4. Work with relevant local bargaining units to assess how job responsibilities may shift in light of COVID-19 and how new or	Based on the MI Safe Start Plan, WCS is redeploying several members to help with the structure of remote learning. We are utilizing bus drivers, paraeducators, food service staff, and administrative assistants to adapt to the shifting needs of online education.

additional responsibilities will be accounted for	
5. Recruit, interview and hire new staff.	Currently being done.
6. Consider redeploying underutilized staff to serve core needs.	Based on the MI Safe Start Plan, WCS is redeploying several members to help with the structure of remote learning. We are utilizing bus drivers, paraeducators, food service staff, and administrative assistants to adapt to the shifting needs of online education.
7. Where possible, and in partnership with local bargaining units, identify and modify staff positions, that would enable high-risk staff to provide remote services.	When WCS transitions back to face-to-face learning, our Director of Human Resources will respond to any FFCRA, FMLA, ADA and any other leave requests, and update our staffing plan accordingly.
8. Communicate any student enrollment or attendance policy changes with school staff and families.	Building leaders will communicate with staff regarding enrollment and attendance procedures for the 20-21 school year.
9. Provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely	Currently being done
10. Seek and provide guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies).	WCS Director of Finance and Operations is currently seeking guidance regarding allowable spending with additional CARES Act dollars. The first round of CARES dollars was used to hire an additional social worker and provide additional resources for our students.
11. Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs.	WCS is cultivating partnerships with Community Mental Health to gather resources and collaborate regarding student and staff needs.
12. Inventory how many substitute teachers are available	EduStaff Sent out a Survey. https://drive.google.com/file/d/1L48DTDqBofzMyYVfs6uSuR1OB2FnExYT/view
13. Build and send back to school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures.	We have provided clear and consistent communications with staff members and students regarding their return to work and school
14. Verify that student and	Building handbooks will be available digitally on each buildings website.

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.	Staff Handbooks have been updated and will be delivered digitally at the beginning of the school year.
15. Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.	WCS Director of Human Resources is working closely with Thrun Law Firm to understand the labor and liability implications of COVID-1
16. Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.	All WCS administrators were part of a budget prioritization process when the 20-21 budget was developed.
17. Work with school leaders to orient new school staff to any operational changes.	Few new staff, but Principals will be contacted to reach out to their new staff members.
18. 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.	<p>Schedules: each school's schedule</p> <p>Building principals have designed logistical plans to address lunch, bell and arrival/dismissal schedules.</p> <p>WCS Transportation Supervisor has added 15 minutes to each bus route to ensure extra time for sanitation.</p>
19. Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.	<p>Food Service staff will follow these procedures:</p> <p>Staff will have temperatures taken daily upon arrival</p> <p>Gloves and mask will be worn during operation</p> <p>Kitchen and cafeteria will be cleaned and sanitized after each usage</p>

Operations – Technology – Before Schools Reopen for In-Person Instruction

Recommended	
Recommendation	Notes/Comments

1. Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.	Waverly Community Schools will be providing electronic devices for all students (Chromebooks or iPads).
2. Designate a single point of contact in each school to plan and communicate with district technology teams.	Waverly Community Schools staffs a Director of Technology and three technicians. The Director is in contact with the leadership in each building on a regular basis.
3. Develop a district technology plan that includes guidance for schools. If possible, include training and support for educators to adapt remote learning for the classroom.	WCS is providing professional development opportunities for staff in various remote learning platforms. WCS will post a technology guide on our website to assist parents with remote learning.
4. 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.	Staff will email, call or use the self-service portal when students encounter device issues/malfunctions.
5. Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.	The Director of Technology is listed on the district website.
6. 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).	Due to our robust technology team, parent liaisons will not be utilized for this function.
7. 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: a. Safely bagging devices collected at schools;	The WCS Technology team has an established distribution and return plan that will carry-over from the spring of 2020. All interactions with the public will follow CDC guidelines. WCS works with an established technology “help-desk” to conduct any maintenance or repair issues.

<ul style="list-style-type: none"> b. Sanitizing the devices prior to a repair or replacement evaluation; c. Ordering accessories that may be needed over the summer; and d. Conducting prepared maintenance routines to remove malware and fix standard issues including, screen 	
8. Identify an asset tracking tool.	Each device is tagged and tracked inside of WCS management systems.
9. Identify a vendor to assist with processing, returning, and maintaining devices, if needed.	WCS has an extended warranty with our newest electronic devices. We already have a fluid process for deploying and returning devices.
10. Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.	We have built-in processes that include device overstock used for equipment exchanges that occur in a timely fashion.
11. Prepare the Infrastructure Evaluation process. Every WiFi access point and wired network device should be tested.	WCS have ongoing monitoring services that notify technicians when portions of the network are not functioning.
12. Develop a technology support plan for families.	Families will follow this QR code when technology is broken or needs replacement/repair. Bit.ly/waverlytechrequest



13. Where possible, consider implementing live streaming of classrooms for students who are medically vulnerable.

Operations – Transportation – Before Schools Reopen for In-Person Instruction

Strongly Recommended

Recommendation	Notes/Comments
<p>1. 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:</p> <ul style="list-style-type: none"> a. How many buses are or could be made available in the district? b. How much variation is there in the size and maximum capacity of 	<p>WCS Supervisor of Transportation has a process that is frequently utilized to audit the busses and their capacity.</p> <p>WCS has 23 buses that could be made available in the district. We also have a 10 passenger transport van that is available.</p> <p>WCS does not currently have a shortage of bus drivers.</p> <p>We ended the school year with 20 bus drivers and we have 20 that will be returning.</p> <p>WCS buses are used for transportation to and from school.</p>

<p>buses in the district?</p> <p>c. How have the buses been currently or historically used (i.e., transportation to/ from school, transportation for multiple schools, athletic events, food service delivery)?</p> <p>d. How many drivers will be returning? How many are in the training pipeline? What is the plan to address any shortage of drivers?</p>	
2. Assess whether any bus contractors have been impacted by COVID-19 (i.e., closed or opt-out from current routes).	WCS is in close communication with DEAN Transportation, who we contract with for special population transportation.
3. Inventory bus drivers to understand the extent of high-risk populations.	The Supervisor or Transportation surveyed all of the WCS bus drivers to understand their health risks and ability to work.
4. Finalize bus procedures for bus drivers and students that are informed by public health protocols.	All buses will be outfitted with hand sanitizers installed inside the bus door. WCS transportation department will follow CDC guidelines as closely as possible.
Type district response here	

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

WCS will implement all highly recommended protocols when located in Phase 5 of the Michigan Safe Start Plan.

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

NA -

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

No

Final Steps for Submission

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

Date of Approval by the District Board of Education, PSA Board of Directors, or nonpublic school chief/designated school administrator:

Link to the Board Meeting Minutes or Signature of Board President, or signature of nonpublic school chief/designated school administrator:

Link to the approved Plan posted on the District/PSA/nonpublic school website:

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

Name of District/PSA/Nonpublic Leader Submitting Plan: Kelly Blake, Superintendent

Date Received by the ISD/Authorizing Body/Chief or designated School Administrator: August 14, 2020

Date Submitted to State Superintendent and State Treasurer: