Walden Green Montessori COVID-19 Preparedness and Response Plan

Address of School District: 17339 Roosevelt Rd. Spring Lake, MI 49456

District Code Number: 70901

District Contact Person: Mark Roessing

District Contact Person Email Address: markroessing@waldengreen.org

Local Public Health Department: Ottawa County Health Department

Local Public Health Department Contact Person: Dr. Heidel (616-396-5266)

Name of Intermediate School District: Ottawa Area ISD

Name of Authorizing Body: Central Michigan University

Date of Adoption by Board of Directors: 08/04/2020

August 13, 2020 [via email]

Mr. Mark Roessing
Walden Green Montessori
P.O. Box 310
17339 Roosevelt
Spring Lake, MI 49456

Re: Approval of COVID-19 Preparedness and Response Plan ("Plan")

Dear Mr. Roessing:

I am pleased to inform you that the Plan for Walden Green Montessori ("Academy") has been approved by The Governor John Engler Center for Charter Schools at Central Michigan University and has been transmitted by our office to the State Superintendent of Public Instruction and the State Treasurer. The Plan is effective as of the date indicated in the Plan.

To fulfill one of the required assurances, immediately add a copy of the approved Plan to the Academy's Home Page of its website. An approved copy of the Plan is attached and can be found in Epicenter. The approved Plan constitutes a Charter Contract amendment and remains in effect as long as the Plan remains in effect.

If the Academy requires an amendment to the Plan, please contact Amy Densmore, Director of Charter Accountability, at (989) 506-0355 or via email at avanatten@thecenterforcharters.org to initiate that process. Thank you for all your efforts to keep student learning moving forward in these trying times. If you have any further questions or need additional support, please do not hesitate to contact us.

Sincerely,

Corey Northrop
Executive Director

cc: Rebecca Andree, Board President
    Vickie Buckner, Board Corresponding Agent

Attachment:
    Approved COVID-19 Preparedness and Response Plan

RESOLUTION APPROVING THE COVID-19 PREPAREDNESS AND RESPONSE PLAN ("PREPAREDNESS PLAN") AND APPROVAL OF CHARTER CONTRACT AMENDMENT

Walden Green Montessori (the "Academy")

A special meeting of the Academy Board of Directors was held on the __4th__ day of August 2020, at __9:00__ AM

The meeting was called to order at __9:01__ AM by Board Member __Rebecca Andree_____:

Present: Rebecca Andree, Ken Johnston, Todd Lucas & Sierra Swartz

Absent: Pamela Parriott

The following preamble and resolution were offered by Board Member Sierra Swartz and supported by Board Member Todd Lucas:

BACKGROUND

On June 30, 2020, in response to the novel coronavirus (COVID-19) pandemic affecting our state, Governor Gretchen Whitmer issued Executive Order 2020-142 (the "Order") that, provides a structure to support all schools in Michigan as they plan for a return of preK-12 education in the fall. Under the order, all schools must adopt a COVID-19 Preparedness and Response Plan ("Preparedness Plan") laying out how they will cope with the disease across the various phases of the Michigan Safe Start Plan. Under the Order and the Michigan Safe Schools: Michigan's 2020-2021 Return to School Roadmap developed by the COVID-19 Task Force on Education Return to School Advisory Council ("Return to School Roadmap"), Schools retain flexibility to tailor their instruction to their particular needs and to the disease conditions present in their regions.

Acting under the Michigan Constitution of 1963 and Michigan law, the Order and the Return to School Roadmap state:

1. Coronavirus relief funds under the Coronavirus Aid, Relief, and Economic Security Act will be provided and may be used to aid in developing, adopting, and following a COVID-19 Preparedness Plan under section 2 of the Order.
2. Every school must develop and adopt a Preparedness Plan that is informed by the Return to School Roadmap.
3. By August 15, 2020 or seven days before the start of the school year for students, whichever comes first: the Academy Board must approve its Preparedness Plan.
4. By August 17, 2020, the Academy's authorizing body, Central Michigan University, must collect the Preparedness Plan and transmit such plan to the Superintendent and to the State Treasurer.
5. By August 17, 2020, the Academy must prominently post its approved Preparedness Plan on the Academy's website home page.

The Academy submitted its Preparedness Plan to Central Michigan University ("Authorizer") for review and approval.

The Academy Board of Directors ("Academy Board") is required to approve the Academy's Preparedness Plan by August 15, 2020 or seven days before the start of the school year for students, whichever comes first, and is required to approve the Academy's Preparedness Plan as a charter contract ("Contract") amendment.

THE ACADEMY BOARD THEREFORE RESOLVES THAT:

1. The actions taken by Academy representatives to prepare and submit the Academy's Preparedness Plan to Authorizer are ratified.

2. The Preparedness Plan, as approved by the Authorizer, is approved by the Academy Board as the COVID-19 Preparedness Plan and as the COVID-19 Preparedness Plan Amendment to the Contract. This Contract Amendment shall remain in effect as long as The Preparedness Plan remains in effect. The Board President is authorized to sign and submit the Contract amendment to the Authorizer for approval.

3. All resolutions and parts of resolutions insofar as they conflict with the provisions of this resolution be and the same hereby are rescinded.

4. The Academy will deliver from time to time such information regarding the implementation of the Academy's Preparedness Plan as the Authorizer or Michigan Department of Education may reasonably request.

5. Any Board policies or provision of Board policies that prohibit or impede the Academy's compliance with The Preparedness Plan or Executive Order 2020-142 are temporarily waived, suspended or altered.

6. Any actions or actions taken by authorized Academy representatives in the development, submission and implementation of The Preparedness Plan are (to the extent such actions or actions are not inconsistent with the delegation of authority provided under this resolution) ratified and confirmed in all respects.

7. This Resolution shall take immediate effect and continue through the end of the state of emergency and disaster declared in Executive Order 2020-127 and any subsequent executive order declaring a state of emergency or disaster in response to COVID-19 or the end of the 2020-2021 school year, whichever is sooner.

Ayes: _____4_____

Nays: _____0_____

Resolution declared adopted __08-04-2020_____.

Rebecca Andree

Print Name: Rebecca Andree

Board President

Assurances

o The Academy will cooperate with local public health authorities if a confirmed case of COVID-19 is identified and, in particular will collect the contact information for any close contacts of the affected individual from two days before he or she shows symptoms to the time when he or she was last present at the Academy.

o The Academy acknowledges that it is subject to the rules governing workplace safety established in section 1 of Executive Order 2020-114 or any successor order and has adopted a Workplace Preparedness Plan. A copy of this plan is attached.

o The Academy will be or is closed to in-person instruction when the region in which it is located in is in Michigan Safe Start Plan Phases 1-3.

o The Academy's sponsored inter-school, after school activities and athletics will be suspended when the region in which it is located in is in Michigan Safe Start Plan Phases 1-3.

o The Academy will comply with guidance from the United States Department of Education, including its Office of Civil Rights and office of Special Education and Rehabilitative Services, and the Michigan Department of Education concerning the delivery of alternative modes of instruction to students with disabilities in light of the impact of COVID-19.

o The Academy will provide for the continued pay of school employees while redeploying staff to provide meaningful work in the context of the Preparedness Plan, subject to student enrollment.

o The Academy prohibits indoor assemblies that bring together students from more than one classroom during Michigan Safe Start Plan Phase 4.

Rebecca Andree
President, Board of Directors

Board Approved: 08/04/2020

Introduction and Overview

This year marks 150 years since the birth of Maria Montessori. Walden Green is honored to celebrate her legacy as a pioneer scientist, anthropologist, engineer, and educator, whose universal and scientific approach to the development of the whole child continues to inspire and transform us. Even with this ever-changing pandemic, Walden Green will fuel the enduring impact of Maria Montessori's extraordinary legacy with children and families throughout our community. We remember her 150th birthday this year with a "COVID-19 Preparedness and Response Plan" that keeps students healthy, safe and engaged in strong, high-quality **Montessori-based** learning options.

As we look ahead, the complexity of our present situation suggests as never before that we need to reflect on our present concept of education. Education is not primarily the acquisition of information for the purpose of test prep and assessments. Education, as Maria Montessori stated, is an *aid to life*. Its proper use is to enable citizens to live lives that are economically, politically, socially, and culturally responsible. It's empowering humanity to build a better world. Pandemic or not, this is the foundation of Montessori education and the Walden Green staff will remain committed to these core values despite the complexities of COVID-19. This entails providing students a robust, child-centered environment where each individual's drive to learn is fostered through embedding freedom of choice and rigorous independent activities. It means children progressing at a personal pace and receiving individual attention from teachers as they move through each area of the curriculum. Furthermore, it involves students cultivating collaboration skills by working in partnership with others and treating one another with respect and kindness. We feel this approach will continue to balance the ingenious beauty of Montessori methodology within a public school setting and will promote more joyful learning during these challenging times.

Based on various staff meetings, discussions, and a community-wide stakeholder feedback survey, the following overarching objectives will guide our decision-making process and continue to influence many of our considerations for re-entry this fall:

- Goal 1: Cultivate the kinds of relationships that support students emotionally through the kind of massive turmoil we've been through and help to mitigate the effects of trauma.

- Goal 2: Respond to the increased variability of student knowledge and skills in more personalized ways, so that students who fell behind catch up fast and students who raced ahead can keep learning.

- Goal 3: Since we may close again at any point, and some students may not be able to come in due to vulnerability to illness, we will ensure that continuity of learning does not always depend on them being physically present.

- Goal 4: We will partner more deeply and effectively with parents/guardians so they can stay plugged in to their children's learning and play meaningful roles.

- Goal 5: With the budget cuts we're facing, we will rethink various parts of our model so students can be as well-served as possible.

The purpose of our "COVID-19 Preparedness and Response Plan" is to demonstrate how Walden Green will cope with the disease across the various phases of the Michigan Safe Start Plan. It outlines various requirements and recommendations from the state for Phases 1-3, 4, and 5 in the following domains: *safety protocols, mental/social-emotional wellbeing, instruction, and operations*. As a public school, we will continue to work closely with the Ottawa ISD, County Health Department, and CMU throughout this pandemic to ensure an optimal learning experience for all of our beloved Walden Green students.

NOTE:
*On the whole, Walden Green Montessori is following the **all of the mandated requirements and most of the "strongly recommended"** components within the MI Safe Schools Roadmap. However, we will not implement the recommendations for the following areas due to our current program design and size:*
- *Busing/Student Transportation*
- *Food Services/Distribution*
- *Collective Bargaining Agreements*
- *Athletics/Organized Sports*
- *Technology Vendors*

Plan for Operating during Phases 1-3 of the Michigan Safe Start Plan

PHASE 1, 2, OR 3: SAFETY PROTOCOLS
When our county/region is in this phase, Walden Green Montessori will:

1. Require the closure of our school building to anyone except district employees or contractors necessary to conduct minimum basic school operations consistent with our Preparedness Plan. School is closed to in-person instruction.
2. Suspend after-school activities and inter-school activities.
3. Continue to partner with Hand2Hand, a local non-profit that provides food assistance to children who face hunger, and direct families to local food distribution sites.
4. Collaborate with the Ottawa Area Intermediate School District to help connect families with a local childcare resource during the COVID-19 pandemic and utilize "Help Me Grow Ottawa" (https://helpmegrowottawa.org).
5. Ensure cleaning practices are adjusted to maintain school building functional order.

PHASE 1, 2, OR 3: MENTAL & SOCIAL-EMOTIONAL HEALTH
When our county/region is in this phase, Walden Green Montessori will:

1. Establish and communicate guidelines to all staff regarding identification and referral of at-risk students to appropriate building-level support teams.
2. 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 referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.
3. Provide resources for staff self-care, including resiliency strategies.
4. Implement a mental health screening for all students by a trained professional, if feasible.
5. Establish a 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).
6. Compile and 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. [SEP]
7. Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.
8. Designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners.
9. Leverage MDE resources for student and staff mental health and wellness support.

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

PHASE 1, 2, OR 3: INSTRUCTION
When our county/region is in this phase, Walden Green Montessori will:

1. Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys. ⌊SEP⌋
2. Revise the district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness. ⌊SEP⌋
3. Share the district's remote learning plan with all involved stakeholders. ⌊SEP⌋
4. 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.
5. 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. ⌊SEP⌋
6. Support schools to assess every student in grades Y5s-8th 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. ⌊SEP⌋
7. Review students' IEPs, IFSPs, and 504 plans in coordination ⌊SEP⌋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.
8. 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.
9. 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. ⌊SEP⌋
10. Remain connected with MDE about policies and guidance. ⌊SEP⌋

11. 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. ⬚

12. 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).

13. Continue to provide professional learning and training through virtual modes for educators. 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.

14. Activate plans to monitor and assess: connectivity/access, attendance, and student work.

15. Offer alternative modes of instruction other than in-person instruction so that each student/family can access the following:
    - Interactive Classroom Websites/Platforms
    - Daily Small Group Guided Instruction via Zoom Video Conferencing
    - Whole Class Lessons/Discussions via Zoom Video Conferencing
    - Weekly "Office Hours" for individual assistance
    - Week-At-A-Glance Documents/Webpages for Assignments/Work Goals
    - Send Physical Work Home via Pick-Up Bin Method

16. Integrate technology to teach content and facilitate student engagement

17. Supply families an iPad or laptop who need additional technology at home

18. Communicate internet options for families and secure accessibility to online learning platforms

PHASE 1, 2, OR 3: OPERATIONS
When our county/region is in this phase, Walden Green Montessori will:

1. Audit necessary materials and supply chain for cleaning and disinfection supplies. ⬚
2. Continue to maintain schools in good working order to prepare for the subsequent return of students. ⬚
3. Execute school cleaning and disinfection protocols according to the CDC School Decision Tree. ⬚
4. Have custodial staff wear surgical masks when performing cleaning duties.
5. Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning. ⬚
6. Designate a single point of contact to plan and communicate with district technology teams. ⬚
7. Develop a district technology plan that includes guidance and support for educators to adapt remote learning for the classroom. ⬚
8. Identify a device and/or general technology support lead.
9. Assign technology leaders to key efforts and provide their contact information. ⬚

10. Develop district-wide procedures for return and inventory of district-owned devices as part of a return to school technology plan. ⌷SEP⌷
11. Develop a technology support plan for families. ⌷SEP⌷
12. Continue to monitor device usage and compliance ⌷SEP⌷with online learning programs. ⌷SEP⌷
13. Provide support programs to ensure that students and families can access online teaching and troubleshoot problems with access. ⌷SEP⌷
14. Ensure that students can submit assignments and be evaluated accordingly. ⌷SEP⌷
15. Schedule ongoing staff training on platforms and tools. ⌷SEP⌷
16. 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. ⌷SEP⌷
17. Ensure every student has access to the appropriate technology and connectivity needed to continue learning. ⌷SEP⌷
18. Based on instructional programming, provide instructional resources and materials to staff and students as feasible. ⌷SEP⌷
19. Provide a list of alternative meal options to families and delivery sites.
20. Define logistical expectations, including attendance expectations and time on schooling by grade level for students and teachers. ⌷SEP⌷

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

PHASE 4: SAFETY PROTOCOLS
When our county/region is in this phase, Walden Green Montessori will:

Personal Protective Equipment (PPE)
1. Require the wearing of face coverings, except during meals and unless face coverings cannot be medically tolerated, for:
    a. All staff and all students when on a school bus (or public transportation)
    b. All staff and all students when in indoor hallways and common areas
    c. All staff when in classrooms
    d. All students in grades 6 and up when in classrooms
    e. All K-5 students unless they remain with their classes throughout the school day and do not come into close contact with students in another class or where social distancing is not feasible

   Strong Recommendation Exclusion: *Facial coverings for K-5 students and students with special needs in classrooms.*

Hygiene

2. 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 hand-washing techniques).
3. Teach and reinforce hand-washing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.
4. Educate staff and students on how to cough and sneeze into their elbows, or to cover with a tissue. Used tissues will be thrown in the trash and hands washed immediately using proper hand hygiene techniques.
5. Systematically and frequently check and refill soap and hand sanitizers.
6. Students and teachers will have scheduled hand-washing with soap and water every 2-3 hours.
7. Limit sharing of personal items and supplies such as writing utensils.
8. Keep students' personal items separate and in individually labeled cubbies, containers, or lockers.
9. Limit use of classroom materials to small groups and try to disinfect between use or provide adequate supplies to assign for individual student use.
10. Procure portable hand-washing and/or hand-sanitizing stations to set up throughout school buildings.

Spacing, Movement and Access

11. Space desks six feet apart in classrooms (wherever feasible). ⸦SEP⸧
12. Arrange desks/tables facing the same direction toward the front of the classroom (wherever feasible).
13. Encourage teachers to maintain six feet of spacing between themselves and students (whenever feasible).
14. Ensure family members or other guests are not allowed in the school building except under extenuating circumstances determined by school administration.
15. Post signage to indicate proper social distancing.
16. Utilize floor tape or other markers at six-foot intervals where line formation is anticipated.
17. Provide social distancing floor/seating markings in waiting and reception areas.
18. Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.
19. Require adult guests entering the building to wear a facial covering and wash/sanitize hands prior to entering.
20. Maintain strict records, including date and time, will be kept of non-school employees or other visitors entering and exiting the building.
21. Have staff monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.
22. Offer physical education outside as much as possible.

23. Direct the flow of foot traffic and divide the hallways with either side following the same direction.
24. Prohibit indoor assemblies that bring together students from more than one classroom.
25. Continue before/after care school program with the use of facial coverings.
26. Open classroom windows as often as possible (whenever feasible).

Screening Students and Staff

27. Cooperate with the local public health department regarding implementing protocols for screening students and staff.
28. Identify and designate a quarantine area and a staff person to care for students who become ill at school.
29. Place students who become ill with symptoms of COVID-19 in an identified quarantine area with a surgical mask in place until they can be picked up. (Identified school staff caring for these children will wear a surgical mask).
30. Ask symptomatic students to be kept home until they have tested negative or have completely recovered according to CDC guidelines.
31. Encourage families 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.
32. Encourage families 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.
33. Ask staff to 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.

Testing Protocols Students and Staff and Responding to Positive Cases

34. Cooperate with the local public health department regarding implementing protocols for screening students and staff.
35. Require students who develop a fever or become ill with COVID-19 symptoms at school to wear a mask and be transported by their parent or guardian, or emergency contact for recommended off-site testing.
36. Require staff who develop a fever or become ill with COVID-19 symptoms at school to wear a mask and be transported for off-site testing.
37. Have symptomatic students and staff sent home from school until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.
38. Notify families 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.

39. Contact any close contacts (those who spent more than 15 minutes less than six feet in close proximity to the student or staff member with a diagnosed case of COVID-19) in order begin quarantine.

Testing Protocols Students and Staff and Responding to Positive Cases

40. Cooperate with the local public health department if a confirmed case of COVID-19 is identified, and in particular, must collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at the school. Notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws. The Local Health Department will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self-quarantine for up to 14 days after exposure.

41. Ensure employees with a confirmed case of COVID-19 only return to the workplace after they are no longer infectious. ⌞SEP⌟
42. Require cleaning staff to wear a surgical mask, gloves, and a face shield when performing cleaning of infected areas. ⌞SEP⌟
43. Close an infected classroom for 24 hours before cleaning to minimize the risk of any airborne particles.

Gathering and Extracurricular Activities *(Note: no organized athletics at WGM)*

44. Prohibit indoor assemblies that bring together students from more than one classroom.

Cleaning

45. Sanitize frequently touched surfaces including light switches, doors, benches, bathrooms, every four hours with either an [EPA-approved disinfectant](#) or diluted bleach solution.
46. Sanitize libraries, computer carts, and other hands-on classrooms after every class period with either an [EPA-approved disinfectant](#) or diluted bleach solution.
47. Wipe down student desk with either an [EPA-approved disinfectant](#) or diluted bleach solution after every class period.
48. Clean playground structures, when feasible.
49. 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.
50. Ensure custodial staff and teachers wear gloves and facial covering when performing cleaning activities.

Busing and Student Transportation *(Note: no busing at WGM, except for field trips)*

51. Require the use of hand sanitizer before entering the bus. Hand sanitizer will be supplied on the bus.
52. Require the bus driver, staff, and all students to wear facial coverings while on the bus.
53. Clean and sanitize frequently touched surfaces in the vehicle.
54. Keep windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe.

Medically Vulnerable Students and Staff

55. 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. sep
56. 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. sep

PHASE 4: MENTAL & SOCIAL-EMOTIONAL HEALTH (STRONGLY RECOMMENDED)
When our county/region is in this phase, Walden Green Montessori will:

1. Implement a mental sep health screening for all students by a trained professional, if possible. Any screening should sep 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. sep
2. Establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams. sep
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 and proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma. sep
4. 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. sep
5. 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). sep
6. 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. sep

7. Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.
8. Provide resources for staff self-care, including resiliency strategies.
9. Designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners.
10. Leverage MDE resources for student and staff mental health and wellness support.
11. Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19.
12. Communicate with parents and guardians, via a variety of channels, return to school transition information including:
    a. Destigmatization of COVID-19
    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

PHASE 4: INSTRUCTION
When our county/region is in this phase, Walden Green Montessori will:

Governance
1. 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.
2. Revise the district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness.
3. Share the district's remote learning plan with all involved stakeholders in case of a return to remote learning.

Instruction (before school reopens)
4. 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.
5. Make expectations clear to school leaders and teachers around hybrid or remote instruction that include:
    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

f. Guidance around daily instructional time and workload per different grade bands to ensure consistency for students

6. Set an instructional vision that ensures that
   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 students' academic and social-emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.
7. Support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction.
8. 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.
9. Inventory all intervention programs and services available to students identify any gaps.
10. 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.
11. Remain connected with MDE about policies and guidance.

Communications and Family Supports

12. 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).
13. Provide resources that demonstrate schools value parents as partners in their child's education.

Professional Learning

14. Provide adequate time for schools and educators to engage in:
    a. Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed
    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
    c. Identify students who potentially need additional support
    d. Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning
15. Offer a plan for professional learning and training highlighting equity and implicit bias, social-emotional learning, and culturally responsive education.

16. Build school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging.

Instruction (when school is open)

17. Ensure that every student:
    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
    c. Is offered scaffolds and supports to meet their diverse academic and social-emotional needs
18. 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.
19. Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.
20. 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.
21. 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.
22. 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.
23. 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.

PHASE 4: OPERATIONS
When our county/region is in this phase, Walden Green Montessori will:

Facilities
1. Audit necessary materials and supply chain for cleaning and disinfection supplies.
2. Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.
3. Audit any additional facilities that the district may have access to that could be used for learning.
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.

5. Alert school-based custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and/or CDC.
6. Convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection. ␣
7. Audit all school buildings with a focus on:
    a. How many classrooms are available ␣
    b. The size of each classroom ␣
    c. Additional spaces that are available (e.g., gym, lunchroom, auditorium) ␣
    d. The ventilation in each classroom ␣
8. Audit school security protocols to decide if any process changes need to be implemented.
9. Maintain facilities for in-person school operations.
10. 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.
11. Procure level-1 facial coverings, including those with a transparent front, for preK-5 teachers, low-income students, and students with special needs.
12. Procure level-1 surgical masks for cleaning and janitorial staff.
13. Activate school cleaning and disinfection protocols according to the CDC School Decision Tree with custodial staff wearing surgical masks when performing cleaning duties. ␣

Budget, Food Service, Enrollment, and Staffing
14. Assess student arrival and dismissal protocols. ␣
15. Conduct staff and student outreach to understand who is coming back.
16. Assess need for new or additional positions.
17. Consider redeploying underutilized staff to serve core needs.
18. Communicate any student enrollment or attendance policy changes with school staff and families.
19. Seek and provide guidance on use of CARES Act funding for key purchases.
20. Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs.
21. Inventory how many substitute teachers are available.
22. Build and send back to school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures.
23. Verify that student and staff handbooks are printed and ready for distribution and/or are available digitally.
24. Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.
25. Engage school leaders in a budgeting exercise ␣ to help plan for changing enrollment patterns, ␣ new staffing needs, and resource constraints or additional dollars.
26. Work with school leaders to orient new school staff to any operational changes.

27. Create master teaching schedules, student and faculty arrival/dismissal schedules, lunch schedules for staff and students with safety protocols in mind. `SEP`
28. Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance. `SEP`

`SEP`

Technology *(for students who select Distance Learning via 5-O-A)*

29. Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning. `SEP`
30. Identify a device and/or general technology support lead.
31. Assign technology process leaders to key efforts and provide their contact information on the district website.
32. `SEP`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 `SEP`
    b. Sanitizing the devices prior to a repair or replacement evaluation`SEP`
    c. Ordering accessories that may be needed over the summer `SEP`
    d. Conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement `SEP`
33. Identify an asset-tracking tool.
34. Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.
35. Assess every WiFi access point and wired network device.
36. Develop a technology support plan for families. `SEP`

Technology *(if schools are instructed to close for In-Person Instruction)*

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

Technology *(if/when schools re-open for In-Person Instruction)*

40. Organize and centralize online resources that were created, published, or distributed by teachers and others during the closure period. `SEP`

41. Compile technology-facing lessons learned for inclusion in the district's updated remote learning plan. ⌞SEP⌟
42. Review issue tracking and inventory results frequently as a way of understanding the quality and progress of technology processes in your district. ⌞SEP⌟
43. Continue infrastructure evaluations until all issues are resolved. ⌞SEP⌟

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

PHASE 5: SAFETY PROTOCOLS

When our county/region is in this phase, Walden Green Montessori will:
Personal Protective Equipment (PPE)
1. Require the wearing of face coverings, except during meals and unless face coverings cannot be medically tolerated, for:
   a. All staff and all students when on a school bus (or public transportation)
   b. All staff and all students when in indoor hallways and common areas
   c. All staff when in classrooms
   Recommendation Exclusion: *Facial coverings for K-5 students and students with special needs in classrooms.*

Hygiene
2. 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 hand-washing techniques).
3. Teach and reinforce hand-washing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.
4. Educate staff and students on how to cough and sneeze into their elbows, or to cover with a tissue. Used tissues will be thrown in the trash and hands washed immediately using proper hand hygiene techniques.
5. Systematically and frequently check and refill soap and hand sanitizers.
6. Students and teachers will have scheduled hand-washing with soap and water every 2-3 hours.
7. Limit sharing of personal items and supplies such as writing utensils.
8. Keep students' personal items separate and in individually labeled cubbies, containers, or lockers.
9. Limit use of classroom materials to small groups and try to disinfect between use or provide adequate supplies to assign for individual student use.
10. Procure portable hand-washing and/or hand ⌞SEP⌟ sanitizing stations to set up throughout school ⌞SEP⌟ buildings.

Spacing, Movement and Access

11. Space desks six feet apart in classrooms (wherever feasible). ⌞SEP⌝
12. Arrange desks/tables facing the same direction toward the front of the classroom (wherever feasible).
13. Encourage teachers to maintain six feet of spacing between themselves and students (whenever feasible).
14. Post signage to indicate proper social distancing.
15. Utilize floor tape or other markers at six- foot intervals where line formation is anticipated.
16. Provide social distancing floor/seating markings in waiting and reception areas.
17. Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.
18. Require adult guests entering the building to wear a facial covering and wash/sanitize hands prior to entering.
19. Have staff monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.
20. Offer physical education outside as much as possible.
21. Direct the flow of foot traffic and divide the hallways with either side following the same direction.
22. Prohibit indoor assemblies that bring together students from more than one classroom.
23. Continue before/after care school program with the use of facial coverings.
24. Open classroom windows as often as possible (whenever feasible).

Screening Students and Staff, and Guests

25. Identify and designate a quarantine area and a staff person to care for students who become ill at school. ⌞SEP⌝
26. Place students who become ill with symptoms of COVID-19 in an identified quarantine area with a surgical mask in place until they can be picked up. (Identified school staff caring for these children will wear a surgical mask). ⌞SEP⌝
27. Ask symptomatic students to be kept home until they have tested negative or have completely recovered according to CDC guidelines.
28. Encourage families 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.
29. Encourage families 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.
30. Ask staff to 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.

31. Maintain strict records, including date and time, will be kept of non-school employees or other visitors entering and exiting the building.

Testing Protocols Students and Staff and Responding to Positive Cases

32. Require students who develop a fever or become ill with COVID-19 symptoms at school to wear a mask and be transported by their parent or guardian, or emergency contact for recommended off-site testing. [SEP]
33. Require staff who develop a fever or become ill with COVID-19 symptoms at school to wear a mask and be transported for off-site testing. [SEP]
34. Have symptomatic students and staff sent home from school until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.
35. Notify families 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.
36. Contact any close contacts (those who spent more than 15 minutes less than six feet in close proximity to the student or staff member with a diagnosed case of COVID-19) in order begin quarantine.

Testing Protocols Students and Staff and Responding to Positive Cases

37. Cooperate with the local public health department if a confirmed case of COVID-19 is identified, and in particular, must collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at the school. Notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws. The Local Health Department will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self-quarantine for up to 14 days after exposure.
38. Ensure employees with a confirmed case of COVID-19 only return to the workplace after they are no longer infectious. [SEP]

Gathering and Extracurricular Activities *(Note: no organized athletics at WGM)*

39. Encourage students, teachers, and staff wash hands before and after every meal. [SEP]
40. Ensure all gatherings, including those that occur outdoors (e.g., graduations) comply with current and future executive orders that set caps on congregations of people. [SEP]
41. Require potential field trips to comply with transportation guidelines (i.e. mandatory facial covering). [SEP]

Cleaning

42. Sanitize frequently touched surfaces including light switches, doors, benches, bathrooms, every four hours with either an [EPA-approved disinfectant](#) or diluted bleach solution.
43. Sanitize libraries, computer carts, and other hands-on classrooms after every class period with either an [EPA-approved disinfectant](#) or diluted bleach solution.
44. Wipe down student desk with either an [EPA-approved disinfectant](#) or diluted bleach solution after every class period.
45. Clean playground structures, when feasible.
46. 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.

Busing and Student Transportation *(Note: no busing at WGM, except for field trips)*

47. Require the use of hand sanitizer before entering the bus. Hand sanitizer will be supplied on the bus.
48. Require the bus driver, staff, and all students to wear facial coverings while on the bus.
49. Clean and sanitize frequently touched surfaces in the vehicle.
50. Keep windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe.

Medically Vulnerable Students and Staff

51. 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. 🔲
52. 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. 🔲

PHASE 5: MENTAL & SOCIAL-EMOTIONAL HEALTH
When our county/region is in this phase, Walden Green Montessori will:

1. 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. 🔲
2. Establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams. 🔲

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 and proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma. [SEP]

4. 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. [SEP]

5. 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). [SEP]

6. 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. [SEP]

7. Establish ongoing reporting protocols for school [SEP] staff to evaluate physical and mental health status.

8. Provide resources for staff self-care, including resiliency strategies.

9. Designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners.

10. Leverage MDE resources for student and staff mental health and wellness support.

11. Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19.

12. Communicate with parents and guardians, via a variety of channels, return to school transition information including:
    a. [Destigmatization of COVID-19](#)
    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

PHASE 5: INSTRUCTION
When our county/region is in this phase, Walden Green Montessori will:

Governance
1. 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. [SEP]
2. Revise the district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness. [SEP]
3. Share the district's remote learning plan with all involved stakeholders in case of a return to remote learning. [SEP]

Instruction (before school reopens)

4. Set an instructional vision that ensures that
   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 students' academic and social- emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.
5. Support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction.
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.
7. Inventory all intervention programs and services available to students identify any gaps.
8. 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.
9. Remain connected with MDE about policies and guidance.

Communications and Family Supports

10. 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).
11. Provide resources that demonstrate schools value parents as partners in their child's education.

Professional Learning

12. Provide adequate time for schools and educators to engage in:
    a. Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed
    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
    c. Identify students who potentially need additional support
    d. Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning
13. Create a plan for professional learning and training highlighting equity and implicit bias, social-emotional learning, and culturally responsive education.

14. Build school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging.

Instruction (when school is open)

15. Ensure that every student:
    a. Has access to standards-aligned, grade- level instruction, including strategies to accelerate student learning ⌞SEP⌟
    b. Is assessed to determine student readiness to engage in grade-level content⌞SEP⌟
    c. Is offered scaffolds and supports to meet their diverse academic and social-emotional needs ⌞SEP⌟
16. 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. ⌞SEP⌟
17. Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions. ⌞SEP⌟
18. 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. ⌞SEP⌟
19. Set expectations for schools and teachers to ⌞SEP⌟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.
20. Determine and activate structures outside ⌞SEP⌟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. ⌞SEP⌟
21. 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.

PHASE 5: OPERATIONS
When our county/region is in this phase, Walden Green Montessori will:

Facilities

1. Audit necessary materials and supply chain for cleaning and disinfection supplies. ⌞SEP⌟
2. Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies. ⌞SEP⌟
3. Audit any additional facilities that the district may have access to that could be used for learning. ⌞SEP⌟
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. ⌞SEP⌟

5. Alert school-based custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and/or CDC.
6. Convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection. ⌞SEP⌟
7. Audit all school buildings with a focus on:
    a. How many classrooms are available⌞SEP⌟
    b. The size of each classroom⌞SEP⌟
    c. Additional spaces that are available (e.g., gym, lunchroom, auditorium) ⌞SEP⌟
    d. The ventilation in each classroom ⌞SEP⌟
8. Audit school security protocols to decide if any process changes need to be implemented.
9. Maintain facilities for in-person school operations.
10. 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.
11. Procure level-1 facial coverings, including those with a transparent front, for preK-5 teachers, low-income students, and students with special needs.
12. Procure level-1 surgical masks for cleaning and janitorial staff.

Budget, Food Service, Enrollment, and Staffing
13. Assess student arrival and dismissal protocols. ⌞SEP⌟
14. Conduct staff and student outreach to understand who is coming back.
15. Assess need for new or additional positions.
16. Consider redeploying underutilized staff to serve core needs.
17. Communicate any student enrollment or attendance policy changes with school staff and families.
18. Seek and provide guidance on use of CARES Act funding for key purchases.
19. Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs.
20. Inventory how many substitute teachers are available.
21. Build and send back to school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures.
22. Verify that student and staff handbooks are printed and ready for distribution and/or are available digitally.
23. Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.
24. Engage school leaders in a budgeting exercise⌞SEP⌟to help plan for changing enrollment patterns,⌞SEP⌟new staffing needs, and resource constraints or additional dollars.
25. Work with school leaders to orient new school staff to any operational changes.
26. Create master teaching schedules, student and faculty arrival/dismissal schedules, lunch schedules for staff and students with safety protocols in mind. ⌞SEP⌟

27. Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance. ⌞SEP⌟

⌞SEP⌟

Technology *(for students who select Distance Learning via 5-O-A)*

28. Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning. ⌞SEP⌟
29. Identify a device and/or general technology support lead.
30. Assign technology process leaders to key efforts and provide their contact information on the district website.
31. ⌞SEP⌟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⌞SEP⌟
    b. Sanitizing the devices prior to a repair or replacement evaluation ⌞SEP⌟
    c. Ordering accessories that may be needed over the summer⌞SEP⌟
    d. Conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement ⌞SEP⌟
32. Identify an asset-tracking tool.
33. Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.
34. Assess every WiFi access point and wired network device.
35. Develop a technology support plan for families.
36. Consider implementing live streaming of classrooms for students who are medically vulnerable.