
COVID-19 Preparedness and Response Plan
(Executive Order 2020-142 District Preparedness Plan Template)

School Board Approved
8/13/2020

Last Revision
8/27/2020

Name of District: Delta-Schoolcraft Intermediate School District

Address of District: 2525 3rd Ave South, Escanba, Michigan 49829

District Code Number: 21000

Web Address of the District: <http://www.dsisd.net>

Name of Intermediate School District: DSISD

Name of Authorizing Body (if applicable): N/A



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.

Career and Technical Education: The DSISD CTE Center under phases 1,2 and 3 intends to deliver instruction completely online, using Google Classroom as a hub for all students and then using other online learning tools to supplement instruction. In order to access this content students will need access to either a smart phone with data or internet, or a computer that is capable of using Google classroom and the internet. These devices will primarily be issued by the LEA as well as internet access devices if the student does not have one in the home, if there are any gaps in device assets at the LEA the DSISD CTE center will fill them for CTE students. If a virtual delivery model is not possible, other means of instruction will be delivered such as paper documents mailed home, or a thumb drive with documents which can go back and forth between the school and the home, although all efforts will go into providing virtual instruction and other methods will be a last resort. CTE teachers will take daily attendance and will be recorded in our student management system. Calls will then go out to the home to notify parents and guardians of lack of participation for that day as if school was in session normally. For the 2020-2021 school year, the board of education will allow instruction of all courses listed in the course catalog as traditional/seated courses to be adapted for delivery in a virtual format if the course or school is required to spend in-person instruction by state or local authorities.

Special Education Learning Center Program: The DSISD Learning Center Program plans to use a Remote Hybrid model of instruction when in phase 1-3, using online learning platforms as the primary mode of instruction, primarily Google Classroom, Youtube or Zoom, to deliver content. For those students that do not have a device, the district will provide devices to the extent feasible. Students without devices or internet access will have access to instructional materials through a weekly instructional packet or be provided an asynchronous recorded lesson. Instructional materials (i.e. paper, pencils, etc) will be made available to families that do not have them. All students will have access to grade-level/course textbooks/resources as needed to complete their work. Students will not be penalized for inability to fully participate provided families stay engaged with school personnel in developing personalized and realistic education plans for their child. The district will do everything it can to meet student/family needs and allow for full participation.

Teachers/Staff will be expected to make routine daily contact with students and have two-way communication. This may be done through the use of technology via email, google classroom, text message, phone contact, Remind or Zoom. Emphasis will focus on continuing to build relationships, maintain connections, advancing academic, social and functional skills.

For students with technology access, content will be delivered through the online platform, (Seesaw, Google Classroom, Remind, etc.). Teachers will be accessible for synchronous instruction (virtual meetings/office hours) at least once per week and asynchronous instruction through pre-made videos/lessons multiple times per week. For those students without technology, the main mode of delivery will be through hard copy instructional packets and supplemented with phone conferencing to support instruction. The instructional packets will be delivered along with meal distribution or US mail.

Attendance and progress on assignments will be monitored daily, providing feedback to parents on a routine basis.

When students are prevented from attending school due to the spread of the illness, as in phase 1-3, the ISD/Districts will utilize the Continuity of Learning Plan for each student with a disability to describe programs and services adhering to “good faith effort” and FAPE standards.

For the 2020-2021 school year, the board of education will allow instruction of all courses listed in the course catalog as traditional/seated courses to be adapted for delivery in a virtual format if the course or school is required to spend in-person instruction by state or local authorities.

Special Education Early On Program, Great Start Home Visiting: Providers for the Early On Programming will adhere to strict protocols to maintain the safety and health of families, children and staff. During stages 1-3, no in-home visiting will be conducted; all service providers will conduct outreach and coaching support via on-line or remote methods. In-home visits will be suspended until public health officials deem that such visits can be resumed safely. Providers will be expected to meet remotely with families on a routine basis, consistent with the individual family service plan (IFSP) using electronic means. Families without access to internet connection may be provided with a wifi hotspot, or telephone contact to facilitate family engagement. Asynchronous lessons may be developed for parents in order to demonstrate instruction, activities or exercises for children and families.

When students/children are prevented from attending school or routine services due to the spread of the illness, as in phase 1-3, the ISD/Districts will utilize the Continuity of Learning Plan for each student with a disability to describe programs and services adhering to “good faith effort” and FAPE standards.

Special Education Ancillary Service Providers (OT, PT, SLP, TC, Psych, SSW): Providers of ancillary services will adhere to strict protocols to maintain the safety and health of families, children and staff. During stages 1-3, no face-to-face instruction/services will be conducted; all service providers will conduct outreach and coaching support via on-line or remote methods. Providers will be expected to meet remotely with families on a routine basis, consistent with the frequency and duration outlined in individual education plans (IEPs) using electronic means. Families without access to internet connection may be provided with a wifi

hotspot, or telephone contact to facilitate family engagement. Asynchronous lessons may be developed for parents in order to demonstrate instruction, activities or exercises for children. Additional lessons or instructions may be provided utilizing paper packets through postal delivery or meal distribution centers. Providers will integrate into the classroom, via electronic means where joint lessons can be facilitated with the classroom teacher. Attendance and progress on assignments will be monitored according to IEPs and staff will provide feedback to parents on a routine basis.

Special Education evaluations, re-evaluations and screenings will be conducted in a manner which adheres to the strictest hygiene and safety protocols. Where possible, evaluations will take place to determine eligibility for special education using remote means consistent with maintaining test security, reliability, validity and standardized measures.

When students are prevented from attending school or routine services due to the spread of the illness, as in phase 1-3, the ISD/Districts will utilize the Continuity of Learning Plan for each student with a disability to describe programs and services adhering to “good faith effort” and FAPE standards.

32P: Great Start Collaborative (GSC) and Parent Coalition: All GSC Board, Committee and Parent Coalition meetings and activities will be held virtually. All materials will be sent to members via email and/or social media. Social media will be used to post information for the members as well as for the general public.

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.

Career and Technical Education: All DSISD CTE Center staff and students will wear a mask whenever in the building and engaged in a CTE course, as well as during passing time in hallways and common areas such as restrooms. Staff and students who cannot medically tolerate a mask will be required to provide medical documentation proving such a condition exists but not specific information as to the cause of the condition, and will then be required to wear a face shield compliant to requirements for wearing a mask.

Special Education Learning Center Program: The Learning center program will make every attempt to adhere to all “Required”, “Strongly recommended” and “Recommended” guidelines

as listed to assure the safest environment possible for our group of students who are generally more vulnerable to illness. This will also provide a reasonably safe environment for staff. Some students, due to their inability to remove a face covering, medical condition or inability to communicate their needs, may require alternative protections or exemption from facial covering.

Staff members unable to comply with face covering requirements, may be afforded alternate work assignments, if such is available. Those employees without sufficient medical reason or noncompliance with the face covering requirements will not be allowed to work in situations or environments with students or other staff and may face reprimand up to and including termination from employment. Employees will have the opportunity to provide input and seek accommodations consistent with all pertinent rules and guidelines.

All staff and students will be afforded training on proper safety protocols, social distancing, hand washing, and the proper way to wear a mask. Masks will be provided to staff members, though employees will be allowed to wear appropriate self-purchased facial covering. Despite the regional phase (4 or 5), the staff and students at the Learning Center program will maintain the strictest practices in order to mitigate the spread of COVID infection or other infectious disease. The reason we are taking an ardent stance to enforce all recommendations is based on the goal to reopen schools for in-person, face-to-face instruction which is so essential for our most severely impaired students. We consider health and safety to be of paramount concern for all staff and students. Additionally, we believe that face-to-face instruction with students improves performance, attendance, engagement and success. Further, the significant cost of hygiene and mask protocol is considerably less than the cost associated with absenteeism, substitutes, and potential staff or student illness or worse.

The ISD will continue to promote and participate in staffing, IEP, REED or other routine meetings utilizing electronic means (ZOOM), to the maximum extent possible to assure social distancing and indoor spacing recommendations.

When students return to school with in-person instruction, as in phase 4-5, the ISD/Districts will utilize the IEP for each student with a disability to describe programs and services adhering to LRE and FAPE standards. IEPs will be written in a setting neutral manner to the extent possible.

Teachers and service providers MAY provide instruction or therapies to children/students on their caseloads remotely while in phase 4-5, contingent upon quarantine requirements for students or families/students who self identify with pre-existing conditions. Families will need to identify as participating in public education or homeschooling each quarter/semester.

Homebound procedures will be followed for those students who acquire documentation from a physician indicating health risk or inability to attend in-person school.

The Learning Center building will implement staggered lunch schedules for use of the cafeteria as a cohort class or eating lunch in the classroom.

Students may receive a break from wearing masks when on the playground among their cohort group practicing social distancing.

Special Education Early On Program and Great Start Home Visiting: Providers will complete the DSISD online COVID health screening assessment daily prior to congregating with colleagues, students or families. Before providing in-home services to the family, the employee will contact the family and conduct a screening for the family members intending to be present at the meeting. The employee will wash or sanitize hands before entering the home. During the visit the employee will wear a face covering and encourage the family to do the same. If adult family members refuse to wear a mask during the visit, providers may reschedule or conduct the visit remotely. Hand Sanitizer will be offered to the adults present at the visit. The provider will discuss COVID safe practices with family and offer masks to participating members. An effort will be made to utilize common home items or toys that are in the child's home. Otherwise, the provider will provide clean items for use during the home visit. Any items brought into the home will be placed in plastic in a separate container to be sanitized following the visit. Providers will make every effort to respect additional hygiene and safety precautions made by family while in their home. After the visit, used toys or other items will be separated and sanitized. The employee will again wash or sanitize their hands. Any concerns or failures to follow safety and hygiene protocols will be discussed with the employees' supervisor. Home visitors will be provided with supplies of gloves, masks and sanitizer for use during work. Here is a checklist of the procedure:

DAILY

- Complete DSISD online COVID health screening assessment and take your temperature

BEFORE THE VISIT

- Remind families at least one hour prior to complete the screening for all family members present
- Check Google assessment prior to departure for Home Visit
- Sanitize hands before entering the home

DURING THE VISIT

- Wear a face covering and encourage the family to do the same
- Offer Hand Sanitizer to the adults present at the visit
- Discuss COVID safe practices with family and offer masks if requested
- Place used toys back in plastic container to be sanitized
- Do your best to respect additional requests or precautions by family while in their home

AFTER THE VISIT

- Place toy container in a plastic bag to transport back to the office
- Sanitize hands
- Sanitize any items that you may have used during your visit and don't use for 3 days
- Discuss any concerns with your supervisor

When children are able to participate with in-person services, as in phase 4-5, the ISD will utilize the IFSP for each student with a disability to describe programs and services adhering to LRE and FAPE standards.

Special Education Ancillary Service Providers (OT, PT, SLP, TC, Psych, SSW): Service

providers working for the DSISD generally work in several settings and buildings across the district. Employees will adhere to the ISD or school building safety and hygiene practices, whichever standard is higher. Providers will check in and out of assigned buildings daily and document services provided to students using routine methods and procedures. Any concerns or failures to follow safety and hygiene protocols will be discussed with the employees' supervisor.

When students/children return to school or otherwise receive in-person instruction/services, as in phase 4-5, the ISD/Districts will utilize the IEP for each student with a disability to describe programs and services adhering to LRE and FAPE standards.

32P: Great Start Collaborative (GSC) and Parent Coalition:

All GSC Board, Committee and Parent Coalition members as well as visitors will be required to wear a mask and social distance during all in-person meetings and activities.

2. Hygiene

Please describe how you will implement the **requirements** for hygiene protocols from the *Return to School Roadmap* (p. 22-23).

Career and Technical Education: All CTE classrooms, shops, and halls will be equipped with adequate supplies to support healthy hygiene, each space will be provided hand sanitizer, paper towels, tissues, and signs to reinforce proper protocols, these will be checked on a daily basis to ensure they have capacity for the next day. Teachers will reinforce and teach proper handwashing and sanitizing protocols as well as proper ways to sneeze and cough and stay sanitary while doing so. Throughout each CTE course, all students will wash hands with soap and water. Students will be given multi use items to store for further use as to avoid sharing of items and these will be kept in individual containers. Space will be limited to use on a needs basis to avoid undue contamination.

Special Education Learning Center Program: Staff training will be initiated to provide adherence to new hygiene standards and protocols to include:

- Signs and symptoms exhibited by a student or reported to staff by a parent that warrant immediate medical screening, assessment, or quarantine
- Signs and symptoms that indicate when staff should not enter the school building, should work from home, use sick time, or FMLA.
- Explicit training regarding when to use PPE with students and what PPE is required for specific tasks
- Appropriate use of PPE and location of supplies
- Care and storage of PPE, if reusable
- Guidelines for PPE application and removal to maximize product efficacy
- Efficient disposal of used PPE to avoid staff and student contact
- Proper handwashing technique along with instruction to students
- Appropriate use and storage of hand sanitizer
- Considerations when hand sanitizer could become a hazard to students
- Safe disinfection of objects and surfaces for students who explore their environments or self-soothe by mouthing

- Appropriate techniques to approach students who may be afraid or confused by PPE.

Every classroom will be supplied with a fixed or portable handwashing station.

- Supplies (paper towels, soap, hand sanitizer, tissues, trash receptacles) will be checked daily and restocked in the classroom.
- Teachers will contact the office immediately if supplies run out during the school day.
- Each classroom will have a hygiene protocol with timelines that are posted and communicated via newsletters, web pages, bulletin boards, and the like. It will include
 - Hand-washing schedule
 - Proper handwashing techniques and instructions
 - Room and materials cleaning schedule
- Teacher or school nurse will teach students the following to students on the first day of school and reinforce weekly or more often as needed (this may be done via video)
 - proper handwashing on the first day of school and reinforce weekly or more often if needed
 - how to cough and sneeze into their elbows, or to cover with a tissue and dispose of it in the trash
- Proper mitigation strategies including hand washing and sneezing will be communicated to families via newsletters, web pages, bulletin boards, and the like. Parents and caregivers will be asked to review and reinforce with their students.
- Custodial staff will
 - Procure adequate soap, hand sanitizer, paper towels, tissues by August 1, November 20, February 20, and May 20
 - Post signage related to cleaning and hygiene strategies in each room, restroom, throughout the hallways by August 20
 - Monitor hygiene supplies and refill as needed three times daily
 - Procure hand sanitizing stations as deemed necessary during walk-through with building leader by August 18
 - Sharing school supplies will be limited, and each student will have their own supply box for materials.
 - A list of these supplies will be generated as appropriate for each classroom and will be shared with parents and/or caregivers via mail, email, text, social media or other parent preferred communication applications.

Special Education Early On Program and Great Start Home Visiting: Staff training will be initiated to provide adherence to new hygiene standards and protocols to include:

- Signs and symptoms exhibited by a student or reported to staff by a parent that warrant immediate medical screening, assessment, or quarantine
- Signs and symptoms that indicate when staff should not enter the school building, should work from home, use sick time, or FMLA.
- Explicit training regarding when to use PPE with students and what PPE is required for specific tasks
- Appropriate use of PPE and location of supplies
- Care and storage of PPE, if reusable
- Guidelines for PPE application and removal to maximize product efficacy
- Efficient disposal of used PPE to avoid staff and student contact
- Proper handwashing technique along with instruction to students
- Appropriate use and storage of hand sanitizer
- Considerations when hand sanitizer could become a hazard to students
- Safe disinfection of objects and surfaces for students who explore their environments

- or self- soothe by mouthing
- Appropriate techniques to approach students who may be afraid or confused by PPE.

Each member of the Early On and Home Visiting team will be required to wash or sanitize their hands before and after visits. Each staff member will be provided adequate supplies for healthy hygiene behaviors. Any concerns or failures to follow safety and hygiene protocols will be discussed with the employees' supervisor.

Special Education Ancillary Service Providers (OT, PT, SLP, TC, Psych, SSW): Staff training will be initiated to provide adherence to new hygiene standards and protocols to include:

- Signs and symptoms exhibited by a student or reported to staff by a parent that warrant immediate medical screening, assessment, or quarantine
- Signs and symptoms that indicate when staff should not enter the school building, should work from home, use sick time, or FMLA.
- Explicit training regarding when to use PPE with students and what PPE is required for specific tasks
- Appropriate use of PPE and location of supplies
- Care and storage of PPE, if reusable
- Guidelines for PPE application and removal to maximize product efficacy
- Efficient disposal of used PPE to avoid staff and student contact
- Proper handwashing technique along with instruction to students
- Appropriate use and storage of hand sanitizer
- Considerations when hand sanitizer could become a hazard to students
- Safe disinfection of objects and surfaces for students who explore their environments or self- soothe by mouthing
- Appropriate techniques to approach students who may be afraid or confused by PPE.

Each service provider will be provided adequate supplies for healthy hygiene habits. Hand washing will be required at a minimum of every 2-3 hours daily. Testing protocol will be limited to a single provider as much possible. If a kit has to be shared by another provider, it will be turned in to be sanitized after use. Any concerns or failures to follow safety and hygiene protocols will be discussed with the employees' supervisor.

32P: Great Start Collaborative (GSC) and Parent Coalition:

All staff will be trained in Coronavirus Awareness and proper hand-washing and sanitizing. All staff will be provided with masks and hand sanitizer to use at meetings and events.

3. Cleaning

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

Career and Technical Education: Frequently used surfaces and student desks will be disinfected after each class period which range from 1-2 hours with an EPA approved disinfectant. Hands on CTE classrooms and shops will also be cleaned with an EPA approved disinfectant after each class period which range from 1-2 hours. Cleaning staff will wear gloves, surgical masks, and a face shield when cleaning.

Special Education Learning Center Program: DSISD Administrators will meet to review all

guidance related to cleaning and disinfecting of buildings and to review the Building Operations the MI Safe Schools: Michigan's 2020-21 Return to School Roadmap.

- An inventory related to all cleaning COVID-approved supplies related will be monitored and orders will be made to address increased cleaning protocols.
- Cleaning supplies and materials will be identified and placed throughout the building.
- All classrooms will be provided spray bottles with EPA-approved disinfectant, paper towels, face shield and gloves in order to address new cleaning protocols. Staff must wear gloves, a mask and face shield when cleaning.
- Each building custodial team and administrator will tour their building and identify areas of frequent usage throughout the building. A map and checklist will be created and kept secure in the head custodian room and office to ensure compliance when custodial substitutes are in the building.
- Custodial staff will walk the building wiping all high frequency usage areas at 7:00 a.m., 10:00 a.m. 2:00 p.m, and following any evening activities in the building. Staff will note the time, date and initials on a chart that is kept daily.
- All special classrooms i.e. art, music, gym and media centers will have EPA-approved cleaning supplies stored in the classroom away from students. The teacher of record for the area will wipe down all frequently used materials after each class has exited with EPA-approved disinfectant. This will occur prior to the entrance of the next class.
- Classroom teachers will wipe down the students desks everytime students exit the room at the elementary or after every period at the secondary level with EPA-approved disinfectant. Locked storage units with ventilation for cleaning materials will be available for all staff as needed. All classrooms will have the appropriate EPA-approved disinfectant in their rooms.
- Playground equipment will be cleaned twice a week.
- A training on cleaning materials and protocols will be provided to the staff through a virtual meeting the first week of school. This training will show the use of PPE when cleaning, protocols for the classroom and storage of cleaning materials.

Special Education Early On Program and Great Start Home Visiting:

After a home visit, used toys or other items will be separated and sanitized using an appropriate bleach solution or other disinfectant. The employee will again wash or sanitize their hands. Any concerns or failures to follow safety and hygiene protocols will be discussed with the employees' supervisor. Home visitors will be provided with supplies of gloves, masks and sanitizer for use during work.

Special Education Ancillary Service Providers (OT, PT, SLP, TC, Psych, SSW): After counselling, therapy, assessment or service to students, used items, test kits, consumibles, or manipulatives will be separated and sanitized using an appropriate bleach solution or other disinfectant. The employee will again wash or sanitize their hands. Any concerns or failures to follow safety and hygiene protocols will be discussed with the employees' supervisor. All providers will be given with supplies of gloves, masks, cleaning supplies and sanitizer for use during work. Vehicles shared among staff members will also require a checklist of common touch areas to clean between users.

32P: Great Start Collaborative (GSC) and Parent Coalition:

All items used during meetings and events will be properly sanitized and stored after each use.

4. Athletics

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

Career and Technical Education: not applicable

Special Education Learning Center Program: The Learning Center program will not be conducting athletic programs or events during phase 4 or 5 conditions of the pandemic. This would apply to the Learning Center Swim program supported by the Escanaba Rotary. Furthermore, outings, field trips and community activities will be eliminated or significantly restricted.

Special Education Early On Program and Great Start Home Visiting: Not applicable

Special Education Ancillary Service Providers (OT, PT, SLP, TC, Psych, SSW): Personnel who would normally support outings, community events or the swim program will assist in finding alternative means of promoting safe extra-curricular and physical fitness activities.

32P: Great Start Collaborative (GSC) and Parent Coalition:
NA

5. Screening

Please describe how you will implement the **requirements** for screening protocols from the *Return to School Roadmap* (p. 24).

Career and Technical Education: QR codes will be posted in each classroom and at each entrance to the building and students must fill out a survey from Public Health as class starts. Results will be monitored for anyone who self alerts to symptoms. A quarantine room has been identified and a staff member will observe students while in the room while a student coordinates their transportation home while wearing a mask. Staff caring for the student will also wear a surgical mask. Students will not be allowed to return to school without a negative test or no longer exhibit any symptoms in accordance with Public Health guidelines.

Special Education Learning Center Program: A QR code will be posted at each entrance to the building for staff to complete upon entry. Results will be monitored by administrative staff for anyone who self alerts to symptoms. Temperatures may also be checked as staff enter the building.

A quarantine room has been identified and a designated staff member will observe/monitor students (masked, if possible) in the room while also coordinating their transportation home. Staff caring for the quarantined student will wear a N95 mask, shield and gloves. Students will not be allowed to return to school without a negative test or no longer exhibit any symptoms in accordance with Public Health guidelines.

Special Education Early On Program and Great Start Home Visiting: Families will be screened prior to home visits through a checklist interview with the provider. Documentation

of the screening will be documented in the student record.

Staff will complete a self screening using the QR code or online survey daily prior to reporting to work.

Special Education Ancillary Service Providers (OT, PT, SLP, TC, Psych, SSW): Staff will complete a self screening using the QR code or online survey daily prior to reporting to work. Results will be monitored by administrative staff for anyone who self alerts to symptoms.

32P: Great Start Collaborative (GSC) and Parent Coalition:

NA

6. Testing

Please describe how you will implement the **requirements** for testing protocols from the *Return to School Roadmap* (p. 25).

Career and Technical Education: Students who exhibit symptoms will be placed in the quarantine room under observation until transportation can be provided and should report for off site testing. Staff who become symptomatic shall wear a mask, and transport or be transported for off site testing. Upon return both staff and students will need to produce a negative test result or have been released from isolation due to lack of symptoms. Public Health will alert students' families as to positive cases as well as exposure risks and contact mapping.

Special Education Learning Center Program: Students who exhibit symptoms will be placed in the quarantine room under observation until transportation can be provided. Public health officials will be notified of those students of staff who exhibit multiple symptoms of COVID 19 and should report for off site testing. Any individual showing a positive test for COVID 19 or deemed a probable case will be quarantined for up to 14 days AND demonstrating 72 hours symptom free. Staff who become symptomatic shall wear a mask, and transport or be transported for off site testing. Upon return both staff and students will need to produce a negative test result or have been released from isolation due to lack of symptoms. Public Health will alert students' families as to positive cases as well as exposure risks and contact mapping.

Special Education Early On Program and Great Start Home Visiting: If a family reports symptoms on the daily screening questionnaire, the family will not be seen by the providers on that day. Alternative means will be provided such as tele-therapy. Families will be encouraged to participate in COVID testing. Any individual showing a positive test for COVID 19 or deemed a probable case will be quarantined for up to 14 days AND demonstrating 24 hours symptom free.

Special Education Ancillary Service Providers (OT, PT, SLP, TC, Psych, SSW): Staff who become symptomatic shall wear a mask, and transport or be transported for off site testing. Public health officials will be notified of staff who exhibit multiple symptoms of COVID 19 and should report for off site testing. Any individual showing a positive test for COVID 19 or deemed a probable case will be quarantined for up to 10 days AND demonstrating 24 hours symptom free. Upon return staff will need to produce a negative test result or have been

released from isolation due to lack of symptoms. Public Health will alert students' families as to positive cases as well as exposure risks and contact tracing.

32P: Great Start Collaborative (GSC) and Parent Coalition:
NA

7. 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).

Career and Technical Education: Bussing is not provided by the CTE Center, but if transportation is provided all occupants will sanitize before entry to the vehicle, wear a mask, and the vehicle will be sanitized after the transportation is complete. Should a student become symptomatic and a parent cannot transport the student the LEA shall be responsible for student transportation.

Special Education Learning Center Program:

- Contact will be made to all transportation companies that support the district to ensure that they have received a copy of the criteria in the MI Safe Schools: Michigan's 2020 Return to School RoadMap in conjunction with this plan.
- A weekly or monthly meeting will be held with district transportation supervisors or contracted transportation departments to review the criteria required for level 4-5 and discuss concerns or issues arising.
- Contracts are being developed and altered to address the cleaning, sanitizing and professional development that is needed for the fleet.
- Signage will be added to each bus to address the use of face masking of all students and drivers, use of hand sanitizers and cleaning protocols.
- The DSISD and McKnight Transportation will work in conjunctions to provide cost effective PPE
- A pre-board screening questionnaire and temperature checks will be instituted for every student before boarding the bus to preclude quarantine or isolation at school.
- Hand sanitizer will be used at the entrance of each bus with every student as they board.
- A schedule for cleaning the busses, in compliance with the CDC frequent areas of contact, will be instituted between routes and after the departure of the last child from each run. A daily cleaning protocol checklist will be completed and retained for 90 days.
- Face masks will be available at the entrance of the bus in the event that a student does not come to the bus equipped with the necessary item.
- An assigned adult bus aide will be assigned to each bus run in addition to the driver.
- Communication will be sent out to families related to the mandatory nature of wearing a face mask on the bus and that all staff and students, if medically feasible, must wear it in order to be transported.
- Communication documents will be developed to enable the drivers of the buses to know what the safety plans are for any specific students and who for medical reasons will not be wearing a face mask.
- Professional development will be required for all bus drivers related to the changes including the appropriate usage of face masks and policies regarding the requirement

of their usage on the bus, hand sanitizing, and cleaning protocols to address the cleaning and disinfecting of the bus before and after every route. A check sheet with time and date of each cleaning will be provided to staff to complete each time the bus is cleaned.

- Bus drivers, weather permitting, will keep windows open on the bus both in route and when stopped.
- On those buses with specialized transportation and equipment needs, bus aides or drivers will wipe down the equipment upon entrance to the bus. This will be noted in the cleaning log.

Special Education Early On Program and Great Start Home Visiting: Transportation is generally not provided for children or families in the Early On Program or Great Start Home Visiting. Public transportation may be available and utilized if a need were to arise.

Special Education Ancillary Service Providers (OT, PT, SLP, TC, Psych, SSW): Travel to conferences or professional development will be significantly restricted or eliminated until January 2021. Staff will generally use their personal vehicles when commuting between buildings or districts. The DSISD has the use of several vehicles for use by employees. A checklist of protocols will be instituted for cleaning vehicles between use.

32P: Great Start Collaborative (GSC) and Parent Coalition:
NA

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.

Career and Technical Education:

-All DSISD CTE Center staff and students will wear a mask whenever in the building and engaged in a CTE course, as well as during passing time in hallways and common areas such as restrooms. Staff and students who cannot medically tolerate a mask will be required to provide medical documentation proving such a condition exists but not specific information as to the cause of the condition, and will then be required to wear a face shield compliant to requirements for wearing a mask.

-All CTE classrooms, shops, and halls will be equipped with adequate supplies to support healthy hygiene, each space will be provided hand sanitizer, paper towels, tissues, and signs to reinforce proper protocols, these will be checked on a daily basis to ensure they have capacity for the next day. Teachers will reinforce and teach proper handwashing and sanitizing protocols as well as proper ways to sneeze and cough and stay sanitary while doing so. Throughout each CTE course, all students will wash hands with soap and water. Students will be given multi use items to store for further use as to avoid sharing of items and these will be kept in individual containers. Space will be limited to use on a needs basis to avoid undue contamination.

-Frequently used surfaces and student desks will be disinfected after each class period which range from 1-2 hours with an EPA approved disinfectant. Hands on CTE classrooms and shops will also be cleaned with an EPA approved disinfectant after each class period which range from 1-2 hours. Cleaning staff will wear gloves, surgical masks, and a face shield when cleaning.

-QR codes will be posted in each classroom and at each entrance to the building and

students must fill out a survey from Public Health as class starts. Results will be monitored for anyone who self alerts to symptoms. A quarantine room has been identified and a staff member will observe students while in the room while a student coordinates their transportation home while wearing a mask. Staff caring for the student will also wear a surgical mask. Students will not be allowed to return to school without a negative test or no longer exhibit any symptoms in accordance with Public Health guidelines.

-Students who exhibit symptoms will be placed in the quarantine room under observation until transportation can be provided and should report for off site testing. Staff who become symptomatic shall wear a mask, and transport or be transported for off site testing. Upon return both staff and students will need to produce a negative test result or have been released from isolation due to lack of symptoms. Public Health will alert students' families as to positive cases as well as exposure risks and contact mapping.

-Bussing is not provided by the CTE Center, but if transportation is provided all occupants will sanitize before entry to the vehicle, wear a mask, and the vehicle will be sanitized after the transportation is complete. Should a student become symptomatic and a parent cannot transport the student the LEA shall be responsible for student transportation.

Special Education Learning Center Program: Staff and students will continue to follow the protocols in place for phase 4 given the presence of medically vulnerable and unmasked students who require daily personal care and extensive hands-on assistance from staff.

Special Education Early On Program and Great Start Home Visiting: Service providers and families will follow all protocols in place for phase 4, even if in phase 5.

Special Education Ancillary Service Providers (OT, PT, SLP, TC, Psych, SSW): Service providers and families will follow all protocol in place for phase 4, even if in phase 5.

32P: Great Start Collaborative (GSC) and Parent Coalition:
We will continue our Phase 4 plan.

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

Career and Technical Education: All highly recommended protocols will be included in the preparedness plan when located in phase5.

Special Education Learning Center Program: Staff and students will continue to follow the protocols in place for phase 4 given the presence of medically vulnerable and unmasked students who require daily personal care and extensive hands-on assistance from staff.

Special Education Early On Program and Great Start Home Visiting: All highly recommended protocols will be included in the preparedness plan when located in phase 5. The providers will follow protocol outlined in Phase 4 of the plan while in Phase 5.

Special Education Ancillary Service Providers (OT, PT, SLP, TC, Psych, SSW): All highly recommended protocols will be included in the preparedness plan when located in phase5.

The providers will follow protocol outlined in Phase 4 of the plan while in Phase 5.

32P: Great Start Collaborative (GSC) and Parent Coalition:

We will continue our Phase 4 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*.

Career and Technical Education: None

Special Education Learning Center Program: None

Special Education Early On Program and Great Start Home Visiting: None

Special Education Ancillary Service Providers (OT, PT, SLP, TC, Psych, SSW): None

32P: Great Start Collaborative (GSC) and Parent Coalition:

None

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**.

The DSISD and associated programs and services in Career and Technical Education will implement all protocols that are required and highly recommended while in phase 4.

The DSISD and associated programs and service in special education will adhere to all Required, Strongly Recommended and Recommended practices as indicated in the Roadmap.

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: August 13, 2020

Link to the Board Meeting Minutes or Signature of Board President, or signature of nonpublic school chief/designated school administrator: [DSISD Meeting Minutes \(8-13-20\)](#)

Link to the approved Plan posted on the District/PSA/nonpublic school website: [http://www.dsisd.net/UserFiles/Servers/Server_124446/Image/General%20Ed/DSISD%20COVID-19%20Preparedness%20and%20Response%20Plan%20\(Return%20to%20School\).pdf](http://www.dsisd.net/UserFiles/Servers/Server_124446/Image/General%20Ed/DSISD%20COVID-19%20Preparedness%20and%20Response%20Plan%20(Return%20to%20School).pdf)

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: Doug Leisenring

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

Date Submitted to State Superintendent and State Treasurer: August 17, 2020