MAISA | MICHIGAN ASSOCIATION OF INTERMEDIATE SCHOOL ADMINISTRATORS
SUPPORTING REGIONAL EDUCATION SERVICE AGENCIES

COVID-19 Preparedness and Response Plan

(Executive Order 2020-142 District Preparedness Plan Template)

Name of District: Eaton Regional Education Services Agency
Address of District: 1790 E. Packard Highway, Charlotte, Michigan 48813
District Code Number: 23
Web Address of the District: www.eatonresa.org
Name of Intermediate School District: Eaton Regional Education Service Agency
Name of Authorizing Body (if applicable): N/A
Date of Initial Adoption by Board of Education/Directors: August 12, 2020
Date of Adopted Revision by Board of Education/Directors: October 21, 2020

MASA | Michigan Association of Superintendents & Administrators
MICHIGAN Department of Education
MEMSPA Michigan Elementary and Middle School Principals Association
Michigan School Business Officials
MASB Michigan Association of School Boards
Michigan Association of Secondary School Principals
Middle Cities Education Association

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 preK-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 preK-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.

District and Program Implementation Plans
The District plans to use various alternative modes of instruction other than in-person instruction to address the needs of students enrolled in each Eaton RESA program or receiving related support services preK-grade 13 in Phases 1-3 of the MI Safe Start Plan. A hybrid model of instruction with various online learning and communication platforms will serve as the primary mode of instruction and/or service delivery (e.g. Google Classroom/Google Meet, Remind, Edgenuity, D2L, Real Time Virtual, Blackboard) across our different programs and services. All students will have access to developmentally appropriate, grade-level and/or course-specific resources/textbooks as needed to complete their work remotely through these alternative modes of instruction.

For those students that do not have technology access, the District will provide or coordinate access to them for use at home, to the extent feasible and as appropriate to the learning needs of the family and student. Students without devices or internet access will be provided hard copy instructional material packets and accompanying resources/supplies needed to complete work remotely on a regular basis by teachers, related service staff and/or paraprofessionals. Instructional packets will be collected regularly and teachers will assess student progress and provide feedback to students during ongoing communications via phone, text, email or virtual meetings and maintain a written log of these contacts.

For students with technology access, instructional content and support services will be delivered through the various online platforms selected for use by each program and/or service. Teachers and related service providers will be accessible for synchronous instruction (virtual meetings, office hours, lessons and therapy sessions) at the frequency noted within the child's IEP, contingency learning plan or IFSP. Asynchronous instruction through pre-made videos/lessons will also be provided multiple times per week by teachers, service providers and/or paraprofessionals as applicable to each program or service. Teachers and related service staff will monitor student access and assignment/activity completion on a regular basis and provide feedback to students within the online learning platform being used and through ongoing communications via phone, text, email or virtual meetings. Staff will maintain a written log of these contacts.

Mental health and social emotional supports/resources will continue to be provided during remote learning through local schools, Eaton RESA programs/services and community partners. Staff will provide screening, outreach, follow up, referral and/or direct services in support of these needs via remote strategies (e.g. phone, virtual meetings).

Over the past several months, district programs have sought input and reviewed survey data from our students and families for technology device and connectivity needs. This data has informed procurement and distribution of devices as applicable to support online instruction. Device handouts and collection will be facilitated by program and technology staff in compliance with safety and sanitation recommendations as necessary.

The Instructional Services and Technology teams will collaborate in creating an online repository of shared resources for development and training of staff and support for students and families in the use of digital tools and online platforms being implemented.

District technology supports will be provided to staff, families and students as requested. Students and families will report technical issues to their child's assigned teacher or service provider, who will then place a service request in the District's electronic or call systems. Staff will also report technical issues encountered through the submissions of service requests in the District's electronic collection systems.

All students enrolled in Eaton RESA programs also reside in one of our local constituent districts and as such will be participating in the existing food service distribution programs provided in their resident district. Eligible students will receive these nutrition supports via their resident local district throughout the course of remote learning in Phases 1-3.

The District will update implementation plans in Phase 1-3, for our various programs and services as necessary to align and comply with guidance and requirements as provided at the federal and state level in early childhood, career and technical education, special education and mental health services.

Great Start Readiness Programs:
Daily lessons will be provided to enrolled families using a blend of recorded videos featuring the teachers using materials families would find in their homes. Lessons will provide learning opportunities in literacy and math skills and will be sent to the families via Remind or email. Teachers and associate teachers will also participate in weekly, small group (3 students) synchronous lessons through Zoom or Google Hangout to more actively support and assess student learning and support Social-Emotional development. Teachers may provide extra synchronous support opportunities to students as needed. Students without devices or internet access will have access to instructional materials through a weekly instructional packet. Instructional materials (e.g. paper, pencils, etc) will be made available to families that do not have them.

Eaton Great Start:
Eaton Great Start will continue to support individual families and children through phone and remote contacts/home visits using the Parents As Teachers curriculum and a virtual meeting platform. A monthly family newsletter will be sent with information on community resources and ideas for parent/child learning at home. The Great Start Collaborative, Great Start Parent Coalition and Local Interagency Coordinating Council will meet remotely as per their published schedule of meetings.

Early On:
The Early On Program will continue to process new referrals and complete remote assessments (online platform or phone) to determine Part C eligibility and Michigan Mandatory Special Education eligibility as able. Services will be provided in the mode preferred by parents including: online or telephone sessions with service providers; check ins by phone, online or email/text: emailing or mailing strategies and ideas to families. Parents can choose the mode of services they prefer in cooperation with their service providers and this can change based on the needs of the family throughout the period of remote/virtual services. The frequency of contact from service providers will be based on the type and amount of services identified in each Individualized Family Service Plan (IFSP).

Build Up Michigan Evaluation Team:
The evaluators and administrator will continue to respond to new referrals for evaluations through Build Up. They will gather data, review outside evaluations and determine an appropriate evaluation plan with the parents as part of the REED (Review of Existing Evaluation Data) Process. They will determine what evaluation components can be completed remotely and proceed with evaluation as able. If in-person evaluation is needed in order to determine eligibility that will be delayed until in-person evaluation is permitted. Students who are in the evaluation referral process will be considered as "being suspected of having a disability" and the evaluators will work with the local school district to ensure that they get services in the area(s) of suspected disability during the period of no in person instruction.

Meadowview School Programs (ASD, EI, MOCI, SCI):
To support remote learning, family surveys will be conducted to determine the need for physical materials, assistive and adaptive equipment, electronic devices, and internet connectivity. Meadowview Principals will collaborate with the Eaton RESA technology and communications department to ensure families have the necessary information and tools related to remote instruction, school closure and reopening, technology training/supports, and expectations around modes of assessment and feedback, grade-level proficiencies, daily instructional time, and estimated workload.

Instructional materials will continue to be provided electronically and/or paper materials as necessary. Staff will increase use of online instructional tools for asynchronous feedback & parent communication. This will include Google Classroom, ULS, Edgenuity, IXL and/or Discovery Learning online instruction and assessment tools. Families will receive instructional materials on a weekly basis including synchronous opportunities to collaborate and receive instruction from the teacher and asynchronous instructional activities with directions that families can follow. This can be accomplished through live Google sessions or by phone.

Related service staff will continue to collaborate with teachers to incorporate functional activities into instructional tasks as well as continuing parent coaching to provide support on embedding practices in everyday activities. Coaching will continue to include paper materials and manipulatives sent home, assistive technology and adaptive equipment sent home, instructional videos and asynchronous resources, as well as individual student/family sessions and co-teaching sessions with the classroom teachers.

Teachers, related services staff, and families will be required to engage in an active and ongoing feedback loop that includes assessment of and feedback on student work, monitoring attendance and engagement, and reporting of any connectivity and access difficulties. Two-way communication between staff and student (or parent as appropriate) must occur at least twice weekly. Each student is expected to complete an assignment, lesson, activity, or assessment for each class daily. Staff will work with each family to develop

a schedule that ensures the necessary services and appropriate instructional time are accounted for. Teachers and related service staff will keep service logs including student attendance and participation. Connectivity, access, or participation concerns should be reported to the school principal(s) immediately so that they can be remedied as soon as possible.

Teachers and related service providers (e.g. OT, PT, SLP, SSW, APE, Teacher Consultants) will receive professional development focused on improving parent coaching practices to increase efficacy of at-home practice and instructional relevance of daily activities. Training on accessible digital materials, cultural bias, and culturally responsive instruction will be provided to all staff.

The School Social Worker and School Nurse will continue to collaborate with classroom teachers to provide regular social emotional learning activities and instructional tools for students and families. These will include support with best practices for trauma, positive self-care, behavioral supports, and destigmatization of COVID-19. The School Social Worker and School Nurse will operate as the school's mental health liaisons to coordinate Eaton RESA screening, referral and intervention programs related to social emotional needs of students and families. They will coordinate this work with the Eaton RESA prevention department initiatives and supports.

Special Education Related Service Staff:
Related service staff assigned to local districts will provide remote/virtual related services (e.g. speech/language, school social work, occupational/physical therapy, school psychology, transition and low incidence teacher consulting services) as per each assigned child's current IEP and/or contingency learning plan. Staff will work within the guidelines of their assigned districts plan, providing services remotely through online instruction (synchronous and asynchronous) and/or hard copy materials/activities based on family needs. Related service staff will use Google Meet, email, text and/or phone to communicate regularly with families and/or students based on their preferences. Staff will coordinate with parents/guardians to hold Individualized Education Plan (IEP) meetings virtually or via phone provided parents' consent and are able to fully participate in the meeting. Further, in keeping with required state and federal timelines and the District's child find obligation, evaluations for children suspected of having a disability and re-evaluations will be conducted by the Multidisciplinary Evaluation Team (MET) when it is determined that valid and reliable assessment data may be gathered remotely to make an appropriate recommendation of eligibility.

Career Preparation Center:
Eaton RESA Career and Technical Education programs are contracted through six partners. These include: Lansing Community College, Davenport University, Olivet College, Potter Park Zoo, AIS, and Farm Bureau. All CTE instructors will provide virtual instruction to students using a variety of electronic platforms (e.g. WebEx, Blackboard, Real Time Virtual, D2L and/or Google Classroom) and monitor student progress at least weekly. Student device/internet access issues will be addressed by the resident local district and/or CTE program partner, in coordination with Eaton RESA staff to ensure student participation and success. Students will be able to access WiFi at local district parking lots, post-secondary partner parking lots via self-transport or through hot spots provided by Eaton RESA as needed.

CTE instructors will maintain regular contact with students on a weekly basis through use of current online and virtual learning management systems for each class. Each Eaton RESA Student Services Coordinator and Career Development Coordinator will continue to be the primary support contact for students enrolled in CTE courses. These staff will contact

students weekly via email, Remind App or phone to provide support with online learning or other resources as needed.

CTE program instructors, Eaton RESA Student Service Coordinators and Career Development Coordinators will monitor student learning on a weekly basis and a communication log to document contacts with students and families. Instructors will enter assignment grades weekly in the selected learning management system and discuss concerns with individual students or consult with Eaton RESA staff/administrators for assistance. Eaton RESA Student Service Coordinators and Career Development Coordinators will monitor student participation and assignment completion and make contact with each student weekly. The Career Preparation Center Principal will be available to follow up with families and/or students as needed on barriers to participation in virtual learning. Lab instruction and time which can only be provided in-person will be addressed by each post-secondary partner with possible future lab make up sessions in various CTE programs offered.

Prevention Services:
Assigned staff will support children and families with behavioral/emotional supports, truancy services, substance abuse, health/sex education, teen pregnancy and parenting supports. These services will include use of remote case management, parenting classes, teletherapy services and provision of digital and print resources/materials. Staff will utilize multiple digital platforms (e.g. Zoom or Google Meet), based on the preference of the student or family being served and will also utilize Remind, phone, text, and email for ongoing communications, informal well-being checks and one-to-one contacts with students on their assigned caseloads. Students needing mental health support will be referred for assistance and support.

Technology Services/Supports:
Eaton RESA programs and services will seek input from our students and families for device and connectivity needs through review of survey data from the spring and applicable back to school surveys. This data will inform procurement and disbursement of resources where applicable to support online instruction. Device handouts and collection will be facilitated with appropriate protocols implemented for safety sanitizing devices and bagging them where necessary.

Technology support during closure will closely mimic the processes followed during in person learning. Students and families should report technical issues to their teacher who will place a service request on behalf of the student with appropriate contact information for that student or family. This process ensures the teacher is aware of any technical issues a student or family may be facing impacting their ability to participate in remote instruction.

Mental and Social-Emotional Health:
Eaton RESA staff will coordinate support for implementation of either the SRSS or SAEBRS screening tools for use with students in all grades across local districts and Eaton RESA programs. Teachers in all districts will be supported with training in Youth Mental Health First Aid, further helping them identify social and emotional needs in students. A referral system will be established in each building to ensure that students who are indicated to need further social and emotional assistance will have access to the services of a mental health professional.

A menu of available staff trainings will be provided to support the professional development on the topics of social/emotional learning, trauma-informed practices and responses, referral protocols and self-care. These resources will be shared with curriculum directors and local

district leadership. A crisis management plan will be established within the county using the Critical Incident Stress Management model. Resources for wellness and social services will be made available in both hard and digital copies for local districts to utilize for referral processes.

A mental health liaison will be designated for the county, who will work at the community level to build connectivity between systems of care (education, public health, mental health) for local districts, ensuring the mental health needs of students and staff are addressed with available local resources. Gaps that are identified in local systems will be addressed at the community level for further analysis and opportunities.

Communications will be developed for districts to share with families regarding return to school transitions, best practices of talking through trauma with children, self-care strategies, and understanding normal behavioral response to crisis. Programming that is available to be provided virtually, will be implemented with available audiences such as parenting classes, teacher training, early intervention programs, and case management.

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.

District and Program Implementation Plans
Students and families involved in an Eaton RESA program will be required to follow established "COVID-19 Student and Family Expectations" across our Great Start Readiness Programs, Meadowview School programs and Career Preparation Center programs. These written expectations address all required safety, screening and testing protocols required in the *Return to School Roadmap* and will be provided to parents and students prior to the start of the school year as part of the 2020-21 Parent/Student Handbook and student enrollment packet for each program.

Eaton RESA employees will be required to follow procedures regarding face coverings as outlined in the "Eaton RESA Return to Work Guide 2020-21" across all district programs, services and settings. This guide addresses all required safety, cleaning, PPE, screening and testing procedures required in the *Return to School Roadmap* and will be provided to all employees and contractors prior to the start of the school year.

All employees, contractors, vendors and visitors are required to wear a face covering while in Eaton RESA facilities, offsite student programs or when providing services in local districts, other schools, home-based or community settings, unless they cannot medically tolerate wearing a face covering. Employees who are unable to medically tolerate a face covering will

notify Human Resources and request this accommodation. Medical documentation will be required from the employee. Employees, contractors, vendors, visitors and students are encouraged to provide their own facial coverings and wash them daily, however the District will provide one-time, disposable face coverings for use by anyone who does not provide their own face covering upon entry into the District or another school-related facility. Eaton RESA will also provide designated employees with specialized and/or clear facial coverings and/or face shields as needed to support student instruction/services and cleaning protocols as outlined. Requirements regarding use of facial coverings will be documented and shared with district employees in the "Return to Work Guide" and with students/families in the "Parent/Student Handbook" provided to them by the program their child is enrolled in.

Visitors, family members and volunteers at district facilities and offsite programs will be restricted to being at district facilities and offsite programs except for extenuating circumstances and with express approval by appointment from an administrator during Phase 4. Those persons allowed in district facilities and programs (including vendors, contractors, presenters, substitutes etc.) will be issued a one-time disposable face covering upon signing in at designated main entrances and will be instructed to wear the face covering at all times.

Below are specific facial covering guidelines for adults and students to be implemented in each of the District's student programs/services during Phase 4.

Great Start Readiness Program:
Facial coverings will be worn by all staff except when unable to medically tolerate a face covering and/or during meals. Facial coverings may be cloth or disposable and provided by the employee or district. GSRP staff will also have access to a clear mask provided by the District to help aid in language and literacy development with their preschool children. Preschool children are also required to wear a facial covering when in their classroom except for meals, on the bus or outside of their classroom, if medically tolerated. Families are encouraged to provide a clean, face covering daily for their child or the District will provide a one-time, disposable facial covering for the child on a daily basis.

Early On and Eaton Great Start:
Facial coverings will be worn by all staff and contractors except during meals and if alone in a closed office space, workstation/cubicle and/or if medically unable to tolerate a face covering. Facial coverings may be cloth or disposable and provided by the employee or the District. All Early On staff will wear clear face masks during home visits to aid in communication with parents, infants and toddlers. During home visits, family members present will be encouraged to wear a face covering but infants/toddlers will not. When providing services in community locations, including daycare settings, Early On staff will follow Eaton RESA guidelines and wear either a cloth or disposable face covering, even if the setting is not requiring use of facial coverings for adults.

Build Up Michigan Evaluation Team:
Facial coverings will be worn by staff except during meals and if alone in a closed office space workstation/cubicle and/or if medically unable to tolerate a face covering. All evaluators will wear clear face masks when evaluating children in any setting (home, childcare, preschool). Build Up staff will follow Eaton RESA guidelines and wear either a cloth or disposable face covering, even if the setting is not requiring use of facial coverings for adults. Children under the age of five are not required to wear a face covering when being evaluated.

Meadowview School Programs (ASD, EI, MOCI, SCI):

- Cloth or disposable face coverings will be required for students, staff, and drivers while on the bus in coordination with Dean Transportation. Families are encouraged to provide face coverings or they will be made available through the District on each bus as needed. Students who are medically unable to tolerate or remove a face covering without assistance will not be required to wear one on the bus.
- Meadowview staff will be required to wear cloth or disposable face coverings at all times, except during meals and/or if medically unable to tolerate a face covering. The District will issue clear face coverings to each staff member and use of cloth face coverings will be encouraged. Cloth and reusable face coverings must be washed by staff and a clean face covering worn each day.
- Necessary additional or specialized personal protective equipment will be issued to staff based on their individual work assignments in coordination with their supervisor, and/or as a result of additional accommodations, in coordination with Human Resources.
- Students in grades K-5, 6-12 and students in transition programs will be required to wear face coverings in classrooms and common areas, such as hallways, restrooms, and Creative Pulp. Families are encouraged to provide their students with cloth face coverings that are washed daily if they can medically tolerate it and are able to remove the face covering without assistance. The District will also provide one-time, disposable face coverings for students who do not provide their own face covering.
- Staff, students and visitors to Meadowview programs located in local school district facilities will follow the protocols set by the local district in coordination with Meadowview administration regarding use of facial coverings in common areas and when outside of assigned classrooms.

Special Education Related Service Staff, Prevention and Instructional Services Staff:

Facial coverings will be worn by staff during the work day, except during meals, if alone in a closed office space, workstation/cubicle and/or if medically unable to tolerate a face covering. Facial coverings may be cloth or disposable and provided by the employee or the District as needed. Special Education staff may wear clear face masks provided by the District during direct work with students as appropriate. Staff who are not able to medically tolerate a face covering will not be required to do so. Eaton RESA staff working in local district schools and buildings will also follow guidelines for use of facial coverings in that specific work location in addition to Eaton RESA guidelines. Necessary additional or specialized personal protective equipment will be issued to staff based on their individual work assignments in coordination with their supervisor.

Career Preparation Center:
All ERESA CTE partners have policies requiring face coverings for staff and students in classrooms, common areas such as hallways, and entrances and exit areas. The District will provide face coverings to Eaton RESA staff or students who do not provide their own facial coverings. Local districts will require that students wear a face covering on district buses that transport students to/from the Career Prep Center programs on a daily basis. Eaton RESA staff will monitor students arriving and leaving Career Prep Center classes to ensure they are wearing face coverings on district transportation. Students who are not able to medically tolerate wearing a facial covering are not required to do so.

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

District and Program Implementation Plans
The District will provide adequate supplies to support healthy hygiene behaviors to include soap, hand sanitizer with at least 60% alcohol, paper towels, tissues, and signage reinforcing proper hand washing techniques. Hand sanitizer dispensers, stations and portable containers will be readily accessible and provided for use by staff, students and visitors in common areas, restrooms, work areas, meeting rooms and classrooms.

Eaton RESA staff will train students on how to cough and sneeze with proper respiratory etiquette, to include covering coughs and sneezes with a tissue, handkerchief or the crook of their arm. District staff will also train students on proper hand hygiene, to include frequent hand washing for at least 20 seconds and the safe use of hand sanitizer.

Below are the specific hygiene guidelines for adults and students to be implemented in each of the District's student programs/services during Phase 4.

Great Start Readiness Programs:
Hand sanitizer will be provided to each classroom. Staff and students will utilize hand sanitizer upon arrival and between hand washing routines. Teachers will teach hand washing steps at the beginning of the year and reinforce these steps ongoing. Students and teachers will continue to wash their hands before meals, after using the bathroom and every 2-3 hours as part of the daily routine. Teachers will notify the school office and their supervisor when soap and paper towels are getting low. Each child’s personal items will be kept in a separate cubby or locker. Individual containers of pencils, crayons and markers will be made to reduce sharing of materials between children.

Eaton Great Start:
Hand sanitizer will be provided to each staff member and contractor. Hand sanitizer will be used upon arrival and between hand washing routines. Hand sanitizer will be used before and after contact with the public. All staff and contractors will implement hand washing when access to soap and water are possible.

Early On:
Hand sanitizer will be provided to each staff person given the itinerant and home visiting nature of their daily work. Staff will use hand sanitizer before and after each visit, and/or during the visit as necessary, regardless of location. They will encourage children and family to use hand sanitizer as well. Staff will use hand sanitizer during visits if they come in contact with the child or family members. All staff will implement hand washing when access to soap and water are possible.

Build Up Michigan Evaluation Team:
Hand sanitizer will be provided to each staff person. Staff will use hand sanitizer before and after each interaction with a student or family and periodically during interactions as well. They will encourage children and family to use hand sanitizer as well. Staff will implement hand washing when access to soap and water are possible on a regular basis.

Meadowview School Programs (ASD, EI, MOCI, SCI):

- Each classroom, including those located offsite or within a building operated by a local district, will be stocked with adequate supplies of hand sanitizer and tissues. Bathrooms will be stocked with soap and paper towels. Soap and hand sanitizer will be systematically checked and refilled daily by custodial and/or classroom staff.
- Proper hand washing and use of hand sanitizer will be taught and reinforced, including the posting of signs illustrating proper hand washing techniques. Students and staff will be educated on how to cough and sneeze into their elbows, or to cover with a tissue and to immediately dispose of the used tissue and wash hands. Teachers will include scheduled hand washing with soap and water within their daily class schedules every 2-3 hours.
- Students will be provided with a locker or container to store personal items from home. Classroom supplies will be provided for students individually, including student specific storage whenever possible. When this is not possible, shared student supplies, equipment, and work areas will be disinfected after each use.

Special Education Related Services Staff, Prevention and Instructional Services Staff:
Hand sanitizer will be provided to each staff person given the itinerant nature of their work. Proper hand washing and use of hand sanitizer will be reviewed and reinforced with staff and they will model for students. All staff will wash their hands or use hand sanitizer before and after each interaction with students and require students to wash their hands or use hand sanitizer before and after each session with a staff person. Staff will need to notify their supervisor when they are in need of additional hand sanitizer.

Career Preparation Center:
Eaton RESA CTE partners will provide hand sanitizing stations as well as supplies of soap, paper towels and tissues in classrooms, common areas, and restrooms. Safety protocol resources such as videos and online orientation presentations provide further information regarding required hygiene protocol. This includes teaching and reinforcing proper hand washing. All CTE partners and Eaton RESA staff will implement all required and recommended Phase 4 Hygiene protocols.

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

District and Program Implementation Plans
Eaton RESA employees will be required to follow cleaning/disinfecting procedures outlined in the "Eaton RESA Return to Work Guide 2020-21" across all district programs, services and settings. This guide addresses all required safety, cleaning, PPE, screening and testing procedures required in the *Return to School Roadmap* and will be provided to all employees and contractors prior to the start of the school year.

The following cleaning protocols will be implemented by Eaton RESA within district facilities and other program locations as feasible.

- Building Operations will meet with custodial staff to review all guidance related to cleaning and disinfecting of buildings and to review the Building Operations sections of the MI Safe Schools: Michigan's 2020-21 *Return to School Roadmap* prior to the start of the school year.
- Building Operations and custodial staff will tour the building and identify areas of frequent use and high frequency touchpoints throughout each building.
- Frequently touched surfaces will be cleaned and disinfected every 4 hours, from 8:00 am to 4:00 pm. Custodial staff will note the time and date and initials on a chart that is kept daily.
- An inventory related to all cleaning supplies that are in compliance with EPA-approved COVID-19 cleaning and disinfecting materials will be taken and maintained ongoing so that additional supplies can be procured in a timely manner to address increased cleaning protocols.
- Locations and rooms with cleaning supplies will be identified within each building.
- All classrooms will be provided spray bottles or containers with EPA-approved disinfectant or diluted bleach solution, paper towels, face shields and gloves in order to address new cleaning protocols. Staff must wear gloves, a mask and face shield when cleaning, and students will not be allowed access to the cleaning solutions. Classroom staff will wipe down student desks each time students exit the room.
- Outdoor playground equipment will be cleaned once a week.
- All staff will be provided training on cleaning materials and protocols through virtual department meetings prior to the start of school. This training will show the use of PPE when cleaning/disinfecting, protocols for cleaning and disinfecting classrooms/work areas, and storage of cleaning materials.
- All Eaton RESA staff will wipe down common and/or shared work equipment, tools and materials before and after each use.
- Areas of an Eaton RESA facility or program where an individual was present following a confirmed positive case of COVID-19, will be closed for up to 24 hours before cleaning to minimize the risk of any airborne particles when feasible. Custodial staff will wear a surgical mask, gloves, and a face shield when performing cleaning of these impacted areas.

Below are the specific clearing guidelines for adults and students to be implemented in each of the District's student's programs/services during Phase 4.

Great Start Readiness Programs:
Tables will be cleaned using the 3 step cleaning method allowing bleach solution to disinfect for at least 4 minutes before and after eating in the classroom (breakfast, lunch and snack). Classroom materials will be cleaned using a bleach solution for at least 4 minutes at the end of each school day. High touch surfaces (faucet, bathroom and light switches) will be sanitized during rest time and at the end of the school day. Teachers and associate teachers will implement these clearing protocols.

Eaton Great Start:
Staff and contractors will minimize items brought to in-person visits, any location, including homes. All staff and contractors will clean and sanitize any items used with families following a visit or session using a bleach and water solution for at least 4 minutes. Any items used that cannot be cleaned and disinfected for reuse will be disposed of by all staff.

Early On and Build Up Michigan Evaluation Team:
Staff will minimize items brought to in-person visits, in any location, including homes and community childcare settings. Any items used with a family during a visit will be cleaned and then sanitized by all staff after the visit with an EPA-approved disinfectant and allowed to air dry before being used with another child or family. Larger items will be placed in a plastic bag after the visit and be cleaned/disinfected by all staff at an Eaton RESA facility, with an EPA-approved disinfectant and allowed to air dry before being used with another child or family. All staff will clean and disinfect test materials after being used with a child before use with another child/family. Any test items that cannot be cleaned/disinfected for reuse will be disposed of by all staff.

Special Education Related Services Staff, Prevention and Instructional Services Staff:
Eaton RESA staff will clean/disinfect shared therapy/instruction materials between student use. Therapy/instructional materials that can be cleaned/disinfected with an EPA-approved disinfectant will be sanitized appropriately and allowed to air dry completely. Assessment materials will also be cleaned and disinfected after student use by all staff. Plastic barriers may be applied to testing materials before use with a student to the extent possible as well. Any instructional/therapy materials and/or test items that cannot be cleaned/disinfected for reuse will be disposed of by all staff.

Meadowview School Programs (ASD, EI, MOCI, SCI):
All staff, including teachers, parapros and related service staff, will follow the cleaning protocols for the school facility in which they are located. If the program is not located in a school facility the staff will follow the cleaning protocols for the Packard Meadowview location.

Classroom supplies will be provided for students individually, including student specific storage whenever possible. Manipulatives, toys, and paper materials that cannot be disinfected between student uses will be provided to students individually as single use items. Shared student supplies, equipment, and work areas will be disinfected before and after each use with a bleach solution or EPA-approved disinfectant and allowed to air dry before being used with another child.

Individual student desks instead of shared tables will be utilized to the extent possible. High touch surfaces within the classroom such as door knobs, light switches, faucets, and tables will be cleaned and disinfected throughout the school day by custodial and/or classroom staff, utilizing a bleach solution or EPA-approved disinfectant.

Materials and equipment traveling between home and school will be reduced utilizing email, phone, and Google Classroom for communication between home and school, including sharing student work. When possible, if materials are required at school and home the student will be issued a school set and a home set of materials. Equipment and devices that cannot be duplicated and must travel between home and school will be disinfected at school daily, by classroom staff or related services staff, to the extent it is safe to do so (e.g. wheelchairs, AAC and assistive technology devices) utilizing the appropriate clearing procedures with disinfectant wipes.

Career Preparation Center:
All Eaton RESA CTE partners and staff have protocols in place for cleaning and disinfecting all student workstations and equipment prior to and following student use. In addition, regular and frequent scheduled cleaning of common areas such as restrooms, doors, high traffic areas and high frequency touch points will be addressed frequently by designated facility staff throughout the day and between student sessions.

4. Athletics, Food Service, Gathering and Extracurricular Activities
   Please describe how you will implement the **requirements** for athletics protocols from the *Return to School Roadmap* (p. 27) and food service, gathering and extracurricular activities from the *Return to School Roadmap* (p. 26).

District and Program Implementation Plans
Athletics:
Eaton RESA programs do not participate in any athletic events so these requirements are not applicable.

Extracurricular Activities:
Eaton RESA programs will not implement any extracurricular activities, programs or school-sanctioned events (e.g. Special Olympics, Eaton Special Riding Volunteer Program, Career and Technical Education Student Organizations) for enrolled students during Phase 4.

Gatherings:
- Eaton RESA programs will not conduct large scale assemblies where a mixed cohort of students and adults would be present in a setting of more than 50 students.
- Offsite field trips, community-based instruction outings and work-based learning activities involving students and Eaton RESA staff are suspended as well. Some of these activities may still be provided in a virtual manner.
- Meetings with 10 or less participants may be held in Eaton RESA facilities with social distancing and use of facial coverings. If visitors, vendors or contractors are participants in these meetings, they are required to complete a health screening prior to or upon arrival to the meeting and will also be required to wear a face covering. These procedures are subject to change at such time as allowed by Executive Order or phase designation in the MI Safe Start Plan.
- Meetings with 11 or more participants are not allowed in Eaton RESA facilities and will be held virtually, until such time as they are allowed by Executive Order or phase designation in the MI Safe Start Plan.
- Professional development sessions and training, irregardless of gathering size will not be allowed in Eaton RESA facilities, until such time as they are allowed by Executive Order or phase designation in the MI Safe Start Plan.

Food Service:
- Food service for students enrolled in the Eaton RESA operated Meadowview School program located at Packard facility will be provided by Charlotte Public Schools in a bagged and/or boxed lunch format daily. Students will eat meals in their classrooms with their peer cohort and adult supervision.
- Food service for students enrolled in Eaton RESA operated Meadowview School programs and Great Start Readiness Programs located in local district school buildings will follow the guidelines and protocols established by the host district/school. This will include bagged/boxed meals eaten in Eaton RESA classrooms and/or limited meals provided in a common area, such as a cafeteria with strict social distancing.

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

District and Program Implementation Plans
Eaton RESA has developed a district screening and exposure plan in consultation with the Barry-Eaton District Health Department. Implementation of this plan will be reviewed periodically with the District's Pandemic Response Team and the health department as needed.

Students and families involved in an Eaton RESA program will be required to follow established "COVID-19 Student and Family Expectations" across our Great Start Readiness Programs, Meadowview School programs and Career Preparation Center programs. These written expectations address all required safety, screening and testing protocols required in the *Return to School Roadmap* and will be provided prior to the start of the school year as part of the 2020-21 Parent/Student Handbook for each program.

Eaton RESA employees will be required to follow the daily workplace screening procedures outlined in the "Eaton RESA Return to Work Guide 2020-21" across all district programs, services and settings. This guide addresses all required safety, cleaning, PPE, screening and testing procedures required in the *Return to School Roadmap* and will be provided to all employees and contractors prior to the start of the school year.

All Eaton RESA employees, vendors, and contractors will complete and submit an electronic Workplace Screening form each day prior to reporting for work or entering a district facility or program. Visitors, guests or volunteers will not be allowed in Eaton RESA facilities or programs except under extenuating circumstances and after prior approval by Administration. A visitor will arrange for an appointment, complete and submit an electronic or print version of the Workplace Screening form prior to or upon entering a district facility or program.

Eaton RESA's workplace screening protocol is an adult self-report regarding recognized symptoms of COVID-19 and assesses their ability to report for work and/or safely enter a district facility/program. This self-report includes documentation of an individuals' temperature and restricts entry to a district facility or program when their temperature is at 100.4 degrees or higher.

For itinerant and offsite Eaton RESA employees, they are required to complete and submit the health screening and protocol established for both Eaton RESA and the local district in which they are assigned to work when entering a school or building during each work day. If the employee is scheduled to work in multiple districts and/or schools during a work day, they are required to complete and submit the health screening for each school or building they are entering along with the Eaton RESA Workplace Screening Form. This will allow for effective contact tracing efforts with itinerant and offsite Eaton RESA employees as per health department recommendations.

Families of all students enrolled in Eaton RESA programs will be required to conduct a health screening daily for each child that attends a district operated program as per local health department guidance. This will be done by the family prior to the student boarding the school bus or being transported to school by a family member. Bus drivers or program staff will conduct daily non-touch temperature scans for every student prior to boarding a bus or entering a school. For all students attending an Eaton RESA operated program, this health screening protocol is a family self-report regarding recognized symptoms of COVID-19 and assesses whether or not the student should attend school. This self-report protocol includes documentation of an individuals' temperature and denies school attendance, bus, and/or school entry at 100.4 degrees or higher. The District will have parents sign an agreement prior to the start of school for conducting this screening of their child daily.

Employees, vendors, contractors, visitors and students are required to remain at home if they are self-reporting or experiencing COVID-19 related symptoms. The individual must remain home until they have tested negative for COVID-19 or are symptom-free for 10 days without use of fever-reducing medications.

Employees, vendors, contractors, and visitors who develop symptoms while in an Eaton RESA facility, program or local district building/school should: 1) notify their assigned Eaton RESA supervisor and Human Resources immediately, 2) return home as soon as possible, 3) contact their healthcare providers for further guidance, and 4) quarantine/monitor symptoms. If a student develops symptoms while at school, they will be placed in a designated quarantine area, be isolated and monitored by a designated, trained staff person until a parent or guardian can come to the school and take the student home. While in isolation, the designated staff person will monitor and document the student's activity in a written log. The student in quarantine will be provided with and wear a surgical mask, unless not medically tolerated, until they are picked up. Designated school staff monitoring students in quarantine will also wear a surgical mask. Symptomatic students sent home from school are required to be kept home until they have been symptom-free for 10 days and at least 24 hours without use of fever-reducing medications.

Below are the specific screening guidelines to be implemented in each of the District's student programs during Phase 4.

Great Start Readiness Program:
All staff will complete both the Eaton RESA and applicable local district health screening forms and temperature self-check each morning prior to coming to school/work. Staff who exhibit symptoms or do not feel well should not report to work. Students will be scanned with a no touch thermometer prior to boarding a bus and/or entering the school building, parents will complete the daily health screening prior to bus entry or school drop-off. Students or staff who have a fever of 100.4 or two or more symptoms will be excluded from school as per LARA Guidelines for child care settings.

Early On, Build Up Michigan Evaluation Team and Eaton Great Start:
Eaton RESA employees and contractors will contact families scheduled to meet in-person prior to the visit, ask them the health screening questions, complete and submit the answers through the Eaton RESA Family Health Screening Form. A link/QR code may be sent to the family for them to complete the health screening prior to the visit. Results will be recorded in program specific tracking forms. If the family responds affirmatively to any of the COVID-19 screening questions, the in-person visit will not be conducted. A remote visit may be offered as an alternative or the in-person visit rescheduled once the individual(s) who were symptomatic have tested negative for COVID-19 or are symptom-free for 10 days and at least 24 hours without a fever not using fever-reducing medications.

Meadowview School Programs (ASD, EI, MOCI, SCI):

- Meadowview program staff will follow the screening protocols for the school facility in which they are located. If the program is not located in a school facility the staff will follow the screening protocols for the Packard Meadowview School location.
- Families are required to monitor their children daily for symptoms of COVID-19 and conduct the health screening. The presence of any symptoms, including a temperature of 100.4 or greater, cough or shortness of breath, will require the family to keep the student home from school and to follow up with a healthcare provider.
- Students who become ill with symptoms of COVID-19 at school will be placed in an identified quarantine area with a surgical mask in place, as medically tolerated, until they can be picked up by a parent or guardian. School staff caring for these children

must wear a surgical mask provided by the District. Families are required to keep the student home until they have tested negative for COVID-19, are symptom-free for 10 days or have completely recovered according to CDC and local health department guidelines.

- Meadowview School staff who are designated to monitor a student who becomes ill with symptoms of COVID-19 while at school and in the quarantine area are the School Nurse, administrators, or a paraprofessional. A written log of the student's activity and symptoms during quarantine will be completed.
- Designated quarantine/isolation areas for a student who becomes ill with symptoms of COVID-19 during the school day are: Packard Facility - music room, Charlotte Storefront - back room. For MOCI and ASD programs located in facilities operated by local districts, Eaton RESA staff will utilize the quarantine area designated for that school building and implement the Eaton RESA monitoring protocols with the student.

Special Education Related Services Staff, Prevention and Instructional Services Staff:
Eaton RESA staff who are working with students in local districts and schools will monitor students for symptoms of COVID-19 during their provision of service. If a student becomes symptomatic of COVID-19, the Eaton RESA employee will follow the quarantine and isolation protocols established by the local district and school in which they are working at the time.

For itinerant and offsite Eaton RESA employees, they are required to complete and submit the health screening and protocol established for both Eaton RESA and the local district in which they are assigned to work when entering a school or building during each work day. If the employee is scheduled to work in multiple districts and/or schools during a work day, they are required to complete and submit the health screening for both Eaton RESA and each school or building they are entering. This will allow for effective contract tracing efforts with itinerant and offsite Eaton RESA employees as per health department recommendations.

Career Preparation Center:
All Eaton RESA Career and Technical Education partners have a mandatory, daily health screening in place for all students prior to entering a building. Students and Eaton RESA employees will answer screening questions upon entering their assigned facility utilizing a QR code. Students without smartphones will be able to answer screening questions at a computer or iPad, which is sanitized between student uses. Any student or Eaton RESA employee who indicates symptoms of COVID-19 on the daily health screening utilized by each of the CTE program partners will be denied access to the facility. All program partners have established an isolation/quarantine area if a student becomes symptomatic during the school day. Students will be placed in this area and the parent or guardian will be contacted to come and pick up the student from the location the student is quarantined. Students will then have to follow the policies in place to return to the program. Symptomatic students sent home from school or Eaton RESA staff who return home, are required to stay home until they have tested negative for COVID-19 or are symptom-free for 10 days and at least 24 hours with no fever without use of fever-reducing medications.

Eaton RESA CTE employees will be required to complete and submit a daily health screening according to both Eaton RESA and the CTE program partner or local district protocols established prior to entering any given program or building on a given day, to include Eaton RESA facilities.

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

District and Program Implementation Plans
Eaton RESA has developed a district screening and exposure plan in consultation with the Barry-Eaton District Health Department. Implementation of this plan will be reviewed periodically with the District's Pandemic Response Team and the health department as needed. Part of this plan includes protocols for responding to positive tests and cases of COVID-19 among staff and students. The District will maintain confidentiality consistent with the ADA, HIPPA, FERPA and other applicable federal and state privacy laws. All employees, vendors, contractors, visitors and students who enter an Eaton RESA facility and/or offsite program will adhere to the daily health screening protocols outlined in item 5 of this Phase 4 plan noted above to determine the need for testing outside of district facilities or programs. Students and families involved in an Eaton RESA program will be required to follow established "COVID-19 Student and Family Expectations" across our Great Start Readiness Programs, Meadowview School programs and Career Preparation Center programs. These written expectations address all required safety, screening and testing protocols required in the *Return to School Roadmap* and will be provided prior to the start of the school year as part of the 2020-21 Parent/Student Handbook for each program.

Eaton RESA employees will be required to follow procedures outlined in the "Eaton RESA Return to Work Guide 2020-21" across all district programs, services and settings. This guide addresses all required safety, cleaning, PPE, screening and testing procedures required in the *Return to School Roadmap* and will be provided to all employees and contractors prior to the start of the school year.

In addition, all employees, vendors, contractors, visitors and students who enter an Eaton RESA facility and/or offsite program will adhere to the following testing protocols outlined below.

If any of these individuals develop a fever or become ill with COVID-19 symptoms prior to reporting to work or school, they should remain home and follow up with their healthcare provider. They should not return to work or school until it has been: 1) at least 10 days since symptoms first appeared; AND 2) at least 24 hours of no fever without use of fever-reducing medications; AND symptoms have improved. For any of these individuals who develop symptoms of COVID-19 while in an Eaton RESA facility, program or local district building/school they should provide notification to their assigned supervisor and/or Human Resources immediately, return home, quarantine and monitor symptoms and not return to work or school until they have tested negative for COVID-19 or are symptom-free for 10 days without use of fever-reducing medications. Students who exhibit COVID-19 symptoms while at school will have their family contacted to pick them up and will immediately be quarantined and provided with a surgical mask to wear while under monitoring for a designated Eaton RESA employee, who is also in a surgical mask.

In the event of a lab or clinically diagnosed case of COVID-19, a member of the District's Pandemic Response Team will work in collaboration with the Barry-Eaton District Health Department to provide adult and student contact information for those who were in close contact with the positive case, which occurred in an Eaton RESA facility or program. As per local health department guidance, a COVID-19 exposure is defined as spending more than 15 minutes less than six feet in close proximity to the student or adult who was diagnosed as positive for COVID-19.

The health department will implement contact tracing protocols with possibly exposed individuals and assist the District with communications to internal and external stakeholders, including staff and families, regarding the positive test. Given current public health practice,

any individual (adult or student) who was within close contact of the positive case will be asked to quarantine for up to 14 days after the exposure event at home.

An individual (adult or student) with a confirmed case of COVID-19 will only return to work or school after they are no longer infectious. Guidance on return to school or work will be provided to the individual by the local health department. Eaton RESA will require a written return to work or school medical verification from the individual's healthcare provider or local health department to be submitted to Human Resources prior to return.

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).

District and Program Implementation Plans
Meadowview School programs and some Great Start Readiness Programs utilize Dean Transportation to provide transportation services to students with disabilities and preschool age children. For some Great Start Readiness Programs and the Career Preparation Center, Eaton RESA utilizes local district provided transportation services. Eaton RESA has worked with Dean Transportation and local districts to implement the following protocols to address the health and safety of Eaton RESA students and employees related to busing and student transportation.

- Hand sanitizer, meeting state and federal requirements, will be supplied and available on board each vehicle. The use of hand sanitizer by transportation employees and student passengers will be required upon entering the vehicle.
- All passengers on board the vehicle, including local district staff or Dean employees and all students in grades preK-12, are required to wear face coverings on the vehicle, if medically feasible. Eaton RESA and/or local districts will provide face coverings for students that arrive to the vehicle without a face covering. Noncompliance with this requirement may impact a student's opportunity to ride the bus daily.
- Students are encouraged to socially distance to the extent feasible at bus stops and when onboard vehicles. Assigned seating may be enacted and students are encouraged to sit with siblings or other students from their classroom cohort.
- All Dean and local district transportation employees, if medically feasible, must wear a face covering while on their assigned vehicle. In some instances, it is not safe for the bus driver to wear a face covering while operating the vehicle. In these situations the Dean or local district employee will be provided with a face shield that must be worn while driving the vehicle.
- A multi-level protocol for cleaning and disinfecting buses and student transportation vehicles has been established. Level One: Daily Before and After Every Transit Route - preventative cleaning and disinfection of frequently touched surfaces throughout each vehicle conducted by the driver or other designated personnel. Level Two: Weekly After the Last Transit Route of the Week is Complete - preventative cleaning and disinfection of the complete passenger compartment that may be touched with varying frequency throughout normal use of each vehicle performed by the driver or other designated personnel. Level Three: As Needed, Based on a Confirmed Case of COVID-19 - specialized protocols to put the vehicle out of service temporarily, implement specialized cleaning and disinfecting of all surfaces within the vehicle using EPA approved materials and specialized equipment, (e.g. air-powered sprayers).
- Anyone exhibiting symptoms of COVID-19 is not permitted on a school bus. Parents and guardians are required to monitor the health of the child(ren) and follow this guidance.

- If a student becomes sick with COVID-19 symptoms during the school day, they will not be allowed to use the school bus to return home. The school will contact the parent/guardian to arrange for self-transport of the sick child for return home and will also notify the transportation office that the sick child will not be transported home on a school bus.
- Dean Transportation, Eaton RESA, and local district transportation will work in conjunction with the local health department to implement additional protocols for screening passengers, if necessary.
- Prior to returning to work, all Dean and local district transportation employees will be required to complete COVID-19 protocol, response and communication training. Information about COVID-19 (e.g. symptoms, spread, prevention, mitigation) as well as facility, worker, vehicle and passenger measures and detailed guides for safety, cleaning and disinfecting protocols will be covered.

Below are the specific screening guidelines to be implemented in each of the District's student programs during Phase 4.

Great Start Readiness Programs:
Busing and student transportation requirements will be met through coordination with Dean Transportation and local school districts. Students riding the bus will use hand sanitizer prior to entering the vehicle. Students will wear a face covering during transportation unless they are not medically able to tolerate a facial covering. Bus drivers or attendants will implement daily no-touch temperature scans prior to each student boarding a vehicle.

Meadowview School Programs (ASD, EI, MOCI, SCI):
Busing and student transportation requirements will be met through coordination with Dean transportation. Students unable to medically tolerate and/or remove face coverings without assistance will not wear a face covering. Students will be required to wear a face covering and use hand sanitizer upon entering and exiting the bus. Disposable face coverings will be provided to students as needed prior to boarding a bus on a daily basis. Bus drivers and attendants will implement daily no-touch temperature scans prior to each student boarding a vehicle.

Career Preparation Center:
Eaton RESA Career and Technical Education (CTE) programs will follow local district safety, health and hygiene requirements implemented on their busing as per Phase 4 of the *Return to School Roadmap*. Eaton RESA CTE staff will monitor students to ensure use of hand sanitizer and face coverings by students prior to boarding their bus daily.

8. Mental and Social Emotional Health
   Please describe how you will implement the recommended practices regarding mental and social-emotional health in Phase 4 of the *Return to School Roadmap* (p. 29).

Eaton RESA staff will coordinate support for implementation of the SRSS and/or SAEBRS screener for students in all grades across local districts and Eaton RESA programs. Teachers in all districts will be supported with training in Youth Mental Health First Aid, further helping them identify social and emotional needs in students. A referral system will be established in each building to ensure that students who are indicated to need further social and emotional assistance have access to the services of a mental health professional. A menu of available staff training will be provided to support the professional development of staff on the topics of

social/emotional learning, trauma-informed practices and responses, referral protocols and self-care. These resources will be shared with curriculum directors and local district leadership.

A crisis management plan will be established within the county using the Critical Incident Stress Management Model. Resources for wellness and social services will be made available in both hard and digital copies for local districts to utilize for referral processes. A mental health liaison will be designated for the county, who will work at the community level to build connectivity between systems of care (education, public health, mental health) for local districts, ensuring the mental health needs of students and staff are addressed with available local resources. Gaps that are identified in local systems will be addressed at the community level for further analysis and opportunities.

Communications will be developed for districts to share with families regarding return to school transitions, best practices of talking through trauma with children, self-care strategies, and understanding normal behavioral response.

9. Instruction
   Please describe how you will implement the recommended practices regarding instruction in Phase 4 of the *Return to School Roadmap* (p. 30-32).

Early On Program:
Service providers will work with the families on their caseload to determine the most appropriate method of providing services. This may include face-to-face learning opportunities, following the guidance provided by MDE and Early On Training and Technical Assistance. Remote services, with online or phone coaching may also be part of the plan or a combination may be chosen. Decisions will be made based on family and staff needs and may change based on their needs within Phase 4.

Materials will be provided to families and service providers will continue to focus on the growth and development of the whole child and provide needed coaching support to each family. Social-emotional learning supports and resource sharing will continue with families in any mode of service delivery, whether in-person or remote.

Great Start Readiness Programs:
GSRP will work with the local districts to determine if classrooms in that district will hold in person or remote instruction. If a district is exclusively providing remote instruction, GSRP may continue to provide virtual daily lessons to families. If families do not have access to the internet, developmentally appropriate learning activities in a printed weekly packet to families at each resident district food service distribution location. Instructional materials (e.g. paper, pencils, etc) will be made available to families that do not have them.

In addition, as with Phases 1-3, teachers and associate teachers will prepare short video lessons/activities focused on literacy and math skills. Daily lessons will be provided to enrolled families using a blend of recorded videos featuring the teachers using materials families would find in their homes. Lessons will provide learning opportunities in literacy and math skills and will be sent to the families via Remind or email. Teachers and associate teachers will also participate in weekly, small group (3 students) synchronous lessons through Zoom or Google Hangout to more actively support and assess student learning and support social-emotional development. Teachers may provide extra synchronous support opportunities to students as needed.

Eaton RESA GSRP teachers and associate teachers will provide a beginning of the year home visit for each enrolled family. Program goals and expectations will be discussed with each family. Eaton RESA GSRP teachers will conduct mid-year and end of the year conferences with each family to focus on the strengths and growth of each child. These home visits and conferences will be conducted in-person, virtually or by phone according to the needs of each family and the local districts remote learning or face-to-face instructional status.

Teachers and associate teachers will continue to focus on the growth and development of the whole child. Staff will support families and children through strong relationships, interactions and sharing of needed community resources. Social-emotional learning activities will be provided weekly or at a mutually agreed upon frequency with the family, through use of literature-based activities via print packets, video lessons, the Remind App, or email.

GSRP teachers will keep an electronic log of learning materials delivered to families via mail, in person or Remind App. Family responses will get documented on a weekly attendance form by each teacher. Additional outreach contacts will occur for families who are not engaged in these activities to support their needs by staff or the Early Childhood Supervisor.

Eaton Great Start:

Children and families remain the focus of work and support provided by Eaton Great Start. Families enrolled in the "Parents As Teachers" home visiting program have been receiving contacts, parent education and support from certified Parent Educators via virtual visits, telephone/text conversations, email and activity packet distribution. New families are being accepted as caseloads allow and services will be implemented accordingly. Either in-person or virtual reflective supervision with Parent Educators will be implemented by the coordinator.

Eaton Great Start is publishing a weekly newsletter called "Monday Moment" that is electronically distributed to all playgroup families, parent coalition members, GSC partners, home visitors, Early On and GSRP partners. The newsletter consists of 3 core sections: Learn, Grow and Know. Monday Moment is providing early learning objectives/activities, information on community resources and parenting support to all stakeholders.

The Great Start Collaborative and Great Start Parent Coalition meetings will continue as directed by state guidance. The Local Interagency Coordinating Council (LICC) will continue to be integrated in the GSC. A monthly virtual meeting with GSC partners will be offered with follow up correspondence in the preferred method of communication for those unable to participate remotely. The monthly newsletter, "Eaton Great Start Chatter" will continue during 2020-21 and serve as a resource to early childhood stakeholders.

Meadowview School Programs (ASD, EI, MOCI, SCI):

In Phase 4, Meadowview School programs will provide a hybrid model with one day/week of in-person instruction and four days/week of remote instruction from (8/24/20 – 10/30/20) and two days/week of in-person instruction and three days/week of remote instruction from 11/2/20 – 1/23/21. This blend of in-person and remote instruction will be reviewed in December of 2020 with the first semester continued or modified for the second semester (1/25/21 - 6/4/21) based on safety, regional phase status and local district instructional plans. The hybrid instruction will be based on grade level standards and individual student needs as outlined in each student's IEP. As needed, IEPs will be revised to address new or changing needs of each student. Should a student be medically unable to return to in-person instruction, the IEP process will be utilized to develop an offer of FAPE specific to that student's needs.

Based on results of parent, staff, and student feedback from distance learning experiences in the spring of 2020, surveys of parents and staff about returning to in-person or distance

learning, and best practices for blended and remote learning for students with disabilities Meadowview School programs will implement the following practices.

Use of online/technology based instruction will take place during in-person and/or remote instruction to provide students with a consistent curriculum. Each Meadowview teacher will incorporate a variety of online learning tools (e.g. Google Classroom, Remind App, Google Meet, Edgenuity, ULS, IXL and/or Discovery Learning) to provide activities to students that align with their IEP goals/objectives and needs. Teachers, paraprofessionals and related service staff will continue to use Google Classroom and other distance learning tools to communicate with families, provide access to instructional and enrichment activities, and continue parent coaching activities. As appropriate, teachers, paraprofessionals and related services staff will provide individual and small group activities in two different class cohorts on a staggered schedule to allow for social distancing and adequate cleaning requirements.

Meadowview administrators will collaborate with the District's technology and communications departments to provide parents and staff with how-to-guides and tutorials related to the use of common technology and distance learning tools (Gmail, Google Classroom, Google Meet, YouTube, ULS, etc.).

In addition to district provided professional learning around equity and implicit bias, social-emotional learning, and culturally responsive education, Meadowview staff will receive additional professional development to improve parent coaching practices to increase the efficacy of at-home practice and instructional relevance of daily activities. Teachers and related service providers will work with the District's Assistive Technology Consultant to increase use of accessible digital materials and online curriculum resources.

Student progress will be monitored through the use of formative and interim assessment data related to IEP goals and objectives and grade level content standards. This will include an assessment at the start of the school year. Results of these assessments will be reviewed by school problem solving teams to identify students in need of additional scaffolds and supports. Progress on content standards and IEP goals will continue to be reported to parents. Students failing to make appropriate progress will be referred to the IEP team for review of the student’s IEP and ensure an appropriate offer of FAPE. All IEP teams will continue to review and address individual student needs for social emotional learning, extended school year services, and post-secondary transition planning.

To enhance the learning of all students, teachers will integrate flipped classroom practices within in-person instruction to increase instructional time with teachers and work with related service staff and paraprofessionals to provide for individual and small group instruction with social distancing and increased practice turns and feedback for students. Instruction will utilize power standards to focus and prioritize content.

Meadowview staff and administration will monitor the safety protocols implemented for face to face instruction and will continue to adjust logistics and supports to ensure students and staff are engaged in a safe and healthy environment. If at any time administration determines that safety cannot be maintained, Meadowview may transition to full virtual learning as needed during Phase 4.

Career Preparation Center:

Eaton RESA CTE programs are delivered in partnership with:

- Lansing Community College (tech careers and main campus locations)
- Davenport University
- AIS
- Farm Bureau Insurance/Olivet College (Saginaw Hwy. campus)
- Potter Park Zoo

The following in-person courses will be provided by CTE program partners starting 8/24/2020:

- Animal Science-Potter Park Zoo
- Business Academy, Game Design, Computer Security-Davenport University
- Insurance-Farm Bureau

All remote learning is synchronous during our regularly scheduled class times using Real Time Virtual/Online Real Time using WebEx, Blackboard, D2L, Google Classroom. Please note that if campus is open for labs, students may be allowed to engage in some hands-on activities for courses on a periodic basis. The following CTE courses will be provided by CTE program partners in a full virtual learning environment starting 8/24/2020:

- **LCC**
    - Criminal Justice
    - Digital Media & Design
    - Health Technology 1
    - Health Technology 2 (hoping to offer face-to-face training/CNA class Spring semester)
    - Law Enforcement
    - Sports Medicine

Due to social distancing requirements in labs, the following CTE courses will utilize a staggered schedule and class cohorts to limit the number of students riding on a bus or in a lab. The following CTE courses will be provided by CTE program partners in a hybrid model with some in-person and some remote learning.

- **LCC**
    - Automotive Technology I & II – Monday/Wednesday; Tuesday/Thursday with a flexible lab day on Friday for students needing extra support.
    - Mechanical Engineering & Manufacturing – Monday/Wednesday; Tuesday/Thursday with a flexible lab day on Friday for students needing extra support.
    - Mechatronics
    - Welding I & II – Monday/Wednesday; Tuesday/Thursday with a flexible lab day on Friday for students needing extra support.

- **AIS**
    - Heavy Equipment Operation and Repair – Every other week format.

Device and Connectivity

- Issues will be resolved collaboratively between local districts and Eaton RESA. In the event a local district cannot provide a device, Eaton RESA will work with the student to provide needed devices.
- In addition, students with connectivity issues can report to either LCC or DU to work on classwork in the computer labs, arriving on regularly scheduled transportation.
- Career Prep Center student device and connectivity survey responses due back to Eaton RESA on 8/12 will be used for hardware procurement.

- Medically vulnerable students will be allowed to complete classes remotely when feasible.

Instructional/Prevention Services:
Assigned staff will continue to support children and families with behavioral/emotional supports, truancy services, substance abuse, health/sex education, teen pregnancy and parenting supports. Strategies will include use of in-person and remote case management, parenting classes, teletherapy services and provision of digital and printed resources/materials. Staff will utilize multiple digital platforms (e.g. Zoom, Google Meet) based on the preference of the constituent being served.

Staff will support Eaton RESA and local district staff with virtual training/coaching, materials and resources as requested. Service providers will regularly reach out to families and coordinate services, provide referrals and address the needs of the whole child via in-person, digital or phone contacts as well as teletherapy.

All instructional consultants and prevention staff will maintain a weekly log with Google Forms to document the services and supports provided to children, families and/or local district personnel. For those providing teletherapy, parent consent forms will be utilized and contact logs will be maintained for each child.

Staff will connect with children, families and/or local district personnel villain-person contacts, phone calls, text messaging and/or virtual meetings as needed or specified in their local district plans.

Special Education Related Services:
In Phase 4, special education related services will be provided in a hybrid model of in-person and remote instruction based on the instructional model being implemented by the local school district the student resides in. Staff will continue to provide related services (e.g. speech/language, school social work, occupational/physical therapy, school psychology, transition and low incidence teacher consulting services) as per each child's current IEP and/or contingency learning plan depending on if virtual or in person.

Staff will provide direct and consultative services to assigned students, families and/or local district personnel as per a child's IEP or Contingency Learning Plan to support the growth and development of the whole child in person or remotely depending on the status of the District. The needs of the child and family will determine the frequency, amounts of types of services provided. As needed, IEPs will be revised to address new or changing needs of each student.

Staff will use email, phone, or texts to contact families and offer activity packets via email or mail based on family needs to support their children's learning when at home when determined needed. Staff will identify students who did not engage in remote learning and develop a plan to provide additional support if needed and determined by the students IEP team. This may include providing digital resources and tools to support learning.

All related service providers will maintain an electronic log to document the in-person and virtual services/contacts scheduled and provided to each child and family. These logs will also include progress on individual student goals/objectives being addressed.

10. Operations

    Please describe how you will implement the recommended practices regarding school operations in Phase 4 of the *Return to School Roadmap* (p. 33-36).

- The facilities department will continually monitor the inventory of cleaning and disinfecting supplies. Orders will be placed to maintain a minimum of two month supply levels. The District will utilize various vendors and the District's third party custodial service to obtain the best price and monitor availability.
- A cleaning checklist will be developed that will identify the frequently touched surfaces and the times they are required to be cleaned.
- The HVAC system is on a quarterly schedule for preventative maintenance, including filter changes.
- Signs with CDC recommendations regarding hand washing, cough etiquette, and nose blowing are posted throughout the building.
- Facility walkthroughs will be performed on a daily basis, including a daily review of the cleaning checklist.
- Custodial staff will wear gloves, a face mask, and a face shield while disinfecting.
- Staff will have designated doors to enter and exit through, based on the area of their workstations/classrooms located within Eaton RESA facilities.
- All staff are required to complete a health screening form and wear a face covering when in common areas, unless they are unable to medically tolerate the covering.
- Tables and chairs will be removed from the staff lounge, where appropriate.
- Visitors will be scheduled to enter the building only when necessary by appointment. All visitors will need to complete a health screening form prior to entering the building and must wear a face covering while in district facilities and programs.

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.

District and Program Implementation Plans

In general, Eaton RESA will continue all requirements, protocols and recommendations from the MI Safe Start Plan - Phase 4 identified in Executive Order 2020-142 and the *Return to School Roadmap,* as delineated in this Eaton RESA COVID-19 Preparedness and Response Plan, also in Phase 5 of the MI Safe Start Plan. These requirements, protocols and plans delineated in Phase 4 that will also be implemented in Phase 5 include the following components: face coverings, hygiene, cleaning, athletics, food service, extracurricular activities, gatherings, screening, testing, busing and student transportation.

Eaton RESA will also continue to implement recommended Mental and Social-Emotional Health screening practices, referral systems, dissemination of community resources to staff and families, crisis management supports, and staff training/professional development activities, in Phase 5, as delineated in this Eaton RESA COVID-19 Preparedness and Response Plan in Phases 1-3 and 4.

The District and student programs will also continue to implement recommended Instruction protocols regarding implementation of formative assessments, developmentally appropriate, grade-level and/or course specific curriculum, and implementation of student IEP's, Contingency Learning Plans, IFSP's, and 504 Plans to address individual student needs in Phase 5, as delineated in this Eaton RESA COVID-19 Preparedness and Response Plan from Phase 4.

Eaton RESA will also continue to implement recommended school operations protocols to address facilities, budget, food service, enrollment, staffing, technology and transportation practices in Phase 5, as delineated in this Eaton RESA COVID-19 Preparedness and Response Plan from Phase 4.

1. Indicate which strongly 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.*

Safety Protocols:
All strongly recommended safety protocols (personal protective equipment, hygiene, spacing, movement and access, screening, testing, medically vulnerable students/staff, food service, gathering and extracurricular activities) outlined in Phase 4 of this COVID-19 Preparedness and Response Plan will also be implemented in Phase 5.

Mental and Social-Emotional Health:
Eaton RESA staff will coordinate support for implementation of the SRSS and/or SAEBRS screener for students in all grades across local districts and Eaton RESA programs. Teachers in all districts will be supported with training in Youth Mental Health First Aid, further helping them identify social and emotional needs in students. A referral system will be established in each building to ensure that students who are indicated to need further social and emotional assistance have access to the services of a mental health professional.

A survey will also be distributed to staff periodically to monitor the stress and anxiety experienced due to working within a degree of uncertainty and change. A menu of available staff training will be provided to support the professional development of staff on the topics of social/emotional learning, trauma-informed practices and responses, referral protocols and self-care. These resources will be shared with curriculum directors and local district leadership. A crisis management plan will be established within the county using the Critical Incident Stress Management Model.

Resources for wellness and social services will be made available in both hard and digital copies for local districts to utilize for referral processes. A mental health liaison will be designated for the county, who will work at the community level to build connectivity between systems of care (education, public health, mental health) for local districts, ensuring the mental health needs of students and staff are addressed with available local resources.

Gaps that are identified in local systems will be addressed at the community level for further analysis and opportunities. Communications will be developed for districts to share with families regarding return to school transitions, best practices of talking through trauma with children, self-care strategies, and understanding normal behavioral response to crisis. Programming that is available to be provided virtually, will be implemented with available audiences such as parenting classes, teacher training, early intervention programs, and case management.

Instruction:
Eaton RESA will continue to implement strongly recommended and recommended activities from Phase 4 during Phase 5 as well. This would include a hybrid model of accessing instruction and support both remotely and in-person when requested given the request is appropriate for the integrity of the type of instruction and/or support services needed. Feedback from families and staff will continue in Phase 5 regarding the in-person and/or remote learning plans being implemented. Instructional core content through the prioritization of power standards and academic screening will assist teachers in the identification of targeted areas for student growth. The use of power standards and academic screeners will continue in Phase 5 with continuity from Phases 1-3 and 4.

Academic, developments, social-emotional and behavior goals identified in IEPs, 504, and EDP will continue to be supported by Eaton RESA staff. Support includes the facilitation and maintenance of the structures and systems that support staff in delivering services while maintaining opportunities for students and families to provide input and feedback. Subsequent professional development and resource allocation will be prioritized to meet the needs of staff and administrators in support of these activities.

Communications and Family Supports:
Prior to the start of the school year, families and students as appropriate will receive communications from Eaton RESA program administrators via School Messenger, email and U.S. mail regarding the Return to School implementation plan for Phase 5 or Phases 1-3 or 4 as appropriate. In addition, specific and relevant family and student expectations and requirements for the 2020-21 school year aligned to the *Return to School Roadmap* will be communicated.

This information will also be included in revised Parent/Student Handbooks for applicable programs (Great Start Readiness Programs, Meadowview School programs and the Career Preparation Center programs) operated by Eaton RESA prior to the start of the 2020-21 school year.

The Eaton RESA Instructional Service and Technology Service Teams will collaborate in creating a repository of shared resources for use in training and support with both students and families on the use of digital tools and other resources for facilitating learning across Phases 1-5.

Professional Learning:
The Eaton RESA Instructional Service and Technology Service teams will collaborate in creating a repository of shared resources for development and training of staff for use of digital tools facilitating the online educational process. Instructional Services staff will also coordinate with local districts to identify common needs and implement in-person or virtual professional development as requested and in consultation with local district leadership and staff input.

Facilities:
Eaton RESA will continue to implement all required and strongly recommended facilities protocols that are outlined in Phase 4 of this COVID-19 Preparedness and Response Plan in Phase 5. This includes cleaning/disinfecting practices, HVAC system monitoring/maintenance, signage to assist with social distancing, flow of people in facilities, personal hygiene and health screening protocols as well availability of PPE.

Budget, Food Service, Enrollment and Staffing:
Eaton RESA will implement all recommended practices with regard to budget, food service, enrollment and staffing as outlined from Phase 4 of this COVID-19 Preparedness and Response Plan in Phase 5. Student/family and staff outreach about returning to school has been conducted to determine needed personnel deployment and policy changes, which are being addressed in partnership with impacted collective bargaining units as well as through revisions to student/parent handbooks. The Eaton RESA administrative team is reviewing and revising budgets to address resource needs for implementation of the *Return to School Roadmap* requirements and recommendations and has developed a Return to Work Guide to orient and train staff on new and/or revised procedures.

Technology:
Eaton RESA will implement all of the recommended Technology Services practices outlined in Phase 5 of the *Return to School Roadmap*. With assistance from Technology Services all district programs and services sought input from staff, students and families regarding device and connectivity needs through review of survey data from the spring and current return to school surveys. This data has informed procurement and disbursement of resources where applicable to support online instruction. Device handouts and collection will be facilitated with appropriate concern for safety sanitizing devices and bagging them where necessary.

Technology support, whether delivering instruction remotely in Phases 1-3, will closely mimic the processes followed during in person learning in both Phase 4 and 5. Students and families should report technical issues to their teacher who will place a service request on behalf of the student with appropriate contact information for that student or family. This process ensures the teacher is aware of any technical issues a student or family may be facing impacting their ability to participate in remote or hybrid learning.

Transportation:
Eaton RESA in coordination with Dean Transportation and local district transportation services will continue to implement the strongly recommended practices outlined in Phase 4 of this COVID-19 Preparedness and Response Plan during Phase 5. This includes all strongly recommended safety and operation protocols/procedures involving personal protective equipment, hygiene, spacing, screening, testing, and employee training.

2. Indicate which strongly 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.*

All required and strongly recommended protocols from the *Return to School Roadmap* as outlined in Phase 4 of the Districts COVID-19 Preparedness and Response Plan, will be implemented by Eaton RESA in Phase 5.

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

No, the District will not exclude any strongly recommended protocols outlined in Eaton RESA's Phase 4 COVID-19 Preparedness and Response Plan. This includes practices addressed regarding safety, mental/social-emotional wellbeing, instruction and school operations as identified in the *Return to School 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 12, 2020

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

https://www.eatonresa.org/downloads/superintendent_office/board_resolution_-_preparedness__response_plan.pdf

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

https://www.eatonresa.org/downloads/superintendent_office/eaton_resa_covid-19_preparedness_and_response_plan.pdf

Name of District/PSA/Nonpublic Leader Submitting Plan:

Cindy Anderson, Superintendent
Eaton Regional Education Service Agency

Date Received by the ISD/Authorizing Body/Chief or designated School Administrator:

August, 13, 2020

Date Submitted to State Superintendent and State Treasurer:

August 17, 2020