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

Name of District: Eaton Rapids Public Schools
Address of District: 912 S. Greyhound Drive
District Code Number: 23050
Web Address of the District: http://www.erpsk12.org
Name of Intermediate School District: Eaton RESA
Name of Authorizing Body (if applicable): William L. DeFrance
Governor Whitmer’s Executive Order 2020-142 “provides a structure to support all schools in Michigan as they plan for a return of pre-K-12 education in the fall. Under the order, school districts must adopt a COVID-19 Preparedness and Response Plan laying out how they will cope with the disease across the various phases of the Michigan Safe Start Plan. In turn, the accompanying Michigan Return to School Roadmap offers a guide to the types of safety protocols appropriate during each phase. There’s no one-size-fits-all solution: What works in Lansing may not work in Sault Sainte Marie. Districts will retain the flexibility to tailor their instruction to their particular needs and to the disease conditions present in their regions.” (EO-2020-142)

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

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

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

✓ The District assures that when it provides in-person instruction to its students without disabilities, the district must also provide in-person instruction to its students with disabilities, consistent with their individualized education programs (IEPs).

✓ The District assures that when schools are closed to in-person instruction, districts must strive in good faith and to the extent practicable, based upon available resources, technology, training, and curriculum, as well as the circumstances presented by COVID-19, to provide equal access to any alternative modes of instruction to students with disabilities from birth through age 26. This assurance includes the provision of auxiliary services under section 1296 of the Revised School Code, MCL 380.1296.

✓ The District assures that while any state of emergency or disaster related to the COVID-19 pandemic continues, it shall comply with guidance from the United States Department of Education, including its Office of Civil Rights and Office of Special Education and Rehabilitative Services, and the Michigan Department of Education concerning the delivery of alternative modes of instruction to students with disabilities in light of the impact of COVID-19.

✓ The District assures that it shall, to the extent practicable and necessary, make individualized determinations whether and to what extent compensatory services may be needed for students with disabilities in light of the school closures during the 2019–2020 school year.

✓ The District assures that during Phase 1, 2, or 3 of the Michigan Safe Start Plan it will close its buildings to anyone except: (a) District employees or contractors necessary to conduct minimum basic school operations consistent with a Preparedness Plan, including those employers or contractors necessary to facilitate alternative modes of instruction, such as distributing materials and equipment or performing other necessary in-person functions. (b) Food-service workers preparing food for distribution to students or their families. (c) Licensed child-care providers and the families that they serve, if providers follow all emergency protocols identified by the state.

✓ The District assures that during Phase 1, 2, or 3 of the Michigan Safe Start Plan it will suspend athletics, after-school activities, inter-school activities, and busing.

✓ The District assures that during Phase 1, 2, or 3 of the Michigan Safe Start Plan it will provide for the continued pay of school employees while redeploying staff to provide meaningful work in the context of the Preparedness Plan, subject to any applicable requirements of a collective bargaining agreement.

✓ The District assures that in Phases 1, 2, or 3 of the Michigan Safe Start Plan it will provide for the continuation of food distribution to eligible students.

✓ The District assures that during Phase 4 of the Michigan Safe Start Plan it will prohibit indoor assemblies that bring together students from more than one classroom.

✓ The District assures cooperation with the local public health department if a confirmed case of COVID-19 is identified, and agrees to collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present in school.
Preparedness Plan


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

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

### Phase 3 - ERPS Learning Continuity Plan - PHASE 3

### Phase 4 - Mental & Social-Emotional Health

For our district, we believe mental and social-emotional health is a critical and foundational piece to the success of this coming year. Although we understand the “requirements” stated in the roadmap are minimally stated, we wholeheartedly believe this work and intentional planning will make or break every other part of the living-work plan. Therefore, we will elaborate on our plan to support our school community which includes students, families and community, instructional staff, support staff, administration and other school leaders. We used the CASEL Reunite, Review, Thrive document to guide and support our thinking.

Our district has established a Social Emotion Wellness and Response Team. The Team has an established purpose, process, action plan and outcomes that will be described in this Preparedness and Response Plan for returning students to school.

### Screening and Referral Process To Identify and Support The School Community

We will review our established crisis management plans so they can be activated efficiently as needed for situations such as the loss of a student or staff member.

Once established, our Crisis Management Plan will be communicated to all stakeholders and placed on our district website.

Our district will implement a mental health screening for all students. The screening tool we use is compliant with HIPAA and FERPA policies. Screening instructions (offered verbally to younger students) will provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines.

We will use a Screening and Referral Process Action Plan to create a format to organize the work around our screening and referral process.
We currently utilize the following screeners:

- Ages and Stages Questionnaire-Social Emotional (ASQ-SE) for all pK-K students
- Student Risk Screening Scale (SRSS) for all students in grades 1-12, which is a free screener. The staff time is currently funded through 31n.
- We may, with the guidance from ERESA implement SEABRS as an additional screener for students. We will use Kessler 10 for staff and supports from our Employee Assistance Plan.

Data from these screeners are part of our Student Support System through our MTSS process and informs our implementation of SEL learning/curriculum and formative assessment. We believe that SEL should be an integrated component of our instructional and wellness approach as supported by the Yale Center for Emotional Intelligence.

Our Curriculum/MTSS Director is the point person to centralize mental health referrals, communications to families/students through our Communications Committee and public-facing wellness materials.

We have established and communicated to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams.

Protocols for the identification of at-risk students will be developed and shared with all staff. All staff will understand the protocol for referring students for additional support.

- Student level protocol: we have embedded this work through the following Workflow. As noted in the workflow there are 3 ways (universal screening, selective screening, or a student in crisis) to identify students needing support.
- District level protocol: we have embedded this work through the following MTSS Whole Child Graphic.
- Community-level protocol: we have partnered with our community, specifically, behavioral and mental health providers, to support students and families in need.

The district has a reporting protocol for school staff to evaluate physical and mental health status.

- In order to ensure that staff are safe both physically and mentally, they will be screened. Our established workplace screener will be used to log answers for staff physical health each day before coming to work. Mental health screenings will take place weekly through a survey included in the district newsletter.
- Students will have daily mental health screenings when arriving at school. Teachers will understand and use a referral process for addressing student mental health.

The district has activated a communication channel for school stakeholders to address mental health concerns resulting from COVID-19. The district will have an email address that families can use to alert staff to mental health concerns of any student within the district.

- We will partner with our local mental health agency to promote and monitor the use of their COVID-19 emergency telephone line. They will alert a representative from the district when they receive information regarding a student.

**Resources To Support The School Community**

Eaton Rapids Public Schools will compile and regularly update comprehensive lists of wellness resources available to our school community that can be provided in conjunction with
screening activities, and that reference school and community wellness resources. These will be placed on our website and intranet so that everyone has quick and easy access to them.

We will provide regular communication to our school community and parents, via a variety of channels: district website, social media channels, and our district newsletter. It is important that we provide information about the return to school transition that destigmatizes COVID-19; understanding normal behavioral response to crises; general best practices of talking through trauma with children; and positive self-care strategies that promote health and wellness.

For our staff, we will provide information and updates about using the resources within our Employee Assistance Plan.

We will maintain a wellness resource page on our website. Our school social workers will create and cultivate content in collaboration with community agencies to ensure the list is comprehensive. Here are some of the resources we use as we design our website:

- Staff Mental Health Resources
- Rockford Public Schools SEL Plan Example
- MDE COVID-19 Social and Emotional Learning Resources
- Building Positive Conditions for Learning at Home
- Cleveland Public Schools Bank of Resources
- First Aid for Feelings: A Workbook to Help Kids Cope During the Coronavirus Pandemic
- Countering Coronavirus Stigma

Resources to support this work:

- Jackson County System of Behavioral Health Care for Children
- Exploring Feelings - Adventures in Learning - PBS Parents
- Why Do We Lose Control of Our Emotions?

**Phase 4 - Instruction**

**Governance**

**District and Building Implementation Plan:**

Our district’s Teaching and Learning Team will be led by our District’s Curriculum Director, Chris Rupp. We have included:

- Superintendent- Bill Defrance
- Principals- Shawn Towsley, Jason Zeller, Jason Brant, Matt Marriott, Faith Ames, Derek Lounds, Beth Marcus, Jess Dassance
- Lexi Baker, Mike Reynolds
- Membership from our District Leadership Team- this team includes counselors, support staff, union members
- Members of our District Implementation Team comprised of our building MTSS coaches and volunteers.
- We have an established Board Curriculum Committee that will receive information from this committee and provide feedback

Our group will meet in person, weekly, each Wednesday morning, from 10:00-12:00. Subgroups have been formed to address specific areas of the plan and will meet as determined through our process. Our sub committees include:

Health and Safety- Dave Johnson, Chair
Our district has asked stakeholders to provide feedback regarding their experience with online learning through an online survey. The survey was open for longer than a two week period.

After the results from the survey are available, our District Work Group will analyze these results to help inform the development of the plan, paying special attention to equity and access by actively recruiting input from underrepresented groups.

The final Preparedness Plan will be posted on the district’s website, and related sections will be included as a supplement to the student and staff handbooks. In the Welcome Back Meeting for staff in August and before, our district administration will cover the supplemental information in detail and answer questions related to the plan to ensure clarity of expectations and execution. Building administration and teachers will engage students in a full review of the supplemental information related to the Preparedness Plan to ensure students are well versed in the event we return to remote in any form or fashion.

Instruction - Before School Starts

Vision:

Our Instructional Work Plan is centered on our mission statement -As a future-focused district, Eaton Rapids Public Schools provide progressive curriculum options and individualized educational opportunities to prepare all students to become the future leaders, thinkers and problem-solvers in the global community. Our priorities remain:

- **Well-Being:** As a system, we will continue to prioritize strategies that provide a sense of safety for all stakeholders, promote trusting relationships, help to build social-emotional skills with students, and offer individualized support for students with intensive needs.

- **Deep Learning and Student Engagement:** Finding ways to empower students to connect learning to their world through innovative instructional design and assessment is a priority.

- **Small Data and Responsive Teaching:** The use of formative assessment and formative assessment data (teacher observation, teacher reflection, student reflection, student self-assessment, etc.) to inform instruction is also a priority. Teachers spend considerable time grappling with where students are in their learning and figuring out the next steps for each student. We will implement a weekly self assessment as an additional check on student learning and progress.

Because our context has changed since these priorities were developed, we will need to pivot some of our instructional strategies, but these guiding principles inform all of our work - whether our learning environment is remote, hybrid, or face-to-face.

Our commitment to ALL students remains clear. For the 2020-21 school year:

- Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.

- Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
• Every students’ academic and social emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.

Clear expectations have been set around high quality remote and hybrid instruction that include:
• Best practices for blended or remote learning
• Grade-level proficiencies
• Modes of student assessment and feedback
• Differentiated support for students
• The inclusion of social-emotional learning
• Guidance around daily instructional time and workload per different grade bands to ensure consistency for students.

These expectations will be supported by a robust professional learning plan (described later in this document).

During Phase 4, all students will begin the year in Remote Learning until the end of the first trimester. Every effort will be made to bring back small groups of students in Learning Centers where remote instruction can be facilitated with an adult. We will establish criteria for increasing the capacity of students who will attend in person instruction and updates to the Board of Education will be made at each meeting. We will phase in our capacity with a 2-1-2 hybrid.

Standards-Aligned Curriculum and High Quality Instructional Materials:
Our current curricular resources are accessible digitally for students and staff. Additional digital resources are being utilized to enhance student engagement and the formative assessment process. Our teachers have a strong command of curricular resources and have received professional development on the district-adopted curriculum as part of the normal process of doing business. Focus and professional learning has shifted to following standards-aligned resources, with a special emphasis on prioritized standards to accelerate learning based on pre-assessment of student skills and knowledge. We are using Seesaw as our primary LMS for DK-K and Google Classroom as our Learning Management System (LMS) for all students in grades 1-12.

• Math: Go Math!, Connected Math Project, Illustrative Math
• Science: Cereal City Science, IQWST, Summit Learning
• ELA: Reading Street, Summit Learning
• Social Studies: C3 Curriculum, Summit Learning
• Health: Michigan Model for Health, Puberty Through the Wonder Years
• World Languages: French and Spanish, Rosetta Stone

Resources that support planning around prioritized curriculum:
• Oakland Schools Curriculum, Instruction and Assessment Toolkits For COVID-19 Reopening (ELA, Math, Science, Social Studies, World Language, Fine Arts, and Health)
  ○ Oakland Schools Curriculum, Instruction and Assessment Toolkit-Math
• High-quality digital resources from MDE
• Achieve the Core ELA/Literacy and Math Priority Instructional Content Shared 7-14-2020 by MDE
• Michigan Assessment Consortium Reporting/Grading Guidance
• HighScope Key Developmental Indicators
• Early Childhood Standards of Quality
High Quality Instructional Methods and Intervention Programs:
Deep learning and student engagement are top priorities for our instructional vision - whether our learning environment is face-to-face, hybrid, or remote. Our mission statement - *progressive curricular options* - supports a strong differentiation practice in our classrooms. Our Professional Learning Community (PLC) structure provides opportunities for teachers to examine student work and make meaningful instructional decisions in a collaborative, systemic way.

We will continue to use the Tier 2 and 3 intervention programs we have in place for literacy and math in grades PreK-12 (Heggerty, PALS, REWARDS, Language Live, Lexia Core 5 and Power Up, etc…). We recognize that additional support may be necessary for students as we determine their needs in the first weeks of school. Our PLCs will keep a close eye on student needs and communicate needed intervention support to their building principals.

Resources that support instruction and intervention planning:
- Best Practices for Remote Teaching
- Student Intervention Toolkit
- Resources For Supporting Students With Disabilities
- Oakland County K-12 ESL Resources: Community, communication, health & education resources for Multilingual families
- PLC Data Protocol, PLC Data Dialogue #1, PLC Data Dialogue #2, Using a simple clipboard to track student learning
- 10 Effective DAP Teaching Strategies | NAEYC

Meaningful Assessment Methods:
Our district assessment plan provides PreK-12 teachers and students the ability to identify gaps in student learning and target individual student needs on an ongoing basis. Our emphasis on formative assessment fuels our PLC structure with many examples of student work to consider as teachers work together to plan next steps in instruction. We will administer NWEA MAP Growth and MAP Reading Fluency as our benchmark screeners.

Resources to support meaningful assessment practices:
- What do we mean by formative assessment?
- Transcend Playbook p 72-74
- Preschool Assessment: A Guide to Developing a Balanced Approach

Integration of Social-Emotional Learning:
Supporting the social-emotional learning needs of students is necessary for academic success. As a staff we place a heavy emphasis on the well-being of students and staff to enable them to meet the significant challenges created by the pandemic and school closures. This includes weekly one-on-one student check-ins by the classroom teacher (elementary) or advisor (secondary) as well as having counseling services available for all students (we have used 31n funds to secure extra support for students). Because of this, we are well-poised to meet the needs of our stakeholders during this pandemic.

An advisory system is already established in secondary classrooms. This system will support strong relationships between staff and students and will provide opportunities to focus on well-being, goal-setting, and self-reflection.
Resources to support integration of SEL:
- MAISA Continuity of Learning Task Force Guidance, page 24

**Special Education:**
Eaton Rapids Public Schools will follow the guidance from the US Department of Education and Michigan Department of Education to support our students with special needs. In accordance with both state and federal guidelines Eaton Rapids Public Schools will meet the unique needs of each individual student taking into consideration the student accessing the general education curriculum and progress towards IEP goals.

**Postsecondary Transitions:**
In close collaboration with our high school principals, counselors, college advisors and local college access network members, we will be working diligently to secure support for students who are transitioning to postsecondary. These supports will encompass:
- Determining what resources should be shared with Class of ’21 and Class of ’22 students and families.
- Planning for fall administration of SAT and ensuring that high school staff are communicating regularly with seniors.
- Providing resources, information, and training to parents and students. This will include a wide continuum of topics such as FAFSA completion, college application preparation, stackable certifications, etc.
- Utilizing counselors and/or college advisors to provide continued support to Tuition Incentive Program (TIP) eligible students. Monitor the number of TIP eligible students who are enrolling in college.
- Coordinating efforts with our local college access network, counselors, and college advisors.
- Monitoring the impact and perhaps unintended consequences created by moving to Credit/No Credit for spring 2020. We will ensure all transcripts note the COVID19 closure and any resulting changes in grading.
- Creating measures/processes to identify students who may need additional support.
- Hosting a College and Career Fair that is tentatively scheduled for face-to-face for Spring 2021. Based on the current conditions in the Spring, we may have to move this to a virtual format.

**Resources that support postsecondary transitions:**
- College and Career Readiness COVID-19 ISD College Access Network

**Great Start Readiness Preschool:**
The District will work with the RESA to determine if classrooms will hold in person or face-to-face instruction. Eaton Rapids Public School’s intent is to hold in person classes for GSRP with limiting the number of students in a classroom to provide social distancing.

If 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 (i.e. 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.

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. 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.

Schedules and Routines:
When we return in-person in November, a cohorting model will be used for our elementary schools. Students in grades PreK-8 will be in school 2 days for 7 hours in our hybrid model.

Scheduling Resources:
- Scheduling the COVID-19 School Year - Edweek.org
- Schedule Outlines
- Advisory Structures
- Scheduling Structures Table
- LARA Guidelines for Safe Child Care Operations

Elementary School Schedule and Considerations:
- **Face-to-face class with teacher** - A-B groups 2 days per week, remote 3 days
- **Students stay together as a class and do not mingle with other classes**
  - Tier 1 Instruction in core content provided by classroom teachers
  - Tier 2 support provided by classroom teachers happens here
  - Tier 3 support pushes into the classroom
- **Specials**: Specials schedule: specials teachers travel to classroom - students remain in place (Music and PE classes will adjust curriculum) We will use the recent studies on aerosol production and risk when playing wind instruments and singing to advise our curricular decisions.
- **Lunch**: Use gym as extra cafeteria space to allow classes separate areas for lunch and organize lunch schedule so that each class remains separate from other classes. Preschool children will continue to eat lunch in their classroom.
- **Recess**: Organize recess schedule so that each class remains separate from other classes and classroom teachers supervise recess for their class.

Middle School Schedule and Considerations:
- **Face-to-face classes with teachers** - A-B Grouping 2 days per week, 3 days remote
- **Electives**: Electives group cohorts by elective choices. Music and PE classes will adjust curriculum. We will use the recent studies on aerosol production and risk when playing wind instruments and singing to advise our curricular decisions.
- **Tier 3 supports**: part of the daily schedule.
- **Lunch**: Use cafeteria space and reduced capacity to allow each class a separate area for lunch.

**High School Schedule and Considerations:**
- **Hybrid model** - all students face-to-face in A-B grouping, 2 days per week, 3 days remote
- **Students move from class to class** (a cohort model won’t work with high school due to the wide variation of student schedules)
- **Electives**: Music and PE classes will adjust curriculum. We will use the recent studies on aerosol production and risk when playing wind instruments and singing to advise our curricular decisions.
- **Lunch**: Grab and go lunches are the norm. Additional areas will be used as cafeteria space.

**Instruction - After School Starts**

**Ensuring Learning:**
Once school starts, we will ensure learning for all students through our Professional Learning Community (PLC) structure. These meetings, which take place once a week, will provide teacher teams with the time to ensure that every student:
- Has access to standards-aligned, grade-level instruction, including strategies to accelerate student learning
- Is assessed to determine student readiness to engage in grade-level content
- Is offered scaffolds and supports to meet their diverse academic and social-emotional needs

At these meetings, student work from formative assessments will be reviewed to plan next steps in the learning for each student. Overall data trends will be identified so that systemic supports and interventions can be planned. Specific assessments used will depend on the grade level and course (see district assessment plan). Ongoing early release day professional learning about formative assessment use in remote and hybrid environments will support this work as we move through the year.

The building principal (or coach) will meet with each PLC to review pacing and monitoring of student progress. Following these meetings, the principal will communicate any resource requests needed to support interventions to the central office. These meetings will take place whether we are remote, hybrid, or face-to-face.

Extended day structures will be activated if we are unable to meet student needs during the school day. After-school support will be provided for all subjects.

For students needing additional support, teachers will communicate progress and targeted plans to families (in home language).

Educators are reminded to consult with the recent guidance released by the Michigan Department of Education Office of Special Education below:


Resources that support ensuring learning:

- Collaborative Inquiry Toolkit
- Oakland Schools Curriculum, Instruction and Assessment Toolkit For COVID-19 Reopening
- Oakland Schools Curriculum, Instruction and Assessment Toolkit-Math
- Student Intervention Toolkit
- Assessment Guidance Planning Document
- Sample Intervention Inventory
- Strategies that Support Learning Table
- The New Teacher Project (TNTP) published The Learning Acceleration Guide

Remote Learning Environment:
As we are beginning in a Remote Learning environment, we will:

- Secure online tools and materials that will provide standards-aligned learning that is customizable to student needs.
- Integrate remote learning tools into PLC meetings and in-school instruction so that teachers and students remain ready for a possible transition to a remote context.
- Use the following remote learning guidance based on grade level. But we will include more synchronous learning opportunities so that teachers and students are connected by video conference on a daily basis.
  - Elementary School Considerations (PK--5th Grade)
  - Middle School Considerations (6-8th Grade)
  - High School Considerations (9th - 12th Grade)
- Prepare communication assets for key audiences (students, teachers, parents) that clarify new protocols and resources, share evidence of student learning, and ensure that all stakeholders receive status updates.

When in hybrid or remote learning modes we will:

- Confirm that devices distributed to all students during the first week of school (regardless of remote, hybrid, status) are functional.
- Activate our connectivity plan to ensure that all students and families have adequate connectivity to successfully engage in and complete schoolwork.
- Monitor online attendance through self-reflection. Students will complete a daily (on remote days) self-reflection of online learning in a Google Doc that they share with their advisor and other teachers. Grade-level appropriate tools will be developed for students to reflect on the quality of their work, teacher feedback, and learning progress.

Resources that support shifting to a remote learning environment:

- Best Practices for Remote Teaching

Communications and Family Supports

District and Building Implementation Plan:

Communication Systems:
Based upon community feedback during Spring of 2020, we identified that multiple modes of communication (both one-way and two-way) enabled us to most effectively communicate with
our families and students. We used and will continue to use multiple modes including our district website and social media sites, all call, Remind, email and text messaging. As we move forward we will implement the following communication protocols:

- All staff will use students @erpsk12.org email domain as their primary contact. We know that all students have this email and can access it.
- Maintain timely, accurate, and clear two-way communication with families regarding student’s academic and social-emotional functioning and school and classroom information.
- Clearly communicate all plans and expectations for your child’s return to school including modes of assessment, details about curriculum and expectations for grade-level proficiencies.
- Ensure all communications are in both English and the home language of our students. We will use a variety of resources and tools.
  - See the Translation Resources section on the MDE webpage
  - Oakland County K-12 ESL Resources: Community, communication, health & education resources for Multilingual families
- Ensure our teachers know and understand the school communication plan
- Ensure our teachers use the district’s remote learning platform(s) effectively and parents have access to the information
- Communicate in a timely manner when it becomes necessary to modify our modes of instruction

**Family Partnerships:**
We truly value our parents as essential partners in the educational process. Our families and students have experienced many unforeseen challenges and new experiences during the past few months. We expect that we will all continue to face new experiences in the fall and are committed to supporting our students and families. We plan to provide:

- Parent “101” sessions on the best way to access and use our digital resources provided by Kim Estes, our Technology Coach.
- Supports and resources for our families to use at home including specific strategies for supporting their child’s learning at home
- Opportunities for parents to build their digital literacy
- Zoom Q&A sessions where parents can interact with teachers to ask questions

**Professional Learning**

**District and Building and Implementation Plan:**
Our professional learning priorities:

- **Blended Learning Practices and Beliefs**
- **Using the Tools for Successful Blended Learning**

We created a blended learning Professional Learning Plan with a mixture of synchronous reflection in PLC during the school year and asynchronous options giving teacher choice and voice of their learning.

**Professional Learning Structures:**

**Professional Learning Communities (PLCs):**
The primary purpose of this work is to ensure learning through Multi-Tiered Systems of Support (MTSS) where teachers collaborate around the following questions:

- What do we want our students to learn?
● How will we know if they have learned it?
● What will we do if they haven’t learned it yet?
● What will we do if they already know it?

To answer these questions, these teacher-led groups will engage in:
● Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed.
● Identifying students who did not engage in remote learning and develop a plan to provide additional supports, if needed. (Will need to work with teachers from 2019-20 to share data and concerns about each student’s growth and needs.)
● Identifying students who potentially need support – and plan supports for them.
● Monitoring student work and progress throughout the year, and planning next steps in the learning for students.

Resources that support this work:
● Collaborative Inquiry Toolkit
● Oakland Schools Curriculum, Instruction and Assessment Toolkit For COVID-19 Reopening
● Oakland Schools Curriculum, Instruction and Assessment Toolkit-Math
● Assessment Guidance Planning Document
● Formative Assessments in Distant Learning framework
● Formative Assessment Tips for Remote Learning webinars
● Grading for Learning: Guidelines for Creating Student Success
● MSU Reframing Assessments as Tools for Student Support

Time:
Some professional learning will be offered asynchronously and some will be synchronous. The following times will be reserved for synchronous professional learning:
● Week of August 24 – 28, 2020
● Daily common planning time
● Weekly PLC Meetings
● School staff meetings

Professional Learning Topics:
● Remote/Hybrid Teaching and Learning:
  o Use and effectiveness of digital tools and resources that support remote learning
  o Design and development of blended and remote learning experiences that are equitable and engaging - and are aligned to our deep learning strategic plan priority
● Safety protocols: PPE, hygiene, social distancing, movement, screening, responding to symptoms, cleaning, medically vulnerable students

Resources that Support Professional Learning in these Topics:
Well-Being Resources
● Trauma: see pages 24 to 28 in Guidelines for Reopening Schools: An Opportunity to Transform Public Education and Tips for Survivors of Disaster or Other Traumatic Event, How Trauma Effects Kids in School
● Social Emotional Learning, Mindfulness for Children

Remote Learning Resources
Best Practices for Remote Teaching provides six strategies for working remotely with students.

Best Practices for Remote Learning in the Content Areas, (PBIS) Teaching Matrix for Remote Instruction This provides concrete strategies in a concise rubric that help foster a positive classroom culture in a remote learning context.

National Institute for Excellence in Teaching (NIET) Rubric for Virtual Learning is an extensive and detailed rubric that describes ways that strong teaching practice translates to the remote learning environment.

Learning at a Distance Matrix

Flipped Learning Conference

Other Resources

Asynchronous Professional Learning Modules

Michigan Virtual Remote Learning Training for Teachers

Edupaths Professional Development for Educators

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.

Personal Protective Equipment

While in Phase 4 of the Michigan Safe Start Plan, the Eaton Rapids Public Schools will, as informed by and in compliance with the Safe Schools Return To School Roadmap, **require**:

- Facial Coverings be worn by all district staff members - except for meals.
- Facial Coverings be worn by all preK-12 students, staff and bus drivers during school transportation.
- Facial Coverings be worn in hallways and common areas by all preK-12 students in the building - except for during meals.
- Facial Coverings be worn in classrooms by all students in grades 6 - 12.
- Facial Coverings be worn by K-5 students in classrooms (including students with special needs as is practicable) unless K-5 students remain with the students in their classrooms for an entire school day and do not come in contact with students or individuals entering the classroom from other classes or building locations.
- Facial Coverings be worn by preK students above the age of 2 in hallways and common areas.
Students and staff members who cannot medically tolerate facial coverings or who may be incapacitated or unable to remove facial coverings without assistance shall not be required to wear them.

Facial coverings may be homemade or disposable level one (basic) grade surgical masks. Homemade facial coverings must be washed daily. Disposable facial coverings must be disposed of at the end of each day.

Implementation Plans:
- The administration and the school board will adopt appropriate policies to provide notice to all students, staff and parents that wearing facial coverings as provided under The Return To School Roadmap be required unless acceptable medical or legal documentation is provided or, additionally, as subject to the exceptions noted in the Return To School Roadmap. The policy will address exemptions, if any, for students wearing masks.
- The district will provide notice of the enacted Board Policy requiring the use of facial coverings to students, parents and staff in the following manner, documents and locations: board minutes, public notices, district website, parent newsletters, student handbooks, instructional presentations and in signs displayed throughout each school building and district facilities.
- Teachers at all grade levels will provide instructional presentations to their students explaining district expectations and procedures related to the wearing of facial coverings including the conditions under which the district will provide facial coverings.
- The district will maintain in each building and upon each school bus a reserve supply of facial coverings adequate for distribution to individuals who may need or request them due to exceptional circumstances.
- In the absence of medical documentation or other suitable explanations, students, staff members and visitors to our schools who fail or refuse to wear facial coverings as required in our buildings or upon our premises will be subject to appropriate sanctions which may include: removal from school or the imposition of disciplinary actions.

Hygiene

While in Phase 4 of the Michigan Safe Start Plan, the Eaton Rapids Public Schools will, as informed by and in compliance with the Safe Schools Return To School Roadmap:

- Ensure that adequate supplies of personal protective equipment, soap, cleaning, sanitizing and disinfectant products, paper towels and facial tissue as well as signage reinforcing proper handwashing techniques are available to support the safe and healthy hygiene behaviors of students and staff
- Ensure that instruction is regularly provided to all students and staff reinforcing proper handwashing with soap and water for at least 20 seconds and/or the safe use of a hand sanitizer containing at least 60% alcohol
• Educate students and staff members on techniques on how to cough or sneeze into their elbows or to cover their faces with a tissue while stressing the importance of washing hands immediately while employing proper hygiene techniques  
• Systematically and frequently check and refill soap and hand sanitizer  
• Schedule hand washing with soap and water every two to three hours as practicable  
• Limit the sharing of personal items and instructional supplies used by students  
• Keep personal items of students in personalized lockers, cubbies or containers  
• Provide adequate supplies for individual use or limit the sharing of classroom materials while disinfecting between each use  
• Place portable handwashing or hand sanitizing stations throughout school buildings as is practicable*

**Plans for the Implementation of Hygiene Protocols**

• District administrators will certify and coordinate the purchase and acquisition of cleaning and hygienic supplies in adequate quantities for all school buildings, facilities and classrooms to ensure for the health requirements and personal hygiene needs of all students, staff members and visitors  
• District and building administrators will establish procedures requiring building custodians to systematically check and refill soap and hand sanitizers  
• Principals will direct staff and building PBIS teams to establish and integrate recurring instructional practices which teach and support the wearing of masks and appropriate social distancing, proper personal hygiene practices including hand sanitizing and frequent handwashing, techniques for safe coughing and sneezing, protocols for the safe use and storage of personal items  
• Proper safety and mitigation strategies to prevent the spread of the Covid 19 virus will be communicated to families via newsletters, district web pages, and bulletin boards throughout school buildings to encourage parental support and the reinforcement of preventative strategies.  
• Portable handwashing and/or hand sanitizing stations will be placed throughout buildings where practicable

**Eaton Rapids Public Schools Plan to Return- Food Service**

**Phase 1-3 Plan**

Schools will be closed for in-person instruction.

• 5 days of breakfast and lunch will be packed for student/parent pickup in the back of the high school at door #19  
• Students/parents will not be allowed to enter the building

**Staff**

• Staff will have temperatures taken daily upon arrival  
• Gloves and mask will be worn during operation
Meals
- Meals will be packed and distributed by the food service team
- The team will pack meals in the high school cafeteria
- Meals will be checked off on a roster sheet by school and classroom. Followed up by ringing the up into the POS system. USDA school meal pattern will be followed

Cleaning
Kitchen and cafeteria will be cleaned and sanitized after each usage.

Distribution
Meals will be available for pick up on Tuesdays from and 5:00-6:00 PM for non-busing students at Greyhound Intermediate door #19 Eaton Rapids student verification required. Meals may also be delivered by bus on the regular scheduled elementary bus route for Eaton Rapids Students to pick up at their bus stop. Meals will be loaded on the bus with the number of meals for that bus appropriate per the number of students per stop. A lunch aide or food service employee will be assigned to each bus to mark off the correct students receiving those meals on a check off sheet or on a laptop. One student per family may pick up the meal.

Phase 4 Plan  Minimal/Moderate Spread

Hybrid School with Minimal Contact and Social Distancing

Main Plan
- Plan for half the students in the school at a time.
- Students in grades K-8 will have breakfast and lunch delivered to the classroom.
- Students in grades 9-12 will come down to the cafeteria in small groups with social distancing eating in the cafeteria.
- Students in GSRP will have breakfast, snacks, and lunch delivered to the classroom.

Breakfast
Grades K-6 will have breakfast delivered in insulated bags to the classroom. Staff will also pick up the bags to limit students moving throughout the hallways. Breakfast will be packed the day before and kept in the walk in cooler or storage room as needed. Teachers will mark off students who participate in the breakfast program on a roster which will be returned to the kitchen to be rang up on the POS system.

Grades 6-12 will have breakfast delivered to the classroom in insulated bags. Staff or an assigned student will also pick up the bags to limit students moving throughout the hallways. Breakfast will be packed the day before and kept in the walk in cooler or storage room as needed. Teachers will mark off students who participate in the breakfast program on a roster which will be returned to the kitchen to be rang up on the POS system.
GSRP will have breakfast delivered to the classroom. Staff will pre-plate/serve to students.

Lunch

Grades K-8
Parents will preorder meals by classroom through our online order system with 3 choices: 1 hot main entrée, sub sandwich, or PBJ/soy sandwich. Sack meals will have a fruit/vegetable/milk and main entrée will be delivered to classroom with the hot entrée served on the side for those who choose that option. Students who do not attend school on the day of the meal ordered will be marked as not receiving a meal and taken off of the POS system.

Sanitizer spray and disposable towels will be provided for students to clean off their desk. Trash barrels will be provided in the hallways through the school.

Grades 9-12
Students will come down in smaller classes for lunch. Lunch will be served to all students. Staff will look up students by their last name to minimalize contact services at checkout. Tables and serving lines will be sanitized between each group. Minimal Ala Carte items will be offered and handed directly to the students.

- A minimal cycle menu will be offered to all students.
- Prepackaged meals and wrapped items will be served as much as possible.
- Condiments and utensils will be prewrapped

GSRP
Lunches will be provided in the classroom. Lunches will be sack meals or pre-plated/ served by staff.

Take Home Meals
Students/parents can sign up for meals on weekdays they are not in person session. 3 days of breakfast and lunch will be packed for students to take home. Students can pick up the meals at dismissal time at assigned location from the school. Social distancing will be required.

Staff
- Food service staff temperatures will be taken upon arrival.
- Hands will be washed at least every two hours
- Gloves will be worn
- Mask will be worn

Trash barrels will be put throughout the hallways for breakfast.

Phase 5 Daily Service in School

Plan
Students will return to school on a daily basis

Breakfast and lunch can continue to serve as if we are in still phase 4 and ease into a phase 5 plan.
- Students in grades K-8 will have breakfast and lunch delivered to the classroom.
- Students in grades 9-12 will come down to the cafeteria in small groups with social distancing eating in the cafeteria. Students in grades k-12 can return to regular service the cafeteria if district feels it is the appropriate time to do so.
- GSRP will continue to have meals delivered to the classroom.

Otherwise we will continue with the following plans and ease back into the traditional school meal service

**Breakfast**
Grades K-8 will have breakfast delivered in insulated bags to the classroom. Staff or assigned student will also pick up the bags to limit students moving throughout the hallways. Breakfast will be packed the day before and kept in the walk in cooler or storage room as needed. Teachers will mark off students who participate in the breakfast program on a roster which will be returned to the kitchen to be rang up on the POS system.

Grades 9-12 will have breakfast delivered to the classroom in insulated bags. Staff or an assigned student will also pick up the bags to limit students moving throughout the hallways. Breakfast will be packed the day before and kept in the walk in cooler or storage room as needed. Teachers will mark off students who participate in the breakfast program on a roster which will be returned to the kitchen to be rang up on the POS system.

**Lunch**

**Grades k-8**
Parents will preorder meals by classroom through our online order system with 3 choices: 1 hot main entrée, sub sandwich, or PBJ/soy sandwich. Sack meals will have a fruit/vegetable/milk and main entrée will be delivered to classroom with the hot entrée served on the side for those who choose that option. Students who do not attend school on the day of the meal ordered will be marked as not receiving a meal and taken off of the POS system. Sanitizer spray and disposable towels will be provided for students to clean off their desk.

**Grades 9-12**
Students will come down in smaller classes for lunch. Lunch will be served to all students. Staff will look up students by their last name to minimalize contact services at checkout or keypad will be used and sanitized in between each usage. Tables and serving lines will be sanitized between each group.

A minimal cycle menu will be offered to all students.
Minimal Ala Carte items will be offered and handed directly to the students

**Staff**
- Food service staff temperatures will be taken upon arrival
- Hands will be washed at least every two hours
- Gloves will be worn
- Mask will be worn
3. **Cleaning**

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

<table>
<thead>
<tr>
<th><strong>District and Building Implementation Plan:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>● District Level Administrators and Building Operations will meet to review all guidance related to cleaning and disinfecting of buildings and to review the Building Operations the MI Safe Schools: Michigan's 2020-21 Return to School Roadmap.</td>
</tr>
<tr>
<td>● An inventory related to all cleaning supplies that are in compliance with the EPA-approved related to COVID will be taken and orders will be made to address increased cleaning protocols.</td>
</tr>
<tr>
<td>● All classrooms will be provided spray bottles with EPA-approved disinfectant, paper towels, face shield and gloves in order to address new cleaning protocols. Staff must wear gloves, a mask and face shield when cleaning.</td>
</tr>
<tr>
<td>● Each building custodial team and administrator will tour their building and identify areas of frequent usage throughout the building. A plan will be created and kept secure in the head custodian room and to ensure compliance when custodial substitutes are in the building.</td>
</tr>
<tr>
<td>● Custodial staff will walk the building wiping all high frequency usage areas as required and following any evening activities in the building. Staff will note the time and date and initials on a chart that is kept daily.</td>
</tr>
<tr>
<td>● All special classrooms i.e. art, music, gym and media centers will have EPA-approved cleaning supplies stored in the classroom away from students. The staff member of record for the area will wipe down all frequently used materials after each class has exited with EPA-approved disinfectant. This will occur prior to the entrance of the next class.</td>
</tr>
<tr>
<td>● The staff member of record will wipe down the students desks everytime students exit the room at the elementary or after every period at the secondary level with EPA-approved disinfectant. All classrooms will have the appropriate EPA-approved disinfectant in their rooms.</td>
</tr>
<tr>
<td>● Training on cleaning materials and protocols will be provided to the staff through a combination virtual meetings, training videos, hard copy handouts, etc.</td>
</tr>
<tr>
<td>● All cleaning requirements noted in Phase 4 will be carried over into Phase 5</td>
</tr>
<tr>
<td>● 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.</td>
</tr>
</tbody>
</table>

4. **Athletics**

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

MI Safe Start – Phase 4 plan

- Eaton Rapids Athletics will comply with all guidance published by the Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS)
- All coaches will be required to complete the NFHS Covid19 for Coaches and Administrators course in addition to their MHSAA requirements.
- Coaches will use proper hand hygiene techniques before and after every practice. Students will be encouraged to do so as well and there will be plenty of hand sanitizer available for usage.
- Coaches will continue to be encouraged to wear facial coverings at all times when social distancing guidelines can't be maintained.
- Prior to participating in any way, coaches and athletes will have their temperature taken and confirm, in writing, that they are healthy and without any symptoms using the MHSAA monitoring form.
- All equipment will be disinfected before and after use.
- Each athlete will be required to use their own, clearly marked, water bottle. There will not be any sharing of water bottles, cups, etc.
- Handshakes, fist bumps, and other unnecessary contact will be prohibited.
- The ER Athletics training room, staffed by Mr. Marko Grbesa, ACT, will be open on a limited basis from 2:00 - 3:00 pm each day. Masks will be required by all those in attendance. Marko will control the number of coaches and/or athletes allowed in together. There should never be more than 3 people in there at one time. Marko will also be available outside after 3:00 depending on the weather. Mr. Grbesa will continue to use masks and gloves as a form of prevention.
- The ERHS indoor weight room will be closed and not accessible for any use...before, during or after school hours.
- Conditioning activities will occur outside on the practice fields and track while maintaining social distancing guidelines at all times.
- If inter-school competitions are held, facial coverings will be worn on any and all school transportation.
- If inter-school competitions are held and spectators are allowed, facial coverings will be required for all those in attendance. A mandatory 6 feet of social distance will also be in effect for persons of separate households. We will also have separate entry and exit points for each venue. We will also begin 2020-21 with a new online ticketing option that will help reduce some of the gathering at entry points. And, we hope to implement NFHS Network online streaming access for the stadium and gymnasium as an option for subscribing fans to view football, volleyball, basketball, wrestling and band events.
- Large scale indoor spectator (volleyball matches, swim meets, etc) events will be prohibited.
- Large scale outdoor spectator or stadium events will be limited to 100 people. In order to accomplish this, we will have a check-in list prior to each event with limitations on who can attend. For example, we may allow 1 parent/guardian per athlete. Again, we will have separate entry and exit points. We will also require that spectators not part of the same household maintain a six foot social distancing. We will allow spectators to spread out on both the home and visitor sides as well as encourage those that wanted to bring lawn chairs and/or blankets to sit on the grassy areas - hills (stadium) and sidelines (soccer).
Screening

While in Phase 4 of the Michigan Safe Start Plan, the Eaton Rapids Public Schools will:

- Fully cooperate with Barry/Eaton and Ingham County Health Departments regarding the implementation of protocols for screening students and staff

Implementation Plan

- The district will regularly communicate, cooperate and follow the guidance and directives provided by the health departments responsible for the health of individuals residing in, working or attending school in our district.
- Identify and designate quarantine areas for students who become ill while at school and designate staff to provide care for the students so identified.
- Provide surgical masks for students placed in quarantine areas with Covid 19 symptoms and for the staff members designated to care for them until the identified student can be sent home.
- Exclude students from school who have been sent home with Covid 19 symptoms until they have tested negative or have completely recovered according to CDC guidelines.
- Recommend staff members to conduct daily self-examinations, including temperature checks, before coming to work. Staff members exhibiting any respiratory or gastrointestinal symptoms or who have temperatures of 100.4 degrees or higher are directed to stay home.
- Encourage families to monitor their children for symptoms of Covid 19 each morning including checking the temperatures of their children. Children who exhibit any Covid 19 symptoms and have temperatures of 100.4 or higher should be kept home from school and parents are encouraged to follow up with a primary care provider.
- Staff and the parents of our students will receive guidance generated or informed by the Health Departments and CDC related to identifying the symptoms of Covid 19 and are encouraged to conduct daily health screenings and temperature checks.
- Students and staff members who may be exhibiting symptoms associated with Covid 19 are requested to stay home from school and seek appropriate medical advice and care.
- Great Start Readiness Program: All staff will complete the 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 entering the school building, parents will complete either a paper or online version of the health screening form prior to bus entry or school drop-off. Students or staff who have a fever of 100.4 or other symptoms will be excluded from school as per LARA Guidelines for child care settings following the Health Department guidelines.

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

**Testing Protocols for Students and Staff**

While in Phase 4 of the Michigan Safe Start Plan, the Eaton Rapids Public Schools will, as informed by and in compliance with the Safe Schools Return to School Roadmap:

- Fully cooperate with Barry/Eaton and Ingham County Health Departments regarding implementing protocols for screening students and staff members

**Implementation Plan:**

- Require students who develop a fever or become ill at school with Covid-19 like symptoms wear a mask and be transported by parents or guardians for off site testing
- Require staff members who develop a fever or become ill at school with Covid-19 like symptoms to wear masks and report for off site testing
- Require students and staff members who have been sent home for displaying Covid-19 like symptoms to remain home until they have tested negative for Covid-19 symptoms or have been released from isolation according to CDC guidelines
- Notify families of the presence of any laboratory or clinically diagnosed positive cases of Covid-19 in the classroom and/or school to encourage parents to closely observe their children for the presence of Covid-19 related symptoms at home
- Participate with and support the efforts of the Barry/Eaton and/or Ingham County Health Departments by immediately providing contact information pertaining to individuals who may have been in close contact (those who spent more than 15 minutes less than six feet in close proximity) to an individual found, by lab or clinical diagnosis, to have Covid-19.
- Require that individuals determined to be in close contact with an individual student or staff member known to have a positive case of Covid-19 comply with health department directives related to quarantining at home for 14 days.
- Continue to encourage parents and staff members to conduct daily temperature checks while also monitoring Covid-19 symptoms before reporting to school or the workplace.

**Responding to Positive Tests Among Staff and Students**

While in Phase 4 of the Michigan Safe Start Plan, the Eaton Rapids Public Schools will, as informed by and in compliance with the Safe Schools Return to School Roadmap:

- Cooperate with the Barry/Eaton and Ingham County Health Departments if a confirmed case of Covid-19 is identified among district students or staff by collecting contact information for any close contacts of the affected individual from two days before symptoms developed to the time when the individual was last present at school.

**Implementation Plan**
● Immediately notify local health officials, staff, students and parents of any positive case of Covid-19 while maintaining the confidentiality of the potentially infected individual.
● Collect contact related data and information to support the Health Department’s contact tracing efforts.
● Require that students or staff members with confirmed cases of Covid-19 only return to school or the workplace after they are no longer infectious following guidelines established by local health departments which are informed by the CDC requirements.
● Require district cleaning staff wear surgical masks, gloves and face shields while cleaning the areas inhabited by individuals found to have been infected by Covid-19.

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).

**PHASE 3 MI Safe Start Plan**

*REQUIRED*
All remote learning: No Busing Required

**BUS DRIVER PLAN:** Busing staff will have other assigned duties if we move from Phase 4 to Phase 3

*Busing and Student Transportation*

**Phase 4**

Required
1. Require the use of hand sanitizer before entering the bus. Hand sanitizer must be supplied on the bus.
   - We are using 60-70% alcohol-based hand sanitizer on the buses. Located on the left by the handrail.

2. The bus driver, staff, and all students in grades preK-12, if medically feasible, must wear facial coverings while on the bus. Note: There may be situations where it is not safe for the bus driver to wear a facial covering. Decisions about these situations should be made on a case-by-case basis with local public health officials.
   - It was determined that ERPS will make those decisions.
   - Medical documentation will to be given to the Transportation Department to put in the students file in order to ride the bus and in the employees file to drive the bus.
   - Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
- Homemade masks should be washed daily
- Disposable coverings must be disposed of at the end of each route. 2 masks per day: 1 for AM route & 1 for PM route.

3. Clean and disinfect transportation vehicles before and after every transit route. Children must not be present when a vehicle is being cleaned.
   - Plan for cleaning the buses is to clean between each run the high touch surfaces (between high school/middle school and elementary each am run and pm run). After each route, the bus will be sprayed down.
     - Bus Drivers will use either a hand spray bottle and paper towel to clean and disinfect the high touch surfaces or a bucket with a microfiber towel that will be changed at the end of the day.
     - At the end of the route, a 1 gallon pump sprayer will be used to spray down the entire bus to air dry
     - Staff will wear gloves, surgical mask, and face shield when performing all cleaning activities.
   - The products used are: pH7Q Ultra for daily use. It is a one-step cleaner, disinfectant, germicide and deodorant.
   - Final Quat to clean the buses at the end of the year and daily use. It is a one-step cleaner, disinfectant, sanitizer, germicide and deodorant.
   - SurfaceGuard 90, which is a long lasting biostatic surface protectant. This will last 30 to 90 days and cannot be washed away with daily cleaning and will be applied before school starts.

4. Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver’s cockpit, hard seats, arm rests, door handles, seat belt buckles and releases, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.
   - Hand rails, seat tops, hand sanitizer pump, anything visibly dirty, driver panel, gear shifter, turn signal lever, hazard lights button, microphone, radio, steering wheel, Emergency window handles, Emergency Door handle, dash, windows.

5. Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily.
   - Thumper stick, no child on board sign, overhead bin buttons, if you got into any pockets or glove box, keys, spray down disinfectant bottle or cleaning bucket.
     - Staff will wear gloves, surgical mask, and face shield when performing all cleaning activities.

6. Create a plan for getting students home safely if they are not allowed to board the vehicle.
o The ERPS district has decided that it is the parent’s responsibility to temperature check their students prior to entering the bus. In the instance that we uncover a student to be sick on the bus, the driver will call it in to dispatch and they will alert the school. It will be the parent’s responsibility to pick up their child from school.
o As per the MI Safe Return to School Roadmap, if a student becomes sick at school they MUST not use group transportation to return home.

7. If a student becomes sick during the day, they must not use group transportation to return home and must follow protocols outlined above.
o It will be the parents’ responsibility to pick their child up from school.

8. If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and must not return to drive students.
o Drivers will have to fill out a health screening worksheet before reporting to work each AM and PM.
o Drivers will call and report their sickness to dispatch and the supervisor. They must reach a person and not just leave a message.
  ▪ The driver will be required to get a Covid-19 test to prove they are negative to report back to work. Page 25 of the Safety Protocols. Third box down in the first column.
    ● Rite Aid and Eaton Rapids Medical Center are testing sites.

9. Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.

10. Weather permitting, consider keeping windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe.

Phase 5

Strongly Recommended—The district will have the items from Phase 4 to continue in Phase 5.

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.
At this time the district’s plan in Phase 5 will be its Phase 4 plan

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

   At this time, the district will keep all of its highly recommended protocols from its Phase 4 plan but will evaluate the social distancing of six feet. Phase 5 learning has students returning in-person for four full days of instruction with one day of remote learning. This percentage of our student population could be between 50%-80%.

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

   At this time, we plan to critically evaluate the social distancing of six feet. Through work with Barry-Eaton Health Department, we alter protocols based upon health data.

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

   At this time, ERPS does not plan to exclude any of the protocols that are highly recommended.

**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:** 8-13-2020

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

![Signature]

**Link to the approved Plan posted on the District/PSA/nonpublic school website:**
https://www.erpsk12.org
The Preparedness Plan will be collected by the Intermediate School District for public school districts, the authorizing body for public school academies, or the chief/designated school administrator for nonpublic schools for transmission to the State Superintendent of Public Instruction and State Treasurer by August 17, 2020. Additionally, this Preparedness Plan must be posted on the district’s/PSA’s, or nonpublic school’s public website home page no later than August 17, 2020.

Name of District/PSA/Nonpublic Leader Submitting Plan: Eaton Rapids Public Schools, Dr. William DeFrance, Superintendent

Date Received by the ISD/Authorizing Body/Chief or designated School Administrator: Cindy Anderson, Superintendent, Eaton RESA     8/14/20

Date Submitted to State Superintendent and State Treasurer: 8/14/20