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

Revised 7:00AM
07/10/20

Name of District: Holly Area School District
Address of District: 920 Baird St. Holly, MI 48442
District Code Number: 63210
Web Address of the District: https://www.hask12.org/
Name of Intermediate School District: Oakland Schools
Name of Authorizing Body (if applicable):
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 Background and Recommendation

The Holly Area Schools preparedness plan has been built to support the requirements of the MI Safe Schools Return to School Roadmap. In addition, our district has used multiple methods to inform our decisions. Holly Area Schools leaders have reviewed science, data, conducted parent and staff surveys, initiated a teacher reopening committee, participated on multiple county-wide task forces, collected and responded to staff and parent questions through an ongoing FAQ process, relied on facts presented by the Centers for Disease Control and Prevention (CDC), and have consulted with local medical experts.

Throughout our work, we have kept the interest of both our students and staff at the forefront, resulting in solutions that support the academic and emotional needs as well as the health and safety priorities.

Holly Area Schools has provided students with two options for learning.
   a. HAS In-Person Learning
   b. HAS 100% Virtual Learning
      i. The following pages of this COVID-19 Preparedness and Response Plan outlines our district’s In-Person Learning Plan and 100% Virtual Learning Plan. The In-Person Learning Plan is only permitted with stringent safety protocols as outlined in this document.

On Monday, August 10, 2020, The Board of Education of Holly Area Schools approved the recommendation to begin the 2020 - 2021 school year in a 100% Virtual Learning Plan for all students until October 30th with the option of returning sooner given adequate and appropriate guidance from state and county health officials. This model will utilize the HAS 100% Virtual Learning Plan for teaching and learning. The details of this learning plan are provided in the following pages of this plan. Several reasons for this decision have been presented and shared in the Holly Area Schools COVID-19 Preparedness and Response Plan presentation that is posted on our district website at https://www.hask12.org/. Many school districts across the State and several in Oakland County have already gone in this direction and are requesting clear guidance from State health professionals to provide students and staff with a safe In-Person return to classrooms. Our plan and intent is to return to the In-Person option for students as soon as possible.
Preparedness Plan Assurances

Holly Area Schools 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.

Holly Area Schools will offer instruction to all students, ages birth to age three, in grades Y5-12, and to ages 18-26 in adult transition in an electronic/virtual platform if schools are moved to Phase 1, 2, or 3 or in the event that the district moves to 100% virtual learning in Phase 4 as a result of growing health and safety concerns for our students and staff. Students, teachers, and parents will access curriculum content through Schoology, our Learning Management System. Schoology will integrate with familiar curriculum tools and programs used by teachers as described below. Additional processes and procedures are laid out in the HAS Continuity of Learning Plan Response Plan developed in the spring of 2020.

Teachers will use Schoology to connect with students multiple times a week (see section 12), provide standards based lessons and guidance, monitor student progress, assess student learning, build relationships, and maintain connections with students and families. Teachers and schools will use Schoology as a main communication tool with families to keep them updated on school status as well as family and learning resources. Schoology will integrate with familiar curriculum tools and programs used by teachers (i.e. Clever, ST Math, Reading Plus, Quill, No Red Ink, Google Suite, Khan Academy, OdysseyWare, etc.). In order to provide consistency, teachers will collaborate to establish common expectations and structures for working in Schoology, connecting with students, progress monitoring, assessing, and communicating with families.

Students will access Schoology for learning. CARES Act funds and bond funds were used to purchase 1:1 devices for all Holly students. Families without Internet connection were located during the spring 2020 closure and are now connected with district provided wifi hotspots. Any additional students who demonstrate a need for connectivity will be provided wifi hotspots. Through the use of their district device and the guidance of their teacher, students will use Schoology to engage with content at the start of the school year. All students will have access to textbooks and resources needed to complete their schoolwork aligned to the Michigan Academic Standards. Instructional materials and school supplies (paper, pencil, journal, etc.) will be made available for families who do not have them. Students with IEPs and 504 plans, will continue to have support as outlined in their IEPs and plans. Our student services team will continue to monitor student progress through the use of Schoology, video meetings, phone calls, and virtual meetings as needed. Our students are encouraged to
participate in dual enrollment and OSTC programs. Students will not be penalized for inability to fully participate, provided families stay engaged with school personnel in developing personalized and realistic education plans for their child. The district will work to meet student and family needs to allow for full participation.

Schoology will also be used as the primary mode of communication for teachers, students and families. Parents will use the LMS as a primary point of contact with school for their child’s learning. Schoology includes access to student learning, student tasks, a building calendar, building level communications, and a way to contact teachers and the building principal. Parents needing technology support will submit a tech request via the district website. The district will work to meet parent and family needs to allow for full participation.

The plan will be communicated to families through our messaging system (email and phone/voice message), the LMS, as well as our district website where the plan and additional resources for families will continue to be updated. The plan will be posted in a prominent location on our district website.

Phase 1-3 or Phase 4 100% Virtual Schedule Samples

**Elementary**

**Sample Virtual Schedule Table 1**

<table>
<thead>
<tr>
<th></th>
<th>ELA (reading and writing)</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y5 - 2</td>
<td>140 min.</td>
<td>75 min.</td>
<td>35 min.</td>
<td>35 min.</td>
</tr>
<tr>
<td>3 - 5</td>
<td>125 min.</td>
<td>75 min.</td>
<td>45 min.</td>
<td>45 min.</td>
</tr>
</tbody>
</table>

**Sample Virtual Schedule Table 2**

<table>
<thead>
<tr>
<th></th>
<th>*Co-curriculars</th>
<th>Recess and movement</th>
<th>Social Emotional Learning</th>
<th>Scheduled handwashing and hygiene</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y5 - 5</td>
<td>45 min.</td>
<td>45 min.</td>
<td>20 min.</td>
<td>20 min.</td>
</tr>
</tbody>
</table>

**Sample Virtual Schedule (Times of instruction will mirror those above/vary)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:00</td>
<td>Classroom SEL connection</td>
<td>15-30 min. * Live and recorded</td>
</tr>
<tr>
<td>9:00-10:00</td>
<td>Reading/Literacy</td>
<td>Up to 15 min. Mini lesson * Live and recorded</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30 min independent reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Up to 15 min share * Live and recorded</td>
</tr>
<tr>
<td>10-10:10</td>
<td>Brain Break</td>
<td>10 min independently</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>10:10-11:10</td>
<td>Writing/Word Study</td>
<td>Up to 15 min. Mini lesson</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Live and recorded</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30 min independent reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Up to 15 min share</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Live and recorded</td>
</tr>
<tr>
<td>11:10-11:15</td>
<td>Brain Break</td>
<td>5 min independently</td>
</tr>
<tr>
<td>11:15-12:15</td>
<td>Math</td>
<td>Up to 15 min. Mini lesson</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Live and recorded</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30 min independent reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Up to 15 min share</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Live and recorded</td>
</tr>
<tr>
<td>12:15-1:00</td>
<td>Lunch and Recess</td>
<td></td>
</tr>
<tr>
<td>1:00-1:45</td>
<td>Co-curriculars</td>
<td>Up to 15 min. Mini lesson</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Live and recorded</td>
</tr>
<tr>
<td>1:45-2:15</td>
<td>Social Studies and Science</td>
<td>Up to 10 min. Mini lesson</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Live and recorded</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20 Min. Independent work</td>
</tr>
<tr>
<td>2:15-2:35</td>
<td>Small Group or one-on-one</td>
<td>Up to 10 min. Mini lesson</td>
</tr>
<tr>
<td></td>
<td>instruction/conference</td>
<td>* Live and recorded</td>
</tr>
<tr>
<td></td>
<td>determined by teacher</td>
<td>20 Min. Independent work</td>
</tr>
<tr>
<td>2:35-3:15</td>
<td>Independent work on assignments,</td>
<td>40 min. Independent work</td>
</tr>
<tr>
<td></td>
<td>more independent reading etc.</td>
<td></td>
</tr>
</tbody>
</table>

**Middle School**  
HMS Sample Schedule

Monday, Tuesday, Thursday, Friday  
10-3 p.m.

Wednesday: SEL Check-Ins, Rotate Counselors, Admin, Social Workers, Special Education Caseload  
10-3 p.m.

8:00 a.m. - 9:45 a.m.: Teacher Content Area and Cohort Planning

Same student schedule as in-person learning. Schedule times provide flexibility for a diversity of learning needs.  
*Daily Schedule on Page 8*
HMS Daily Schedule

1st Hour 10:00-10:45

2nd Hour 10:50-11:35

Lunch 11:35-12:05

3rd Hour 12:05-12:50

4th Hour 12:55-1:40

5th Hour (includes staggered dismissal) 1:45-2:30

Office Hours 2:30-3:00

<table>
<thead>
<tr>
<th>Cohort System: Teacher Rotation</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Teacher</td>
<td>P</td>
<td>Cohort A</td>
<td>Cohort B</td>
<td>Cohort C</td>
<td>Cohort D</td>
</tr>
<tr>
<td>S.S. Teacher</td>
<td>Cohort D</td>
<td>P</td>
<td>Cohort A</td>
<td>Cohort B</td>
<td>Cohort C</td>
</tr>
<tr>
<td>Math Teacher</td>
<td>Cohort C</td>
<td>Cohort D</td>
<td>P</td>
<td>Cohort A</td>
<td>Cohort B</td>
</tr>
<tr>
<td>ELA Teacher</td>
<td>Cohort B</td>
<td>Cohort C</td>
<td>Cohort D</td>
<td>P</td>
<td>Cohort A</td>
</tr>
<tr>
<td>Elective</td>
<td>Cohort A</td>
<td>Cohort B</td>
<td>Cohort C</td>
<td>Cohort D</td>
<td>P</td>
</tr>
</tbody>
</table>

Students will work through Schoology with a designated HMS teacher. Students will have flexibility in pace however, expectations for assignments and assessment deadlines will be communicated by the teacher. Students will have scheduled, person-to-person interaction with a Holly Middle School core subject teacher. This course will follow the HAS Calendar and HMS trimester calendar.

ELECTIVE

Electives in 6-8 are designed to provide students exposure to additional classes.

High School

Students will work through Schoology with a designated HHS teacher. Students may have flexibility in pace. Expectations for assignments and assessment deadlines will
be communicated by the teacher. Students will have scheduled person-to-person access to a Holly High School Math, ELA, Science, or Social Studies teacher. This course will follow the HAS Calendar and HHS semester calendar.

**ELECTIVES**

Electives will be included in the course offerings for grades 9-12. Each student will take at least one elective course per semester.

**HS Sample Daily Schedule:**

10:00 - 10:45: 1st Hour  
10:50 - 11:35: 2nd Hour  
12:05 - 12:50: 3rd Hour  
12:55 - 1:40: 4th Hour  
1:45 - 2:30: 5th Hour  
2:30 - 3:00: Office Hours

Monday, Tuesday, Thursday, Friday  
8:00 - 9:45: Teacher Content Area and Cohort Planning

Wednesday:  
8:00 - 9:45: SEL Check-Ins, Rotate Counselors, Admin, Social Workers, Special Education Caseload

Same student schedule as in-person learning. Schedule times provide flexibility for a diversity of learning needs.

---

**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.
The expectations for the wearing of face coverings and how to obtain clean face coverings will be included in all district to parent communications, all handbooks, all student orientations, and all staff orientations. (Aug. 1 - Aug. 30)

- Students and parents will be required to watch a safety video on the wearing of and expectations for maintenance of face coverings. Parents are providing consent via Skyward Online verification that students will adhere to all district student/parent handbook policies and expectations.
- Building, grounds, and transportation signage will be prominent throughout all school facilities and clearly identify who is required to wear face coverings in each designated area of the building, grounds, or bus. (Completed by Aug. 24)
- Reusable/Washable filtered Fabric face masks have been ordered and will be provided to all staff members.
- Disposable 3 Ply face masks will be provided to all students. These will be placed on busses and in the classrooms every evening by the custodial, transportation, and office staff.
- Clear Face Masks will be provided to preK-5 teachers and speech & language teachers.
- Instructions on how to properly wear the masks have been provided to students, parents, and staff. In addition, posters across each school building will show how to properly wear a mask. Teachers at the elementary level will also provide instruction to students on how to properly wear a mask. We encourage parents and guardians to practice wearing masks with students at home before the first day of school. Consider including your child in the selection of a cloth face covering for school. This may help increase a child’s acceptance of wearing a mask.
- The district is also suggesting that students bring their own cloth mask to school each day. Please label your child’s mask with their name so it can be returned if lost. Each family is expected to clean masks each evening prior to returning to school on the next day. If a child does not have a mask, the school will provide a disposable mask for the day.
- Instructions on how to care for/wash a mask have been communicated to our families and is available on our district website on the Return to Learn web page. The instructions come from the CDC. [https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-wash-cloth-face-coverings.html](https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-wash-cloth-face-coverings.html)
- Individuals (staff or students) who claim medical exemption will need to meet with the district Principal/School Nurse to provide rationale and documentation. (Begins Aug. 24 and continues throughout the school year)
- The wearing of face coverings has been added to our district’s student/parent handbook policies. School staff will define, teach and prompt the wearing of face coverings within their predictable school routine. Re-teaching will occur daily until predictable school routines are established.
- Students requiring special considerations (example: 504 Plans, IEPs, health care plans) regarding failure to wear a face covering will be referred to their specific case manager for the development of additional interventions.
- Guests to the school building (presenters, substitute teachers, etc) will be issued a disposable face covering upon signing in at the main office and will be instructed to wear the face covering at all times. Instances of non-compliance will result in the guest being escorted from the building by the school safety officer or building administrator.
In instances of uncertainty about individuals not wearing face coverings, these matters will be relayed to the building administration for review and decisive action.

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

---

**Requirements from the Michigan Return to School Roadmap**

1. **Adequate supplies** of soap, hand sanitizer with at least 60% alcohol, paper towels, tissues, and signs reinforcing proper handwashing techniques will be provided to support healthy hygiene behaviors.
2. **Staff will teach and reinforce handwashing** with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.

**Strongly Recommended from the Michigan Return to School Roadmap**

3. **Staff and students will cough and sneeze into their elbows or cover with a tissue**. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.
4. **Soap and hand sanitizers will be systematically and frequently checked and refilled**.
5. **Students and teachers will have scheduled handwashing with soap and water every 2-3 hours**.
6. **Students and staff will limit sharing of personal items and supplies such as writing utensils**.
7. **Students’ personal items will be kept separate and in individually labeled cubbies, containers, or lockers**.
8. **Staff will limit use of classroom materials to small groups and disinfect between use, or provide adequate supplies to assign for individual student use**.
9. **Portable handwashing and/or hand sanitizing stations** will be procured and set up throughout school buildings where needed.

**District and Building Implementation Plan:**

- Every classroom will be supplied with a fixed handwashing station or an approved supply of hand sanitizer.
- Supplies (paper towels, soap, hand sanitizer, tissues, trash receptacles) will be checked daily and restocked in the classroom.
- Teachers will contact the office immediately if supplies run low during the school day.
- Buildings will have hygiene protocols posted throughout and communicated via newsletters, web pages, bulletin boards, and the like.
- Teacher will teach students the following on the first day of school and reinforce weekly or more often as needed (this may be done via video):
  - Proper hand washing every 2-3 hours with soap and water
  - How to cough and sneeze into their elbows, or to cover with a tissue and dispose of it in the trash
- **Proper mitigation strategies including hand washing and sneezing will be communicated to families via newsletters, web pages, bulletin boards, and the like. Parents and caregivers will be asked to review and reinforce with their students.**
• Facilities staff will
  ○ Procure adequate soap, hand sanitizer, paper towels, and PPE as needed
  ○ Post signage related to cleaning and hygiene strategies throughout buildings
  ○ Monitor hygiene supplies and refill as needed
• Sharing school supplies will be limited, and each student will have their own supply box for materials.
• A list of these supplies will be generated as appropriate for each grade level and or specific middle school or high school course.

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

Requirements from the Michigan Return to School Roadmap
1. Frequently touched surfaces including light switches, doors, benches, bathrooms, must undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.
2. Libraries, computer labs, arts, and other hands-on classrooms must undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution.
3. Student desks must be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.
4. Playground structures must continue to undergo normal routine cleaning, but using an EPA-approved disinfectant is unnecessary.
5. Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products.
6. Staff must wear gloves, surgical masks, and face shield when performing all cleaning activities.

District and Building Implementation Plan:
• District Level Administrators and Building Operations have met 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.
• An inventory related to all cleaning supplies that are in compliance with EPA-approved COVID-19 materials will be taken and orders made to address increased cleaning/sanitizing/disinfecting protocols.
• Cleaning stations will be identified around the building that hold materials for cleaning, sanitizing, and disinfecting.
• All buildings will be provided with an EPA-approved cleaning solution and disinfectant, paper towels, masks, face shields and gloves in order to address new protocols.
• Staff must wear gloves, a mask and face shield when using disinfectant.
• Each building custodial team and administrator will develop a schedule and map to ensure compliance when custodial substitutes are in the building.
• Custodial staff will walk the building sanitizing all high frequency touched surfaces at
least every 4 hours, and following any evening activities in the building.

- Students at the elementary, middle school, and high school are scheduled in cohorts. Teachers are rotating into the classrooms. Each student is assigned a specific seat for use all day during Phase 4 In-Person instruction. Transitions of a student have been limited to lunch and special circumstances for a few students. Custodians will wipe down any students’ desks with an EPA-approved disinfectant when there’s a whole class transition. All buildings will have the appropriate EPA-approved cleaning solution and disinfectant available for staff.
- Playground equipment will undergo normal routine cleaning.
- A training on disinfecting materials and protocols will be provided to the Custodial staff prior to the first week of school. This training will show the use of PPE when cleaning, protocols for the classroom and storage of cleaning materials.
- A review of cleaning materials and protocols will be provided to the teaching staff prior to the first week of school.

4. Athletics

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

**Athletics will follow the Requirements from the Michigan Return to School Roadmap**

1. The district plan will Comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).
   
a. **Pre-Workout and Pre-Game Screening:** All coaches and students will be screened daily for signs and symptoms of COVID-19 prior to participating, including a temperature check. This check may take place onsite or be completed and verified prior to arrival onsite. Anyone with a temperature of greater than 100.3 degrees should not participate and be sent home. Response to screening questions for each person should be recorded and stored so that there is a record of everyone present in case a student develops COVID-19. These records must be kept confidential. Any person displaying symptoms of COVID-19 should not be allowed to participate, should self-isolate, and contact his or her primary care provider or other health-care professional.
   
i. This will be completed using one of the two platforms
   
   1. FinalForms -- Attendance feature
   
   2. Paper copy utilizing the MHSAA COVID-19 Athlete/Coach Monitoring Form
   
   ii. Each coach will determine the site for pre-workout screening and communicate that with athletes and their families
   
   iii. Coaches (or athletic trainer) will ask each student-athlete a series of pre-workout screening questions and will document those responses confidentially on FinalForms or on the MHSAA COVID-19 Coach/Athlete Screening Form
iv. All temperatures will be verified with a non-contact thermometer ON SITE

v. Any person with positive symptoms reported will not be allowed to take part in workouts and should contact his or her primary care provider or other appropriate health-care professional

vi. Positive symptoms will be reviewed, student-athletes could be isolated or sent home. Should a student-athlete show signs during a workout that the athlete will be isolated and encouraged to go home if able. If not able, a parent/guardian will be contacted and expected to come and pick up that student athlete.

b. Regular Season Contest Limitations: The following limitations are in place for regular season fall tournaments and invitationals, both home and away. Regular season dual/head-to-head matchups, between multiple levels of two different schools, are not affected. When determining the number of teams present at a tournament, count the school’s varsity team as one team, and its JV team as a second team. The goal is to achieve physical distancing at all possible times; teams not in competition should be provided adequate space, and spectator limitations must be followed.

   i. Cross Country -- maximum of 70 runners are allowed in a race
   ii. Golf -- maximum of 72 competitors at an 18-hole site
   iii. Football -- two teams at a site
   iv. Soccer -- four teams at a site
   v. Swimming and Diving -- four teams at a site
   vi. Tennis -- four teams at a site
   vii. Volleyball -- four teams at a site

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

   i. Contest management, school administrators, media, and all staff are required to wear face coverings.

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

e. Facility Cleaning:
   i. Adequate cleaning schedules will be created and implemented for all athletic facilities.
   ii. Prior to an individual or group of individuals entering a facility, hard surfaces within that facility should be wiped down and sanitized (bleachers, chairs, furniture in meeting rooms, locker rooms, weight room equipment, bathrooms, athletic training room tables, etc.)
iii. Individuals should wash their hands for a minimum of 20 seconds with warm water and soap before touching any surfaces or participating in workouts.

iv. Weights should be wiped down thoroughly before and after an individual’s use of equipment.

v. Appropriate clothing/shoes should be worn at all times.

vi. Individual clothing/towels should be washed and cleaned after every workout.

vii. All athletic equipment, including balls, should be cleaned after each use and prior to the next workout.

viii. All athletic equipment, including balls, should be cleaned intermittently during practices and workouts.

ix. Resistance training should be emphasized through the use of body weight, sub-maximal lifts, and resistance bands.

2. Students, coaches, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant should confirm that they are healthy and without any symptoms prior to any event.

   a. Individuals should wash their hands for a minimum of 20 seconds before participating in workouts. Hand sanitizer should be plentiful and available to individuals as they transfer from place to place.

   b. Prior to participation, the COVID-19 athlete/coach monitoring form should be used, which includes five questions plus a temperature check. This form will also be used to screen officials as they arrive.

3. All equipment must be disinfected before and after use.

   a. Individual drills requiring the use of weight equipment are permissible, but the equipment must be cleaned prior to use by the next individual.

   b. Individual drills requiring the use of athletic equipment are permissible, but the equipment must be cleaned prior to use by the next individual.

   c. Balls may be passed/shared, provided students wash their hands before and after the practice.

   d. During competition, sanitized back up ball(s) will be available and will be rotated in regularly with someone designated to sanitize the ball.

4. Inter-school competitions may be held provided that facial coverings are worn if school transportation is provided. Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent “Busing and Student Transportation” section.

   a. Teams will use district transportation to travel to away events. All athletes, coaches, and team personnel will be required to wear facial coverings and practice physical distancing during trips.

   b. Busses will be sanitized prior to the trip, after the athletes depart at the away facility (prior to team re-entering following the contest), and after departing back in Holly following the event.

5. Spectators are allowed provided that facial coverings are used by observers and six feet of social distancing can be maintained at all times. Attention must be given to entry and exit points to prevent crowding.
a. Anyone attending or participating in an MHSAA regular season or tournament event should check his/her temperature before arriving. Spectators, participants and personnel displaying COVID-19 symptoms, or with a temperature of 100.3°F or greater, should stay home and consider coronavirus testing if symptoms persist.

6. Each participant must use a clearly marked water bottle for individual use. There should be no sharing of this equipment.
   a. Student-athletes, coaches, and officials **ARE STRONGLY ENCOURAGED TO** provide their own water bottle or beverage.
   b. The athletic department will provide sealed water bottles for athletes, coaches, and officials that do not bring their own.

7. Handshakes, fist bumps, and other unnecessary contact must not occur.
   a. Athletes will not have any unnecessary contact with athletes or coaches from other schools
      i. Captains meetings pregame will only include the coach and one athlete from each school while observing physical distancing
      ii. Teams will not hold hands or have contact with teammates during the National Anthem or pre-game ceremonies
      iii. Post-game handshakes are eliminated

8. Indoor weight rooms and physical conditioning activities that require shared equipment are suspended. Outdoor physical conditioning activities are allowed while maintaining social distancing.
   a. Coaches will utilize FinalForms or the MHSAA COVID-19 Coach/Athlete Monitoring Form to take attendance and document the health screening process to ensure compliance and safety of all involved in the given workout
   b. Coaches will develop workouts that emphasize safety and general conditioning
   c. Coaches will plan warm up and drills where:
      i. Physical distancing will be followed
      ii. Cloth face coverings or masks are required when physical distance is not possible. Student-athletes are not required to wear face coverings during the workout, but they are allowed.
   d. No locker room use during this phase. **Restrooms (Port-a-Johns) and a hand-washing station will be available and sanitized before and after the workout**
   e. Student-athletes **ARE STRONGLY ENCOURAGED TO** provide their own WATER and TOWEL. They are also encouraged to bring their own hand sanitizer if available, although each coach may also have a supply. **Please also remember inhalers and/or epi-pens if used.**
   f. Appropriate social distancing will need to be maintained on sidelines and benches during practices and contests.
   g. Student-athletes are encouraged to shower and wash their workout clothing immediately upon returning home. Athletes are discouraged from lingering around after workouts and should make plans to return home ASAP following the workout.
9. Large scale indoor spectator events are suspended. Large scale outdoor spectator or stadium events are limited to 100 people, and people not part of the same household must maintain six feet of distance from one another.

a. **Spectators:** Spectators will be required to wear facial coverings while attending athletic events. Spectators will be required to maintain physical distancing and markings will be provided on the bleachers to keep spectators from different households separate. Separate entrances and exits will also be utilized to prevent cross-contamination and unnecessary contact between spectators.

b. **Ticketing:** No contact ticketing will be utilized
   i. Spectators will be required to have exact change.
   ii. Spectator lists will be required from visiting teams in order to address the spectator limit
   iii. Event personnel will have a box where the money will be placed.
   iv. Event personnel will be in the secured ticket booth and will be wearing PPE (facial coverings and gloves) while working
   v. Spectators will not be allowed to re-enter after leaving the facility
   vi. One way trafficking will be utilized for entry and exit from the facility

c. **Concessions:**
   i. Concessions will not be open during athletic events

d. **Officials:**
   i. Officials' information will also be logged in order to trace contacts if necessary
   ii. Electronic whistles are permitted
   iii. Officials must come dressed to officiate; a locker room will not be provided
   iv. Officials should bring their own food and water, and their own pen/pencil to sign lineup sheets, scorebooks, etc.
   v. Officials are not responsible for monitoring activities on the sidelines, such as physical distancing, hand washing, symptoms of illnesses and other such issues. This monitoring remains the responsibility of the coaching staff and school personnel.
5. Screening
Please describe how you will implement the requirements for screening protocols from the *Return to School Roadmap* (p. 24).

**Requirements from the Michigan Return to School Roadmap**

1. Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff. (TBD by Local or State Health Department)

**Strongly Recommended from the Michigan Return to School Roadmap**

2. Every school should identify and designate a quarantine area and a staff person to care for students who become ill at school.
3. Students who become ill with symptoms of COVID-19 should be placed in an identified quarantine area with a surgical mask in place until they can be picked up. Identified school staff caring for these children should wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.
4. Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines.
5. Staff should conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home.

**District and Building Implementation Plan:**

- Holly Area Schools has received no support nor any communication from the Oakland County Health Division. Our district has contacted their office for a School District COVID-19 ToolKit and was told that they are working on one. In addition, our school district has requested that our county ISD provide support acquiring the defining protocols for screening students and staff. As of August 5th, the Oakland County Health Division has not provided this information to county school districts. As a result, Holly Area Schools is using the Kent County Health Department’s COVID-19 Toolkit for School Teachers and Administrators.
- Each school building will identify a COVID-19 room. This room will be outfitted with appropriate PPE.
- Each building will have an identified and trained staff person to support students who become ill at school.
- From the time of identification of potential infection, a log sheet will be maintained until the student or staff member is safely removed from the building.
- Parent communication will be made immediately with clear and concise directions on where and how to pick up the student and where to report for testing.
- A designated person (office staff) will contact the student/family after removal for test results to be provided and verified or a period of isolation has expired before the student can return to school.
- During the time of quarantine, the student will be asked to self identify the location and individuals they came into contact with (less than 6 feet for more than 15 mins) for the
past 48 hours to the best of their recollection.
- The health department will be contacted after parents have been contacted to assist in contact tracing and notification of vulnerable individuals.
- All school staff will be required to conduct a health safety self assessment at home prior to coming to work and verifying through a Google form that they are safe to work. This will include taking their temperature and reporting this daily on the Google form.
- Staff who are unable to work due to displaying COVID-19 symptoms will be required to report this to the school through the Google form. A designated school official will monitor this form daily and follow up with any symptomatic person to direct where, when, and how to get tested and report those results back to the school as soon as available.
- Positive tests for staff members will result in a required quarantine away from school for 14 days. Employees should report absences in accordance with the school’s absence reporting requirements. Schools will determine whether the absence qualifies for benefits under state or federal law or a CBA, an individual employment contract, or board policy. Both the federal Emergency Paid Sick Leave Act and the Emergency Family and Medical Leave Expansion Act entitle eligible employees to limited paid leave for certain COVID-19 related reasons and remain in effect until December 31, 2020. See WORKPLACE FLEXIBILITIES AND PROTECTIONS

6. Testing and Responding to Positive Tests Among Staff and Students
   Please describe how you will implement the requirements for testing protocols from the Return to School Roadmap

Requirements from the Michigan Return to School Roadmap
1. Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff.

Strongly Recommended from the Michigan Return to School Roadmap
2. Students who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported by their parent or guardian, emergency contact, or ambulance if clinically unstable, for off-site testing.
3. Staff who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported for off-site testing.
4. Symptomatic students and staff sent home from school should be kept home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.
5. Families should be notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home.

In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts should be made to contact any close contacts (those who spent more than 15 minutes less than six feet in close proximity to the student or staff member) so that they can be quarantined for 14 days at home. Students and staff should be closely monitored for any symptoms of COVID-19. At this time, empiric testing of all students or staff members in the class is not recommended.
Requirements from the Michigan Return to School Roadmap

1. All schools must cooperate with the local public health department if a confirmed case of COVID-19 is identified, and in particular, must collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at the school.

Strongly Recommended from the Michigan Return to School Roadmap

2. Notify Public Health - Oakland County, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.

3. Public Health - Oakland County will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self quarantine for up to 14 days after exposure.
   a. Public Health - Oakland County, depending on the situation, may identify other contacts who require quarantine. Schools can help the Public Health - Oakland County by collecting data and contact information of those exposed.
   b. Staff will adhere to confidentiality laws and statutes that protect student and staff health information. Student communicable disease related information is protected health information. (Even if a family/student acknowledges and publicly discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test).

4. Employees with a confirmed case of COVID-19 should only return to the workplace after they are no longer infectious. Public Health - Oakland County will provide instruction about return to work, using the most current guidelines from the CDC for this determination.

5. Cleaning staff should wear a surgical mask, gloves, and a face shield when performing cleaning of these areas.

6. If possible, smaller areas such as individual classrooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles.

District and Building Implementation Plan:

- Holly Area Schools has received no support nor any communication from the Oakland County Health Division. Our district has contacted their office for a School District COVID-19 ToolKit and was told that they are working on one. In addition, our school district has requested that our county ISD provide support acquiring the defining protocols for screening students and staff. As of August 5th, the Oakland County Health Division has not provided this information to county school districts. As a result, Holly Area Schools is using the Kent County Health Department’s COVID-19 Toolkit for School Teachers and Administrators.
- Students and staff participate in daily health screenings. We are also recommending that families continuously monitor for symptoms and keep students home if they have a fever/feverish, chills, sore throat, dry cough, difficulty breathing, or digestive issues such as diarrhea, vomiting, and abdominal pain. **Daily Home Screenings for Students**
- All employees must self-screen and complete a health questionnaire prior to reporting to work each day.
- Any individual who displays symptoms of COVID-19 will be isolated in a designated...
space until they can be removed from the school campus. Two Oakland County public health nurses will be working in our district this year and will provide specific guidance.

- **Isolation** is for people who are COVID positive. It separates people who are infected with the virus from people who are not infected. It usually lasts 10 days.
- **Quarantine** is for people who are well but were exposed to someone who is COVID positive. It keeps someone who might have been infected with the virus away from others. Quarantine lasts 14 days since the last possible exposure.
- Per the health department guidelines, any student, teacher or staff person that tests positive for COVID-19 must isolate at home and will be excluded from school until
  - 3 days with no fever (without the use of fever-reducing medication) and
  - respiratory symptoms have improved (e.g. cough, shortness of breath) and
  - 10 days have passed since symptoms first appeared.
- Household members, classmates, and teachers of the **quarantined** student/staff may continue to attend school and should monitor for symptoms. If symptoms develop, they should call their medical provider to be tested for COVID-19.
- If a student, teacher, or staff member has been exposed to a person who tested positive for COVID-19, they should **quarantine** for 14 days since the last possible exposure.
  - Close Contact is defined as: A person who was within 6 feet of a person infected with COVID-19 for more than 15 minutes without a mask.
- If a student in my child’s class tests positive for COVID-19, Holly Area Schools will alert the Oakland County Health Division. Our district will alert families by providing general communication about the COVID-19 positive case while protecting the identity of the person who is infected. All identified close contacts of the COVID-19 positive case must **quarantine** at home for 14 days from the last positive day of exposure and monitor for symptoms.
- Household members, classmates, and teachers of positive COVID-19 family members in isolation will be excluded from school for **14 days after their last date of close contact**.
- Holly Area Schools is also awaiting anticipated protocols from the Oakland County Health Division.

### 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).

#### Requirements from the Michigan Return to School Roadmap

1. Drivers will require the use of hand sanitizers before entering the bus. Hand sanitizer will be supplied on the bus.
2. The bus driver, staff, and all students in grades preK-12, if medically feasible, must wear facial coverings while on the bus.
   a. 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.
3. Transportation vehicles will be cleaned and disinfected before and after every transit route. Children must not be present when a vehicle is being cleaned.
4. Frequently touched surfaces in the vehicle will be cleaned and disinfected (e.g., surfaces in the driver’s cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.
5. Equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools will be cleaned, sanitized, and disinfected daily.
6. Create a plan for getting students home safely if they are not allowed to board the vehicle.
7. If a student becomes sick during the day, they will not use group transportation to return home and must follow protocols outlined above. If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and must not return to drive students.
8. Weather permitting, doors and windows will be kept open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
9. Weather permitting, keeping windows open while the vehicle is in motion will be considered to help reduce spread of the virus by increasing air circulation, if appropriate and safe.

**Strongly Recommended from the Michigan Return to School Roadmap**

1. Support schools in assessing student arrival protocols. This should include how students arrive at and depart from school (e.g., school bus, dropped off via car, drive themselves, walk, public transportation).
2. Inventory buses, contractors, including any vehicles used for transporting students to/from school or to other school events, and students riding buses. Address questions, such as: How many buses are or could be made available in the district? How much variation is there in the size and maximum capacity of buses in the district? How have the buses been currently or historically used (i.e., transportation to/from school, transportation for multiple schools, athletic events, food service delivery)? How many drivers will be returning? How many are in the training pipeline? What is the plan to address any shortage of drivers?
3. Assess whether any bus contractors have been impacted by COVID-19 (i.e., closed or opt-out from current routes).
4. Inventory bus drivers to understand the extent of high-risk populations.
5. Finalize bus procedures for bus drivers and students that are informed by public health protocols.
6. Encourage close collaboration between transportation and IEP teams to monitor changes to students’ IEPs and implement accordingly.
Strongly Recommended if Schools Are Instructed to Close for In-Person Instruction

1. Utilize buses to provide food service and delivery of instructional materials where possible.

District and Building Implementation Plan:
- The district’s Assistant Superintendent of Administrative Services and the district’s Transportation Director has met with the district’s bus drivers to ensure they have received a copy of the criteria in the MI Safe Schools: Michigan’s 2020 Return to School RoadMap.
- At the meeting, the criteria required for Phase 4 was reviewed and drivers were provided an opportunity to discuss, ask questions, and share any concerns.
- Assurance statements will be developed to ensure the appropriate use of face covering for all students and drivers, use of hand sanitizers and cleaning protocols.
- The transportation department will assess the number of buses that will be on the road.
- Busses will be fitted with mounts for hand sanitizer at the entrance to each bus.
- The Transportation Department in collaboration with the District’s Facility Department will ensure cleaning supplies in compliance with the CDC are utilized to clean busses between routes, including areas of frequent areas of contact.
- Disposable 3 Ply face masks will be placed at the entrance of the bus each evening.
- Communication has been sent to each family and information is posted on the district website related to the mandatory face covering on the bus for all staff and students, if medically feasible, unless “It is determined on a case by case basis that it is not safe for the bus driver to wear a facial covering.”
- Training will be offered to all bus drivers that includes:
  - Appropriate use of face covering
  - Policies regarding face covering
  - Policies regarding hand sanitizing
  - Policies and methods for cleaning and disinfecting
- Bus drivers, weather permitting (no precipitation, temperature above 55 degrees F), will keep windows open on the bus both en route and when stopped.
- On buses with specialized transportation and equipment needs, bus aides or drivers will wipe down the equipment before using the bus. This will be noted in the cleaning log.
- The Transportation Department Director is collaborating with Building Principals on a plan for arrival and departure. Bus drivers will be training on these procedures.
- We regularly maintain inventory and records (for buses, bus routes, schedules, staffing, etc.) We also work with 3rd Party Contractor for the hiring of new drivers (METS).
- METS is on board with all of our plans.
- We continue to collaborate with the health department regarding protocols applicable to student transportation.
- Transportation Directors works closely with Special Ed. Director on students with IEPs.
8. Food Service

Requirements from the Michigan Return to School Roadmap
1. Indoor assemblies that bring together students from more than one classroom will be prohibited.

Strongly Recommend from the Michigan Return to School Roadmap
2. Classrooms and outdoor areas should be used for students to eat meals at school, if distancing guidelines cannot be met.
3. If cafeterias must be used, meals times should be staggered to create seating arrangements with six feet of distance between students.
   a. Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks.
   b. Students, teachers, and food service staff should wash hands before and after every meal.
4. If possible, school-supplied meals should be delivered to classrooms with disposable utensils.

District and Building Implementation Plan:
- All elementary, middle school, and high schools students will be served lunch in large spaces at our buildings (cafeteria, gyms, and band & choir rooms). Students will be spread out providing increased spacing between each student.
- All Students will wear masks, only to be removed while eating.
- Food Service staff will drop off bag/box breakfast and lunch to Elementary classrooms. Breakfast will be done in the classrooms. Students go to one of two large spaces at lunch time (Cafeteria or Gym) Both areas set up with spacing.
- Elementary lunch aides will support the classrooms through the meal time supervising students.
- At the middle school level, meals will be provided in the gym. In order to address social distancing, areas will be marked with signage to keep students distanced when they are sitting.
- Middle School and High School Breakfast will be available at 3 locations in the building for pick-up for those students who have indicated that they would like a meal. Students will eat breakfast in the classroom.
- Middle school students will enter the lunch service line at a staggered schedule. We will have an A, B, and C lunch schedule. Students will also be released from class in a staggered fashion, by even and odd classrooms to avoid long lines.
- High School students will be served lunch in three locations (Blue Project Room, Teal Project Room, and Cafeteria) to promote social distancing and keep students with assigned cohorts. Markings will be put on the floor to designate six foot distancing as students wait in line to pick up meals at all three locations.
- All cafeteria workers will wear masks, face shields and gloves when handling food items, and serving students. They will wash their hands before and after all food service according to CDC and local Health Department guidance. Visual guidance will be posted in the kitchen and by every sink to encourage the correct procedure for hand washing and glove changing procedures. Additional signage will be posted throughout food service prep and serving areas.
- All surfaces will be disinfected with food safe disinfectant frequently. Disinfecting will be done before and after service of each lunch run, as well as the beginning and end of the food preparation and the end of the shift before leaving for the day.
● Menus will be published for each building and will follow the MDE and USDA guidelines.
● Pre-payment for school meals using a POS system is the preferred method of payment. Students are able to make cash payments in the main office, however contactless payment systems are the safest for students & staff.
● Accurate counting of meals and milks consumed will be of critical importance in maintaining the integrity of the school nutrition program. In addition, required to receive complete federal reimbursement. Food service staff will use the POS system and class rosters (as backup) to ensure meals are charged accurately. Food service department will use electronic documents to assist with pre-ordering lunches and breakfast meals to aid in ordering and distribution as well.

9. Gatherings and Extracurricular Activities

Requirements from the Michigan Return to School Roadmap
1. Indoor assemblies that bring together students from more than one classroom will be prohibited.

Strongly Recommend from the Michigan Return to School Roadmap
2. Students, teachers, and staff should wash hands before and after every event.
3. Large scale assemblies of more than 50 students are suspended.
4. Off-site field trips that require bus transportation to an indoor location are suspended.
5. Recess should be conducted outside whenever possible with appropriate social distancing and cohorting of students. If more than one class is outside, students should wear facial coverings.
6. If possible, schools should offer telecasting of assemblies and other school-sanctioned events.
7. Extracurricular activities may continue with the use of facial coverings.

District and Building Implementation Plan:
● At this time no indoor assemblies will be held at the elementary and secondary buildings. All essential presentations will be done by remote monitors in the classrooms or by staff entering the room to share the needed information.
● At the elementary buildings a schedule will be put together for the use of the playground at recess and other times during the day. The playgrounds will be divided into marked sections for student classes (cohort groups) to remain in their area of the playground. Recess Aides will move around the playground separating students congregating in groups of more than 10. Face masks will be worn at all times on the playground unless the individual is medically unable. Students will use hand sanitizer before entering the building.
● All field trips are suspended, this will be reviewed as we move to Phase 5.
● All extracurricular activities will require face covering. School dances and events over 50 students will be temporarily discontinued and will be evaluated as we move to the next phase.
10. Medically Vulnerable Students and Staff

**Strongly Recommended from the Michigan Return to School Roadmap**

1. Staff should systematically review all current plans (e.g. Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19.

2. Create a process for students/families and staff to self-identify as high-risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignments.

**District and Building Implementation Plan:**
- Identify all health care plans, IEPs, IFSPs, and 504 plans
- Knowledgeable staff (e.g., nurse, special education teachers, 504 coordinator) will review plans to identify those that require additional accommodations related to COVID-19. Consult CDC guidelines. For example, there are exemptions to wearing face coverings for students with certain conditions. Update plans as needed.
- Parents will be surveyed with a CDC-aligned instrument to determine whether their student is at high risk and requires additional accommodations that might not be evident from reading the student’s specialized plans; revise those plans based on parent feedback.
- Any staff member identified and confirmed as medically vulnerable will be required to schedule a meeting with the Human Resource office to discuss options for reasonable accommodation and consideration for the ability to “teach from home” by supporting students who have elected for 100% remote learning.

11. GOVERNANCE (Phase 4 Instruction)

**Strongly Recommended from the Michigan Return to School Roadmap**

1. Create a district Return to Instruction and Learning work group, potentially led by the Director of Curriculum, Chief Academic Officer or the equivalent, and composed of a broad group of stakeholders on the district and school level, to:
   a. Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations.
   b. Revise the district’s remote learning plan to incorporate the feedback received, and input from stakeholders, to improve its effectiveness.
   c. Share the district’s remote learning plan with all involved stakeholders in case of a return to remote learning.

**District and Building Implementation Plan:**
Our district’s Teaching and Learning Team has been led by our District’s Assistant Superintendent of Instruction, Mrs. Jennifer Herbstreit, and Curriculum Coordinator, Dr. Kathy Highfield. Members include
- Scott Roper - Superintendent
- Steve Lenar - Assistant Superintendent
- Michelle Flessa - Director of Special Education
Teams have been meeting weekly to review requirements and develop plans based on the latest information. Our district has been surveying stakeholders to provide feedback regarding their experience and to gather information about families’ future learning needs both online and In-Person. The District Work Group will continue to 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, communicated to families and related sections will be included as a supplement to the student and staff handbooks. In the Welcome Back Meeting for staff in August, our district and building 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, support and prepare students to be successful learners in all phases of the return to learn plan.

12. A: Instruction In-Person or Hybrid (Before School Reopens)

*Strongly Recommended from the Michigan Return to School Roadmap*

1. Activate hybrid learning programs at scale to deliver standards-aligned curricula and high-quality instructional materials. Integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. Consult MDE for high-quality digital resources.

2. Make expectations clear to school leaders and teachers around hybrid or remote instruction that include:
   a. **Best practices for blended or remote learning:**


b. Grade-level proficiencies;
c. Modes of student assessment and feedback;
d. Differentiated support for students;
e. The inclusion of social-emotional learning; and
f. Guidance around daily instructional time and workload per different grade bands to ensure consistency for students.

3. **Set an instructional vision** that ensures that:
   a. Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
   b. Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
   c. Every students’ academic and social-emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.

4. Secure supports for students who are transitioning to postsecondary.

5. Support schools to **implement grade-level curricula** that are aligned to Michigan preK-12 standards.
   a. Support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction.

6. Revise students’ IEPs, IFSPs, and 504 plans in coordination with general and special education teachers to reflect the child’s evolving needs based on assessment data and parent feedback, and design accommodations and match services accordingly.
   a. Commence intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE.
   b. Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students’ needs around accessibility and provide assistive technologies, where possible.

7. Inventory all intervention programs and services available to students on the district and school level and identify any gaps.

8. Remain connected with MDE about policies and guidance.

9. Develop a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

**12 B. Instruction In-Person or Hybrid (After School Opens)**

*Strongly Recommended from the Michigan Return to School Roadmap*

1. Ensure that every student:
   a. Has access to standards-aligned, grade-level instruction, including strategies to accelerate student learning;
   b. Is assessed to determine student readiness to engage in grade-level content; and
c. Is offered scaffolds and supports to meet their diverse academic and social-emotional needs.

2. Conduct checkpoints with school leaders around curriculum pacing and ongoing monitoring of student progress, specifically honing in on the growth of students who need acceleration.

3. Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.

4. Conduct a review of each students’ IEP in partnership with teachers and parents to reflect each student’s evolving needs based on time away from associated services including OT, PT, and Speech while school buildings were closed.

5. Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students’ needs.

6. Set expectations for schools and teachers to integrate high quality digital tools and resources that are appropriate and sustainable at each grade level, to increase teachers’ and students’ familiarity with online learning in case of a return to remote instruction.

7. Determine and activate structures outside of the regular school day, such as summer learning options, extended day, and after-school programming, to potentially be leveraged to support students in need of additional support.

8. Support schools to communicate regularly with families in their home language about their child’s progress and the targeted plans for students in need of additional support.

9. If hybrid, activate plans to monitor and assess the following:
   a. Connectivity and Access:
      i. Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.
   b. Attendance:
      i. Develop systems to monitor and track students’ online attendance on a daily basis.
   c. Student Work:
      i. Teachers will assess the quality of student work and provide feedback to students and families.
      ii. Students will self-assess the quality of work, reflect on teacher feedback, and learning progress.

**District and Building Implementation Plan:**

**Instruction - Before and After School Starts**

**Vision:**
Our Instruction is centered around our School Improvement Focus - to increase the quality of instruction, raise the expectations for learning, and ultimately increase overall student achievement - as outlined in the District Strategic Plan.

Our focus is on data analysis and collaboration to improve the quality of classroom instruction and increase student achievement.
• Data Collection and Analysis
  ○ Master schedule to support ongoing professional collaboration and data analysis connected to shifting classroom teaching practices
  ○ District supported professional learning
  ○ A balanced assessment system to support teaching and learning, which includes screening, diagnostic, and benchmark assessments
  ○ Ongoing diagnostic and progress monitoring to guide instructional decisions
  ○ Instructional coaches to support teaching best practices and data analysis

• Collaboration and Instructional Best Practices
  ○ i-Council Instructional Leadership Team - providing guidance on vision for learner profiles and best practice.
  ○ Implementation of consistent curriculum delivery to support all phases of instruction through Schoology Learning Management System
  ○ Establishment of common instructional expectations aligned to The Michigan Academic Standards
  ○ Instructional coaches to support teaching best practices and data analysis
  ○ FAME Project (Formative Assessment for Michigan Educators)
  ○ GELN Essential Practices and Disciplinary Literacy at all levels
  ○ Reading Recovery
  ○ Staff professional learning (graduate courses) focused on blended learning
  ○ Restructuring intervention programs to best meet the needs of students
  ○ Appropriate instructional supports for all students leading to differentiated, personalized, and accelerated learning

• Student and Staff Wellness
  ○ A district focus on civility
  ○ Mental and Social Emotional Wellness Taskforce
  ○ TECIP
  ○ Leader in Me
  ○ RULER
  ○ Restorative Practices (Restorative Practices Facilitator)
  ○ Student Leadership Teams
  ○ Superintendent’s Student Advisory Council
  ○ Staff Wellness Program (American Heart Association)

As we plan for multiple instructional environments (In-Person, and Virtual), we know that these guiding areas of focus must continue to provide direction in our planning and development of content, structures and strategies to ensure optimal learning for all students.

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

• Every student will have access to a Highly Qualified Holly Area Schools Teacher.
• 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.
- Every student will have access to technology and internet access for high quality remote learning and hybrid instruction.
- Every student will have access to learning using Schoology, a Learning Management System

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

All students will be provided with an option to attend school 5 days a week for In-Person instruction or to choose to participate in a 100% Virtual Learning Program when the district official opens for In-Person Learning. Our High School students will also be provided opportunities to extend their learning through Dual-enrollment, CTE and Technical Programs and Work Experience Opportunities. In the event that the State of Michigan or the Holly Board of Education moves all learning to a fully virtual program, Holly teachers and students will have the ability to transition seamlessly through the use of Schoology our Learning Management System.

**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 Schoology as our Learning Management System (LMS) for all students in all grades.

- Math: Eureka, Big Ideas, CK 12
- Science: Battle Creek Cereal City Science, STEMScopes, MISTAR, Teacher-developed based on NGSS
- ELA: MAISA Units, Literacy Footprints guided reading, reading and writing workshop
- Social Studies: C3 Curriculum
- Health: Michigan Model for Health
- World Languages: French and Spanish
- PK: High Scope

**Resources that support planning around prioritized curriculum:**
- [Oakland Schools Curriculum, Instruction and Assessment Toolkits For COVID-19 Reopening](https://www.oakland.k12.mi.us/Page/3922) (ELA, Math, Science, Social Studies, World Language, Fine Arts, and Health)
  - [Oakland Schools Curriculum, Instruction and Assessment Toolkit-Math](https://www.oakland.k12.mi.us/Page/3922)
- High-quality digital resources from MDE
- [Achieve the Core ELA/Literacy and Math Priority Instructional Content Shared 7-14-2020 by MDE](https://www.acend.org/post/621)
- [Michigan Assessment Consortium Reporting/Grading Guidance](https://michiganassessment.org/)
- [HighScope Key Developmental Indicators](https://www.highscope.org/)
- [Early Childhood Standards of Quality](https://www.oakland.k12.mi.us/Page/3922)

**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

Resources to support integration of SEL:
MAISA Continuity of Learning Task Force Guidance, page 24

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

Resources that support shifting to a remote learning environment:
Best Practices for Remote Teaching

Special Education:

Within the first month of school, all student IEPs, IFSPs, and 504 plans will be reviewed and potentially revised in coordination with parents and IEP team members to address any data-driven accommodations and/or services that are needed due to known changes in students’ needs. The Department of Special Education has developed a return plan: HAS SE Dept Return Plan: August 2020

The Roadmap highlights:

- Commencing intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE.
- Establishing structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students’ needs around accessibility and provide assistive technologies, where possible.
- Developing a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

Resources:

**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

**Elementary School Schedule and Considerations:**

- **In-Person class with teacher - every day**
- **School buildings will run full day schedules**
- **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
- **Co-Curricular:** Co-Curricular schedule (2 week rotation): Co-Curricular teachers travel to classroom - students remain in place (Music and PE classes will adjust curriculum so they don’t involve singing, playing wind instruments, or indoor perspiration)
- **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. Lunch recess supervised by staff and classroom teachers supervise recess for their class.
- **Arrival/Dismissal:** Arrival and dismissal will be staggered through multiple entrances and supervised by staff members. Upon arrival students will proceed directly to their classrooms. At dismissal students will exit to their designated area.
  - Specific arrival and dismissal procedures will vary depending on building layout.
### Sample In-Person Schedule Table 1

<table>
<thead>
<tr>
<th></th>
<th>ELA (reading and writing)</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y5 - 2</td>
<td>140 min.</td>
<td>75 min.</td>
<td>35 min.</td>
<td>35 min.</td>
</tr>
<tr>
<td>3 - 5</td>
<td>125 min.</td>
<td>75 min.</td>
<td>45 min.</td>
<td>45 min.</td>
</tr>
</tbody>
</table>

### Sample In-Person Schedule Table 2

<table>
<thead>
<tr>
<th></th>
<th>*Co-curriculars</th>
<th>Recess and movement</th>
<th>Social Emotional Learning</th>
<th>Scheduled handwashing and hygiene</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y5 - 5</td>
<td>45 min.</td>
<td>45 min.</td>
<td>20 min.</td>
<td>20 min.</td>
</tr>
</tbody>
</table>
Middle School Schedule and Considerations:
- **In-Person classes with teachers** - every day
- **Cohort model** - students stay in one room for classes, teachers rotate
  - Students stay together as a cohort and do not mix with other cohorts
  - All electives are brought to the cohort classrooms

### HMS Daily Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Period</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45 - 9:06</td>
<td>1st Hour (includes SEL/Leader in Me Instruction)</td>
<td></td>
</tr>
<tr>
<td>9:10 - 10:16</td>
<td>2nd Hour</td>
<td></td>
</tr>
<tr>
<td>10:20 - 12:10</td>
<td>3rd Hour (Includes Lunch)</td>
<td></td>
</tr>
<tr>
<td>12:14 - 1:20</td>
<td>4th Hour</td>
<td></td>
</tr>
<tr>
<td>1:24 - 2:41</td>
<td>5th Hour (includes staggered dismissal)</td>
<td></td>
</tr>
</tbody>
</table>

### Cohort System: Teacher Rotation

<table>
<thead>
<tr>
<th></th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Teacher</td>
<td>P</td>
<td>Cohort A</td>
<td>Cohort B</td>
<td>Cohort C</td>
<td>Cohort D</td>
</tr>
<tr>
<td>S.S. Teacher</td>
<td>Cohort D</td>
<td>P</td>
<td>Cohort A</td>
<td>Cohort B</td>
<td>Cohort C</td>
</tr>
<tr>
<td>Math Teacher</td>
<td>Cohort C</td>
<td>Cohort D</td>
<td>P</td>
<td>Cohort A</td>
<td>Cohort B</td>
</tr>
<tr>
<td>ELA Teacher</td>
<td>Cohort B</td>
<td>Cohort C</td>
<td>Cohort D</td>
<td>P</td>
<td>Cohort A</td>
</tr>
<tr>
<td>Elective</td>
<td>Cohort A</td>
<td>Cohort B</td>
<td>Cohort C</td>
<td>Cohort D</td>
<td>P</td>
</tr>
</tbody>
</table>

- **Cohorting:**
  - We will have evenly split cohorts at each grade level. Cohorts will range in size based on the classroom or learning space that is being occupied. Larger learning areas will have larger cohorts numbers and our smaller learning areas will have smaller cohort numbers as we work to socially distance students in learning spaces.
  - Cohorting students in this manner will allow us to have 2 Teams at each grade level. Each team will be made up of 4 core teachers that share the same students during the school day.
  - Every attempt will be made to ensure core subject area teachers at each grade level have the same prep period.

- **Electives:**
  - Each student will have 1 elective class per day and 2 elective classes per trimester
  - Students will have an elective for 6 weeks and then rotate to a new elective. In almost all instances, elective teachers will bring their elective offering to the cohort’s location. There may be instances where the entire cohort will move to a different location for an elective. Required cleaning and disinfecting will take...
place as this occurs.

- **Special Education:**
  - Students are grouped across cohorts to allow for Resource Room pull out without compromising cross contamination of classroom cohorts
  - Students with an IEP will receive instructional accommodations in line with their needs.

- **Lunch:**
  - As part of the extra time built into 3rd Hour, teachers will transition their cohort from the classroom to the Gymnasium for lunch and from the Gymnasium back to the classroom. Transition time will not come out of a teacher’s 30-minute duty free lunch.
  - Each cohort will have a specific area of the gymnasium and within that area students will have an assigned seat. We are reducing the capacity of our lunch tables by 50-60% and utilizing other tables from around the building to socially distance students.
  - Teachers can eat their lunches in the Team Prep Room at their work station or in a classroom they are currently working.
  - Custodial Staff will disinfect the classrooms while students are at lunch.

- **Arrival**
  - To minimize congregating and to streamline arrival, students will enter the building through different sets of doors with a staggered dismissal from our busses. 8th Grade will enter through the main entrance, 7th grade through the doors closest to the cafeteria and 6th grade through the athletic entrance.
  - Students will not be using lockers during the 20-21 school year, they will bring their backpacks and coats to their classroom.
  - Upon entering the building, students will report directly to their classroom. Teachers will be asked to be in their pod area starting at the beginning of their contract time to provide supervision.
  - During 1st Hour, students who ordered breakfast the day before will have an opportunity to go to the serving location in their pod, get their food and then return to the classroom to eat.

- **Student Movement**
  - Students will not have passing time. Teachers will be using passing time to move from one cohort to another.
  - So that we can maintain an adult presence with each cohort during passing time, the teacher who is ending their prep period begins the shift within the team by moving to their next cohort, once a teacher has moved into your room, you will then transition to your next cohort, the last teacher to leave their room is the teacher who is going into their prep period.
  - With teachers moving classrooms and cohorts of students staying in their classrooms, each team will have a dedicated prep room that the teacher can use during their prep period. Each teacher will have their own workstation in that area. Elective teachers that are working with that team for the 6 week cycle will use that prep room as well.

- **Dismissal**
  - Students will put in their order for breakfast for the next day.
○ As indicated in the “Daily Schedule” section, we will have a staggered dismissal structure to avoid students congregating inside the building.
○ Students will exit their classroom and move directly to the parent pick-up line or their bus.
○ We will dismiss Parent Pick-Up starting at 2:31 p.m. and then dismiss buses via our PA system.
High School Schedule and Considerations

Cohorting and Teaming:

- We will use pre-determined cohorts at each grade level. Cohorts will range in size based on the academic needs of the students assigned and spaces available to them (larger learning areas will have larger numbers).
- Cohorting students in this manner will create grade-level teams of teachers. Each team will include core and elective teachers who will share the same students during the school day.

Schedule:

- We will be moving from trimesters to semesters. Courses that were previously two (2) trimesters will now be full year courses. One (1) trimester courses will be one semester.
- To significantly reduce student movement, we will adjust our daily schedule.
- Start and end times will remain the same.
- Our five (5) period day remains, but we will extend 1st and 5th hour to accommodate new arrival and departure procedures:
  - Teachers with 1st and 5th hour prep will be assigned building level duties for the 12 minutes that have been added for arrival and departure procedures.
- Daily Bell Schedule:
  - 1st Hr: 7:24 - 8:45 (81 min)
    - Cohort Arrival: 7:24 - 7:36
  - 2nd Hr: 8:47 - 9:56 (69 min)
  - 3rd Hr: 9:56 - 11:46 (110 min)
    - A Lunch: 9:56 - 10:26
    - B Lunch: 10:36 - 11:06
    - C Lunch: 11:16 - 11:46
  - 4th Hr: 11:48 - 12:57 (69 min)
  - 5th Hr: 12:59 - 2:20 (81 min)
    - Cohort Organization Dismissal: 2:08 - 2:20

Cohort System

<table>
<thead>
<tr>
<th>Ex.</th>
<th>Cohort A</th>
<th>Cohort B</th>
<th>Cohort C</th>
<th>Cohort D</th>
<th>Prep</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Hour</td>
<td>Science</td>
<td>ELE</td>
<td>ELA</td>
<td>Math</td>
<td>SS</td>
</tr>
<tr>
<td>2nd Hour</td>
<td>SS</td>
<td>Science</td>
<td>ELE</td>
<td>ELA</td>
<td>Math</td>
</tr>
<tr>
<td>3rd Hour</td>
<td>Math</td>
<td>SS</td>
<td>Science</td>
<td>ELE</td>
<td>ELA</td>
</tr>
<tr>
<td>4th Hour</td>
<td>ELA</td>
<td>Math</td>
<td>SS</td>
<td>Science</td>
<td>ELE</td>
</tr>
<tr>
<td>5th Hour</td>
<td>ELE</td>
<td>ELA</td>
<td>Math</td>
<td>SS</td>
<td>Science</td>
</tr>
</tbody>
</table>

Electives:

- Each student will have at least 1 elective class per day.
- Depending on their courses, students may change electives at semester’s end or continue in a year-long elective (ex: World Language).
Student Movement:

● **Arrival**
  ○ Students will not use lockers during the 20-21 school year. All personal belongings must be stored in the classroom during the school day. Consistent classroom policies will be outlined for staff and students in our revised student handbook.
  ○ After entering the building, students will immediately report to their cohort classroom. With this in mind, it is imperative that teachers are in their pod areas at or before the designated contract time.
  ○ During 1st Hour, students who ordered breakfast (at the end of the previous day) will be released to their pod-based serving location to pick up a breakfast grab and go; they will immediately return to their classrooms to eat their breakfast.
  ○ Students will also make their lunch selections during 1st hour using a provided google form (or a teacher order form if the network is down).

● **Passing Time**
  ○ Students will not have passing time as we have traditionally known it. Instead, teachers will use passing time to move from one cohort to another.
  ○ To maintain an adult presence during passing times, the teacher who is ending his/her prep period begins the shift within the team by moving to the next cohort. Teachers will leave classrooms only after another teacher has entered. The teacher starting prep period will be the last to leave the classroom.

● **Prep Period**
  ○ Since teachers will move while students remain in their classrooms, each team will have a dedicated prep room for teachers to use during their planning time. Each teacher will have a workstation in that area.

● **Lunchtime**
  ○ Each cohort will have a specific area of the building (Blue Project Room, Teal Project Room, Cafeteria) where students will have an assigned seat to use during their lunch period. We will reduce the capacity of lunch tables by 50% and utilize other tables from around the building to socially distance students to the best of our ability.
  ○ Teachers can eat their lunches in the Team Prep Room at their work station or in a classroom in which they are working.

● **Dismissal**
  ○ Students will put in their orders for breakfast for the next day.
  ○ As indicated in the “Daily Schedule” section, we will have a staggered dismissal structure to avoid students congregating inside the building.
  ○ Students will exit their classroom and move directly to the parent pick-up line or their buses.
  ○ We will dismiss Student Drivers and Parent Pick-Up starting at 2:08, this will be followed by designated buses route dismissal via the PA
13. Professional Learning

*Strongly Recommended from the Michigan Return to School Roadmap*

1. Provide adequate time for schools and educators to engage in:
   a. Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed;
   b. Identify students who did not engage in remote learning and develop a plan to provide additional supports, if needed. Share data and concerns about each student’s growth and needs with students’ assigned teacher(s) for the 2020-2021 school year;
   c. Identify students who potentially need additional support; and
   d. Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning.

2. Create a plan for professional learning and training, with goals to:
   a. Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education;
   b. Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use; and
   c. Build school leaders’ and teachers’ capacity to design and develop blended and remote learning experiences that are equitable and engaging.

**District and Building Implementation Plan:**

Professional Learning Plan priorities:
- Schoology Learning Management System
  - Schoology Training
  - Curriculum Development
- Blended Learning - Instructional Best Practices
- Social Justice/Diversity Training
- Social Emotional
- Technology Integration
- GELN Essential Practices and Disciplinary Literacy
- New Teacher Induction
- Math data and curriculum
- Science

**Professional Learning Structures:**

Professional learning will be a crucial aspect to our Return to Learn Planning. Supporting the learning and growth of our staff is one of our highest priorities. For this reason we are adding additional professional development days through the use of Qualifying PD for Student Contact Time. These additional professional development learning opportunities will allow us to provide a greater level of support to our staff members in the areas of curriculum learning and development to specifically meet the needs of students and families as we continue to ensure learning through both In-Persona and Virtual Learning environments.
Resources that support this work:

- Schoology
  - Virtual professional learning led by Schoology professional consultants to be recorded for future reference
  - Schoology Pioneer Training Team - Teacher leaders with advanced training to lead learning and collaboration sessions
- RELAY University graduate courses on Blended Learning
- Dr. Jay Marks, Diversity and Equity Consultant, Oakland Schools ISD
- Equity and implicit bias: Talking to Children About Racism, Changing Minds to Address Poverty in the Classroom
- SEL: HAS Crisis Management TeCip Team Procedures
- SEL: HAS Crisis Management Staff Training
- SEL: HAS School/Community Resources
- GELN Literacy Essentials
- Oakland Schools: Best Practices for Remote Teaching provides six strategies for working remotely with students
- Oakland Schools: 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
- Michigan Virtual Remote Learning Training for Teachers
- Edupaths Professional Development for Educators

Virtual when necessary:
We believe that the best professional learning happens when educators can be in a room together – and that part of the time is spent observing classrooms and students in action. For the 2020-21 school year, we will not participate in real time observations in classrooms – we will instead use video where appropriate. We will also be nimble and able to hold any session virtually – whether we are open or closed.

Time:
Some professional learning will be offered asynchronously and some will be synchronous. The following times will be reserved for synchronous professional learning:

- Teachers will be provided the opportunity to learn through Self-Paced courses.
- Summer Conference August 19 and 20 and All District PD during the week of August 24 – 28, 2020
- 6 additional Professional Development days for Qualifying PD as Student Contact Time
- School staff meetings
- Common Planning Time
- Virtual Collaborations
### General Outline of District Professional Learning Plan

<table>
<thead>
<tr>
<th>Month</th>
<th>Topic</th>
</tr>
</thead>
</table>
| August  | ● Schoology Learning Management System  
● Social Justice/Diversity Training  
● SEL  
● Blended Learning  
● Curriculum Planning and Development  
● Technology Integration  
● New Teacher workshop |
| September | ● Schoology Learning Management System  
● Blended Learning  
● Curriculum Planning and Development  
● Math Curriculum  
● Literacy Training |
| October | ● Schoology Learning Management System  
● Blended Learning  
● Curriculum Planning and Development  
● Social Justice  
● SEL  
● Technology Integration |
| November | ● Schoology Learning Management System  
● Blended Learning  
● Curriculum Planning and Development  
● Technology Integration |
| December | ● Schoology Learning Management System  
● Blended Learning  
● Curriculum Planning and Development  
● Technology Integration  
● Social Justice  
● SEL |
| January  | ● Schoology Learning Management System  
● Blended Learning  
● Curriculum Planning and Development  
● Technology Integration |
| February | ● Schoology Learning Management System  
● Blended Learning  
● Curriculum Planning and Development  
● Technology Integration |
| March    | ● Schoology Learning Management System  
● Blended Learning  
● Curriculum Planning and Development  
● Technology Integration |
14. Facilities

**Strongly Recommended from the Michigan Return to School Roadmap**

1. Audit necessary materials and supply chain for cleaning and disinfection supplies.
2. Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.
   a. Advocate for ISDs to coordinate with LEMPs.
3. Audit any additional facilities that the district may have access to that could be used for learning.
4. Provide school-level guidance for cleaning and disinfecting all core assets including buildings and playgrounds. Frequently touched surfaces should be cleaned several times a day.
5. Alert school-based custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and/or CDC. It is expected that this guidance will be updated in real-time based on the status of community spread across local geographies.
6. Encourage schools to convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection.
7. Encourage schools to provide advanced training for custodial staff.
8. Custodial staff should continue deep cleaning over the summer.
9. Audit all school buildings with a focus on:
   a. How many classrooms are available;
   b. The size of each classroom;
   c. Additional spaces that are available (e.g., gym, lunchroom, auditorium); and
   d. The ventilation in each classroom.
10. Audit school security protocols to decide if any process changes need to be implemented.
11. School security staff should follow CDC protocols if interacting with the general public.
12. Maintain facilities for in-person school operations.
   a. Check HVAC systems at each building to ensure that they are running efficiently.
   b. Air filters should be changed regularly.
   c. Custodial staff should distribute trash receptacles, tissues, and CDC-approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during travel between sites.
   d. Signage about frequent handwashing, cough etiquette, and nose blowing should be widely posted, disseminated, and encouraged through various methods of communication.
e. Custodial staff should follow guidance from the CDC about the use of facial coverings when performing cleaning duties.
13. School leaders should conduct and document a facility walk-through with the custodial services team to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.
14. Procure level-1 facial coverings, including those with a transparent front, for preK-5 teachers, low-income students, and students with special needs.
15. Procure level-1 surgical masks for cleaning and janitorial staff.

District and Building Implementation Plan:

One of the most challenging aspects of reopening our buildings will be in setting up our facilities to meet the needs of teaching and learning while adhering to physical distancing practices and other CDC or local health department requirements. Learning is inherently social and is often in conflict with maintaining appropriate physical distance between individuals. We have embraced our staff’s innovative thinking and ideas that foster learning and collaboration, even when physical separation is required. Difficult decisions regarding allocation of physical space, changing the purpose of program specific rooms, closure of certain areas of the building and grounds will need to be made and enforced.

Below you will find a list of essential actions necessary to ensure district and school assets are, and remain, safe for students and staff to inhabit.

1. We have engaged our Facilities staff in reviewing CDC Guidance Documents regarding, Mitigation and Cleaning and Disinfecting
2. Our Custodial staff has continued deep cleaning over the summer, to be complete prior to staff and student return.
3. Our Facilities Department has assessed inventory and procured supplies and equipment to implement safety protocols, such as hand soap, hand sanitizer (with at least 60% alcohol), paper towel, tissue, gloves, face masks, face shields, signage for hand hygiene, EPA-approved disinfectant, cleaner, physical barriers and guides (sneeze guards, visual tape guides on hallways, near reception desks, etc), signage for social distancing, HEPA filters, and additional custodial equipment as protocols are developed.
4. Our Facilities Department has identified vendors who have the required cleaning supplies and equipment in stock and can deliver as needed. We have collaborated with other school districts to improve purchasing power, and secure delivery.
5. Our Facilities Department has conducted walk-throughs of buildings to determine what changes must be made to the mechanical systems, furniture, and space layouts to ensure safety and compliance with public health and state directives.
6. Our Maintenance Department will continue to check our HVAC systems, and regularly change filters.
7. Our Facilities Department has developed a building audit form, collecting classroom counts, classroom size, ventilation type, other building areas available, desk count, table count, and needs.
8. Our Facilities Department has evaluated the need for additional equipment, i.e. touchless drinking fountains, hand washing/sanitizing stations, tables, physical barriers, furniture, etc.

9. Our Facilities Department will clearly identify, label and communicate which custodial supplies are EPA-approved disinfectants.

10. Our Facilities Department will work with our school leaders to identify isolation areas for potentially infected individuals.

11. Our Facilities Department will continue to assess staffing needs to address revised cleaning schedules, cleaning time and frequency.

12. Our Facilities Department has developed, and will train Custodial staff on disinfecting protocols in various areas of the school, with special focus on high traffic areas, touch points, and classrooms per the schedule determined.

13. Our Facilities Department has identified and closed areas where PPE will not be effective, such as drinking fountains.

14. Our Facilities Department will routinely order more materials as the district’s needs arise, due to new or ongoing outbreaks throughout the year.

15. **Technology**

*Strongly Recommended from the Michigan Return to School Roadmap*

1. **Survey families** to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.

2. Designate a single point of contact in each school to plan and communicate with district technology teams.

3. Develop a district technology plan that includes guidance for schools. If possible, include training and support for educators to adapt remote learning for the classroom.

4. Identify a device and/or general technology support lead for each school. Consider elevating that position to a more formal role and providing additional support potentially with parent volunteers.

5. Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.

6. Where practical given demands on parents or guardians, consider identifying family technology liaisons to support communication regarding the use of technology. (For example, the existing parent organization may be able to fulfill this role).

7. Develop district-wide procedures for return and inventory of district owned devices as part of a return to school technology plan. The procedures should include:
   a. Safely bagging devices collected at schools;
   b. Sanitizing the devices prior to a repair or replacement evaluation;
   c. Ordering accessories that may be needed over the summer; and
   d. Conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement.

8. Identify an asset tracking tool.

9. Identify a vendor to assist with processing, returning, and maintaining devices, if needed.
10. Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.
11. Prepare the Infrastructure Evaluation process. Every WiFi access point and wired network device should be tested.
12. Develop a technology support plan for families.

District and Building and Implementation Plan:

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

In order to make effective, data informed decisions about implementing and supporting Remote Learning, our families will be surveyed about the numbers, types, and condition of devices available in their home. We will also collect data about the availability and capacity of Internet connectivity in each house.

We conducted an initial survey in Spring, 2020 to collect baseline data. A Survey Monkey survey link will be sent to the primary Parent/Guardian email for each student in our Student Information System (SIS). We will also send an automated phone call through SkyAlert asking parents to complete the survey once for their household. Responses will be noted in a google sheet to track needs.

Results from the survey will be compiled and shared at the district and building level. This data will be utilized to help inform the building's decision-making.

Each Principal has been directed to appoint someone from their building to serve on the District Technology Team (e.g., Assistant Principal or Lead Teacher). This person serves as the point of contact for bi-directional communication between the District Team and each school related to the development and implementation of the District's Technology Plan to support students/families and staff within the Preparedness Plan.

- **High School Contact:**
  - Will Sopheia, William.Sopheia@hask12.org
- **Middle School Contact:**
  - Stefan Potter, Stefan.Potter@hask12.org
- **Elementary School Contact:**
  - Stephanie Raymoure, Stephanie.Raymoure@hask12.org
  - Jennifer Rose, Jennifer.Rose@hask12.org
  - Bailey Tripp, Bailey.Tripp@hask12.org
  - Joe Miller, Joseph.Miller@hask12.org

The district supports the use of technology for teaching and learning, particularly Remote Learning, as outlined in this Preparedness Plan. This plan has been developed collaboratively with representatives from all schools and departments with input from teachers, principals, parents, students, and district Technology Department personnel, along with support from our ISD and state organizations including MAEDS and MACUL. This plan describes the district's process for selecting, implementing, and supporting new hardware, software, and apps for teaching and learning, as well as ongoing procedures for cleaning, repairing, and maintaining devices, particularly throughout transitions between in-person and remote learning.

In an effort to protect student on-line safety and privacy, the district has developed a technology policy that requires teachers to utilize only approved websites and applications with students.
Recognizing the need for flexibility, we have built in an application process for staff to receive approval for new websites or applications.

Support requests related to devices or technology use should be submitted through the Oakland Schools Service Desk via email at servicedesk@oakland.k12.mi.us or phone (248) 209-2060.

To supplement the district's technology support staff (primarily focused on device support), each building administrator will be able to directly contact the Senior Technology Coordinator or Senior Technical Support Specialist to assist with answering any issues that arise such as the following:

- Answer specific questions from building colleagues about setting up and using current district technology in their own teaching and learning.
- As indicated by repeated requests, or as directed by the Principal or District Technology Team, prepare and present Professional Learning for colleagues on current district technology for teaching and learning.
- Communicate requests/suggestions from their building for new technology solutions to address teaching and learning needs current solutions don't do well.
- When contacted for support directly by colleagues, enter the request (or ask the person to enter it) into the district's service desk system for data analysis and tracking.

High School Administrator:
- Pete Lofiego, Peter.Lofiego@hask12.org, (248) 245-8600 (internal use only)

Middle School Administrator:
- Eric Curl, Eric.Curl@hask12.org, (419) 494-4045 (internal use only)

Elementary School Administrators:
- Michael Beattie, Michael.Beattie@hask12.org, (248)467-1051 (internal use only)
- Denise Kott, Denise.Kott@hask12.org, (248)981-5822 (internal use only)
- Monica Turner, Monica.Turner@hask12.org, (248)379-9897 (internal use only)
- Margaret Kraemer, Margaret.Kraemer@hask12.org, (810)241-7950 (internal use only)

To ensure the most efficient and rapid response to support requests, all staff and parents are encouraged to submit all requests for support through the appropriate Service Desk Process:

- Staff: Email Servicedesk@oakland.k12.mi.us or call (248)209-2060
- Families: Email Servicedesk@oakland.k12.mi.us or call (248)209-2060

When Service Desk tickets are received, the Oakland Schools Technology Department staff members work collaboratively on all technology related issues. For the purpose of specialization, and to streamline communications and response times, the following staff are identified as the primary contact for the following technology solutions:

- Michelle Branchet: Student Information System
- Grant Coleman: Network Monitoring and Maintenance (Wired, Internal Wireless, External Wireless, and Cellular), Network Accounts,
- David Cybak: Device setup, troubleshooting, repair, App and Software Installation, Google Accounts, Learning Management System Accounts, Phone System

Additionally, from time to time the district may utilize outside resources from the ISD or other approved vendors for specialized or time critical tasks for which the expertise or staff availability don’t exist within the district team.
To support families and their students during remote learning, the district has established the following avenues to access help desk services:

- Provide resources related to our district’s current technology solutions on the district’s Technology Page [https://www.hask12.org/departments/technology](https://www.hask12.org/departments/technology) including FAQs, quick start guides, and tutorials
- Email Help Desk System at Servicedesk@oakland.k12.mi.us (this will auto generate a service desk support request)
- Call or leave a voicemail at (248)209-2060
- If a teacher gets a request or hears of a need when communicating with students/families, they will forward those concerns on behalf of the family using these procedures

As teachers communicate with families, they will ask specifically about technology questions or concerns and forward those to their Administrator or Technology Advisor to share with the District Technology Team. Principals are encouraged to also elicit this information from their building’s regular Parent Advisory Team meetings

We have developed district-wide procedures for return and inventory of district-owned devices as part of a return to school technology plan. The procedures include:

- Safely bagging devices collected at schools;
- Sanitizing the devices prior to a repair or replacement evaluation;
- Ordering accessories that may be needed over the summer; and
- Conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement.

Devices that were sent home during Spring 2020 to support Continuation of Learning Plans have been collected by the Technology Department. These have been stored for the past month. All devices have been cleaned and disinfected according to [CDC Guidelines](https://www.cdc.gov). Each device has been inspected for hardware repair needs (ie. missing or loose keys, screen cracks, other atypical wear and tear, battery/charging concerns, etc). Finally, the device will be restored to the district’s standard image and re-enrolled (if necessary) into the Mobile Device Management system (Google Admin Console and/or JAMF School) assigned to the appropriate Organizational Unit (School, Cart, Classroom, etc.)

New Chromebooks were ordered and used our 1:1 policies and according to the district’s replacement and upgrade schedule. Older devices will be disinfected, reset, and maintained as an inventory to be used as loaners when repairs are required on assigned machines.

Upon receipt, district purchased devices are logged in our central inventory system Snipe-IT by Model, Serial Number and Asset Tag. Assignment/Location is tracked through the district’s Inventory System appropriate to the device (ie. Chromebooks through Snipe-IT, Apple Devices through JAMF School). When a device is removed from service, that is logged on the inventory with the date and reason.

When a staff or student issued device requires service, a time will be established for the person to bring the device to a designated location at school or District Administration Building to exchange it for a replacement device. The device will be disinfected, diagnosed, and repaired or put out of service as deemed appropriate. The original device will be returned as assigned if required (i.e., Grant requirement), otherwise it will be returned to inventory for reassignment through this process.
District staff will use network monitoring tools (PRTG, Netsight, Meraki Console and Extreme Switch Management) to verify all switches and wired connections are active and functional, physically addressing any concerns as needed.

Meraki Console will be used to restart and monitor the status of all Access Points (APs). Any APs with concerns or not responding will be physically reset and verified or replaced if needed.

To support families and their students during remote learning, the district has established the following avenues to access service desk services:

- Provide resources related to our district’s current technology solutions on the districts Technology Page [https://www.hask12.org/departments/technology](https://www.hask12.org/departments/technology) including FAQs, quick start guides, and tutorials
- Email Help Desk System at Servicedesk@oakland.k12.mi.us (this will auto generate a service desk support request)
- Call or leave a voicemail at (248)209-2060
- If a teacher gets a request or hears of a need when communicating with students/families, they will forward those concerns on behalf of the family using these procedures

**If Schools are Instructed to Close for In-Person Instruction**

Students who require a device for use at home have had one assigned to them through the district's Inventory system Snipe-IT. The device has been assigned to the student specifically.

All devices are being deployed prior to the start of school so should the need arise to close In-Person instruction, students will already have been taking devices back and forth between school and home.

We will communicate consistent procedures for return and inventory of school-owned devices as part of a return to school technology plan. The procedures will include:

- Safely bagging devices collected at schools;
- Transporting them to a central location;
- Sanitizing the devices prior to a repair or replacement evaluation; and
- Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.

When devices are to be returned, students or families will drop the device off in large bins or in classrooms. Devices will remain untouched for 14 days (or as long as possible) before opening, cleaning, and disinfection.

All devices will be cleaned and disinfected according to [CDC Guidelines](https://www.cdc.gov). Each device will be inspected for hardware repair needs (missing or loose keys, screen cracks, other atypical wear and tear, battery/charging concerns). Finally, the device will be re-enrolled into the Mobile Device Management system assigned to the appropriate Organizational Unit (Grade level) before being bagged and ready for deployment to students.

New Devices were purchased in May of 2020 to increase device availability along with existing devices throughout the district to provide a 1:1 model for our students.

The district is currently working with a vendor to install outdoor access points at all buildings to
provide connectivity from the parking lots. Temporary signs will be installed in parking lots to indicate public WIFI access locations and encourage safe access (social distancing, stay in vehicle, etc.)

When Schools Reopen for In-Person Instruction

All remote lessons will follow our established curriculum and be delivered through Google Classroom via Schoology for the course. The lessons delivered through Google Classroom are available to district curriculum staff to review for effectiveness, enhancement, and sharing. This also provides a historical record of content delivered remotely.

To the extent possible, teachers are encouraged to continue using Google Classroom to deliver content and assignments during in-person instruction to familiarize students with the remote learning tools and to minimize disruptions caused by transitioning between in-person and remote learning and back again.

The district will elicit input from staff at least monthly through a short survey and feedback form related to challenges and solutions related to delivering remote learning through technology. This feedback will be reviewed by the District Technology Team and be used to update guidance and procedures documented in this Plan.

The district will review Service Desk tickets from staff and families at least monthly to identify common support issues and solutions to be shared through updated FAQ and resources on the district’s resources website. This data will also be used to update guidance and procedures documented in this Plan.

District staff will use network monitoring tools (PRTG, Netsight, Meraki Console and Extreme Switch Management) to verify all switches and wired connections are active and functional, physically addressing any concerns as needed.

Meraki Console will be used to restart and monitor the status of all Access Points (APs). Any APs with concerns or not responding will be physically reset and verified or replaced as needed.

The district will review available data including staff feedback, parent feedback, service desk data, and emerging teaching and learning needs identified by STaRT Coaches and School Technology Contacts to continually update the guidance and procedures documented in this Plan. The Technology Director and/or Senior Technology Coordinator will seek, evaluate, and propose successful solutions from other school districts as appropriate. Our local ISD will be a resource for these possible solutions.

16. Spacing, Movement and Access

Strongly Recommended from the Michigan Return to School Roadmap

1. In classrooms where large tables are utilized, students will be spaced as far apart as feasible.
2. As feasible, all desks will be arranged facing the same direction toward the front of the
classroom.
3. Teachers should maintain six feet of spacing between themselves and students as much as possible.
4. Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials.
5. Signage will be posted to indicate proper social distancing.
6. Floor tape or other markers should be used at six foot intervals where line formation is anticipated.
7. Social distancing floor/seating markings will be placed in waiting and reception areas.
8. Signs will be placed on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.
9. Adult guests entering the building should be screened for symptoms, wear a facial covering, and wash/sanitize hands prior to entering. Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building.

**District And Building Implementation Plan:**
- Building/facility leaders have walked through each building to assess the number of desks, tables, the capacity to physically distance with existing student enrollment and furniture.
- Building/facility leaders have determined what furniture and/or supplies is to be removed from the building and what alternate furniture is to be used to create greater physical distance. The current physical distance between students and staff in district buildings is to be maximized.
- Signage will be posted throughout the building reminding students, staff, and guests of the physical distance requirement.
- Visitors will not be permitted into the building without appointment or except under extenuating circumstances. Any visitor will be required to use hand sanitizer, wear a mask, and complete the district health screening questionnaire (including a temperature check) prior to checking in at the office. (Plexiglass barriers will be installed at each office.) There will be a table at the building’s main entrance with scanner, masks, and hand sanitizer.

**17. Mental & Social-Emotional Health**

*Strongly Recommended from the Michigan Return to School Roadmap*

1. Encourage schools to implement a mental health screening for all students by a trained professional, if possible. Any screening should be compliant with HIPAA and FERPA policies. Screening instructions (offered verbally to younger students) should provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines.
2. Establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams.
3. Provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk and proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.

4. Encourage the identification of a point person or establish an access navigator to centralize mental health referrals, communications to families/students, and public-facing wellness materials.

5. Establish a comprehensive crisis management plan that leverages available internal and external/community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of a school staff member).

6. Compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that references school and community wellness resources.

7. Establish ongoing reporting protocols or school staff to evaluate physical and mental health status.

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

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

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

11. Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).

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

**District and Building Implementation Plan:**
Holly Area Schools believes that mental and social-emotional health are a critical and foundational component to support success in this coming year. Although we understand the “requirements” stated in the roadmap are minimally stated, we wholeheartedly believe this work and intentional planning will be an integral 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.

Holly Area Schools has established a district Mental and Social Emotional Wellness Team which includes the director of special education, high school assistant principal, school psychologist, school counselor, and school social worker. The purpose of the district level team is to develop and implement guidance for building level social and emotional support that focuses on our students, families, community members, and staff. The district will provide a safe, healthy, and productive school environment where all children are supported and cared for focusing on the whole child. The process, action planning, and outcomes 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

HAS will establish a comprehensive crisis management plan that leverages available internal and external/community-based resources, which 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.

- HAS Crisis Management TeCip Team Procedures
- HAS Crisis Management Staff Training
- HAS School/Community Resources

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.

HAS will implement the Ages & Stages Questionnaire (ASQ-3) for our birth to preschool students; Student Risk Screening Scale (SRSS) for our K-Adult Transition Students; and, to gauge where all of our students’ immediate social and emotional needs are directly related to the COVID-19 pandemic, we will implement the UCLA Brief COVID-19 Screen for Child/Adolescent PTSD UCLA Brief COVID 19 Screener

- District level team will develop a plan of support for staff to follow in the interim of giving students the ASQ/SRSS screener; and to implement ongoingly to support new concerns developing in students
  - Create a reference/flowchart for staff with the process/procedure of what to do if a student demonstrates signs of trauma/stress/anxiety.
  - The reference/flowchart will include signs and symptoms to recognize in children demonstrating trauma/stress/anxiety.
  - District level team will create a building referral form. Building staff will have access to the referral form electronically and attached to the reference/flow chart.
  - The referral will go to a designated and consistent building level team member to share with team members
  - Students who are demonstrating difficulties will be assigned a staff support person
  - Identified students will have at least one weekly check-in from their assigned adult

Data from these screeners will be a part of our Student Support System through our MTSS process and informs our implementation of SEL learning/curriculum and formative assessment (free google form). We believe that SEL should be an integrated component of our instructional and wellness approach as supported by the Yale Center for Emotional Intelligence.
We have identified our Special Education Director and our High School Assistant Principal as the point staff to centralize mental health referrals, communications to families/students, and public-facing wellness materials.

- We will utilize our mental health professionals as our point persons as seen in a comprehensive county system of behavioral health care for children similar to an MTSS screening.

We will establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams. We will use our current building level KIP (Key Identified Personnel) teams for identification of rapid referral of at-risk students to appropriate building level support teams that are currently in place.

- We will identify the current systems in place for identification of and supporting at-risk students.
- KIP team members will also serve as building level Mental and Social Emotional Wellness team members to maintain a continuity of support in our buildings.
- Building level teams will have a scheduled meeting either monthly, bi-weekly, or weekly to review referrals and determine who will support students with demonstrated needs.
- Each grade level/team/department will be assigned a key person for questions/concerns/process.
- Building level teams will implement a wellness data tracker (Google Drive) for only team members to reference for data collection, data review, action planning, and progress monitoring.

In order to ensure that staff can identify at-risk students in a timely manner, our local behavioral and mental health care professionals will provide a professional development session for staff on the indicators of students at-risk for mental health issues. 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: HAS will use multiple measures to identify students needing support: self-reporting; selective screening; universal screening; student in crisis referral form.
- 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 as seen in the comprehensive county system of behavioral health care for children.

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

- Students and families will be screened through a School Wellness Check.
- In order to ensure that staff are safe both physically and mentally, they will be screened. A Google Form (Workplace Health Screening) will be used to log answers for staff physical health each day before coming to work. Mental health screenings will take place through a survey included in the district newsletter.
- Students will have daily health screenings before getting on the bus or when arriving at
school if they do not ride a bus. Teachers will use a system for daily monitoring of student mental health for referral purposes.

- District level team will add to the Staff section on the website a “portal” that contains information regarding self-care, resilience, overall wellness (assigned team members will keep updated).
- Each building will add a Mental and Social Emotional Health section to parent/school community monthly newsletters
- The District level Wellness team will provide a current list of community resources for parents and students.
- The District level team will distribute monthly (Wellness Wednesdays) a newsletter:
  - Classroom SEL lessons
  - Activities to do with students
  - Activities to do to support self-care at home
  - Resources
- Discuss with HR what counseling services are available to staff and share out consistently.

The district will activate a communication channel for school stakeholders to address mental health concerns resulting from COVID-19. The district will have an email address that links families to a consistent district level Mental and Social Emotional Wellbeing team member to alert staff to mental health concerns of any student within the district. The district will also have available on the website a Family Assistance Request Form that will also go to a consistent district level Mental and Social Emotional Wellbeing team member. All needs shared through this communication channel will be sent to the building level Mental and Social Emotional Wellbeing team to initiate and follow through with support.
- We will partner with our local mental health agency to promote and monitor the use of their COVID-19 email hotline. They will alert a representative from the district when they receive information regarding a student.

**Professional Learning**

Please see the Professional Learning Work Plan outlined in the Instruction Section.

**Resources To Support The School Community**

The Holly Area School District 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.

We will maintain a wellness resource page on our website. Our school social workers,
psychologists and counselors 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**
- **Trauma Resources for Staff and Community**
- **PL: Staff Resources OS**
- **HAS Mental Health Resources**
- **MDE COVID-19 Social and Emotional Learning Resources**
- **Building Positive Conditions for Learning at Home**
- **Oakland County Bank of Resources**
- **First Aid for Feelings: A Workbook to Help Kids Cope During the Coronavirus Pandemic**
- **Countering Coronavirus Stigma**

The Holly Area School District will maintain an email Help Line staffed by school social workers and Counselors to answer questions and make referrals.

- **HAS Community Mental Health Letter**

**Resources to support this work:**

- **Oakland County Trauma Informed Health Care for Children**
- **Exploring Feelings - Adventures in Learning - PBS Parents**
- **Why Do We Lose Control of Our Emotions?**

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.**

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*.

The requirements and recommendations of Phase 5 are all in Phase 4. For example, some of the Phase 4 requirements become strong recommendations in Phase 5, and some of the strong recommendations in Phase 4 are reduced to recommendations. The plans for the two phases are essentially the same.

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*.

The district will continue to implement all highly recommended protocols as determined at that time.

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**.**
Holly Area Schools is implementing all highly recommended procedures/protocols to the fullest extent feasible. This plan includes great detail in how our school district is supporting both the requirements and the highly recommended protocols.

The only highly recommended protocol that our district is not able to fully implement is the spacing desks apart at six feet in classrooms because of existing space and available staff. However, every effort is being made to come as close as possible. The district is spacing students apart as feasibly possible. The district is replacing all small student classroom tables with individual student desks. The district had 8 classrooms of individual students desks in storage. The district has also acquired 150 individual student desks from another school district. The district is also purchasing 400 new individual student desks to accomplish this task of spacing the student desks apart and positioning them to face the same direction. Class sizes will be reduced. Our current student registration for online is approximately 35%. As a result, class sizes will be reduced to the low 20s and many classrooms will be provided nearly 6 feet of social distancing.

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 10, 2020

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


Name of District/PSA/Nonpublic Leader Submitting Plan: Scott M. Roper

Date Submitted to State Superintendent and State Treasurer: