

CARMAN-AINSWORTH COMMUNITY SCHOOLS



**2020-2021 RETURN TO SCHOOL
PREPAREDNESS PLAN**

August 7, 2020

Name of District: **Carman-Ainsworth Community Schools**

Address of District: **G-3475 W. Court Street, Flint, MI 48532**

District Code Number: **25080**

Web Address of the District: **www.carman.k12.mi.us**

Name of Intermediate School District: **Genesee Intermediate School District**

Name of Authorizing Body (if applicable): **Carman-Ainsworth Board of Education**

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REMOTE LEARNING PLAN

The District's primary goal is to develop guidance for Carman-Ainsworth Community Schools to meet the needs of students through distance learning should we return to Phase 1, 2 or 3 of Michigan's Safe Start Program. Our mission, "To ensure that students achieve at their highest academic capacity and become productive citizens." requires us to do all we can to continue providing learning opportunities to all students, with the resources and means that are available to us. This guidance and the accompanying resource documents reflect these priorities.

Carman-Ainsworth Community Schools (CACS) is committed to providing, to the best of its ability, each student with alternative modes of instruction to help them stay on pace in their learning during the closing of school buildings relative to COVID-19. As a result, the District has developed a COVID-19 Remote Learning Plan to ensure the continuation of learning.

Expectations for Transition to Remote Learning

- Focus on essential learning for students
- Flexible and ready to adapt when needs arise
- Emphasis on relationships in this learning environment
- Decisions will support all populations of students
- Encouraged use of materials, resources and platforms that are already in use
- Instructional models will use a virtual platform for delivery of instruction
- Establishment of a consistent and agreed upon framework of expectations, communication models and practices that all stakeholders share
- Training for staff will occur to support the implementation of the District's Remote Learning Plan
- Promotion of remote learning/alternative modes of instruction to the fullest extent possible
- Support the whole child—their mental health, nutritional needs, and safety needs
- Daily assignments and/or expectations accompanied with assessments of performance

Essential Components of the Remote Learning Plan

- Carman-Ainsworth Community Schools will support Google Classroom grades K-12 and all students will receive a Chromebook. The district technology department will support Google Classroom with professional development provided for instructional staff.
- Students will be held accountable for learning and clearly defined expectations each day. At the minimum, weekly assignments, projects, and video check-ins, are all ways to assess learning. Once again, focus is on the critical power standards needed for your content area. Additionally, we are aware many families have limited data internet. Our recommended guidelines for MAXIMUM student commitment each day are as follows:

- Pre-K - KP: 2 hours
- Grades K-3: 3 hours
- Grades 4-5: 4 hours
- Grades 6-12: 6 hours

CACS Alternative Modes of Instruction include, but are not limited to, the following:

- K-12 students will receive instruction using Google Classroom to emphasize instruction via telephone communication, e-mail, videos, project-based assignments and other modes of communication applications (Remind, Band, ClassDoJo, and ClassTag).
- All students in KP-12 grade will be provided a Chromebook. Students in 4th–12th grade will receive a Chromebook upon beginning school. Students in KP–3rd grade will have a Chromebook within their room assigned for their use; once we transition to Remote Learning, arrangements will be made for a parent/guardian to pick-up their device.
- Our framework to ensure maximum student participation each day is as follows:
 - Staff will have a daily reporting schedule of 8:00 a.m. – 3:00 p.m. This will allow for providing daily assignments, projects, video check-ins, for each content area. Once again, our focus is on the critical standards needed for each content area. We are cognizant that some families have limited data internet and that multiple people may be accessing the internet.
- CACS will be certain to comply with all safety standards including social distancing and the wearing of masks.
- Anticipated instructional time is as follows:

Secondary Schools (8:00 – 3:00)

8:00–9:00	9:00-10:00	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00
1 st Hour	2 nd Hour	3 rd Hour	Lunch/Advisory	4 th Hour	5 th Hour	6 th Hour

Elementary Schools (8:00 – 3:00)

8:00–9:00	9:00–11:30	11:30–12:30	12:30–3:00
Planning	ELA	Lunch and Social Emotional	Math, science and social studies

PLC/Wednesday schedules to be determined.

- Suggested forms of communication are Remind; Band; Google Classroom; email; phone calls; text messaging; and Zoom. Be sure to share with students and parents/guardians what platform you will be using for communication.
- Each grade level and content area will determine the Essential Outcomes. Essential Outcomes/Standards will be the focus of instruction.
- CACS classroom instructional staff will continue to evaluate student learning within these new alternative modes of instruction. As a part of regular teacher/student contact, instructional staff will note the progression of learning. Keeping with just a few platforms will make both student learning and teacher professional learning more efficient. We support Google Classroom for collecting student work. Students are expected to complete assignments

provided by instructional staff. Emphasis will be on completion, providing feedback to students, and performance grades.

Grading/Student participation:

- Students will be awarded credit and grades for course status by completing assignments, projects, assessments to demonstrate competency.
- Student progress will be monitored on student standards.
- Teachers are required to complete the Student Contact Log daily and submit it to the building administrator and the Assistant Superintendent of Instruction weekly.

CACS Instructional and Support Staff will document student contact using *Student Contact Logs** to collect student contact data in multiple ways, including, but not limited to the following:

- On-Line Application (ClassDoJo, Remind, Band, ClassTag)
- E-mail
- Phone Call
- Text Messaging
- Zoom
- Google Classroom
- Academic Progress

**Student Contact Logs* are monitored and summarized weekly to provide additional data to increase the percentage of student participation. Teachers are required to complete *Student Contact Logs* daily and submit logs to the building administrator and Assistant Superintendent of Instruction weekly.

Carman-Ainsworth Continuity of Learning Student Contact Log

Building:		Teacher:				Class:				Week Beginning:						
Student(s)	Subject/ Focus	Monday		Tuesday		Wednesday		Thursday		Friday						
		OW	TW	Notes	OW	TW	Notes	OW	TW	Notes	OW	TW	Notes			
Ex: John Anderson	R, M	X		Remind		X	Phone				X		Email		X	Zoom
1																
2																
3																
4																
5																

- In order to support students with social emotional supports and keep building relationships with students, CACS intends to utilize as many daily/weekly student contacts as possible as it relates to the following themes:
 - Focus on essential learning for students
 - Flexibility and adaptation to student needs as they arise
 - Emphasis on social/emotional relationships in this new learning environment
 CACS is committed to acting upon the above-mentioned themes by the use, monitoring, and evaluation of *Student Contact Logs*. At the secondary level, a minimum of two, two-way contacts weekly with every student will be expected. At the elementary level, a minimum of three, two-way contacts weekly with every student is expected. Teachers will provide at least two live instructional opportunities each week for each content area.
- CACS plans to provide 1:1 technology with Chromebooks for all students in grades KP-12 as well as connectivity to those needing data access. Students in grades 4–12 will be distributed

a Chromebook and will be responsible to bring their Chromebook back and forth to school daily. Students in grades KP–3 will have a Chromebook within their room assigned for their use; should we transition to Remote Learning, arrangements will be made for a parent/guardian to pick-up their device. We will identify and seek feedback from families regarding engagement strategies to support students as they access learning. The emphasis will be on guiding teachers to focus on existing curriculum essentials and determining the need for additional supports. The goal will be to provide varied learning options to accommodate the learning needs of all students. Learning options might include printed learning materials, phone contact, email, apps, technology based virtual instruction, and curriculum based technology programs, or a combination to meet diverse student needs.

- Having designated hours each teacher will be accessible is recommended. This provides consistency and structure. However, we are mindful that some households will have limited technology access, so it is important that teacher availability is flexible so all students and parents/guardians can have an opportunity to contact their teacher. Teachers will be available during their planning time and will communicate their planning time to all their students and parents/guardians.
- Professional Development (PD) Days have been established for Wednesday, August 26, 2020 and Thursday, August 27, 2020. During these PD days, training will be provided to include Google Classroom, On-line Learning tools, Virtual Teaching engagement, Social Emotional Supports, Curriculum, Adverse Childhood Experiences (ACEs) (especially those related to COVID-19) and Seeking Educational Equity and Diversity (SEED). These professional development opportunities are designed to support teachers should we need to transition to our remote learning plan. In addition, we have 3 PD hours and 30 hours of PLC time spread out during the school year. This time may be used to provide additional professional development needed to enhance our ability to meet the needs of students.
- CACS created a Remote Learning Plan and COVID-19 Preparedness and Response Plan for implementation of distance learning. The plans were reviewed and input was sought by building administration (July 15, 2020), Carman-Ainsworth Education Association (July 16, 2020) and Carman-Ainsworth Board of Education (July , 2020).
- CACS will notify students and parents/guardians of the Remote Learning Plan using the following methods:
 - District Website (www.carman.k12.mi.us)
 - Mail notification to all families
 - District school message phone communication (SchoolMessenger)
 - District managed social media accounts (Facebook & Twitter)
- The Remote Learning Plan for CACS will be implemented upon return to Phase 1, 2 or 3 of Michigan’s Safe Start Program.
- CACS Dual Enrollment Coordinator, Jennifer Thornton, is working with post-secondary institutions (UM-Flint, Mott Community College and Baker College) and all dual enrollment students to provide necessary supports to assist students in meeting class requirements. Regular student contact is made by email, phone and Remind.
- CACS will continue to distribute food/meals (breakfast, lunch, and milk) every Monday (three days of meals) and Wednesday (two days of meals) from 11:00 a.m. – 1:00 p.m. at Carman-Ainsworth High School and Carman-Ainsworth Middle School for the period of closure during the 2020/2021 school year. CACS will be certain to comply with all safety standards including social distancing.

- Now more than ever, we all must take care of our mental health and well-being. CACS is aware as we protect ourselves against potential exposure to the coronavirus, social distancing does not mean social isolation. Students/parents/guardians may contact CACS Student Support Services at 810-591-6251 to access support from district counselors, psychologists and social workers. Counselors will continue reaching out to families they have been working with routinely, via email and phone calls. Counselors will create on-line support system for student connections. Information has been posted on the district website and social media regarding social and emotional strategies. Additionally, the Genesee Intermediate School District is providing a Family Hot Line for extra supports.
- CACS is committed to offering support to the Genesee Intermediate School District upon request. This support may include mobile disaster relief childcare centers as described in Executive Order 2020-16 or any other Executive Order requirements that may follow.
- CACS does not plan to adopt a balanced calendar instructional program for the 2020/2021 school year.

REMOTE LEARNING PLAN ASSURANCES

Districts should submit a single district plan that relates to all of their schools.

The applicant hereby provides assurance it will follow the requirements for a Plan for the 2020-2021 school year should we return to Phrase 1–3 of Michigan’s Safe Start Program.

1. Applicant assures that all student learning will take place under the direction of a teacher of record for each student enrolled in the district.
2. Applicant assures that it will continue to pay school employees during the balance of the 2020-2021 school year under the same terms and conditions established prior to the school closure order period.
3. Applicant assures that the Plan was developed in collaboration with district administrators, school board members, teachers, and local bargaining units.
4. Applicant assures that food distribution has been arranged for or provided for eligible students.
5. Applicant assures coordination between applicant and the Intermediate School District in which the District is located to mobilize disaster relief childcare centers.
6. Applicant assures that to the extent practicable the District will in good faith provide students with IEPs/Section 504 Plans the opportunity to participate in learning consistent with existing plans.
7. Applicant assures that the Remote Learning Plan, COVID-19 Preparedness and Response Plan, Assurance Document, and Budget Outline will be posted immediately following approval to the District’s website.

BLENDING/HYBRID PLAN

This Plan has been developed and is based on the Michigan Return to School Roadmap from the COVID-19 Taskforce on Education and the Return to School Advisory Council recommendations. This plan describes the policies and procedures the Carman-Ainsworth Community Schools District will utilize in the school facilities.

The plan uses the same guiding principles as the return to school roadmap:

1. Equitable access to learning is a right for each child.
2. In collaboration with parents, students, and teachers, schools will use data and evidence to prioritize resources for each child.
3. Teachers and staff will prioritize meaningful relationships to create safe learning environments for each child.
4. Teachers and staff will empower the value, cultivation of relationships, and belonging of students and parent voice in all aspects of learning and emotional support for families.

As you read this plan, we hope it assists you in understanding the practices and protocols in place for in-person instruction that everyone is required/highly recommended to follow for the health and safety of everyone.

Personal Protection Equipment

- Facial coverings must always be worn by staff except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Any staff member who cannot medically tolerate a facial covering must provide signed medical documentation substantiating this claim. Any staff member that is incapacitated or unable to remove the facial covering without assistance must not wear a facial covering.
 - Homemade facial coverings must be washed daily.
 - Disposable facial coverings must be disposed of at the end of each day.
- Facial coverings must be worn by PreK-12 students, staff, and bus drivers during school transportation. Any staff or student who cannot medically tolerate a facial covering must provide signed medical documentation substantiating this claim. Any staff or student that is incapacitated or unable to remove the facial covering without assistance must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
- Facial coverings must always be worn in hallways and common areas by PreK-12 students in the building except for during meals. Any student that is unable to medically tolerate a facial covering must provide signed medical documentation substantiating this claim. Any student that is incapacitated or unable to remove the facial covering without assistance must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
- Students with significant disabilities preventing the use of facial coverings are referred to forthcoming guidance from MDE.
- Facial coverings must be worn in classrooms by all students in grades PreK-12. Any student

who cannot medically tolerate a facial covering must provide signed medical documentation substantiating this claim. Any student who is incapacitated, or unable to remove the facial covering without assistance, must not wear one.

Hygiene

- Provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques).
- 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.
- Limit the sharing of personal items and supplies such as writing utensils.
- Custodial staff will systematically and frequently check and refill soap and hand sanitizers.

Spacing, Movement, and Access

- Family members or other guests will not be allowed in the school building except under extenuating circumstances determined by district and school officials.
- Adult guests approved to enter the building are screened for symptoms, provided a facial covering, and provided with sanitizer before entering. Records, including date and time, are kept of non-school employees or other visitors entering and exiting the building.
- Space desks as feasible to conform with social distancing in classrooms.
- In classrooms where large tables are utilized, space students as far apart as feasible.
- As feasible, desks will face toward the front of the classroom.

Screening Students and Staff

Students

- All schools will follow the local public health department and CDC guidance regarding implementing protocols for screening students and staff.
- Families are encouraged to check their child's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if symptoms of COVID-19 are present.
- Families are encouraged to monitor their children for symptoms of COVID-19. The presence of any symptoms, including cough or shortness of breath, should prompt the family to keep the student home from school and to follow up with a primary care provider.
- Every school will identify and designate a quarantine area and a staff person to care for students who become ill at school.
- Symptomatic students who are sent home from school will be kept home until they have tested negative or have completely recovered according to CDC guidelines.

Staff

- Before coming to work, all staff will complete a health-monitoring questionnaire. The questionnaire is available in both electronic and hard copy formats. Before entering a building, staff will submit either a paper form or present evidence that the electronic form has been completed and that they do not exhibit COVID-19 symptoms. Additionally, all

staff should check their temperature daily before entering the building. Staff who exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, should stay home, and will not be permitted in the building.

Testing Protocols for Students and Staff and Responding to Positive Cases

All Schools will follow the local public health department and CDC guidance regarding implementing protocols for screening students and staff.

Students

- Students who develop a fever or exhibit COVID-19 symptoms while 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.
 - 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.
 - 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 will 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 should be closely monitored for any symptoms of COVID-19. At this time, empiric testing of all student members in the class is not recommended. Only those that develop symptoms require testing for COVID-19.
 - Parents and guardians are encouraged to check students' temperature at home every morning using oral, tympanic (ear), or temporal scanners; students with a temperature of 100.4 or greater must stay home and consider coronavirus testing.
 - Parents and guardians are encouraged to monitor for symptoms of COVID-19. The presence of any unexplained symptoms, including cough or shortness of breath, should prompt the parent or guardian to keep the student home from school and to follow up with their primary care provider

Staff

- Staff who develop a fever or exhibit COVID-19 symptoms at work will:
 - Maintain social distancing (if possible) of six feet from the individual and ask them to move away from other employees.
 - If an employee is in acute respiratory distress (shortness of breath, difficulty speaking, wheezing, gasping for air), then they will be placed in an identified quarantine area and will be required to wear a face mask/covering. Outside emergency medical services are contacted and appropriate treatment is provided.
 - If an employee is not in acute respiratory distress, they will be advised to go home, contact their personal healthcare provider for further direction/advice.
 - The school encourages employees to self-monitor for signs and symptoms of

- COVID-19 if they suspect possible exposure.
- Staff will be kept home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.
- In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts will 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.

Responding to Positive Tests among Staff and Students

- All schools will:
 - Work with the local public health department if a confirmed case of COVID-19 is identified, and in particular, will collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at the school.
 - Notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
- The Local Health Department will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six (6) feet apart for 15 or more minutes) will be asked to self-quarantine for up to 14 days after exposure.
 - Local health officials, depending on the situation, may identify other contacts who require quarantine. Schools can help the local health department by collecting data and contact information of those exposed.
- Employees with a confirmed case of COVID-19 should only return to the workplace after they are no longer infectious. CACS will work with local health officials on when the employee may return to work, using the most current guidelines from the CDC for this determination.
- If a confirmed case is established, by testing or confirmed clinically by the employee's healthcare professional, CACS will implement specified cleaning protocols to clean and disinfect affected areas.
 - Cleaning staff will wear appropriate personal protective equipment, including face masks/coverings, gloves, and a face shield when performing cleaning of these areas.
 - If possible, smaller areas such as individual classrooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles.
- Note: schools should provide staff with guidance on 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 publically discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test).

Food Service, Gathering, and Extracurricular Activities

- Prohibit indoor assemblies that bring together students from more than one classroom.
- Classrooms or outdoor areas should be used for students to eat meals at school if distancing guidelines cannot be met.

- If cafeterias must be used, mealtimes should be staggered to create seating arrangements with six feet of distance between students.
 - Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks.
 - Students, teachers, and food service staff should wash hands before and after every meal.
- Students, teachers, and staff should wash hands before and after every event.
- Large-scale assemblies of more than 50 students are suspended.
- Off-site field trips that require bus transportation to an indoor location are suspended.
- Recess should be conducted outside whenever possible with appropriate social distancing and cohorts of students. If more than one class is outside, students should wear facial coverings.
- If possible, school-supplied meals should be delivered to classrooms with disposable utensils.
- If possible, schools should offer telecasting of assemblies and other school- sanctioned events.
- Extracurricular activities may continue with the use of facial coverings.

Athletics

- Comply with all guidance published by the Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).
- Students, teachers, 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.
- All equipment must be disinfected before and after use.
- 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.
- Spectators are allowed provided that facial coverings are used by observers and six (6) feet of social distancing can be maintained at all times. Attention must be given to entry and exit points to prevent crowding.
- Each participant must use a clearly marked water bottle for individual use. There should be no sharing of this equipment.
- Handshakes, fist bumps, and other unnecessary contact must not occur.
- Indoor weight rooms and physical condition activities that require shared equipment are suspended. Outdoor physical condition activities are allowed while maintaining social distancing.
- 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 (6) feet of distance from one another.

Cleaning

- Frequently touched surfaces including light switches, doors, benches, bathrooms, will undergo cleaning at least every four hours with either an EPA- approved disinfectant or

diluted bleach solution.

- Libraries, computer labs, arts, and other hands-on classrooms will undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution.
- Student desks will be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.
- Playground structures will continue to undergo normal routine cleaning.
- Staff will ensure the 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.
- Staff will wear gloves, surgical mask, and face shield when performing all cleaning activities.

Busing and Student Transportation

- The district will require the use of hand sanitizer before entering the bus. Hand sanitizer will be supplied on the bus.
- The bus driver, staff, and all students in grades PreK-12, if medically feasible, will wear facial coverings while on the bus. Note: there may be situations where it is not safe for the bus driver to wear a facial covering. Decisions about these situations should be made on a case-by-case basis with local public health officials.
- Transportation vehicles will be cleaned and disinfected before and after every transit route. Children will not be present when a vehicle is being cleaned.
- Frequently touched surfaces in the vehicle will be cleaned and disinfected (e.g., surfaces in the driver's cockpit, hard seats, armrests, door handles, seat belt buckles, light and air controls, doors, windows, and grab handles) before morning routes and before afternoon routes.
- Equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools will be cleaned daily.
- If a student becomes sick during the day, they will not use group transportation to return home. If a driver becomes sick during the day, they will follow district protocols and will not return to drive students.
- Weather permitting, doors and windows will be opened when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
- Consideration will be given to opening windows during transit to reduce the spread of the virus by increasing air circulation, if appropriate and safe.

Medically Vulnerable Students and Staff

- 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.
- 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.
- Where possible, and in partnership with local bargaining units, identify and provide staff

accommodations, that would enable high-risk staff to provide appropriate services.

Mental and Social Emotional Health

- Encourage schools, when possible, 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.
- Establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams.
- 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.
- 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.
- Provide resources for staff self-care, including resiliency strategies.
- Leverage MDE resources for student and staff mental health and wellness support.
- Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).
- Communicate with parents and guardians, via a variety of channels, return to school transition information including:
 - De-stigmatization of 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.

Instruction - Governance

CASC created a 2020-2021 Return to School Preparedness Plan and input was sought by building administration (07/15/2020, 07/28/20, 08/04/20), Carman-Ainsworth Education Association (07/16/2020, 07/23/20, 07/30/20, 08/06/20), and Carman-Ainsworth Board of Education (07/28/2020, 08/11/20).

Create a district Return to Instruction and Learning working 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:

- 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.
- Revise the district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness.

- Share the district’s remote learning plan with all involved stakeholders in case of a return to remote learning.

Instruction - Instruction

- Make expectations clear to school leaders and teachers around hybrid or remote instruction that include:
 - Best practices for blended or remote learning;
 - Grade-level proficiencies;
 - Modes of student assessment and Feedback;
 - Differentiated support for students;
 - The inclusion of social-emotional learning; and
 - Guidance around daily instructional time and workload per different grade bands to ensure consistency for students.
- Set an instructional vision that ensures that:
 - Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
 - Assess every student on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
- Ensure that every student:
 - Has access to standards-aligned, grade-level instruction, including strategies to accelerate student learning;
 - Is assessed to determine student readiness to engage in grade-level content; and
 - Is offered scaffolds and supports to meet their diverse academic and social emotional needs.
- Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.
- Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students’ needs.
- 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 the familiarity of teachers and students with online learning in case of a return to remote instruction.
 - 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.
- 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.
- If hybrid, activate plans to monitor and assess the following:
 - Connectivity and Access:
 - Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.
 - Attendance:
 - Develop systems to monitor and track students’ online attendance on a daily basis.
 - Student Work:

- Teachers will assess the quality of student work and provide feedback to students and families.
- Students will self-assess the quality of work, reflect on teacher feedback, and learning progress.
- Every students’ academic and social emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.
- Support schools to implement grade-level curricula aligned to Michigan PreK-12 standards.
 - Support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate Instruction.
- Revise students’ IEPs 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.
- Inventory all intervention programs and services available to students on the district and school level and identify any gaps.
- 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.

Instruction – Hybrid Classroom Environment

Carman-Ainsworth’s goal is to transition students to class first in a hybrid classroom environment. Our goal is to transition groups of students once we feel it is safe for students and staff. We will work to implement a schedule of in-person and remote learning that will facilitate reducing class sizes by approximately half to allow for social distancing in accordance with the “Strongly Recommended” steps in the MI Safe Schools Return to School Roadmap.

In this model, students will be broken into two groups based on the first letter of their last name. Students with a last name beginning with the letters A through L (BLUE Group) will attend school for full days on Mondays and Tuesdays. Students with a last name beginning with the letters M through Z (GRAY Group) will attend full days at school on Thursdays and Fridays.

Blue and Grey Groups will alternate on Wednesday’s attending in the morning only for a half day of instruction and teachers will work remotely with students in the afternoon.

Carman- Ainsworth Community Schools	
BLUE GROUP	GRAY GROUP
Last Name A-L	Last Name M - Z
Mondays and Tuesdays In Class Learning	Thursdays and Fridays In Class Learning
Thursdays and Fridays Remote Learning	Mondays and Tuesdays Remote Learning
Wednesdays In Class Learning AM – ½ day every other Wednesday PM – Remote Learning	Wednesdays In Class Learning AM – ½ day every other Wednesday PM – Remote Learning

Communications and Family Supports

- Implement any additional communication systems needed to reach every family and student in their home language through multiple modes (e.g., text, all call, email, home visit) to share:
 - Expectations around their child’s return to school;
 - Clear information about schedules and configurations, if hybrid;
 - Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies; and
 - Plans for each of the different school opening scenarios.

Professional Learning

- Provide adequate time for schools and educators to engage in:
 - Intentional curriculum planning and documentation to ensure the stability of instruction, whether school buildings are open or closed;
 - 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;
 - Identify students who potentially need additional support; and share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning.
- Create a plan for professional learning and training, with goals to:
 - Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education;
 - Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use; and
 - Build the capacity of school leaders and teachers to design and develop blended and remote learning experiences that are equitable and engaging.

Facilities

- Cleaning and disinfecting supplies have been audited and procured.
- Districts have been audited for student learning space.
- The district provided school-level guidance for cleaning and disinfecting buildings and playgrounds. Frequently touched surfaces will be cleaned several times a day.
- The district will alert school-based custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and/or CDC.
- Administration will convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection.
- Advanced training for custodial staff is being provided.
- Deep cleaning over the summer has taken place.
- School buildings were audited with consideration given to size, additional space, availability, and ventilation.
- Audit school security protocols to decide if any process changes need to be implemented.

- School security staff will follow CDC protocols if interacting with the public.
- Maintain facilities for in-person school operations are maintained appropriately.
 - HVAC systems at each building are checked for efficiency.
 - Air filters are changed regularly.
 - Custodial staff have distributed wastebaskets, tissues, and CDC-approved soap to every office and classroom.
 - Signage about frequent handwashing, cough etiquette, and nose blowing is widely posted, disseminated, and encouraged through various methods of communication.
 - Custodial staff will follow guidance from the CDC.
- School leaders will 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.
- The district has procured level-1 facial coverings, for PreK-5 teachers, low-income students, and students with special needs.
- Procure level-1 surgical masks for cleaning and janitorial staff.
- Activate school cleaning and disinfection protocols according to the CDC.
- Custodial staff will wear surgical masks when performing cleaning duties.
- Staff will maintain facilities for the resumption of school operations.

Budget, Food Service, Enrollment, and Staffing

- Support schools in assessing student arrival protocols. This includes how students arrive at and depart from school (e.g., school bus, dropped off via car, drive themselves, walk, public transportation).
- Support schools in conducting staff and student outreach to understand who is coming back.
- Work with relevant local bargaining units to assess how job responsibilities may shift in light of COVID-19 and how new or additional responsibilities will be accounted for.
- Recruit, interview, and hire new staff.
- Consider redeploying underutilized staff to serve core needs.
- Where possible, and in partnership with local bargaining units, identify and provide staff accommodations, that would enable high-risk staff to provide appropriate services.
- Communicate any student enrollment or attendance policy changes with school staff and families.
- Seek and provide guidance on the use of CARES Act funding for key purchases (e.g., cleaning supplies).
- Provide school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures.
- Verify that student and staff handbooks are printed and ready for distribution and/or are available digitally. Highlight any changes at the first staff meeting.
- Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.
- Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.
- Work with school leaders to orient new school staff to any operational changes.
- Create master teaching schedules, student and faculty arrival/dismissal schedules, bus

schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind.

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

Technology

In-Person Instruction:

- Designate a single point of contact (media center personnel) that will communicate with district technology support. This person will also serve as the point of contact for support and will communicate with the district technology staff and helpdesk.
- The district will implement a technical support process that will include tips and FAQs for parents and a designated telephone line for support.
- We are implementing a plan for the return of devices from at-home use. The procedures should include:
 - Implementing protocols for safely collecting devices
 - Sanitizing devices prior to a repair or placement evaluation
 - The district has been assessing the need for accessories such as headphones, microphones, and webcams. We will purchase these as needed.
 - The district will perform routine maintenance to help protect against and remove any malware and fix standard issues including, screen, keyboard, or battery replacement.
 - The district uses an asset-tracking tool.
- The district will seek to minimize the downtime a staff or student experiences due to devices that are being repaired.
- The district has a robust infrastructure to support mobile devices
- The district will monitor its wireless network to be sure it stays online for student and staff access.

In Case of Another Closure:

- CACS will deploy any digital learning devices and move to virtual learning.
- We are implementing a plan for the return of devices from at-home use. The procedures will include:
 - We are implementing protocols for safely collecting and sanitizing devices
 - The district has been assessing the need for accessories such as headphones, microphones, and webcams. We will purchase these as needed.
 - The district will perform routine maintenance to help protect against and remove any malware and fix standard issues including, screen, keyboard, or battery replacement.
- The district will seek to minimize the downtime a staff or student experiences due to devices that are being repaired.
- The district will explore ways to expand wireless access beyond our facilities.

When Schools Reopen for In-Person Instruction:

- CACS will review issue tracking from our help desk and inventory data regularly as a way of understanding the quality and progress of technology processes.

- Compile technology-facing lessons learned for inclusion in the district's updated remote learning plan.
- If any infrastructure issues are found during this time, technical staff will work to resolve them quickly.
- Throughout the school year, CACS will monitor its implementation to note any systems or process issues that need to be resolved. We will then implement and plan to resolve them.

Transportation

- Inventory 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 used?
 - How many drivers will be returning? How many are in the training pipeline? What is the plan to address any shortage of drivers?
- The district has finalized bus procedures for bus drivers and students that are informed by public health protocols.
- Encourage close collaboration between transportation and IEP teams to monitor changes to students' IEPs and implement accordingly.
- If schools close for in-person instruction, the district will utilize buses to provide food service and delivery of instructional materials where possible.

TRADITIONAL PLAN

This Plan has been developed and is based on the Michigan Return to School Roadmap from the COVID-19 Taskforce on Education and the Return to School Advisory Council recommendations. This plan describes the policies and procedures the Carman-Ainsworth Community Schools District will utilize in the school facilities.

The plan uses the same guiding principles as the return to school roadmap:

1. Equitable access to learning is a right for each child.
2. In collaboration with parents, students, and teachers, schools will use data and evidence to prioritize resources for each child.
3. Teachers and staff will prioritize meaningful relationships to create safe learning environments for each child.
4. Teachers and staff will empower the value, cultivation of relationships, and belonging of students and parent voice in all aspects of learning and emotional support for families.

As you read this plan, we hope it assists you in understanding the practices and protocols in place for in-person instruction that everyone is required/highly recommended to follow for the health and safety of everyone.

Personal Protection Equipment

- Facial coverings are recommended but not required for staff, except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
 - Homemade facial coverings must be washed daily.
 - Disposable facial coverings must be disposed of at the end of each day.
- Facial coverings are recommended but not required for PreK-12 students, staff, and bus drivers during school transportation. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
- Facial coverings are recommended but not required in hallways and common areas by PreK-12 students in the building except for during meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
- Facial coverings are recommended but not required in classrooms for all students in grades 6-12.
- Gloves are not required except for custodial staff or teachers cleaning their classrooms.

Hygiene

- Provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques).
- 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.
- Limit the sharing of personal items and supplies such as writing utensils.
- Custodial staff will systematically and frequently check and refill soap and hand sanitizers.

Spacing, Movement, and Access

- Family members or other guests will not be allowed in the school building except under extenuating circumstances determined by district and school officials.
- Adult guests approved to enter the building may be screened for symptoms, may be provided a facial covering, and provided with sanitizer before entering. Records, including date and time, are kept of non-school employees or other visitors entering and exiting the building.
- Space desks as feasible to conform with social distancing in classrooms.
- In classrooms where large tables are utilized, space students as far apart as feasible.
- As feasible, desks will face toward the front of the classroom.

Screening Students and Staff

Students

- All schools will follow the local public health department and CDC guidance regarding implementing protocols for screening students and staff.
- Families are encouraged to check their child's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if symptoms of COVID-19 are present.
- Families are encouraged to monitor their children for symptoms of COVID-19. The presence of any symptoms, including cough or shortness of breath, should prompt the family to keep the student home from school and to follow up with a primary care provider.
- Every school will identify and designate a quarantine area and a staff person to care for students who become ill at school.
- Symptomatic students who are sent home from school will be kept home until they have tested negative or have completely recovered according to CDC guidelines.

Staff

- Before coming to work, all staff will complete a health-monitoring questionnaire. The questionnaire is available in both electronic and hard copy formats. Before entering a building, staff will submit either a paper form or present evidence that the electronic form has been completed and that they do not exhibit COVID-19 symptoms. Additionally, all staff should check their temperature daily before entering the building. Staff who exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, should stay home, and will not be permitted in the building.

Testing Protocols for Students and Staff and Responding to Positive Cases

All Schools will follow the local public health department and CDC guidance regarding implementing protocols for screening students and staff.

Students

- Students who develop a fever or exhibit COVID-19 symptoms while 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.

- 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.
- 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 will 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 should be closely monitored for any symptoms of COVID-19. At this time, empiric testing of all student members in the class is not recommended. Only those that develop symptoms require testing for COVID-19.
- Parents and guardians are encouraged to check students' temperature at home every morning using oral, tympanic (ear), or temporal scanners; students with a temperature of 100.4 or greater must stay home and consider coronavirus testing.
- Parents and guardians are encouraged to monitor for symptoms of COVID-19. The presence of any unexplained symptoms, including cough or shortness of breath, should prompt the parent or guardian to keep the student home from school and to follow up with their primary care provider

Staff

- Staff who develop a fever or exhibit COVID-19 symptoms at work will:
 - Maintain social distancing (if possible) of six feet from the individual and ask them to move away from other employees.
 - If an employee is in acute respiratory distress (shortness of breath, difficulty speaking, wheezing, gasping for air), then they will be placed in an identified quarantine area and will be required to wear a face mask/covering. Outside emergency medical services are contacted and appropriate treatment is provided.
 - If an employee is not in acute respiratory distress, they will be advised to go home, contact their personal healthcare provider for further direction/advice.
 - The school encourages employees to self-monitor for signs and symptoms of COVID-19 if they suspect possible exposure.
 - Staff will be kept home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.
 - In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts will 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.

Responding to Positive Tests among Staff and Students

- All schools will:
 - Work with the local public health department if a confirmed case of COVID-19 is identified, and in particular, will collect the contact information for any close contacts of the affected individual from two days before he or she showed

- symptoms to the time when he or she was last present at the school.
 - Notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
- The Local Health Department will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six (6) feet apart for 15 or more minutes) will be asked to self-quarantine for up to 14 days after exposure.
 - Local health officials, depending on the situation, may identify other contacts who require quarantine. Schools can help the local health department by collecting data and contact information of those exposed.
- Employees with a confirmed case of COVID-19 should only return to the workplace after they are no longer infectious. CACS will work with local health officials on when the employee may return to work, using the most current guidelines from the CDC for this determination.
- If a confirmed case is established, by testing or confirmed clinically by the employee's healthcare professional, CACS will implement specified cleaning protocols to clean and disinfect affected areas.
 - Cleaning staff will wear appropriate personal protective equipment, including face masks/coverings, gloves, and a face shield when performing cleaning of these areas.
 - If possible, smaller areas such as individual classrooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles.
- Note: schools should provide staff with guidance on 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 publically discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test).

Food Service, Gathering, and Extracurricular Activities

- Classrooms or outdoor areas may be used for students to eat meals at school if distancing guidelines cannot be met.
- If cafeterias must be used, mealtimes should be staggered to create seating arrangements with six feet of distance between students.
 - Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks.
 - Students, teachers, and food service staff should wash hands before and after every meal.
- Students, teachers, and staff should wash hands before and after every event.
- Large-scale assemblies will meet current and future executive orders that set caps on congregations of people.
- Recess should be conducted outside whenever possible with appropriate social distancing and cohorts of students. If more than one class is outside, students should wear facial coverings.
- Assemblies will meet current and future executive orders that set caps on congregations of people.
- If field trips occur, they should comply with transportation guidelines within this document.

Athletics

- Comply with all guidance published by the Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).
- Students, teachers, 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.
- All equipment must be disinfected before and after use.
- Spectators are allowed if observers use facial coverings and six (6) feet of social distancing can be maintained at all times. Attention must be given to entry and exit points to prevent crowding.
- Each participant must use a clearly marked water bottle for individual use. There should be no sharing of this equipment.
- Handshakes, fist bumps, and other unnecessary contact should not occur.
- Indoor weight rooms and physical conditioning activities are allowed. Social distancing of six feet between participants should be maintained while indoors and sharing equipment should be avoided.
- Indoor spectator events are limited to 50 people. Large-scale outdoor spectator or stadium events are limited to 250 people. Spectators not part of the same household must always maintain six (6) feet of distance from one another.

Cleaning

- Frequently touched surfaces including light switches, doors, benches, bathrooms, will undergo cleaning at least every four hours with either an EPA- approved disinfectant or diluted bleach solution.
- Libraries, computer labs, arts, and other hands-on classrooms will undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution.
- Student desks will be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.
- Playground structures will continue to undergo normal routine cleaning.
- Staff will ensure the 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.
- Staff should wear gloves, surgical mask, and face shield when performing all cleaning activities.

Busing and Student Transportation

- The district will encourage the use of hand sanitizer before entering the bus. Hand sanitizer will be supplied on the bus.
- It is recommended, but not required, that the bus driver, staff, and all students in grades PreK-12, if medically feasible, wear facial coverings while on the bus. Note: there may be situations where it is not safe for the bus driver to wear a facial covering. Decisions about these situations should be made on a case-by-case basis with local public health officials.
- Transportation vehicles will be cleaned and disinfected regularly. Children will not be

present when a vehicle is being cleaned.

- Frequently touched surfaces in the vehicle will be cleaned and disinfected (e.g., surfaces in the driver's cockpit, hard seats, armrests, door handles, seat belt buckles, light and air controls, doors, windows, and grab handles) before morning routes and before afternoon routes.
- Equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools will be cleaned daily.
- If a student becomes sick during the day, they will not use group transportation to return home. If a driver becomes sick during the day, they will follow district protocols and will not return to drive students.
- Weather permitting, doors and windows will be opened when cleaning the vehicle and between trips to let the vehicles thoroughly air out.

Medically Vulnerable Students and Staff

- 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.
- 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.

Mental and Social Emotional Health

- Encourage schools, when possible, 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.
- Establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams.
- 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.
- 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.
- Provide resources for staff self-care, including resiliency strategies.
- Leverage MDE resources for student and staff mental health and wellness support.
- Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).
- Communicate with parents and guardians, via a variety of channels, return to school transition information including:
 - De-stigmatization of 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.

Instruction - Governance

CASC created a 2020-2021 Return to School Preparedness Plan and input was sought by building administration (07/15/2020, 07/28/20, 08/04/20), Carman-Ainsworth Education Association (07/16/2020, 07/23/20, 07/30/20, 08/06/20), and Carman-Ainsworth Board of Education (07/28/2020, 08/11/20).

Create a district Return to Instruction and Learning working 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:

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

Instruction - Curriculum

- Make expectations clear to school leaders and teachers around hybrid or remote instruction that include:
 - Best practices for blended or remote learning;
 - Grade-level proficiencies;
 - Modes of student assessment and Feedback;
 - Differentiated support for students;
 - The inclusion of social-emotional learning; and
 - Guidance around daily instructional time and workload per different grade bands to ensure consistency for students.
- Set an instructional vision that ensures that:
 - Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
 - Assess every student on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
- Ensure that every student:
 - Has access to standards-aligned, grade-level instruction, including strategies to accelerate student learning;
 - Is assessed to determine student readiness to engage in grade-level content; and
 - Is offered scaffolds and supports to meet their diverse academic and social emotional needs.
- Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.

- Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs.
- 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 the familiarity of teachers and students with online learning in case of a return to remote instruction.
 - 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.
- 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.
- If hybrid, activate plans to monitor and assess the following:
 - Connectivity and Access:
 - Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.
 - Attendance:
 - Develop systems to monitor and track students' online attendance on a daily basis.
 - Student Work:
 - Teachers will assess the quality of student work and provide feedback to students and families.
 - Students will self-assess the quality of work, reflect on teacher feedback, and learning progress.
 - Every students' academic and social emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.
- Support schools to implement grade-level curricula aligned to Michigan PreK-12 standards.
 - Support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate Instruction.
- Revise students' IEPs 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.
- Inventory all intervention programs and services available to students on the district and school level and identify any gaps.
 - 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.

Communications and Family Supports

- Implement any additional communication systems needed to reach every family and student in their home language through multiple modes (e.g., text, all call, email, home visit) to share:
 - Expectations around their child's return to school;
 - Clear information about schedules and configurations, if hybrid;
 - Information about modes of assessment, details on curricula used in each of the

- core subjects, and grade-level proficiencies; and
- Plans for each of the different school opening scenarios.

Professional Learning

- Provide adequate time for schools and educators to engage in:
 - Intentional curriculum planning and documentation to ensure the stability of instruction, whether school buildings are open or closed;
 - 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;
 - Identify students who potentially need additional support; and
 - Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning.
- Create a plan for professional learning and training, with goals to:
 - Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education;
 - Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use; and
 - Build the capacity of school leaders and teachers to design and develop blended and remote learning experiences that are equitable and engaging.

Facilities

- Cleaning and disinfecting supplies have been audited and procured.
- Districts have been audited for student learning space.
- The district provided school-level guidance for cleaning and disinfecting buildings and playgrounds. Frequently touched surfaces will be cleaned several times a day.
- The district will alert school-based custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and/or CDC.
- Administration will convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection.
- Advanced training for custodial staff is being provided.
- Deep cleaning over the summer has taken place.
- School buildings were audited with consideration given to size, additional space, availability, and ventilation.
- Audit school security protocols to decide if any process changes need to be implemented.
- School security staff will follow CDC protocols if interacting with the public.
- Maintain facilities for in-person school operations are maintained appropriately.
 - HVAC systems at each building are checked for efficiency.
 - Air filters are changed regularly.
 - Custodial staff have distributed wastebaskets, tissues, and CDC-approved soap to every office and classroom.
 - Signage about frequent handwashing, cough etiquette, and nose blowing is widely posted, disseminated, and encouraged through various methods of communication.

- Custodial staff will follow guidance from the CDC.
- School leaders will 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.
- The district has procured level-1 facial coverings, for PreK-5 teachers, low-income students, and students with special needs.
- Procure level-1 surgical masks for cleaning and janitorial staff.
- Activate school cleaning and disinfection protocols according to the CDC.
- Custodial staff will wear surgical masks when performing cleaning duties.
- Staff will maintain facilities for the resumption of school operations.

Budget, Food Service, Enrollment, and Staffing

- Support schools in assessing student arrival protocols. This includes how students arrive at and depart from school (e.g., school bus, dropped off via car, drive themselves, walk, public transportation).
- Support schools in conducting staff and student outreach to understand who is coming back.
- Work with relevant local bargaining units to assess how job responsibilities may shift in light of COVID-19 and how new or additional responsibilities will be accounted for.
- Recruit, interview, and hire new staff.
- Consider redeploying underutilized staff to serve core needs.
- Where possible, and in partnership with local bargaining units, identify and provide staff accommodations, that would enable high-risk staff to provide appropriate services.
- Communicate any student enrollment or attendance policy changes with school staff and families.
- Seek and provide guidance on the use of CARES Act funding for key purchases (e.g., cleaning supplies).
- Provide school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures.
- Verify that student and staff handbooks are printed and ready for distribution and/or are available digitally. Highlight any changes at the first staff meeting.
- Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.
- Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.
- Work with school leaders to orient new school staff to any operational changes.
- Create master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind.
- Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.

Technology

In-Person Instruction:

- Designate a single point of contact (media center personnel) that will communicate with district technology support. This person will also serve as the point of contact for support and will communicate with the district technology staff and helpdesk.
- The district will implement a technical support process that will include tips and FAQs for parents and a designated telephone line for support.
- We are implementing a plan for the return of devices from at-home use. The procedures should include:
 - Implementing protocols for safely collecting devices
 - Sanitizing devices prior to a repair or placement evaluation
 - The district has been assessing the need for accessories such as headphones, microphones, and webcams. We will purchase these as needed.
 - The district will perform routine maintenance to help protect against and remove any malware and fix standard issues including, screen, keyboard, or battery replacement.
 - The district uses an asset-tracking tool.
- The district will seek to minimize the downtime a staff or student experiences due to devices that are being repaired.
- The district has a robust infrastructure to support mobile devices
- The district will monitor its wireless network to be sure it stays online for student and staff access.

In Case of Another Closure:

- CACS will deploy any digital learning devices and move to virtual learning.
- We are implementing a plan for the return of devices from at-home use. The procedures will include:
 - We are implementing protocols for safely collecting and sanitizing devices
 - The district has been assessing the need for accessories such as headphones, microphones, and webcams. We will purchase these as needed.
 - The district will perform routine maintenance to help protect against and remove any malware and fix standard issues including, screen, keyboard, or battery replacement.
- The district will seek to minimize the downtime a staff or student experiences due to devices that are being repaired.
- The district will explore ways to expand wireless access beyond our facilities.

When Schools Reopen for In-Person Instruction:

- CACS will review issue tracking from our help desk and inventory data regularly as a way of understanding the quality and progress of technology processes.
- Compile technology-facing lessons learned for inclusion in the district's updated remote learning plan.
- If any infrastructure issues are found during this time, technical staff will work to resolve them quickly.

- Throughout the school year, CACS will monitor its implementation to note any systems or process issues that need to be resolved. We will then implement and plan to resolve them.

Transportation

- Inventory 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 used?
 - How many drivers will be returning? How many are in the training pipeline? What is the plan to address any shortage of drivers?
- The district has finalized bus procedures for bus drivers and students that are informed by public health protocols.
- Encourage close collaboration between transportation and IEP teams to monitor changes to students' IEPs and implement accordingly.
- If schools close for in-person instruction, the district will utilize buses to provide food service and delivery of instructional materials where possible.

The Preparedness Plan may change based on CDC guidelines and which MI-Phase (1-6) Genesee County is in on any given date. Additional Plans will be posted on the website as they are developed. For specific questions, please do not hesitate to contact your child's school or the district's