

# COVID-19 Preparedness and Response Plan

(Executive Order 2020-142 District Preparedness Plan Template)

Revised  
07/10/20

**Name of District: Saugatuck Public Schools**

**Address of District: 201 Randolph, Douglas, MI 49406**

**District Code Number: 03080**

**Web Address of the District: [www.saugatuckpublicschools.com](http://www.saugatuckpublicschools.com)**

**Name of Intermediate School District: Ottawa Area Intermediate School District**

**Name of Authorizing Body (if applicable):**

## Preparedness Plan Introduction

Governor Whitmer's [Executive Order 2020-142](#) "provides a structure to support all schools in Michigan as they plan for a return of pre-K-12 education in the fall. Under the order, school districts must adopt a COVID-19 Preparedness and Response Plan laying out how they will cope with the disease across the various phases of the [Michigan Safe Start Plan](#). In turn, the accompanying Michigan Return to School Roadmap offers a guide to the types of safety protocols appropriate during each phase. There's no one-size-fits-all solution: What works in Lansing may not work in Sault Sainte Marie. Districts will retain the flexibility to tailor their instruction to their particular needs and to the disease conditions present in their regions." (EO-2020-142)

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

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

## Preparedness Plan Assurances

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

- ✓ The District assures that when it provides in-person instruction to its students without disabilities, the district must also provide in-person instruction to its students with disabilities, consistent with their individualized education programs (IEPs).
- ✓ The District assures that when schools are closed to in-person instruction, districts must strive in good faith and to the extent practicable, based upon available resources, technology, training, and curriculum, as well as the circumstances presented by COVID-19, to provide equal access to any alternative modes of instruction to students with disabilities from birth through age 26. This assurance includes the provision of auxiliary services under section 1296 of the Revised School Code, MCL 380.1296.
- ✓ The District assures that while any state of emergency or disaster related to the COVID-19 pandemic continues, it shall comply with guidance from the United States Department of Education, including its Office of Civil Rights and Office of Special Education and Rehabilitative Services, and the Michigan Department of Education concerning the delivery of alternative modes of instruction to students with disabilities in light of the impact of COVID-19.
- ✓ The District assures that it shall, to the extent practicable and necessary, make individualized determinations whether and to what extent compensatory services may be needed for students with disabilities in light of the school closures during the 2019–2020 school year.
- ✓ The District assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan* it will close its buildings to anyone except: (a) District employees or contractors necessary to conduct minimum basic school operations consistent with a Preparedness Plan, including those employers or contractors necessary to facilitate alternative modes of instruction, such as distributing materials and equipment or performing other necessary in-person functions. (b) Food-service workers preparing food for distribution to students or their families. (c) Licensed child-care providers and the families that they serve, if providers follow all emergency protocols identified by the state.
- ✓ The District assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan* it will suspend athletics, after-school activities, inter-school activities, and busing.
- ✓ The District assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan* it will provide for the continued pay of school employees while redeploying staff to provide meaningful work in the context of the Preparedness Plan, subject to any applicable requirements of a collective bargaining agreement.
- ✓ The District assures that in **Phases 1, 2, or 3** of the *Michigan Safe Start Plan* it will provide for the continuation of food distribution to eligible students.
- ✓ The District assures that during **Phase 4** of the *Michigan Safe Start Plan* it will prohibit indoor assemblies that bring together students from more than one classroom.
- ✓ The District assures cooperation with the local public health department if a confirmed case of COVID-19 is identified, and agrees to collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present in school.

## Preparedness Plan

Every district must develop and adopt a COVID-19 Preparedness and Response Plan (“Preparedness Plan”) that is informed by [Michigan’s 2020-21 Return to School Roadmap](#) (“Return to School Roadmap”) from the COVID-19 Task Force on Education and Return to School Advisory Council.

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

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

# SPS COVID-19 Preparedness and Response Plan

## Phases One, Two or Three

### *Safety Protocols*

#### **Personal Protective Equipment and Hygiene**

Schools are closed for in-person instruction.

#### **Spacing and Movement**

Schools are closed for in-person instruction.

School buildings may continue to be used by licensed child care providers, if providers follow all emergency protocols identified by the state.

School employees and contractors are permitted to be physically present in school buildings for the purposes of conducting basic school operations, including remote live instruction, as determined by school administrators.

## **Screening Students**

Schools are closed for in-person instruction.

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

Schools are closed for in-person instruction.

## **Food Service, Gathering and Extracurricular Activities**

Schools enact food distribution programs.

All inter-school activities are discontinued.

After-school activities are suspended.

## **Athletics**

All athletics are suspended.

## **Cleaning**

Schools are closed for in-person instruction, and cleaning practices are adjusted to maintain school building functional order.

## **Busing and Student Transportation**

All busing operations are suspended.

## ***Mental and Social Emotional Health***

SPS will utilize the MIBLISI universal Student Risk Screening Scale-Internalizing and Externalizing ([SRSS-IE](#)) tool for all students. This tool will be administered three times throughout the school year (4-6 weeks after school starts, right before winter break, and 6 weeks prior to the end of the school year). This tool will help to identify students who are at risk for behavioral and/or mental health problems. Once data from the SRSS-IE is collected, a mental health team comprised of the building principal's, school social workers, counselors, and special education director will meet to review the data and determine the best course of action needed to address school-wide and/or individual behavioral/mental health needs.

SPS will also utilize the Coronavirus Anxiety Scale ([CAS](#)) as a student self-reporting mental health screener for all students. This tool will be administered at the beginning of the year to assess current anxiety levels as it pertains to the coronavirus pandemic.

SPS will create a mental-health response team at both the MS/HS level and at DES. The team will be comprised of:

- The building social worker
- The building principal
- One general education teacher
- One special education teacher
- Others as may be necessary (i.e. counselor at the MS/HS)

Staff will be trained on a new referral system for identifying at-risk students. This system will be presented to all staff at a district-wide PD before school starts.

- [MS/HS At-Risk Referral Form](#)
- [DES At-Risk Referral Form](#)

This team will meet at least once per week and will go through any referrals received in the previous 7 days. The team will also have the ability to meet within 24 hours or sooner in the case of a serious mental health crisis.

SPS has been doing this work for a number of years now, which will continue and be focused on even more in the months ahead. Last year, SPS invited Dr. Stephanie Grant for a three hour workshop on trauma-informed schools before school began. SPS plans to have Dr. Grant back again this year to lead the district in more PD focused on trauma-informed schools and social-emotional health.

Further, the district had planned small group professional development for last spring that was to be focused on providing support to our most challenging students. A trauma-informed specialist was to meet with grade-level teams and do a deep-dive on one or two students. The specialist would review their information—with parental consent obtained beforehand of course—with the team and then discuss strategies for how to best support the student. The hope was that these strategies could be universal and benefit many, with a special focus on students that most needed it.

Mr. Mark Neidlinger, MS/HS principal, had also begun a series of after-school talks for students and parents last year that was focused on mental health and current issues. The first talk was given by a local psychologist and was focused on anxiety in teens. The plan before Covid was to continue this series by identifying more local mental health professionals and continuing to invite them in to discuss relevant issues that were seen in the schools and community. If possible, this series will be continued this year, with the focus again on mental health both during- and post-pandemic.

Katie Gibbie and Kimberly Shaffer, Saugatuck's school social workers, are planning to lead a half-day PD before school starts for staff that is focused on realistic strategies that teachers can use in the classroom. As they have during the school closure, they will continue to provide staff with tips and strategies for self-care as well.

Social worker Katie Gibbie and Special Education Director John Koerner will work in tandem to centralize the mental health efforts of the district. They are planning to write a letter to the community before school starts outlining their mental health goals and plans, while continuing to update and curate resources for staff, students, and the community.

SPS created a new crisis management team in the fall of 2019 in order to begin preparing for a variety of crisis scenarios. This group last met in February of 2020 and had begun to bring together resources from other districts and to begin putting together a comprehensive plan. This group included the superintendent, principals, athletic director, social workers, special education director, counselor, and others.

Given the new challenges that Covid presents, this group will be meeting more frequently in the weeks leading up to school and in the many weeks after it has begun. The crisis team will continue their initial plan of creating a comprehensive plan, while also shifting focus to more acutely complete a plan based around the death of a student, staff member, or parent.

SPS expects a combination of people to be actively seeking resources and updating lists that contain them. School principals, the special education director, school counselor and school social workers will all be able to contribute to this ongoing process. The list will be posted on the main SPS website and clearly labeled.

SPS will utilize a newly-created Covid email account, along with Boomerang and Google Forms, to create a bi-weekly staff check-in (Boomerang will make this automated). This will include a self-rating system for staff mental and physical well-being that can be tracked and quantified. A designated team should look at and analyze this data once/month to look at trends and ensure that staff are both mentally and physically well.

#### [Staff Well-Being Survey](#)

SPS will send out monthly self-care tips and strategies to all staff members. Katie Gibbie (MS/HS) and Kimbely Shaffer (DES) will be in charge of these emails. SPS administration will also work to organize relaxing/de-stressing activities for all staff members, in accordance with all local, state and federal health ordinances and advice.

Much like an earlier role, Katie Gibbie and John Koerner will cooperate and work together with school and local leaders to ensure strong mental health supports for all students and staff. Already the district is considering ways to incorporate the Blue Envelope Suicide Prevention strategies from Spectrum Health, along with working with the Allegan County Sheriff's Department on Handle with Care messages.

Special Education Director John Koerner will be in charge of obtaining and passing along information from MDE to staff. This will be done in collaboration with school principals, the superintendent, and school social workers. MDE resources may be posted to the school website, sent via email, or as a combination.

SPS will create a designated Gmail account for anyone to contact. The email address will be monitored by the special education director and school social workers. The email will be publicly posted and emphasize that it could be used to:

- Report yourself as struggling with mental health
- Report someone else as struggling with mental health
- Ask for resources outside of the school
- Request a time to speak with a mental health professional

Because email is not anonymous, a publicly posted Google Form will also be available via the SPS school website. Students and staff will have the ability to request help or to speak with a mental health professional.

All return-to-school transition information will be provided in a multitude of ways, including phone calls, emails, newsletters, and via Facebook. The school social worker will also be developing a monthly newsletter to go out to all staff and parents. These newsletters will address COVID-19 and mental health.

SPS would also like to use a variety of existing groups throughout the school—such as the *Be Nice* group and students in Senior Seminar—to help promote mental health awareness, positivity, and resiliency. Other, more specific means of communication are detailed in other answers earlier in this plan; please see those for more details.

## ***Instruction***

### **Governance**

The SPS Return to Instruction and Learning work group was led collaboratively by the district superintendent and both building principals.

The team gathered feedback in the following ways:

- Written feedback from parents given through a district survey in the months of April and July 2020.
- Teachers, staff, and parents were surveyed through the OAISD Return2School Initiative.
- Faculty and staff were surveyed regarding their intentions to return to the workplace in person.
- Informal feedback from teachers.
- Informal feedback from students.
- Feedback from the Saugatuck Education Association and District Steering Team.
- The draft plan was shared with the board of education for review prior to adoption.

## **Remote Instruction**

### **Remote learning plan expectations were created using the following:**

- Written feedback from parents given through a district survey in the spring, 2020, related to SPS remote learning successes and challenges during the governor's stay-at-home order.
- Teachers, staff, and parents were surveyed through the OAISD Return2School Initiative.
- Informal feedback from teachers related to SPS remote learning successes and challenges during the governor's stay-at-home order.
- Informal feedback from students related to SPS remote learning successes and challenges during the governor's stay-at-home order.
- Feedback from the Saugatuck Teachers Union and District Steering Team related to remote learning.

### **DES Remote Learning Plan**

- All teachers will use the learning management system SeeSaw daily to post lessons, assessments, assignments, and resources.
- All teachers will complete the training modules provided by SeeSaw prior to the start of the school year to ensure proficiency in using the platform.
- Classroom teachers will teach students in their class to use the SeeSaw platform during the first week of school.
- Classroom teachers will assist parents remotely as needed to ensure parent proficiency in using the platform.
- Teachers use Zoom for whole class, small group, and individual live communication as well as other applications as necessary.
- Teachers will teach and assess current grade level Common Core Standards - new content - just as if we were teaching in person.
- Teachers will hold open online office hours and schedule times to meet with parents, work with students, and meet with other staff members.
- Teachers will keep a flexible schedule for IEP meetings, teacher meetings, and parent meetings that need to be outside of office hours because of extenuating circumstances.
- Grade level teams will plan together each week for grade level consistency.
- Specialists will work with classroom teachers to plan interventions and support classroom learning for students with special needs as required by student IEPs, IRIPs, ESL plans, etc.
- Teachers will keep a weekly remote learning log to track progress and engagement during remote learning. Weekly logs will be shared with the building principal each Friday.
- Teachers will integrate synchronous and asynchronous learning following best practices for remote instruction.
- Teachers will post weekly lesson plans for the upcoming week each Friday and communicate to parents for weekly at home learning planning. Plans will include

expectations for each day. Plans may include lessons via zoom, small group instruction for guided learning and checking for understanding, individual zoom sessions for reteaching and some assessment, exit tickets or other formative assessments, and tests or other summative assessments.

- Teachers will prepare a sample daily schedule for families that includes daily instruction. Students should expect daily work in their core subjects along with morning video greetings from their teacher.

### **Sample Daily Teacher Schedule**

<b>Time Frame</b>	<b>Activity</b>
8:00 - 9:00 a.m.	Planning for the morning lessons
9:00 - 9:30 a.m.	Morning Zoom - set expectations for the day, connect and share
9:30.-10:30 a.m.	Reading Block via Zoom.
10:30. - 11:30 a.m.	Creative time - special or special project
11:30 - Noon	Work with a small group or 1-1
Noon - 12:30 p.m.	Lunch
12:30 - 1:30 p.m.	Math Block via Zoom
1:30 - 2:00p.m.	Work with a small group or 1-1
2:00 - 3:30 p.m.	Office Hours

### **Sample Daily Student Schedule**

<b>Time Frame</b>	<b>Activity</b>
9:00 - 9:30 a.m.	Morning Zoom - connect and share
9:30 -10:30 a.m.	Reading Block via Zoom.
10:30 - 11:30 a.m.	Creative time - special or special project
11:30 a.m. - Noon	Free Choice
Noon - 12:30 p.m.	Lunch
12:30 - 1:30 p.m.	Math Block via Zoom
1:30 - 2:00p.m.	Independent work time/Reading
2:00 - 3:30 p.m.	Outside play time

- Teachers will prioritize essential learning so that their students can meet their necessary standards and continue to grow in their learning in ELA and math.
- Teachers will continue to differentiate through assigned activities, during small group synchronous lessons, or 1 to 1 meetings.
- Teachers will communicate frequently with parents via email or SeeSaw.
- Teachers will take attendance daily based on students' participation in activities and online lessons. Attendance will be recorded in PowerSchool each day. Teachers will check in with every student every day through SeeSaw.
- Teachers will provide timely feedback to support their students' learning.
- Teachers will provide supplementary learning activities for students who may benefit from additional practice or extension activities.
- Teachers and specialists will use virtual platforms to check in with students on their well-being and classwork during 1-to-1 meetings and small groups.

- Students in grades K-5th will be assessed in reading and math during the first 3 weeks of school. The school's Title I team will coordinate with classroom teachers to make a grade level assessment plan and administer screeners. Data will be used to inform classroom instruction and interventions.
- The school's special education team will review all students' IEPs and 504 plans and coordinate services, design accommodations, and match services to each student's individual needs.
- Special Education teachers and specialists will provide online intervention and support services, including birth to five and technical education services, to students with IEPs and 504 plans as required.
- General and special education teachers will collaborate on delivery methods for assessments and instruction as outlined in IEPs. Specialists will consider students' needs around accessibility and provide assistive technologies, where possible.
- The district will ensure all students have internet access and a device for remote learning. Access needs will be determined through multiple parent surveys and individual family communication.
- Decisions about grade level proficiencies and modes of assessment will be made collaboratively by classroom teacher teams.
- Teachers will use the [MV Keep Michigan Learning](#) for free PD related to their individual needs ([PD offerings](#)).
- Paper packets will be available for students with limited connectivity and for our youngest learners as needed. Weekly schedules outlining the learning for the week will be mailed home as needed.

### **SMS & SHS Remote Learning Plan**

- All teachers will utilize a common learning management system, Schoology, to post daily lessons, assessments, and resources and for student's to submit work.
- Students will receive a grade in each course.
- All teachers have been trained and will receive further training on Schoology to unify the manner in which our students receive, view and return their work.
- Classroom teachers will review the procedures of utilizing Schoology with students during the first week of school.
- Classroom teachers will assist parents remotely as needed to ensure parent proficiency in using Schoology.
- Teachers will use Zoom for whole class, small group, and individual live communication as well as other applications as necessary.
- Teachers will teach and assess current grade level Common Core Standards - new content - just as if we were teaching in person.
- Teachers will hold open online office hours and scheduled times to meet with parents, work with students, and meet with other staff members.
- Teachers will keep a flexible schedule for IEP meetings, teacher meetings, parent meetings that need to be outside of office hours because of extenuating circumstances.
- Department meetings will occur every other week.

- Specialists will work with classroom teachers to plan interventions and support classroom learning for students with special needs as required by student IEPs and other intervention practices.
- Teachers will keep a weekly remote learning log to track students who are absent from instruction or lagging in performance. Logs will be shared with the building principal each Friday.
- Teachers will integrate synchronous and asynchronous learning following best practices for remote instruction, based on learning modules through the ISTE.
- Teachers will post weekly lesson plans for the upcoming week by Monday mornings. This will include communicating to parents weekly at home learning planning.
- Plans include expectations for each day/week.
- Plans may include lessons via zoom, small group instruction for guided learning and checking for understanding, individual zoom sessions for reteaching and some assessment, exit tickets or other formative assessments, and tests or other summative assessments.
- Teachers will prioritize essential learning so that their students can meet their necessary standards and continue to grow in their learning. The hope is to cover as much of the course as is feasible during this adaptation of instruction.
- Teachers will continue to differentiate through assigned activities, during small group synchronous lessons, or 1 to 1 meetings, based on learning modules through the ISTE.
- Teachers will communicate frequently with parents via email or phone calls.
- Teachers will take attendance daily based on students' participation in activities and online lessons. Attendance will be recorded in PowerSchool each day. Teachers will check in with every student every day through Schoology and will note students who are frequently absent or tardy to virtual meetings.
- Teachers will provide timely feedback to support their students' learning.
- Teachers will provide supplementary learning activities for students who may benefit from additional practice or extension activities.
- Teachers and specialists will use virtual platforms to check in with students on their well-being and classwork during 1-to-1 meetings and small groups. When necessary, these conversations will be passed along to the social worker and the principal.
- The school's special education team will review all students' IEPs and 504 plans and coordinate services, design accommodations, and match services to each student's individual needs. This information will be shared with the teachers of record each trimester.
- Special Education teachers and specialists will provide online intervention and support services as required.
- General and special education teachers will collaborate on delivery methods for assessments and instruction as outlined in IEPs. Specialists will consider students' needs around accessibility and provide assistive technologies, when and where possible.
- The district will ensure all students have internet access and a device for remote learning. Access needs will be determined through multiple parent surveys and individual family communication.

**Teachers will use the [MV Keep Michigan Learning](#) for free PD related to their individual needs ([PD offerings](#)).**

Students taking a dual enrollment course will be supported by the high school guidance counselor and gifted-talented coordinator. Students in direct credit courses taught by teachers at Saugatuck High School will continue coursework remotely to be on track to earn both high school and community college credit.

The students in the OAISD dual enrollment/early college programs will be given the opportunity to complete programming through the post-secondary provider. We will ensure the participants have the access to appropriate resources and continued support to complete the courses.

Students attending the Careerline Tech Center will be given a variety of remote learning opportunities to complete the CTE courses. Careerline will work with the LEA's in ensuring that our students have the appropriate resources and continued supports in order to continue learning.

Students enrolled in the district's shared time program will continue to be supported by the district's shared time mentor.

SPS will continue to communicate proactively with families in the event of a school closure and/or move to remote learning. Contingency Learning Plans (CLPs) were created last spring for all students with IEPs in the district. CLPs will again go into place should students become remote learners. When this occurs, one member of the student's IEP team will contact the family and work out the continuation of services throughout remote learning. CLPs will be discussed with families during all IEP meetings this year and added to the Aids/Services portion of all IEPs so that we can be best prepared to smoothly transition if the time comes.

As for providing the services, the special education director for SPS is currently working with the OAISD to determine which telehealth platform will best meet our needs. It currently looks like Presence Learning may be the best option, in which case SPS would purchase licenses for use by district therapists. SPS would also purchase PD options for said therapists so that they can be up-to-date on how to provide teletherapy during this pandemic. These discussions are ongoing, fluid, and are susceptible to change.

Should the telehealth providers not work out, SPS will still provide the level of service needed by each individual student. There are a variety of ways that student's needs could be met. If allowable, walk-in services (with proper social distancing, masks, and health guidelines followed) could be a way to provide in-person therapy. Should

in-person not be allowed or accepted, providers could use a variety of HIPAA-compliant platforms to meet virtually with students and provide services. Depending on the age and comfort of the student, traditional means like phone calls, emails, or text could also be used to check-in and communicate with students.

### **Saugatuck Preschool including GSRP**

Great Start Readiness Preschool students are included in this Preparedness and Response Plan. Alternative modes of instruction will be delivered, while incorporating principles of developmentally appropriate practices for preschoolers. The learning of the preschoolers will be monitored in collaboration with the parent, as young children are reliant on adult support to be successful learners. This means that teachers will work not only with the children, but also coaching/supporting the family in how to promote learning at home. A requirement from MDE outlines that each GSRP program must complete two parent teacher conferences in the 20-21 school year, and as a district we will support meeting this requirement. Finally, as children complete GSRP programs, districts will support the transition to Kindergarten.

Based upon existing resources, technology, training, and curriculum, as well as the circumstances presented by any state of emergency or state of disaster, the district plans to provide equal access to alternative modes of instruction to students with disabilities from preschool through 12th grade via a Contingency Learning Plan or an IEP for the 2020-2021 school year. This includes the provision of auxiliary services to Non-Public Schools within the district.

In addition, the district will be in compliance 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 Department concerning the delivery of alternative modes of instruction to students with disabilities in light of the impact of COVID-19.

### **Communication & Family Supports**

Additional communication systems that will be used to reach all families include the following: using the district's school messenger system for grade level, building, and district communication; faculty, specialists, and administrators being accessible by email and phone for parents with questions; providing technology support to families struggling with remote devices; and providing home visits for some students with special needs and wellness checks.

Expectations around the duration of the closure and reopening will be posted on the district's website and communicated through the School Messenger system.

Decisions about grade-level and course proficiencies and modes of assessment and feedback will be made by the faculty at each school. Daily instructional time will average 3 hours per day with an estimated workload that will be determined by the faculty, in collaboration with the Saugatuck Education Association, based on student age, grade level, subject, and course expectations. Teachers will take attendance daily based on students' participation in activities and online lessons. Attendance will be recorded in PowerSchool each day. Teachers will check in with every student every day through SeeSaw or Schoology.

Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child will be available through the learning management system.

Training on accessing and using the school's digital systems and tools, and workshops for families to build digital literacy will be made available to students and parents through an online resource page developed by the district online learning coordinator.

## **Professional Learning**

Professional development for teachers in preparation for face to face and remote learning will include:

Specific training on the SeeSaw learning management system for all teachers at DES and training on the Schoology learning management system for all MS/HS teachers. Common expectations for the use of learning management systems are being developed in each building to improve the experience for students and parents in navigating the learning management system.

All teachers and administrators will complete four micro courses through the International Society of Technology in Education (ISTE) in preparation for creating engaging and equitable remote learning. The four modules are *Creating Community in Online Classrooms*, *Designing Online Learning Experiences*, *Assessing Learning in Online Environments*, and *Insuring Equity and Inclusion in Online Learning*.

Teachers will share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning in grade level and content area teams. Curriculum planning for seamlessly transitioning between face to face and remote learning will be coordinated in grade level and content area teams.

The district will offer support for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education.

Katie Gibbie and Kimberly Shaffer, Saugatuck's school social workers, will lead a half-day PD before school starts for staff that is focused on realistic strategies teachers can use in the classroom. As they have during the school closure, they will continue to provide staff with tips and strategies for self-care as well.

Teachers and support staff will be trained on safety, health and cleaning protocols.

The SPS support team will identify students who did not engage in remote learning and develop a plan to provide additional supports, if needed. They will share data and concerns about each student's growth and needs with students' assigned teacher(s) for the 2020-21 school year. In addition, they will identify students who may need additional support and reach out to them to provide resources and support.

## **Monitoring**

### **Connectivity and Access:**

A technology support help desk will be used to assist students and parents with technology problems during remote learning. Families with students in any SPS school who do not have adequate internet access for student learning, will be provided with a hot spot as requested.

### **Attendance:**

DES Teachers will take attendance daily based on students' participation in activities and online lessons. Attendance will be recorded in PowerSchool each day. Teachers will check in with every student every day through SeeSaw.

SMS/SHS Teachers will take attendance daily based on students' participation in activities and online lessons. Attendance will be recorded in PowerSchool each day. Teachers will check in with every student every day through Schoology and will note students who are frequently absent or tardy to virtual meetings.

### **Student Work:**

Teachers will post learning targets, asynchronous instructional resources, assignments and scheduled synchronous instruction weekly on Monday by 8:00 a.m. electronically. A paper copy of the weekly schedule will be mailed home the previous Friday for students without reliable internet service.

Student work will be collected electronically through the established learning management systems SeeSaw and Schoology. Teachers will formatively assess and provide feedback in a variety of ways including learning journals, written checks for understanding, online discussion participation, formative quizzes, and homework problems. Feedback from the teacher will include differentiated work as needed, along with examples to support student learning. Teachers will track student participation, work completion and progress daily.

For students without internet access, photos of learning packets can be texted or emailed to teachers or packets can be dropped off in bins outside each school building. Teachers will review the learning packet and provide feedback to the student via email, text, phone conversation or mail.

Students will self-assess the quality of work, reflect on teacher feedback, and learning progress. Families at DES will receive standards based report cards each semester just as with face to face instruction. Students at Saugatuck Middle School and High School will receive letter grades in each course each trimester just as with face to face instruction.

## ***Operations***

### **Facilities**

A supply chain for cleaning and disinfection supplies has been identified.

School-based custodial and infection control staff will be alerted of any changes in recommended cleaning guidelines issued by OSHA and/or the CDC. It is expected that this guidance will be updated in real-time based on the status of community spread across local geographies.

Deep cleaning of school buildings began on July 1st and is currently in progress. Records of summer cleaning and maintenance will be provided to building principals in each building. If schools are closed for face to face instruction cleaning and maintenance staff will maintain schools in good working order to prepare for the subsequent return of students. School cleaning and disinfection protocols will be activated according to the CDC School Decision Tree.

Custodial staff will follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.

Custodial staff will wear surgical masks when performing cleaning duties.

ISDs and schools should create a contingency plan to coordinate the use of school buildings for essential actions including elections, food distribution, and child care, particularly for essential workers.

## Technology

### MI Safe Start - Phases 1-3

The following items are strongly recommended while schools are closed for in-person instruction:

1. Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.
  - a. **Include this question in the back to school survey instrument so that we have a count of devices needed to go home with students.**
2. Designate a single point of contact in each school to plan and communicate with district technology teams.
  - a. **We will encourage staff and families to connect directly to the Help Desk to avoid confusion and loss of valuable time providing services.**
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.
  - a. **Utilize the [Saugatuck On-line Learning](#) web page to serve as the central spot for training and support for educators.**
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.
  - a. **The liaison role is served by Linda Dehn at the MS/HS and the office staff at DES.**
5. Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.
  - a. **We will encourage staff and families to connect directly to the Help Desk and publish the contact information on the district website.**
6. Where practical given demands on parents or guardians, consider identifying family technology liaisons to support communication regarding the use of technology and serve as a “help desk.”
  - a. **To be implemented at a later date, if necessary.**
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;
    - **Devices will be stored in plastic bags along with the chargers.**
  - b. Sanitizing the devices prior to a repair or replacement evaluation;
    - **Devices will be quarantined for 3 days and surfaces cleaned with a 70% alcohol solution.**
  - c. Ordering accessories that may be needed over the summer
    - **TBD**

- d. Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.
  - **All hardware repairs for returned devices have been completed. More work is likely required for devices not returned.**
- 8. Identify an asset tracking tool.
  - a. **We use the Kace asset management tool**
- 9. Identify a vendor to assist with processing, returning, and maintaining devices, if needed.
  - a. **OAITC staff will assist with processing, returning and maintaining devices.**
- 10. Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.
  - a. **We will have an on-site triage of devices, plus loaner devices.**
- 11. Prepare the Infrastructure Evaluation process. EveryWiFi access point and wired network device should be tested.
  - a. **All wireless network access points were recently upgraded. No further testing is necessary.**
- 12. Develop a technology support plan for families.
  - a. **Technology support will be provided through our Help Desk.**
    - Staff can email problems to [help@oaisd.org](mailto:help@oaisd.org) or call 616-796-1600
    - Students and families can email [remotehelp@saugatuckps.com](mailto:remotehelp@saugatuckps.com)
- 13. Continue to monitor device usage and compliance with online learning programs.
  - a. **Internet content filter logs can be used, as appropriate.**
- 14. Provide support programs to ensure that students and families can access online teaching and troubleshoot problems with access.
  - a. **See item #12 above**
- 15. Ensure that students can submit assignments and be evaluated accordingly.
  - a. **Schoology in grades 6-12 and Seesaw in grades K-5 will be the standard LMS for SPS students.**
- 16. Schedule ongoing staff training on platforms and tools.
  - a. **Training will be offered through OAISD and REMC virtual courses paid for by the REMC SAVE Device Purchasing program.**
- 17. Review and update (as needed) relevant technology policies including data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology.
  - a. **TBD**
- 18. Ensure every student has access to the appropriate technology and connectivity needed to continue learning.
  - a. **50 T-Mobile hotspots along with a fleet of student devices will help meet these needs.**

## **Budget, Food Service, Enrollment, and Staffing**

Based on instructional programming, SPS will provide instructional resources and materials to staff and students as feasible.

Staffing needs will be assessed on an as needed basis by building administration.

The district will utilize food service personnel, administrators, and re-deployed support staff to prepare and deliver free breakfast and lunch to all children in the district age 18 and under in need. Delivery of 7 shelf-stable breakfasts, and 7 shelf-stable lunches will continue to be delivered by school bus on Fridays. School meals are also distributed at two locations in the community on Friday mornings from 9:00-11:00 a.m. In addition, weekend "backpack" meals are also delivered by the district in cooperation with a local church and non-profit organization.

Families may request free breakfast and lunch by using the link provided on the district website or by calling the Central Administration Office.

DES Teachers will take attendance daily based on students' participation in activities and online lessons. Attendance will be recorded in PowerSchool each day. Teachers will check in with every student every day through SeeSaw.

SMS/SHS Teachers will take attendance daily based on students' participation in activities and online lessons. Attendance will be recorded in PowerSchool each day. Teachers will check in with every student every day through Schoology and will note students who are frequently absent or tardy to virtual meetings.

**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.

Facial coverings will 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 not wear one. Any staff member that is

incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering.

PreK-5 and special education teachers should consider wearing clear masks..

Fabric face coverings and face shields will be provided to all teachers and staff. Teachers and staff may also request a clear face covering if they so choose.

Facial coverings must be worn by preK-12 students, staff, and bus drivers during school transportation.. Any staff or student that is unable to medically tolerate a facial covering must not wear one. 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 not wear one. 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.

PreK-5 students are strongly encouraged to wear a face covering once they are situated in the classroom but will not be required to wear one unless the classroom activity places them in close proximity to other students. Students in grades K-5 will remain with their classes throughout the school day and will not be in close contact with students in another class.

Facial coverings will not be required for use in classrooms by children ages 3 and 4. Facial coverings should never be used on children under age 2.

Facial coverings must be worn in classrooms by all students grades 6-12. Any student who cannot medically tolerate a facial covering must not wear one. Any student who is incapacitated, or unable to remove the facial covering without assistance, must not wear one.

PreK-12 students are encouraged to wear a facial covering outside the school building and will be required to wear a facial covering outside the building for activities where social distancing is not possible.

Approved guests to a school building will be instructed to wear a 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.

Homemade facial coverings must be washed daily. Disposable facing coverings must be disposed of at the end of each day.

Disposable level-one (basic) grade surgical masks will be ordered and provided to every student and staff member as needed on a daily basis. These will be distributed on busses, at entry doors and in classrooms.

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.

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.

Students who claim medical exemption will need to meet with the building principal to provide rationale and documentation using the face covering exemption form recommended by the local health department. Exempted individuals will be recorded in a master database.

Students who are capable of wearing a face covering and refuse to do so in an area where a face covering is required will be issued a face covering by a school official (teacher, paraprofessional, administrator, school safety staff, playground aid, etc.) and asked to put the face covering on. The instance will be documented as a log entry in PowerSchool. Students showing patterns of non-compliance will be removed from the school building and placed into remote instruction until the student agrees to comply with this safety protocol. Parents will be notified of each instance of non-compliance by the administration. Continued removals from the school building will result in permanent placement into remote instruction with the student being banned from coming to the school site.

Any instances of uncertainty about individuals not wearing face coverings will be reviewed by the building administrator.

## 2. Hygiene

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

Supplies to support healthy hygiene behaviors such as soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, and tissues will be provided in each classroom and restocked daily. A schedule will be developed to systematically and frequently check and refill soap and hand sanitizers. Students and teachers will have scheduled handwashing with soap and water every 2-3 hours.

Hand sanitizing stations will be available throughout each school building. Hand washing stations will be available on the playground area at DES. Preschool-5 students will be required to wash their hands with soap and water prior to and at the conclusion of recess.

Teachers will instruct students in proper handwashing and how to cough and sneeze into their elbows, or to cover with a tissue and dispose of it in the trash on the first day of school and reinforce as needed. Signs reinforcing proper handwashing techniques will be posted at each

handwashing location.

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.

Bubblers on all drinking fountains have been capped to prevent the spread of viruses from students placing their mouths on the bubblers. Students should bring their own refillable water bottles and should not share water bottles with other students. Classrooms at DES will be equipped with water coolers.

Students will:

- Limit sharing of personal items and supplies such as writing utensils.
- Keep personal items separate and in individually labeled cubbies, containers, or lockers.
- Limit the use of classroom materials to small groups and disinfect between use, or provide adequate supplies to assign for individual student use.
- 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 and posted to the school website.

### 3. **Cleaning**

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

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

Custodial staff will reload tissues, hand soap, and paper towels in classrooms daily. Soap dispensers and paper towels will be checked frequently and refilled throughout the day.

DES teachers, support staff and/or volunteers will clean desks, sinks, countertops and lightswitches at midday and at the end of the day and will leave chairs down. Teachers will clean light switches and door handles frequently..

MS/HS teachers, support staff, and/or volunteers will insure student desks are wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.

Teachers will wear a face shield, gloves and a surgical mask when wiping desks at the end of the day.

Classroom and restroom doors will stay open during the day.

Handwashing signage will be displayed throughout all buildings.

Libraries, computer labs, artrooms, and other hands-on classrooms must undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution.

Playground structures must continue to undergo normal routine cleaning, but using an EPA approved disinfectant is unnecessary.

Clearly labeled cleaning supplies will be safely and securely stored in classroom cabinets.

#### 4. Athletics

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

SPS will comply with all guidance published by 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, as detailed in the subsequent "Busing and Student Transportation" section.

In situations where spectators are allowed, facial coverings will be used by observers and six feet of social distancing will 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 conditioning activities that require shared equipment are suspended. Outdoor physical conditioning 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 feet of distance from one another.

## 5. Screening

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

Saugatuck Public schools will cooperate with the Allegan County Health Department regarding implementing protocols for screening students and staff. SPS will follow the protocols of the Allegan County Health Department COVID19 Return to School Toolkit. This toolkit may be amended as necessary.

Each building will have an identified and trained staff person to serve as the “quarantine officer”. These duties will take precedence over any other responsibilities.

Each school building will identify a room to serve as a quarantine area. This room will be outfitted with appropriate PPE. Students who become ill with symptoms of COVID-19 will report to the designated quarantine room. Students will have their temperatures taken and recorded on a confidential digital log form along with all exhibited symptoms. 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. Identified school staff caring for these children should wear a surgical mask and gown.

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. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home.

For the health and safety of our students, the local public health department requires students be screened for symptoms of COVID-19 before entering the school. Due to the time and interruption to education doing this on site prior to school entry this would cause, the health department and the CDC do not recommend these screenings be done by the schools. Parents will be asked to complete the steps of the student screening prior to sending their child to school or any school activities or sports. Parents must complete the COVID-19 School Health Screening Agreement indicating their understanding and agreement to perform symptom screenings on their child. By signing this form, parents are committing to screening their children daily for the 2020-2021 school year, unless otherwise directed. Parents should also understand that it is their responsibility to call their child’s school as soon as possible to let them know if their child is not attending school due to potential COVID-19 symptoms.

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.

## 6. Testing

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

Saugatuck Public schools will cooperate with the Allegan County Health Department regarding implementing protocols for testing students and staff. SPS will follow the protocols of the Allegan County Health Department COVID19 Return to School Toolkit. This tool kit may be amended as necessary.

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.

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.

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 and Allegan County Health Department 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 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. Only those that develop symptoms require testing for COVID-19.

## 7. Busing and Student Transportation

Please describe how you will implement the **requirements** for busing and student transportation protocols from the *Return to School Roadmap* (p. 28).

Hand sanitizer will be provided in dispensers as students enter the bus. All drivers and passengers must sanitize their hands before entering the bus.

The bus driver, staff, and all students in grades preK-12, if medically feasible, must wear facial coverings while on the bus.

Face masks will be available at the entrance of the bus in the event that a student does not come to the bus equipped with the necessary item.

An assigned adult bus aide, trained in student management techniques and appropriate usage of face masks and policies regarding the requirement of their usage on the bus, hand sanitizing, and cleaning protocols to address the cleaning and disinfecting of the bus before and after every route.

Signage will be added to each bus to address the use of face masking of all students and drivers, use of hand sanitizers and cleaning protocols.

To reduce the transmission of airborne particles, students living in the same household will be assigned seats together. Spacing between students will be maximized by skipping seats between students as allowable.

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

Contact will be made with the Interurban to ensure that they have received a copy of the criteria in the MI Safe Schools: Michigan's 2020 Return to School RoadMap.

Transportation vehicles will be cleaned and sanitized using an electrostatic sprayer and an EPA approved disinfecting solution before and after every transit route. Children will not be present when a vehicle is being cleaned. Weather permitting, doors and windows will be open when cleaning the vehicle and between trips to let the vehicles thoroughly air out. Pretrip and post trip logs will be completed daily including cleaning and disinfecting.

Frequently touched surfaces in the vehicle (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) will be cleaned and disinfected prior to morning routes and prior to afternoon routes.

Equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools will be cleaned, sanitized, and disinfected daily.

If a student becomes sick during the day, they must not use group transportation to return home and the following procedure will be followed: Parents will be contacted to pick up their child. If necessary, at least two school personnel will transport the student home. No students will be left unattended.

If a driver becomes sick during the day, they must follow protocols for sick staff and must not return to drive students.

Communication documents will be developed to enable the drivers of the buses to know what the safety plans are for any specific students and who for medical reasons will not be wearing a face mask.

Professional development will be required for all bus drivers related to the changes including the appropriate usage of face masks and policies regarding the requirement of their usage on the bus, hand sanitizing, and cleaning protocols to address the cleaning and disinfecting of the bus before and after every route.

**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.**

The SPS Phase 5 COVID-19 Preparedness and Response Plan will incorporate all strongly recommended and recommended practices and protocols outlined in the MI Safe Schools Roadmap and will be identical to the SPS Phase Four COVID-19 Preparedness and Response Plan with modifications to strongly recommended Phase 5 guidance on gatherings, indoor weight rooms, and extracurricular activities including:

All gatherings, including those that occur outdoors (e.g. graduations) should comply with current and future executive orders that set caps on congregations of people.

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 feet of distance from one another.

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.

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 district will implement all highly recommended protocols from the Return to School Roadmap when the region in which the district is located is in Phase 5 of the *Michigan Safe Start Plan*.

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

The district will implement all highly recommended protocols from the Return to School Roadmap when the region in which the district is located is in Phase 5 of the *Michigan Safe Start Plan*.

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

The district does not plan to exclude any protocols in any of the categories above that are highly recommended in the *Return to School Roadmap* when the district is operating in Phase 4.

## 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:**

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

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

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

**Name of District/PSA/Nonpublic Leader Submitting Plan: Dr. Timothy J. Travis**

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

**Date Submitted to State Superintendent and State Treasurer:**