



## **North Adams-Jerome COVID-19 Preparedness and Response Plan**

Address of School District: 4555 Knowles Road North Adams, MI 49262

District Code Number: 30050

Building Code Number(s): 02714, 02715

District Contact Person: Wes Johnson, Superintendent

District Contact Person Email Address: wes.johnson@najps.org

Local Public Health Department: Brach, Hillsdale, St. Joseph Community Health Department

Local Public Health Department Contact Person Email Address: Rebecca Burns burnsr@bhsj.org

Name of Intermediate School District: Hillsdale ISD

Name of Authorizing Body: North Adams- Jerome Board of Education

Date of Adoption by Board of Education: 8/17/2020



## Assurances

- The district will cooperate with local public health authorities 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 shows symptoms to the time when he or she was last present at the district.
- The district acknowledges that it is subject to the rules governing workplace safety established in section 1 of Executive Order 2020-114 or any successor order, and has adopted a Workplace Preparedness Plan. A copy of this plan is attached.
- The district will be or is closed to in-person instruction when the region in which it is located is in Michigan Safe Start Plan Phases 1-3.
- The district's sponsored inter-school, after school activities and athletics will be suspended when the region in which it is located is in Michigan Safe Start Plan Phases 1-3.
- The district will 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 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 if applicable.
- The district prohibits indoor assemblies that bring together students from more than one classroom during Michigan Safe Start Plan Phase 4.



## **Introduction and Overview**

This plan was developed under the guidance of the local ISD, state government, and community health agencies. Research into best practices in sanitizing buildings, buses, and providing the safest environment possible for our students and staff. Surveys were conducted with parents to determine what learning options they'd consider in this pandemic. This data was collected and decisions in the curriculum were made in accordance with it.



## **Plan for Operating during Phases 1, 2 or 3 of the Michigan Safe Start Plan**

### **Phase 1, 2, or 3 Safety Protocols**

- The district currently has GSRP and Head Start, which may be used as emergency day care centers if needed.
- Only personnel that ensure the continuation of operations in the district shall be present. This is limited to administrators, building and grounds maintenance crew, food service workers who are distributing food to eligible students. If teachers need supplies to provide online instruction, they may enter the building to get those items, but must leave immediately after doing so.
- Maintenance personnel will use advanced sanitizing measures including UV ray exposure in every occupied room, hydrostatic cleaners, and replenishing of personal cleaning supplies throughout the district.
- Busing operations will cease during Phases 1-3

### **Phase 1, 2, or 3 Mental & Social-Emotional Health**

- The district will designate our guidance counselor as our mental health liaison
- The district will screen selected students for mental health issues using a trained mental health professional.
- The district intends to provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk, proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma, establish a comprehensive crisis management plan
- The district will establish and communicate guidelines to all staff regarding identification and rapid referral of at risk students to appropriate building-level support teams
- Establish a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed consisting of two people on staff with guidance counseling experience, and another with mental health counseling training
- Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19



- 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 reference school and community wellness resources.
- The district will strive to complete the other recommendations on P. 16 of the Michigan Safe Schools Roadmap.

### **Phase 1, 2, or 3 Instruction**

- The alternative modes of instruction that will be used while in-person instruction is suspended are online and instructional packets. The challenges from using instructional packets in the spring were timely student completion, which impacted timely teacher feedback. Additionally, the teacher-student connection for each lesson was mentioned as a challenge, as personalized instruction and response to questions was impacted by time constraints, though teachers did make weekly phone calls to respond to questions. Online challenges included poor or no internet connection and student participation. To address these challenges, the district plans to change to packet distribution from a two-week cycle to a one-week cycle, as well as adding flash drives with teacher video instruction to support the activities included in the packet, as well as improve the cycle of student completion to teacher feedback to student correction and growth. Students and parents will need textbooks (or links to class texts), additional video tutorials for Google Classroom practices and procedures, and some will need devices and/or internet hotspots to either view teacher video instruction (included in weekly packets), or to access the online material.
- The district will strive in good faith and to the extent practicable to provide equal access to students with disabilities consistent with their IEP by providing multiple individual contacts with their special education and general education teacher(s) each week; by offering accommodations and modifications made to text above their reading levels, to assignments and assessments that offer them the opportunity to access and show what they know using their preferred modes or modes of strength; and through technology such as video conferencing, text-to-speech, speech-to-text, and video enrichment to each content area. Auxiliary services will be provided using distance learning tools, unless face to face is necessary.



- The district plan for remote instruction will offer online, as well as distance learning packets, based on student need and preference. Grades K-5 and 6-12 each will offer a synchronous and asynchronous schedule that provides students a consistent schedule, engaging content delivery and activities, as well as interactive technology to offer practice, feedback, and a variety of instructional methods to meet the needs of our diverse learners. A universal screener/formative assessment will be given within the first three weeks of school to all students that provides data to inform instructional decisions for teachers, students, and families. In addition, IEPs and 504 plans will be reviewed in coordination with general education and special education teachers to determine accommodation and modification needs and how they will be able to meet them using remote instruction. Staff will work individually, and possibly in small groups, on interventions, especially for students with IEPs, 504 plans, and Title I qualifications. The Director of Student Achievement will observe work and check with departments and teachers to monitor student progress, while the counselor will support students who are transitioning to postsecondary. Continual work and research will be done, specifically using the MDE for guidance, to stay abreast of policies, best practices, and high-quality digital resources. Finally, the district will work closely with the ISD to continue auxiliary services and evaluations.
- The protocols on pages 17-18 that are identified as “**Strongly Recommended**” that the district will not implement are birth-five services and career and technical education.



### **Phase 1, 2, or 3 Operations**

- The facilities will be maintained to prepare for student return with each custodian, outfitted with gloves, surgical mask, and face shield, using daily cleaning and disinfection procedure checklists, which will include systematic and frequent checks of refill soap and sanitizer, cleaning of frequently touched surfaces such as light switches, doors, benches, bathrooms every four hours with an EPA-approved disinfectant.
- Based on our family technology survey, 80% of our middle and high school families have devices to use in remote learning. Chromebooks will be provided to those who need them to successfully access remote learning activities.
- The Director of Student Achievement will be the main point of contact to communicate with district technology teams, as well as be the device and general technology support for the elementary staff, students, and families, while the Principal and Counselor will take on that role for middle and high school. They will communicate and gather necessary information and support to share, as well as follow procedures and request support for return and inventory of district-owned devices from the technology support desk at the ISD per the technology consortium agreement. Additionally, these staff members along with teacher technology leads will support families and staff with access and troubleshooting.
- The district will not identify a vendor to assist with processing, returning, and maintaining devices, if needed.



## **Plan for Operating during Phase 4 of the Michigan Safe Start Plan**

### **Phase 4 Safety Protocols**

- Pre K-12 students are required to wear facial coverings on the bus, in the hallways and common areas. 6-12 students and all staff are also required to wear them in the classrooms. Students and staff members who are incapacitated or medically unable to wear facial coverings - per doctor's note - must have a waiver on file with the district. IEPs, 504 plans, and individual health care plans will be reviewed and updated to decrease the risk of exposure. Those students and staff who identify as high-risk for severe illness due to COVID-19 who request reassignment will be given alternatives, including remote learning options, to decrease the risk of exposure. Signs will be posted, education on hygiene and facial coverings will be provided, and each student and staff member will be given facial coverings to wear. The district will address staff or students who do not comply with these requirements by providing a disposable mask (if they are without), and in a meeting during which the purpose, policy, and expectation is reiterated. Further noncompliance for students will result in a parent meeting with the administration, and possibly a change in learning assignment from in-person to remote; staff noncompliance will be handled by following the teacher or support staff contracts.
- Each classroom in the district will be provided with adequate supplies of soap, hand sanitizer, paper towels, tissues, signs. The instructors and support staff will teach, observe, and correct all students' handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol, and continue teaching/reinforcing hygienic behaviors through the entire school year. In addition, they will teach them to sneeze into their arms or tissue, dispose of used tissues in the trash, and follow up with the proper, learned hand hygiene.
- Describe the COVID-19 screening and reporting protocols for students and staff, including the reporting of any positive cases to the local public health authority.
- While schools are not required to implement the protocols on pages 23-24 with respect to Spacing, Movement and Access, the district will implement spacing students as far apart as possible at tables, teachers maintaining six feet distance from students when possible, asking family members and other guests not to enter the building, social distancing floor



tape, seat markings, and signage, as well as signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.

- The district will prohibit indoor assemblies that bring together students from more than one classroom; therefore, staff will bring meals to PreK-5 students, and they will eat in their classrooms. 6-12 students will eat with only their class in separate rooms. All students and staff will wash hands before and after eating. PreK-5 students will have recess with only their class during their designated time, using only toys and equipment that have been properly sanitized. Finally, all field trips are suspended.
- All coaches and athletes must use proper hand hygiene techniques which coaches will expect and oversee. The athletes and the coaches are responsible for communicating about individual health and any symptoms present before an event and will complete the MHSAA's COVID-Athlete/Coach Monitoring Form. Coaches and the athletic director will follow protocol by arranging the sanitizing of all equipment before and after use, as well as complete sanitizing log with time, date and initials. Athletes will each have their own clearly marked water bottle. Buses will be cleaned and disinfected before and after every use, and bus drivers will complete sanitizing log with time, date and initials. Social distancing signs and tape will be used to maintain facial covering usage and social distancing between spectators. Game managers will be responsible for spectators compliance, limiting spectators to 100 (at outdoor events), as well as prevention of overcrowding at entry and exit points. Indoor weight rooms, physical conditioning activities that require shared equipment, and large indoor spectator events are all suspended. Custodians will follow a checklist of the tasks to be completed, as well as how often, which they will date, time, and initial. These tasks will include cleaning frequently touched surfaces,
- All buses in the district will be outfitted with a hand sanitizer pump for all riders to use upon entry and exit of the vehicle. The bus driver and all students PreK-12 are required to wear facial coverings unless medically unable. Each bus will be completely sanitized prior to morning routes, as well as afternoon routes, with specific attention paid to frequently touched surfaces, including, but not limited to, arm rests, door handles, doors, seat belt buckles, grab handles, car seats, and windows. The drivers will keep windows and doors open while cleaning to let the buses completely air out, as well provide date, time, and initials after each cleaning. Additionally, when weather permits they will consider keeping windows open while the vehicle is in motion to help reduce the spread



of the virus by increasing circulation, if appropriate and safe. Finally, if a student becomes sick during the day, they will not use group transportation to return home, and other arrangements will be made with parents/guardians for private transfer home. If a driver becomes sick during the day, they will follow protocols for sick staff, and a substitute driver will drive the route until that driver is cleared to return.

#### **Phase 4 Mental & Social-Emotional Health (Strongly Recommended)**

- The guidance counselor will serve as a liaison between the district and mental health agencies in our area. By using screening techniques, we can generate communication between those agencies and our students and their families.

#### **Phase 4 Instruction**

- The district will provide in-person instruction to its students without disabilities, and the district will also provide in-person instruction to its students with disabilities, consistent with their individualized education plans. The district will use Edmentum during Phase 4 of the Michigan Safe Start Plan, for parents and students who choose the online format. The district's special education teachers will closely monitor our students with disabilities to ensure they receive equitable services and in compliance with their individualized education programs, including auxiliary services. For those students with disabilities, the district will strive in good faith and to the extent practicable to provide equal access to students with disabilities consistent with their IEP by providing multiple individual contacts with their special education and general education teacher(s) each week; by offering accommodations and modifications made to text above their reading levels, to assignments and assessments that offer them the opportunity to access and show what they know using their preferred modes or modes of strength; and through technology such as video conferencing, text-to-speech, speech-to-text, and video enrichment to each content area. Auxiliary services will be provided using distance learning tools, unless face to face is necessary.

**Governance:** The district Return to Instruction & Learning team has surveyed the teachers and families in the district and used that feedback to make revisions, make improvements, and share the district's remote learning plan.



**Instruction:** The district will activate hybrid and online learning programs that deliver standards-aligned curricula that integrate synchronous and asynchronous learning, best practices for engagement, differentiation, and consistency using MDE recommendations for high-quality online & digital resources. Teachers and school leaders have resources and guidance for blended/remote learning best practices, the inclusion of social-emotional learning, modes of assessments and feedback, differentiation, appropriate workload and time-on-task based on grade levels, and grade-level proficiencies. The district team shares the focus of providing equal access for every student to grade-level material, the utilization of power standards to guide instruction and pacing, addressing the social-emotional needs and creating strong connections, as well the use of screeners, formative assessments, and/or diagnostics to recognize student understanding and grade level proficiencies. The district will revise student IEPs and 504 plans with both special and general education teachers to ensure accommodations and services are matched, as well as to reflect the student's changing needs based on data and feedback from parents/guardians. They will follow protocol for collaboration on assessment delivery, access, and assistive technology as outlined in IEPs. In an effort to identify gaps, all services and intervention programs will be inventoried. For those students who need auxiliary services, a continued services plan will be developed in collaboration with the ISD. The district will remain connected with MDE about policies and guidance.

**Communications and Family Supports:** The district will communicate with families through multiple modes to share expectations around the return to school, plans for elementary, middle, and high school scenarios, curriculum, and schedules. The district will provide training for families that select the online learning option, including how to access and use the digital system and tools, ways to build digital literacy, and effective strategies for home learning.

**Professional Learning:** The district will provide curriculum planning and guidance for instruction whether students are in-person or online. Staff will identify students who were not engaged in distance learning and plan for additional supports, share ideas and effective tools for remote learning. The district will provide staff with training for the online learning platforms and tools, design and building of remote learning experiences that are engaging and equitable, as well as implicit bias, cultural responsiveness, and social-emotional learning.

**Instruction In-Person Learning:** The district will ensure that every student has scaffolds and supports in place to address individual social-emotional and academic



needs, assess all students to determine readiness for grade-level work, and access to instruction that is aligned to the standards, provides opportunities to accelerate learning. School leaders will work with staff to review progress monitoring and student data, and make decisions regarding supports, interventions, gaps, and trends, which includes procuring additional tools/materials that are standards-aligned, focused on differentiation, and meet students' needs whether they be intervention-, or acceleration-based. Teachers will continue to be provided with tools and training that are sustainable, engaging, and will increase familiarity with online learning in the case of the return to remote instruction. School leaders and teachers will review IEPs with parents/guardians to address students' changing needs based on missed time with auxiliary services due to closure. The district will monitor and assess online attendance, connectivity and access for each student, as well as student work, assessments, and quality of progress, as well as student and teacher feedback. Finally the district will work to determine and potentially begin structures outside of the regular school day, such as summer or afterschool learning to provide support for those students that may need such structures. The district does not plan to offer birth-five or career technical services, as those are managed by the ISD.

#### **Phase 4 Operations**

- **Facilities-** Every classroom has been equipped with a Ultraviolet Light System that eliminates viruses after exposure. We will be sanitizing every classroom throughout the day and commit to extensive sanitizing in the evening. We will also be educating students on proper hygiene and social distancing practices. In addition, we are altering the arrangement of our classrooms to optimize physical space to support social distancing efforts, while still offering the same close-knit, small school atmosphere.
- **Budget-** District will follow “Strongly Recommended before reopening” guidelines
- **Food Service-** The free breakfast and lunch program has been renewed at NA-J for a minimum of the next four years. The state currently will not allow the use of the cafeteria for more than one class at a time; therefore, elementary students will eat in their classrooms, and all 6-12 students will eat in a separate location with their class. This will allow for effective social distancing, as well as the opportunity to build and strengthen bonds between classmates.



- **Enrollment and Staffing:** District will look at projected needs for classes based on enrollment estimations and ensure that special education teachers are at or under the allowed number of students on their caseloads.
- **Technology:** Students will be assigned to their designated staff members and we will monitor the student's progress on our online instruction website. Administrators will ensure that the proper devices and other equipment is received by each student.
- **Transportation-** Our buses are equipped with hand sanitizer upon entry and exit. In accordance with Phase 4 regulations, students will sit with other siblings/household members in assigned seats to minimize exposure and must also wear necessary PPE. The bus interior will be sprayed with a specialized hydrostatic cleaning machine after each run.



## **Plan for Operating during Phase 5 of the Michigan Safe Start Plan**

### **Phase 5 Safety Protocols**

**PPE:** All staff members and students will be encouraged to wear face masks, although there are circumstances when face masks may not be necessary.

**Hygiene:** All “Strongly Recommended” protocols are included.

**Screening:** All “Strongly Recommended” protocols are included.

**Testing Protocols for Students and Staff and Responding to Positive Cases:** All “Strongly Recommended” protocols are included and in accordance with the local health department.

**Responding to Positive Tests Among Staff and Students:** All “Strongly Recommended” protocols are included.

**Food Service, Gathering, and Extracurricular Activities:** All “Highly Recommended” protocols are included.

**Athletics:** All “Recommended” protocols are included.

**Cleaning:** All “Strongly Recommended” protocols are included.

**Busing and Student Transportation:** All “Strongly Recommended” protocols are included, except that face masks may be worn by students and staff, but face masks may not be required at all times.

**Medically Vulnerable Students and Staff:** All “Highly Recommended” protocols are included.



### **Phase 5 Mental & Social-Emotional Health**

The district is aware of the potential mental health issues that are a result of the current pandemic. The district will be working with Lifeways and other mental health agencies to ensure that our students have the services they need. The guidance counselor will be responsible for identifying students through a pre-screening process and serve as a liaison between agencies.



## **Phase 5 Instruction**

**Governance:** Gather feedback from parents and students regarding the instruction they received through the virtual platform. The district may modify different aspects of the virtual program based on these observations.

**Instruction:** Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject. Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics

**Communications:** The district will communicate with parents via social media, “robo” call system, and paper correspondence.

**Family Supports:** Offer parents resources to assist them in different areas, such as mental health and digital literacy.

**Professional Learning:** Create and implement a plan to enhance the skills and knowledge of all staff members in various areas of education that are deemed a priority in the district’s mission.



## **Phase 5 Operations**

**Facilities-** Custodial staff will inventory current levels of sanitizing items and determine what orders need to be made to ensure consistent availability. Custodial staff will follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties. The superintendent and Director of Maintenance will go to each area of the buildings to determine if everything is in compliance with state regulations.

**Budget-** Adequate money has been budgeted to use for custodial products and new cleaning devices were purchased to enhance our efforts in this area.

**Service-** Surveys have gone out to all parents regarding their technology capabilities in the event that we must return to online learning

**Enrollment-** Online pre-registration exists at all levels to minimize new guests in the building.

**Staff-** Custodial staff will be trained in cleaning methods for virus control. Contact has been made with staff regarding additional cleaning responsibilities.