PRESENTATION

EXTENDED COVID-19 LEARNING PLAN UPDATE

John Bernia, Chief Academic Officer, will present an update of the Extended Covid-19 Learning Plan Update.

Board of Education Meeting: November 4, 2020

Office of Curriculum and Instruction
31300 Anita * Warren, Michigan 48093 * (586) 825-2400

John C. Bernia, Jr.
Chief Academic Officer

Debbie Pellerito
Administrative Assistant to John C. Bernia

MEMORANDUM

TO: Dr. Robert D. Livernois, Ph. D., Superintendent

FROM: John Bernia, Chief Academic Officer

DATE: October 26, 2020

RE: Monthly Update

Enclosed with this memo are the monthly updates to our Extended COVID-19 Learning Plan. As was the case last month, this document is updated to reflect where we are on our requirements from the State as of the writing of this memo.

For ease of reading, the updates for this month include:

- Dates have been updated to reflect the latest version, our "Return to In-Person Learning Framework" will also be included.
- Page 6 – Added information about the return of sheltered EL students, walk-in speech, the SAT, and the framework for in-person learning.
- Page 9 – Added a statement that we are in compliance and met the required timeline on Contingency Learning Plans.
- Page 10 – A statement about the inclusion of our Preparedness and Response Plan.
- Page 11 – Added a statement about prioritizing the return of Grades K-5 for in-person learning.
- Page 12 – Updated the monthly attendance rate information.
- Page 14 – Added a statement that we are in compliance with the benchmark assessment timelines set by state laws.

In addition, please find an memo from our Pandemic Response Manager, Ms. Jodi Duplay, overviewing updates to our COVID-19 Preparedness and Response plan, which is also included.

WARREN CONSOLIDATED SCHOOLS

Extended COVID-19 Learning Plan Update

Board of Education Meeting,
November 4, 2020

OCI
Office of Curriculum & Instruction

A Legislative Requirement

- On August 20, 2020 Governor Whitmer signed House Bill 5913 into law as Public Act 149. Section 98a states that in order to receive stat[e] aid for 2020-2021, districts must provide for instruction under an extended COVID-19 Learni[ng] Plan ("Plan") that has been approved by an intermediate district or authorizing body.

- The legislation also requires a monthly update the Board of Education.

Some Important Dates

▲ October 1, 2020 - Plans must be submitted to the Macomb Intermediate School District and publishe on the District Website under the transparency tal

▲ October 7, 2020 - Count Day

▲ October 19, 2020 - All students K-3 must be screer in reading.

▲ November 6, 2020 - All students K-8 must be asses in reading and math.

▲ February 1, 2021 - An update, with student data, (our progress on our plan must be published.

▲ June 30, 2021 - A second update, with updated student data, on our progress must be published.

Updates to our Plan

Updates for this month:

▲ How are we providing instruction?

 ▲ Currently, we are continuing to provide Remote Instruction to students.

 ▲ Beginning the week of October 12, Level 1 English Learners and Walk-In Speech began in-person learning

 ▲ October 15 – Board of Education approved "A Framework for the Return to In-Person Learning."

▲ How are we servicing Special Education Students?

 ▲ Our district is in compliance with state requirements on Contingency Learning Plan documents, and has t servicing students in categorical Special Education programs since September 28.

▲ How are we consulting with the health department?

 ▲ We continue to work with the Macomb County Health Department. Their guidance allows us to update ou Preparedness and Response Plan.

▲ Where are we on our Benchmark Assessments?

 ▲ K-5 reading - Michigan Literacy Progress Profile (MLPP)/Developmental Reading Assessment 2 (DRA).

 ▲ 6-8 reading - NWEA MAP Growth Assessment

 ▲ K-12 math - NWEA MAP Growth Assessment

  ▲ We are on track to meet the timelines for our students for benchmark assessments.

▲ What are our attendance rates?

 ▲ Overall, to this point, our attendance rates have been very strong.

Data from our Parent Survey

▶ During the week of October 19, families were asked to complete a survey to select "Virtual" "In-Person." The survey reported:

▲ 12,379 responses

▲ 47% chose "In-Person"

▲ 53% chose "Virtual"

Next steps from the survey

- ▶ Contact families who did not complete the sur...
- ▶ Analyze building level data and build cohort groups, while working to line up logistics such ... transportation and staffing.
- ▶ Publish timelines to the community about students returning to in-person learning.

Wrapping Up

▶ Thank you for your ongoing support, any questions?

MISD

Leadership, Service & Support in Education

Extended COVID-19 Learning Plan (Section 98a) for the 2020-2021 School Year

Warren Consolidated Schools

On August 20, 2020 Governor Whitmer signed House Bill 5913 into law as Public Act 149. Section 98a states that in order to receive state aid for 2020-2021, districts must provide for instruction under an extended COVID-19 Learning Plan ("Plan") that has been approved by an intermediate district or authorizing body. The Plan does not replace the District's/PSA's COVID-19 Preparedness and Response Plan, it is an additional plan that includes new assurances and sections on educational goals, instructional delivery, grading, and equitable access. PA 149 does not apply to districts that operate as a cyber school.

District/PSA educational goals written for all students and all subgroups must be established no later than September 15, 2020 and submitted in their Plan to the ISD or Authorizing Body, as applicable no later than October 1, 2020 for approval. ISDs and PSAs will transmit the approved plan to the state superintendent of public instruction and the state treasurer.

Approved plans would have to be made accessible through the transparency reporting link on the district's website by October 1, 2020.

By February 1, 2021, a district providing instruction under one of these plans would have to create a report concerning progress toward the plan's mid-year goals and ensure that it is accessible through the district's website. Additionally, by the last day of the school year, the district would have to create a report concerning progress toward end-of-year goals and ensure that it is accessible through the website. Additional deadlines are listed throughout the plan.

The health and safety of Macomb County students and staff remains a top priority as we reopen schools for the 2020-21 school year. Macomb County Superintendents continue to meet regularly to navigate the ongoing challenges in response to the COVID-19 pandemic. While no one can predict the future, Macomb County Superintendents have partnered with their local stakeholders to develop customized reopening plans focused on meeting students' diverse needs. We look forward to the 2020-21 school year and providing our students with equitable, rigorous instruction in a safe environment.

Warren Consolidated Schools Extended COVID-19 Learning Plan

Address of School District/PSA: 31300 Anita Drive, Warren, Michigan 48093

District/PSA Code Number: 50230

District/PSA Website Address: www.wcskids.net

District/PSA Contact and Title: Robert D. Livernois, Ph. D., Superintendent of Schools

District/PSA Contact Email Address: livernois@wcskids.net

Name of Intermediate School District/PSA: Macomb Intermediate School District

Name of PSA Authorizing Body (if applicable):

Date of Approval by ISD/Authorizing Body:

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An extended COVID-19 learning plan needs to include all of the following:

STATEMENT about STUDENT ENGAGEMENT and ACHIEVEMENT for the 2020-2021 School Year: Requirements and District Response
1. A statement indicating why an extended COVID-19 learning plan is necessary to increase student engagement and achievement for the 2020-2021 school year.

On August 20, 2020 Governor Whitmer signed House Bill 5913 into law as Public Act 149. Section 98a states that in order to receive state aid for 2020-2021, districts must provide for instruction under an Extended COVID-19 Learning Plan ("Plan"). This plan, is necessary because it enumerates the intentional conditions, identified by our district, which will account for the increased student engagement and achievement for the 2020-2021 school year during face-to-face, hybrid, or remote instructional methods. Our district recognizes that a variety of alternative modes of instruction should be provided to meet students' diverse needs.
 	
Our comprehensive learning plan identifies the following necessary intentional conditions to minimize disruptions to instruction and learning:
    • A communication plan,
    • Instructional decisions made at the point of greatest student and family impact,
    • Utilization of a Multi-tiered system of support to ensure equity, and
    • Utilization of state standards.
 	
There's no one-size-fits-all solution. It is important to remain flexible and customize instruction to meet the diverse needs of our learning community as we continue to monitor the disease conditions in our county. Our ultimate goal is to safely return to face-to-face instruction, as we know this is the optimal learning environment for students. However, during this global pandemic, we recognize the importance of providing a variety of learning options. We have developed plans for a variety of instructional delivery models which include: face-to-face, virtual, hybrid, and remote learning scenarios. In the event that a shift becomes necessary, our district will be able to fluidly transition among instructional delivery methods.

EDUCATIONAL GOALS: Requirements and District Response

2. **The educational goals** expected to be achieved for the 2020-2021 school year. These educational goals could not be used to determine state policy. The district would have to establish all of its goals under this provision by September 15, 2020. **An extended COVID-19 learning plan would have to specify which educational goals are expected to be achieved by the middle of the school year and which by the end of the school year. All of the following would apply to these educational goals:**

a. They must include increased student achievement or, if it can be validly and reliably measured using benchmark assessments, growth on those assessments in the aggregate and for all subgroups of students.

b. They must include an assurance that the district will select benchmark assessments aligned to state standards and an assurance that the district will administer them to all students to determine whether students are making meaningful progress toward mastery of the standards.

c. They must be measurable through those benchmark assessments.

Middle of the Year Goals

Goal 1: By the middle of the 2020-21 school year, the district will have an *increased number of students* meeting their reading growth as measured on their benchmark assessment in the aggregate and for all student groups who have at a minimum of 30 students.

Goal 2: By the middle of the 2020-21 school year, the district will have an *increased number of students* meeting their math growth as measured on their benchmark assessment in the aggregate and for all student groups who have at a minimum of 30 students.

The *"increased number of the students"* will be quantified as either, number of students or percent of students when fall 2020 baseline data are available. Baseline data are needed to assess the impact on student achievement and growth from schools closing in the spring due to COVID-19.

End of the Year Goals

Goal 1: By the end of the 2020-21 school year, the district will have an *increased number of students* meeting their reading growth as measured on their benchmark assessment in the aggregate and for all student groups who have at a minimum of 30 students.

Goal 2: By the end of the 2020-21 school year, the district will have an *increased number of students* meeting their math growth as measured on their benchmark assessment in the aggregate and for all student groups who have at a minimum of 30 students.

The *"increased number of the students"* will be quantified as either, number of students or percent of students when fall 2020 baseline data are available. Baseline data are needed to assess the impact on student achievement and growth from schools closing in the spring due to COVID-19.

HOW INSTRUCTION WILL BE DELIVERED: Requirements and District Response

3. A description of **how instruction will be delivered.** (Instruction in this instance may be delivered at school or at a different location, in person, online, digitally, by other remote means, in a synchronous or asynchronous format, or through any combination of these, but it must conform to the description submitted.) The district's board or board of directors would have to meet every 30 days after the plan's submission to reconfirm how instruction will be delivered during the 2020-2021 school year, and would have to solicit public comment from parents and guardians during the meeting. If the description of instruction changed following one of these meetings, the district would have to deliver instruction according to the reconfirmed description.

District Response:

At the August 17, 2020 meeting, the Board of Education voted to open the school year in Remote Learning for students. Details about our plan for Remote Learning can be found in the enclosed "Parent's Guide to Remote Learning."

The Board of Education also voted to support Special Education students returning to school. During the week of September 28, students in our Early Childhood Special Education (ECSE), Moderate Cognitive Impairment (MOCI), Mild Cognitive Impairment (MICI), Cross Categorical Resource Room (CCRR), and Emotional Impairment (EI) programs will return to school. We will also begin in-person Occupational Therapy and Physical Therapy, as well as in-person supports for Visually Impaired Children. During the week of October 12, students receiving "Walk-In Speech" services, as well as Level 1 Sheltered English Language Learners began receiving in-person support. On October 14 and 15, 370 students took the SAT exam at our 3 comprehensive high schools.

On October 15, 2020, the Board of Education voted to approve an "in-person learning framework," which provided information to families to complete a survey to return to in-person learning or to remain virtual. The survey concluded on Friday, October 22, and is being reviewed at this time for next steps. While the timeline of returning students to school is still being developed, the district has decided to return TK-2 students, followed by grades 3-5, followed by students in grades 6 and 9, and then the remaining secondary students. This return will begin in November.

CORE ACADEMIC INSTRUCTION: Requirements and District Response

4. A description of how **instruction for core academic areas** provided under the learning plan will expose each student to standards comparable to in-person instruction and a description of how student progress will be graded or reported to the student and his or her parents or guardians.

District Response:

While providing remote instruction, Warren Consolidated Schools continues to offer the same programs, curriculum, and services we were offering prior to the pandemic. With fewer instructional minutes, our district has built in collaborative time for selection of essential grade level standards. The district provided training on selection of standards to all teachers over the summer.

Student progress is reported to parents through grading, which is accessed through parent portal. Our report cards will be published (quarterly for secondary, three times for elementary) during the school year.

INSTRUCTION DELIVERED VIRTUALLY: Requirements and District Response

5. If the district is **delivering instruction virtually**, an assurance and description of how students will be provided with equitable access to technology and the internet necessary to participate in instruction. (This would not prohibit the district from providing instruction through nonvirtual educational materials.)

Our district has partnered with the Macomb ISD and county-wide superintendents to respond to the need for all students to ensure equitable access regarding connectivity and learning devices during remote learning. Our district has worked diligently to strengthen remote instruction, improve access to devices, and enhance connectivity. Specifically, we have taken steps to ensure equitable access to technology and internet use so students can seamlessly participate in remote learning.

Our district has created structures to implement high quality instructional learning for remote contexts in synchronous and asynchronous environments. We continue to provide professional learning for staff regarding setting up and leading online learning experiences. Teachers utilize Schoology and WebEx as our standard platforms. Teacher collaboration and ongoing professional development will be offered to strengthen teachers' ability to customize remote instruction according to students' needs.

Teachers will highlight routines and structures to engage students in new learning based on essential standards, and provide students with opportunities to submit evidence of their learning. They will measure student progress and provide students and parents with ongoing, timely feedback about their learning. Effective two-way communication is a critical part of this plan.

Additionally, staff will communicate with students and families about technology access and device use. This plan will include specific protocols for reaching out to students and families to ensure that students are engaging in instruction. Staff will also intentionally create emotionally and physically safe and supportive learning environments for students to develop deep relationships with teachers and peers.

PROVIDING for STUENTS with DISABILITIES: Requirements and District Response

6. A description of how the district will ensure that students with disabilities will be provided with equitable access to instructional accommodations in accordance with state and federal law.

Due to the COVID-19 pandemic, IEP Teams must anticipate the possibility of changes in the public health situation and plan proactively to move smoothly from one phase of the MI Safe Schools Roadmap to another in response to those changes in the public health situation.

"At the beginning of each school year, each public agency must have in effect, for each child with a disability within its jurisdiction, an IEP (34 CFR § 300.323). The IEP must be in place to start the school year; must be based on the unique needs of the individual child with a disability; and must consist of a full offer of a FAPE based on what would be a full in-person instructional day in a brick-and-mortar school setting." (Michigan Department of Education Office of Special Education, Guidance to Address Return to Learn for Students with IEPs, August 2020)

The IEP is the district's current offer of a FAPE and serves as the foundation for contingency planning. A Contingency Learning Plan is triggered when a change in the district's overall instructional delivery model (in response to changes in the public health situation) prevents full implementation of the current IEP as written. The purpose of a Contingency Learning Plan is to modify the IEP in light of the public health circumstances while ensuring that the student continues to:

- be involved and progress in the general curriculum,
- progress toward the annual goals/objectives in the current IEP,
- be educated with other students with and without disabilities to the extent that s/he would under the current IEP and receive the special education programs, related services, and supplementary aids/supports in the current IEP to an extent that is safe, reasonable, and practicable in light of the public health circumstances.

In addition, our district will complete Contingency Learning Plans for all students with 504 plans.

Sample Contingency Learning Plans (for students with IEPs, and for students with 504s) are enclosed with this document.

Our district is in compliance with the timeline set forth by the state for completing these documents for students.

Requirements and District Response

7. A requirement that the district, in consultation with the local health department and district employees, **develop districtwide guidelines concerning pupil instruction** based on local data on key metrics. However, the ultimate decision on instruction would rest with each district. (Key metrics would include COVID-19 cases, hospitalizations, deaths, positive tests, health care capacity, and testing, tracking, and containment infrastructure.)

Macomb County Superintendents have been meeting regularly to navigate ongoing challenges in response to the COVID-19 pandemic. They have collaboratively examined best practices in the areas of safety, instruction, and operations, as well as mental and social-emotional health. In partnership with the Macomb Intermediate School District (MISD), District Superintendents have also worked closely with the Macomb County Executive's Office, the Macomb County Health Department, and other community organizations to leverage resources to meet the diverse needs of students, staff and families.

County-wide protocols/guidance have been determined in partnership with the Macomb County Health Department, and will be addressed on a case by case basis within local school districts. The Macomb County Health Department has provided guidance regarding responding to cases of COVID-19 among students, teachers, and staff. This guidance is further detailed in the following areas:

- Possible COVID-19 Cases in Students
- Possible COVID-19 Cases in Teachers or Staff Persons
- Confirmed COVID-19 Cases
- Close Contacts to a Confirmed COVID-19 Case
- Returning to School/Work

HIPAA and FERPA laws will be taken into consideration for all who may fall ill and/or contract COVID-19, and additional training and guidelines will be provided for all staff.

Local districts will continue to work with all stakeholders, including staff, parents, and students. Local school districts will continue to develop district guidelines regarding instruction based on local data and key metrics. Continuous monitoring of local data is a critical part of this process.

Link to the *Responding to Cases of COVID-19 Among Students, Teachers and Staff* (dated 8.28.20):

https://health.macombgov.org/sites/default/files/content/government/covid19/pdf/COVID-19%20Cases%20Students%20and%20Staff%2008.28.20.pdf

Enclosed with this document is an updated version of our district COVID-19 Preparedness and Response Plan.

8. A provision that, if the district determines that it is safe to provide in-person instruction, it will prioritize instruction for grades K to 5.

The health and safety of Macomb County students and staff remains a top priority as we reopen schools for the 2020-21 school year. Our ultimate goal is to safely return and provide face-to-face instruction, as we know this is the optimal learning environment for students. However, during this global pandemic, we recognize the importance of providing a variety of learning options: face-to-face, hybrid, and remote. While we continue to monitor and adjust our instructional plan to meet the needs of our students, priority will be given to Special Populations and children in grades K – 5 when planning in-person instruction. In the event that a shift becomes necessary, we will be able to fluidly transition among the 3 instructional delivery methods to maintain the continuity of learning.

The framework to return students to in-person learning, approved by the Board of Education on October 15, 2020, prioritizes the return of students in grades K-5. A copy of that document is enclosed.

TEACHER and STUDENT INTERACTIONS: Requirements and District Response

9. A requirement that the district ensure that at least two two-way interactions occur between a student and at least one of his or her teachers during each week of the school year for at least 75% of students in the district. These could apply toward the district's two-way interaction requirement under HB 5912. A district would have to publicly announce its weekly interaction rates at its monthly reconfirmation meetings and make those rates available on its website.

PowerSchool has an attendance report called MI 75% Membership. This report lists students enrolled and student present with a calculated percentage of student present. WCS is running a synchronous learning model. The percentage present has had a daily rate of over 90% per building.

Enclosed is a report which runs from October 1 through October 22 for the purposes of this update. Our percent present had a daily rate of nearly 99% per building.

Benchmark Assessments (Section 104)

The bill would require, as a condition of receiving state aid, that a district administer at least one benchmark assessment to all students in kindergarten through 8th grade within the first nine weeks of the school year and by the last day of the school year, to measure proficiency in reading and math. These assessments could be any of the following or a combination of the following:

- A benchmark assessment from a provider approved by the Michigan Department of Education (MDE), with the requirements for those assessments listed in the table below.
- A benchmark assessment in reading for grades K to 9 that contains progress monitoring tools and enhanced diagnostic assessments, or a benchmark assessment in math for grades K to 8 that contains progress monitoring tools, or both of those assessments.
- A local benchmark assessment or assessments. (If this option is utilized, the district would have to report to MDE and the Center for Educational Performance and Information (CEPI) on the assessments administered and how they measure changes, including any learning losses, and how the district intends to address those losses.)

MDE would have to approve either four or five providers of benchmark assessments that could be administered by a district. MDE would have to inform districts of approved assessment providers in an equitable manner. MDE would have to make one of the assessments from an approved provider available to districts at no cost to the districts. The two types of benchmark assessments from approved providers would have to meet all of the following:

Benchmark assessment from approved provider generally:	Benchmark assessment from approved provider made available to districts at no cost:

- Be one of the most commonly administered benchmark assessments in Michigan.
- Be aligned to the content standards in Michigan.
- Complement Michigan's summative assessment system.
- Be internet-delivered and include a standards-based assessment using a computer-adaptive model to target the instructional level of each student.
- Provide information on student achievement with regard to learning content required in a given year or grade span.
- Provide immediate feedback to students and teachers.
- Be nationally normed.
- Provide multiple measures of growth and provide for multiple testing opportunities.

- Be aligned to the content standards in Michigan.
- Complement Michigan's summative assessment system.
- Be internet-delivered and include a standards-based assessment.
- Provide information on student achievement with regard to learning content required in a given year or grade span.
- Provide timely feedback to students and teachers.
- Be nationally normed.
- Provide information to educators about student growth and allow for multiple testing opportunities.

BENCHMARK ASSESSMENT DESCRIPTION: Requirements and District Response	Back to Top

10. To the extent practicable, a district would have to administer the same benchmark assessment that it administered in previous school years.

Our district will administer the same benchmark assessment that we administered in previous school years.

The assessments MAP Growth Reading and Math provided from NWEA has been previously used and will continue to be used during the 2020-21 school year. The results from NWEA MAP Growth provides the opportunity to identify students instructional level in reading and math. These instructional levels can help identify students who may be performing at a lower or higher level than their grade level peers. These assessments are used among other data points to identify students who may be at risk and need additional supports within the district's MTSS process.

The only exception is for Reading in grades K-5, where our district will use our Local Benchmark, Michigan Literacy Progress Profile (MLPP)/Developmental Reading Assessment 2 (DRA). As is the case with the NWEA MAP Growth Assessment, this will provide data points that will inform our MTSS process.

Our district is on track to meet the timeline requirements for benchmark assessments set by the Return to Learn Legislation, as well as the K-3 Reading Legislation.

TIMELINE of STUDENT DATA: Requirements and District Response

11. A district administering a benchmark assessment described above would have to provide a student's data to the student's parent or guardian within 30 days of the test.

District Response:

Benchmark Assessment scores will be sent to the parent/guardian of students within 30 days of the test.

Macomb County GSRP Framework

GSRP programs must prepare for a purposeful, inclusive remote instruction experience for GSRP as part of any hybrid or remote instruction plan. Expectations for remote learning in GSRP emphasize the continuation of child-centered, developmentally appropriate experiences that incorporate learning objectives across all domains of development. It is essential that remote learning be designed with family needs, connectivity/device limitations, and children's social and emotional needs at the forefront.

The framework was constructed to support virtual learning settings and to guide GSRP programs as teaching teams develop remote learning plans. It includes valuable information related to remote session guidelines, curriculum and assessment, monitoring student participation, educational resources, and support for families. Screen time should be balanced with learning that occurs offline and encourages authentic and hands on learning experiences. It is important that GSRP teaching teams work with families to create a consistent daily routine for the child to engage in play and learning.

We look forward to continuing our strong partnership with The Macomb Intermediate School District. We realize we will be facing some unique challenges as we approach the start of the school year. Our goal is to meet the needs of our youngest learners, help them grow and learn in a positive learning environment, and engage families. Ensuring children are supported emotionally during this time of uncertainty is the foundation of any instruction we may provide.

A link to the Macomb County GSRP Framework is provided here: https://docs.google.com/document/d/1IEupR1D9db4ZdLbI6sLr8zIjHHgO_2wYxKGrrnjnVUE/edit?usp=sharing

Macomb County Career Technical Education (CTE)
Virtual Lesson Plan Project

Macomb County CTE teachers worked collaboratively this summer to prepare remote learning lessons in the courses listed below for the 2020-2021 school year. These resources are readily accessible to staff via Schoology and/or Google Drive. Districts throughout Macomb County continue to provide quality CTE experiences for students.

- AUTOMOTIVE (10 Lessons)
- BUSINESS (11 Lessons)
- COSMETOLOGY (2 Lessons, multi-week)
- CULINARY ARTS (19 Lessons)
- CYBERSECURITY (8 Lessons)
- DIGITAL MEDIA (11 Lessons)
- EDUCATION GENERAL (4 Lessons)
- ENGINEERING (4 Lessons)
- FAMILY CONSUMER SCIENCE (5 Lessons)
- FINANCE (9 Lessons)
- GRAPHICS (9 Lessons)
- HEALTH (39 Lessons)
- HORTICULTURE (5 Lessons)
- MARKETING (10 Lessons)
- MECHANICAL DRAFTING/DRAFTING & DESIGN (15 Lessons)
- MECHATRONICS (7 Lessons)
- RADIO & TV (10 Lessons)

Assurances

1. The District/PSA will make their ISD/Authorizing Body approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's/PSA's website no later than October 1, 2020.

2. The District/PSA will create and make available on its transparency reporting link located on the District/PSA's website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan not later than February 1, 2021, for goals its expected would be achieved by the middle of the school year and not later than the last day of school of the 2020-2021 school year for goals the District/PSA expected would be achieved by the end of the school year.

3. Benchmark Assessments: The District/PSA will
   o select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
   o administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year and again not later than the last day of the of the 2020-2021 school year.

4. If delivering pupil instruction virtually, the District/PSA will
   o provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
   o expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.

5. The District/PSA, in consultation with a local health department will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that are based on local data that are based on key metrics. *Note: A determination concerning the method for delivering pupil instruction shall remain at the District/PSA Board's discretion.* Key metrics that the District/PSA will consider shall include at least all of the following:
   o COVID-19 Cases or Positive COVID-19 tests
   o Hospitalizations due to COVID-19
   o Number of deaths resulting from COVID-19 over a 14-day period
   o COVID-19 cases for each day for each 1 million individuals
   o The percentage of positive COVID-19 tests over a 4-week period
   o Health capacity strength
   o Testing, tracing, and containment infrastructure with regard to COVID-19

6. If the District/PSA determines that it is safe to provide in-person instruction to pupils, the District/PSA will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District/PSA.

Assurances Continued

7. The District/PSA assures that
    o instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
    o the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
    o the District/PSA will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after the MISD approval of the plan, and every 30 days thereafter at a meeting of the Board, and
    o public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District/PSA during a public meeting described in PA-149.

8. The District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.

9. The District/PSA will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District/PSA and the pupil's teacher or at least one (1) of the pupil's teachers during each week of the school year for at least 75% of the pupils enrolled in the District/PSA. The District/PSA will publicly announce its weekly interaction rates at each District/PSA Board meeting where it re-confirms how instruction is being delivered. The District/PSA will make those rates available through the transparency reporting link located on the District/PSA website each month for the 2020-2021 school year.

DISTRICT EXTENDED COVID-19 LEARNING PLAN
SIGNATURE PAGE

DISTRICT NAME: Warren Consolidated Schools

The school district must establish all of its goals for the Extended COVID-19 Learning Plan by September 15, 2020.

SIGNATURE:	DATE
District Superintendent:	

The Extended COVID-19 Learning Plan must be submitted by October 1, 2020.

SIGNATURE:	DATE
Board of Education (optional):	
District Superintendent:	

The Extended COVID-19 Learning Plan Approval

SIGNATURE:	DATE
MISD Superintendent:	

Transparency Reporting

By October 1, 2020, approved plans have to be made accessible through the transparency reporting link on the district's website.

Reconfirmation Meeting Requirements

- Every 30 days after the school district's Extended COVID-19 Learning Plan has been approved, the school district must reconfirm the manner in which instruction is going to be delivered during the 2020-2021 school year.
- Reconfirmation must occur at a meeting of the school district's board or board of directors, and the school district must solicit public comment from the parents or legal guardians of students enrolled in the district during the reconfirmation meeting.
- The school district must publicly announce its weekly 2-way interaction rates at each reconfirmation meeting.

Warren Consolidated Schools

COVID-19 Preparedness and Response Plan

Disclaimer

This document is intended for use as a reference by employees of WCS. It contains a compilation of best practice procedures during the COVID-19 pandemic. The information contained in this document is not automatically applicable to all situations, or all environments. This is not a legal document, nor is it a substitute for professional medical advice or consultation or guidance offered by the CDC or other government sources. COVID-19 is a new disease and we are still learning much about it, including how it spreads. You are kindly requested to follow the procedures outlined here diligently to sustain a healthy and safe environment in this unique time. It is important that we all respond responsibly, consistently and transparently to these protocols.

This manual will be updated with new information as the situation evolves; however, best practices and information may change before a new version of the manual is issued.

NOTE: This manual is v.01.2

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Introduction

Coronavirus Disease 2019 (COVID-19) is a respiratory disease caused by the SARS-CoV-2 virus. It has spread from China to many other countries around the world, including the United States. Depending on the severity of COVID-19's international impacts, outbreak conditions—including those rising to the level of a pandemic— can affect all aspects of daily life, including travel, trade, tourism, food supplies, and financial markets.

The U.S. Department of Health and Human Services' Centers for Disease Control and Prevention (CDC) provides the latest information about COVID-19 and the global outbreak:
www.cdc.gov/coronavirus/2019-ncov

The OSHA COVID-19 webpage offers information specifically for workers and employers:
www.osha.gov/covid-19

About COVID-19

Symptoms of COVID-19

Infection with SARS-CoV-2, the virus that causes COVID-19, can cause illness ranging from mild to severe and, in some cases, can be fatal. Symptoms typically include fever, cough, shortness of breath, sore throat, diarrhea, body aches and/or loss of taste or smell.

According to the CDC, symptoms of COVID-19 may appear in as few as 2 days or as many as 14 days after exposure.

How COVID-19 Spreads

The virus is thought to spread mainly from person- to-person, including:

- Between people who are in close contact with one another (within about 6 feet);

- And through respiratory droplets produced when an infected person coughs or sneezes. These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.

It may be possible that a person can get COVID-19 by touching a surface or object that has SARS-CoV-2 on it and then touching their own mouth, nose, or possibly their eyes, but this is not thought to be the primary way the virus spreads.

The CDC website provides the latest information about COVID-19 transmission: www.cdc.gov/ coronavirus/2019-ncov/ about/transmission.html.

Understanding Risk of Exposure to SARS-CoV-2 in the Workplace

Worker risk of occupational exposure to SARS-CoV-2, the virus that causes COVID-19, during an outbreak may vary from very high to high, medium, or lower (caution) risk. The level of risk depends in part on the industry type, need for contact within 6 feet of people known to be, or suspected of being, infected with SARS-CoV-2, or requirement for repeated or extended contact with persons known to be, or suspected of being, infected with SARS-CoV-2.

Very High Exposure Risk

Very high exposure risk jobs are those with high potential for exposure to known or suspected sources of COVID-19 during specific medical, postmortem, or laboratory procedures.

Workers in this category include:

- Healthcare workers performing aerosol-generating procedures (e.g., intubation, cough induction procedures, bronchoscopies, some dental procedures and exams, or invasive specimen collection) on known or suspected COVID-19 patients;

- Healthcare or laboratory personnel collecting or handling specimens from known or suspected COVID-19 patients (e.g., manipulating cultures from known or suspected COVID-19 patients);

- And morgue workers performing autopsies, which generally involve aerosol-generating procedures, on the bodies of people who are known to have, or suspected of having, COVID-19 at the time of their death.

High Exposure Risk

High exposure risk jobs are those with high potential for exposure to known or suspected sources of COVID-19. Workers in this category include:

- Healthcare delivery and support staff exposed to known or suspected COVID-19 patients (note: when such workers perform aerosol-generating procedures, their exposure risk level becomes very high);

- Medical transport workers (e.g., ambulance vehicle operators) moving known or suspected COVID-19 patients in enclosed vehicles;

- And, mortuary workers involved in preparing (e.g., for burial or cremation) the bodies of people who are known to have, or suspected of having, COVID-19 at the time of their death.

Medium Exposure Risk

Medium exposure risk jobs include those that require frequent and/or close contact with (i.e., within 6 feet of) people who may be infected with SARS-CoV-2, but who are not known or suspected COVID-19 patients. Workers in this category may have contact with the general public.

Lower Exposure Risk (Caution)

Lower exposure risk (caution) jobs are those that do not require contact with people known to be, or suspected of being, infected with SARS-CoV-2 nor frequent close contact with (i.e., within 6 feet of) the general public. Workers in this category have minimal occupational contact with the public and other coworkers.

Reducing the Risk of Exposure to SARS-CoV-2

Develop a COVID-19 Preparedness and Response Plan

This response and preparedness plan outlines necessary processes and protocols related to COVID-19.

This plan includes relevant information for all employees, including:

- Understanding Exposure Risk;

- Basic Infection Prevention Measures;

- Identification and Isolation of Sick Individuals;

- Work Flexibilities and Protections;

- Workplace Controls to Reduce Risk;

- Reporting Unsafe Working Conditions

- And Communication Processes.

Implement Basic Infection Prevention Measures

Protecting workers depends on emphasizing basic infection prevention measures *by all employees*. Staff shall:

- Practice frequent and thorough hand washing or the use of hand sanitizer (at least 60% alcohol);

- Stay home if sick;

- Use respiratory etiquette, including covering coughs and sneezes;

- Work remotely, on a reduced-report schedule or staggered shift work as circumstances allow;

- Practice social distancing;

- Refrain from using other workers' phones, desks, offices, or other work tools and equipment, whenever possible;

- Perform routine cleaning and disinfecting of surfaces, equipment, and   other elements of the work environment.

Implement Policies and Procedures for Prompt Identification and Isolation of Sick People

Perform a self-screening prior to entering the workplace

All staff is expected to perform a self-screening prior to entering the workplace (posted at entryways). Staff must not enter the workplace if they are or have been exposed to a person with a suspected or confirmed case of COVID-19; if they are displaying symptoms; or if they have traveled internationally during the past 14 days. (www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html). Staff is instructed to go home and notify the appropriate supervisor.

Please note: Information below may change based on revised guidelines provided by the CDC and/or the Macomb County Health Department.

Employees and contractors who test positive for COVID-19 or who display one or more of the principal symptoms of COVID-19 are prohibited from entering property owned, leased, or controlled by the District until:

- Three days have passed since their symptoms have resolved and seven days have passed since their symptoms first appeared or since they were swabbed for the test that yielded the positive result;

- Or the symptomatic, non-diagnosed employee or contractor receives a negative COVID-19 test.

Employees and contractors who have had close contact with an individual who tests positive for COVID-19 or with an individual who displays one or more of the principal symptoms of COVID-19 are prohibited from entering property owned, leased, or controlled by the District until:

- Fourteen days have passed since the last close contact with the sick or symptomatic individual;

- Or the symptomatic, non-diagnosed individual receives a negative COVID-19 test.

Take steps if symptoms begin at work

Should you become symptomatic at work, you shall:

- If symptoms are severe, call 911. Follow their advice. Communicate with the supervisor and Pandemic Response Manager, Jodi Duplay, if possible.

- Further distance/isolate yourself from others, if possible. All buildings shall have a designated isolation space until the sick individual can be transported off-site as quickly as possible.

- If symptoms are mild, let your supervisor know and go home to call your health care professional. Follow their advice. As you can, please remain in communication with your supervisor and Jodi Duplay. (Supervisors: contact the Executive Director of Facilities and Custodial Services for instructions regarding potential building closure and sanitization.)

Self-Report COVID-19 concerns (employees and contractor

To proactively take measures to minimize the spread of COVID-19 and keep our school community as safe as

possible during this Public Health Emergency, employees and contractors shall self-report any COVID-19 related concerns. In the event that an employee or contractor is unable to self-report, the employee should make best efforts to notify the District or have a member of the employee or contractor's family notify the District, as soon as practicable under the circumstances.

Employees and contractors shall self-report any one of the following situations:

Quarantine
- You have been advised by a healthcare provider to self-quarantine;

- You have self-quarantined as a preventative care measure because of COVID-19 related symptoms as described by the Centers for Disease Control and Prevention (i.e. fever, cough, difficulty breathing);

- You are subject to a quarantine or isolation order;

Care for Others
- You are caring for an individual who is subject to an order as described above;

- You are caring for a son or daughter and the school or childcare provider has been closed or is unavailable due to COVID-19 (if this is impacting your ability to work);

- You must care for an at-risk family member who is following a requirement or recommendation to quarantine due to exposure to or symptoms of COVID-19;

Exposure
- You know or have reason to believe another employee has COVID-19;

- You have come into contact with someone who has tested positive for COVID-19;

- You believe you have been exposed to COVID-19;

- You are experiencing symptoms and are actively seeking a medical diagnosis;

Diagnosis
- Or, you have been diagnosed with/tested positive for COVID-19.

Procedure to self-report

- Employees who are comfortable sharing that information with their immediate supervisor are welcome to do so. The immediate supervisor will inform the Pandemic Response Manager.

- Employees who are not comfortable sharing that information with their immediate supervisor may share directly with the Pandemic Response Manager.

When an employee, student, or volunteer/visitor has been diagnosed

The CDC issued guidance to schools and child care programs that includes steps to take when an individual infected with COVID-19 has been in a school building. The District will follow the steps below.

1. COVID related concern (positive, possible, exposure) reported to Pandemic Response Manager.

2. The initial course of action may be to close the building or parts of the building for 2 to 5 days allowing additional time for local health officials to gain a better understanding of the situation and provide the next best steps, as determined on a case-by-case basis.

3. Notify staff and parents that an employee or volunteer/visitor has tested positive for COVID-19 in accordance with the emergency operations plan and applicable privacy laws. Include guidance to self monitor and seek medical attention as needed.

4. Clean and disinfect thoroughly:

    *   Close off areas used by the individuals with COVID-19 and wait as long as practical before beginning cleaning and disinfection to minimize potential for exposure.

    *   Open outside doors and windows to increase air circulation. If possible, wait up to 24 hours before beginning cleaning and disinfecting.

    *   Cleaning staff should clean and disinfect all areas (e.g. offices, bathrooms and common areas) used by ill persons, focusing especially on frequently touched surfaces using disinfectants outlined in CDC guidance.

Maintain confidentiality

The District will take reasonable precautions to protect health information pursuant to all applicable laws and statutes, including, but not limited to, the Americans with Disability Act of 1990 (ADA), the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the Family Education Rights and Privacy Act of 1974 (FERPA).

You may hear or become aware of an employee, volunteer, or a student who has been tested or diagnosed with COVID-19. We will ensure that information related to COVID-19 is safeguarded in accordance with Federal and State statutes that address confidentiality. Information will be confidentially managed and disclosed only to those with a need to know.

Staff can help by not engaging others who do not have a need to know, and by refraining from open dialogue or discussion about individual employee or student medical status. This will help us as a school community ensure we treat all members with dignity and respect.

Report time spent on-site

Each time you are exiting a WCS building, please report your on-site time by using the link on the Employee tab on the District webpage. You will record the date, building, your name, time of entry as well as answering health related questions and cleared yourself to enter the building. As a reminder, if you answer yes to any self-check questions, *do not enter the building*. In that case, *no form should be completed because you did not enter the building*.

If you travel to multiple sites per day, you need to complete a new report for each time/site visited.

Additional Health Resources

In addition to your own doctor, MESSA has a 24/7 Online Doctor Visit App.

Members must download the BCBSM Online App pictured below (need enrollee ID):

BCBSM Online Visits
Blue Cross and Blue Shield of Michigan
★ ★ ★ ★ ★
GET — On the App Store

View
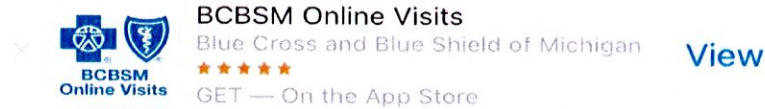
Talk to a Doctor Now

To start, please download our mobile app.

Download App

Mental and Social-Emotional Well-Being

During the COVID-19 pandemic, you may experience an increase in stress, anxiety or fear. Keep in mind that students and staff can utilize the services of CARE of Southeast Michigan.

www.careofsem.com

Develop, Implement, and Communicate Workplace Flexibilities and Protections

- Sick employees are actively encouraged to stay home.

- Non-report of scheduled on-site days will be recorded and routed to bank time.

- Absences will be handled accordingly with appropriate documentation and may require adjustment/restoration based on legislation and documentation in the future.

Essential staff

Federal guidance regarding critical infrastructure/essential workers found here:

https://www.cisa.gov/sites/default/files/publications/CISA-Guidance-on-Essential-Critical-Infrastructure-Workers-1-20-508c.pdf?utm_medium=email&utm_source=govdelivery

Staff required to support or perform the following essential activities are to be included within our remote work, reduced reporting schedule, or on an on-call basis:

- Distributing food to students and families.

- Ensuring continuity of financial obligations (e.g. payroll, benefits, accounting).

- Continuing access and sanitation at facilities responsible for the essential activities of the District.

- Securing and maintaining facilities and the infrastructure at our facilities.

- Employees necessary to conduct minimum basic school operations consistent with the Continuity of Learning Plan, including those who facilitate alternative modes of instruction, such as distributing materials and equipment or perform other necessary in-person functions.

Leave protections and documentation

The Families First Coronavirus Response Act ("FFCRA") provides for leaves under certain circumstances.

Emergency Paid Sick Leave Act

The Families First Coronavirus Response Act ("FFCRA") Emergency Paid Sick Leave Act (EPSLA) provides eligible employees time under the following conditions:

- The employee is subject to a Federal, State, or local quarantine or isolation order related to COVID–19.
- The employee has been advised by a health care provider to self-quarantine due to concerns related to COVID–19.
- The employee is experiencing symptoms of COVID–19 and seeking a medical diagnosis.
- The employee is caring for an individual who is subject to an order as described in (1) above or has been advised as described in (2) above.
- The employee is caring for a son or daughter of such employee if the school or place of care of the son or daughter has been closed, or the child care provider of such son or daughter is unavailable, due to COVID –19 precautions.
- The employee is experiencing any other substantially similar condition specified by the Secretary of Health and Human Services in consultation with the Secretary of the Treasury and the Secretary of Labor.

Paid sick time is calculated based on the employee's compensation and the number of hours the employee would otherwise be scheduled to work and is subject to statutory caps.

Though an employee is not required to use accrued paid vacation leave, personal leave or family leave, an employee may elect to use accrued paid vacation leave, personal leave or family leave should the statute not apply to the absence.

Emergency Family and Medical Leave Expansion Act

The FFCRA Emergency Family and Medical Leave Expansion Act (EFMLEA) provides eligible employees up to twelve (12) weeks of leave if the employee is unable to work (or telework) due to a need for leave to care for the son or daughter under 18 years of age of such employee if the school or place of care has been closed, or the child care provider of such son or daughter is unavailable, due to a public health emergency.

An employee must have been employed for at least 30 calendar days to be eligible for leave under the EFMLEA.

The first ten (10) days for which an employee takes EFMLEA leave shall be unpaid, however the employee may be eligible for EPSLA, as described above. Each day of leave after the initial 10 shall be paid based on two-thirds of an employee's regular rate, and is subject to statutory caps.

Documentation

An employee who needs to take leave under the EPSLA or EFMLEA should submit a formal request by submitting a Medical or Child Care Accommodations Request Form located in Document Depot with the following information:

- The employee's name;
- The date or dates for which leave is requested;
- A statement of the COVID-19 related reason the employee is requesting leave and written support for such reason;
- And a statement that the employee is unable to work, including by means of telework, for such reason.

In the case of a leave request based on a quarantine order or self-quarantine advice, the statement from the employee should include the name of the governmental entity ordering quarantine or the name of the health care professional advising self-quarantine, and, if the person subject to quarantine or advised to self-quarantine is not the employee, that person's name and relation to the employee.

In the case of a leave request based on a school closing or child care provider unavailability, the statement from the employee should include the name and age of the child (or children) to be cared for, the name of the school that has closed or place of care that is unavailable, and a representation that no other person will be providing care for the child during the period for which the employee is receiving family medical leave and, with respect to the employee's inability to work or telework because of a need to provide care for a child older than fourteen during daylight hours, a statement that special circumstances exist requiring the employee to provide care.

Upon submission, and subsequent approval of the leave request, the employee will be notified of the steps to enter absences, as appropriate, into the district's absence management system as well as receiving a follow up from a member of the HR staff regarding benefits afforded to the employee under the FFCRA.

Implement Workplace Controls

Occupational safety and health professionals use a framework called the "hierarchy of controls" to select ways of controlling workplace hazards. In other words, the best way to control a hazard is to systematically remove it from the workplace, rather than relying on workers to reduce their exposure.

During a COVID-19 outbreak, when it may not be possible to eliminate the hazard, the most effective protection measures are: engineering controls, administrative controls, safe work practices (a type of administrative control), and Personal Protective Equipment (PPE).

Examples of Engineering Controls

Engineering controls involve isolating employees from work-related hazards. In workplaces where they are appropriate, these types of controls reduce exposure to hazards without relying on worker behavior and can be the most cost-effective solution to implement.

Examples of administrative controls for SARS-CoV-2 include:

- Installing high-efficiency air filters.

- Increasing ventilation rates in the work environment.

- Installing physical barriers, such as clear plastic sneeze guards.

- Installing a drive-through window for customer service.

- Using specialized negative pressure ventilation in some settings, such as for aerosol generating procedures (e.g., airborne infection isolation rooms in healthcare settings and specialized autopsy suites in mortuary settings).

Examples of Administrative Controls

Administrative controls require action by the worker or employer. Typically, administrative controls are changes in work policy or procedures to reduce or minimize exposure to a hazard.

Examples of administrative controls for SARS-CoV-2 include:

- Encouraging sick workers to stay at home.

- Minimizing contact among workers and public visitors by replacing face-to-face meetings with virtual communications and implementing telework if feasible.

- Establishing alternating days or extra shifts that reduce the total number of employees in a facility at a given time, allowing them to maintain distance from one another while maintaining a full onsite work week.

- Discontinuing nonessential travel to locations with ongoing COVID-19 outbreaks. Regularly check CDC travel warning levels at: www.cdc.gov/coronavirus/2019-ncov/travelers.

- Developing emergency communications plans, including a forum for answering workers' concerns and internet-based communications, if feasible.

- Providing workers with up-to-date education and training on COVID-19 risk factors and protective behaviors (e.g., cough etiquette and care of PPE).

- Training workers who need to use protective clothing and equipment how to put it on, use/wear it, and take it off correctly, including in the context of their current and potential duties. Training material should be easy to understand and available in the appropriate language and literacy level for all workers.

Examples of Safe Work Practices

Safe work practices are types of administrative controls that include procedures for safe and proper work used to reduce the duration, frequency, or intensity of exposure to a hazard.

Examples of safe work practices for SARS-CoV-2 include:

- Providing resources and a work environment that promotes personal hygiene. For example, provide tissues, no-touch trash cans, hand soap, alcohol-based hand rubs containing at least 60 percent alcohol, disinfectants, and disposable towels for workers to clean their work surfaces.

- Requiring regular hand washing or the use of alcohol-based hand rubs. Workers should always wash hands when they are visibly soiled and after removing any PPE.

- Posting handwashing signs in restrooms.

Jobs Classified at Lower Exposure Risk (Caution): What to Do to Protect Workers

As stated previously, lower exposure risk (caution) jobs are those that: 1) do not require contact with people known to be, or suspected of being, infected with SARS-CoV-2; and do not have frequent close contact with (i.e., within 6 feet of) the general public. Workers in this category have minimal occupational contact with the public and other coworkers.

Workers who do not have frequent contact with the general public, should still follow the basic infection measures outlined previously in this handbook. Additional control measures described in this section should also be implemented.

Engineering Controls

Additional engineering controls are not recommended for workers in the lower exposure risk group.

Administrative Controls

- Monitor public health communications about COVID-19 recommendations and ensure that workers have access to that information. Frequently check the CDC COVID-19 website: www.cdc.gov/coronavirus/2019-ncov.

- Collaborate with workers to designate effective means of communicating important COVID-19 information.

Personal Protective Equipment and Face Coverings

Additional PPE is not recommended for workers in the lower exposure risk group. Workers should continue to use the PPE, if any, that they would ordinarily use for other job tasks.

Pursuant to Executive Order 2020-59, all employees performing in-person work are required to wear face coverings or masks. To the extent it can obtain supplies, the District will provide face coverings or masks to employees who do not have their own face covering or mask.

Jobs Classified at Medium Exposure Risk: What to Do to Protect Workers

As stated previously, medium exposure risk jobs include those that require frequent and/or close contact with (i.e., within 6 feet of) people who may be infected with SARS-CoV-2, but who are not known or suspected COVID-19 patients. Workers in this category may have contact with the general public.

Workers who have frequent or close contact with individuals who may be infected as part of the general public should still follow the basic infection measures outlined previously in this handbook. Additional control measures described in this section should also be implemented.

Engineering Controls

- Install physical barriers, such as clear plastic sneeze guards, where feasible.

Administrative Controls

- Keep public visitors informed about symptoms of COVID-19 and ask sick public visitors to minimize contact with workers until healthy again, such as by posting signs about COVID-19 and asking public visitors to self-screen and not enter the building if they cannot answer no to all questions.

- Where appropriate, limit customers' and the public's access to the worksite, or restrict access to only certain workplace areas.

- Consider strategies to minimize face-to-face contact (e.g., drive- through service delivery , phone-based communication, telework).

- Communicate the availability of medical screening or other worker health resources (e.g., on-site nurse; telemedicine services).

Personal Protective Equipment and Face Coverings

Workers with medium exposure risk may need to wear some combination of gloves, a gown, a face mask, and/or a face shield or goggles. PPE ensembles for workers in the medium exposure risk category will vary by work task, the results of the employer's hazard assessment, and the types of exposures workers have on the job. Each employer should select the combination of PPE that protects workers specific to their various work locations and duties. Additionally, workers should continue to use the PPE, if any, that they would ordinarily use for other job tasks.

Pursuant to Executive Order 2020-59, all employees performing in-person work are required to wear face coverings or masks. To the extent it can obtain supplies, the District will provide face coverings or masks to employees who do not have their own face covering or mask.

Jobs Classified Above Medium Exposure Risk

Recall, jobs with very high exposure risk are those with high potential for exposure to known or suspected sources of COVID-19 during specific medical, postmortem, or laboratory procedures and high exposure risk jobs are those with high potential for exposure to known or suspected sources of COVID-19, like workers in hospitals, nursing homes, mortuaries, first responders, etc. As such, specific controls are not addressed here.

Maintaining Communication Regarding SARS-CoV-2

Reporting Unsafe Working Conditions

Staff who wish to report working conditions which are not in alignment with expected COVID-19 practices may report concerns to the Chief Human Resources Officer directly, without fear of reprisal.

The Importance of E-Mail and Staff FAQs

Important District communication will be communicated via District e-mail addresses to impacted employees, this includes through the published Staff FAQs. As such, employees shall check e-mail regularly, at minimum, once a day. Recognizing that the Staff FAQs are updated usually weekly, typically on Friday afternoon, e-mail should be checked later in the day on Friday, or even twice a day on Friday to be sure staff has the most up-to-date information heading into the following week. This is a dynamic situation that often requires flexibility of some processes and responses.

Staff are encouraged to share any questions with their association leadership or supervisor. Association leaders maintain regular contact with District leadership. This enables the District to answer specific questions or concerns, as well as include broad-level questions and concerns in subsequent issues of the Staff FAQs.

For More Information

Federal, state, and local government agencies are the best source of information in the event of an infectious disease outbreak, such as COVID-19. Staying informed about the latest developments and recommendations is critical, since specific guidance may change based upon evolving outbreak situations.

Below are several recommended websites to access the most current and accurate information:

Occupational Safety and Health Administration website: www.osha.gov

Centers for Disease Control and Prevention website: www.cdc.gov

National Institute for Occupational Safety and Health website: www.cdc.gov/niosh

Macomb County Health Department website: www.macombgov.org

Warren Consolidated Schools

A Parent's Guide to the Return to In-Person Learning Framework

2020-2021 School Year

Introduction

As the 2020-2021 school year moves into October, this is a formal framework to bring students back to school. It includes a disclaimer, some important background information, a reminder about state policy, updated safety protocols, and proposed schedules for elementary and secondary schools. Please note, while this framework focuses on bringing students back to school, our district will continue to offer a virtual option for families.

Disclaimer

As has been the case since March when our schools were closed due to the spread of COVID-19, our plans remain fluid to respect the pandemic, as well as the politics. As we began to formalize this document, the Michigan Supreme Court overturned all Executive Orders from the Governor since April. The following week, the Michigan Department of Health and Human Service issued a range of guidelines intended to replicate the safety items outlined by Executive Orders from the Governor. Our district continues to stay informed about developments, adjusting our plans accordingly.

With that in mind, this framework represents our best thinking based on the current conditions.

Background Information

Before reviewing a framework of tentative schedules, timelines, and logistics, a look at the status of COVID cases across the state as well as locally, along with a review of what other districts in our county are doing is important.

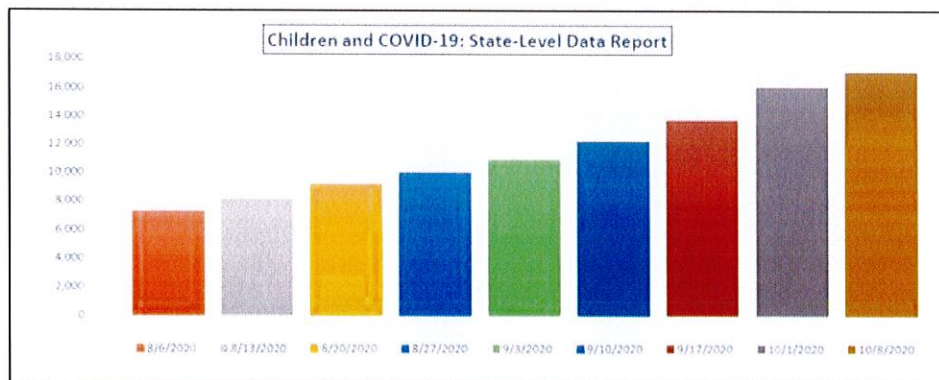## COVID-19 Spread in Michigan:

The American Academy of Pediatrics maintains a count (updated weekly) of reported COVID cases in children. Our office has monitored this report weekly since July. You will find a chart below, developed internally using this data:

Children and COVID-19 State Data Report

Date	Cumulative Cases (age 0-19)	Amount of New Cases	Difference from previous week	Cumulative Total Cases (all ages)	Percent children of total cases	Cases per 100,000 Children	Hospitalization	Mortality	Cumulative Total Confirmed Deaths (all ages)	Percent of children of total deaths
7/30/2020	6,275			88,974	7.1%	260.6	n/a	4	6,422	1.00%
8/6/2020	7,260	985		93,893	7.7%	301.5	n/a	0	6,478	0.00%
8/13/2020	8,121	861	-84	98,689	8.2%	337.3	n/a	0	6,539	0.00%
8/20/2020	9,149	1,028	+167	104,091	8.8%	380	n/a	0	6,618	0.00%
8/27/2020	10,044	895	-133	109,480	9.2%	417.2	0	0	?	0.00%
9/3/2020	10,958	914	+19	114,468	9.6%	455.1	0	0	?	0.00%
9/10/2020	12,229	1,271	+357	119,863	10.2%	507.9	0	0	?	0.00%
9/17/2020	13,657	1,428	+157	125,752	10.9%	567.2	0	2	6,680	0.00%
9/24/2020	14,770	1,113	-315	131,259	11.3%	613.5	0	0	6,781	0.00%
10/1/2020	16,042	1,272	+159	138,014	11.6%	666.3	0	0	6,816	0.00%
10/8/2020	17,072	1,030	-242	145,092	11.8%	709.1	0	0	6,898	0.00%

American Academy of Pediatrics and the Children's Hospital Association
https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/children-and-covid-19-state-level-data-report/

Children and COVID-19: State-Level Data Report

You will notice that while overall cases of COVID have grown since late July, which corresponds to an increase in the percentage of total cases of children, "new cases" have not gone up each week, even after school started across the state.

For these purposes, "children" are defined as ages 0-19, which does include some young people in their first year beyond high school.

Background Information

Approaches to Opening School in Macomb County:
To follow developments from around the county, our office has monitored School Board meetings, public messages, and regular contact with colleagues and parents from other communities. Below is a map, showing how districts in Macomb County opened the school year:

Start of 2020-2021
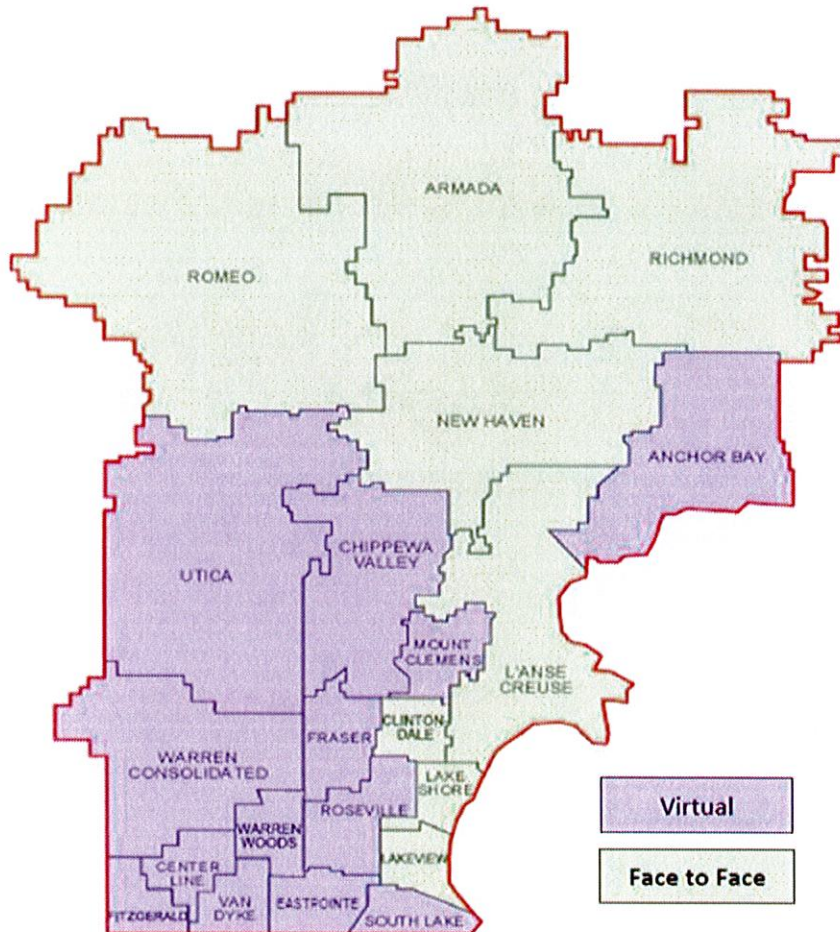
You will notice eight of 21 districts in our county opened the school year with some form of Face-to-Face instruction. All districts in Macomb County offered a virtual option for families who were uncomfortable with their children returning to school.

Background Information

Below is the latest update of our county map, updated on October 12, 2020:

SCHOOL STATUS AS OF 10/12/20

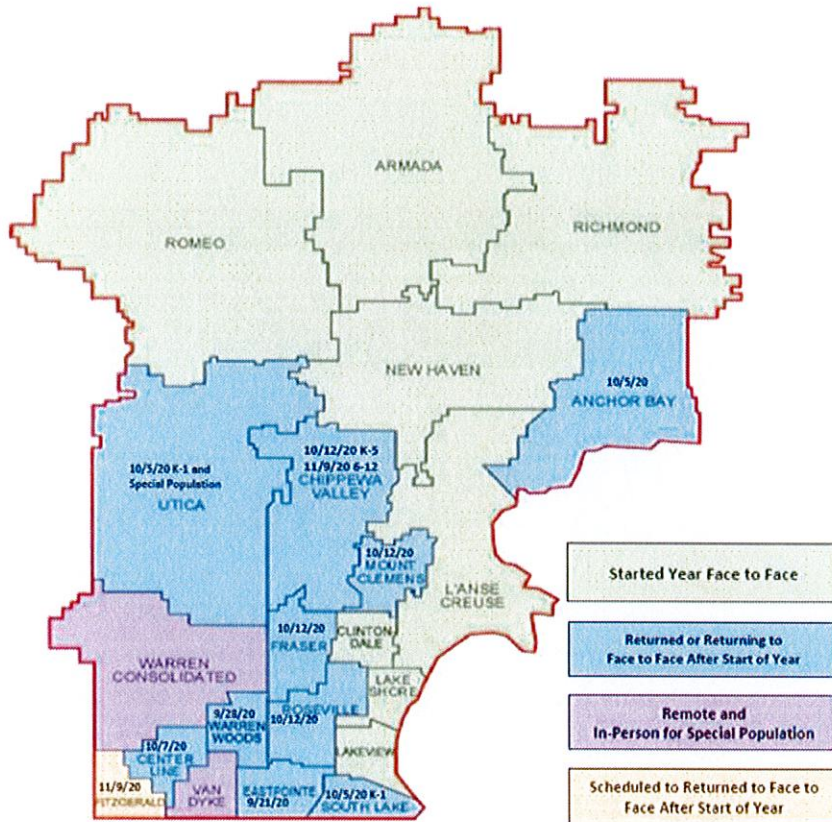You will notice most districts in Macomb County have returned to some form of Face-to-Face after the start of the school year. As an important point of context, while some district such as Chippewa Valley have plans for a K-12 return, others such as Utica are beginning with smaller groups such as K-1 and Special Education students. "Face-to-Face" represents a true mixed bag; most districts are pursuing a hybrid model with small groups of students attending partial days. To our knowledge, very few districts in the northern part of Macomb County have all students who wanted in-person instruction present at school each day.

An important consideration is potential enrollment loss to other districts around Macomb County. Should infection rates remain steady, and as schools continue to bring students in and programs continue to evolve, families choosing Schools of Choice options becomes a stronger possibility.

State Policy Information

The recent decision by the State Supreme Court prompted a response from the Michigan Department of Health and Human Service issued a range of guidelines intended to replicate the safety items outlined by Executive Orders from the Governor. Considering the similarities between the Governor's Plan and the MDHHS guidelines, the "Safe Schools Roadmap" from June remains a strong way to organize logistics. This guidance created the framework of our District Crisis team response to COVID. As a refresher:

	Phase 4 In-person instruction permitted with required safety protocols	Phase 5 In-person instruction permitted with minimal required protocols
Personal Protective Equipment	Face Coverings are **required** for: All staff PreK-12 students in hallways and common areas TK-12 students in classrooms All people on a bus	Face Coverings are **strongly recommended, but not required**, for: All staff Pre-K-12 students in hallways and common areas.
Hygiene	Schools are **required** to: Provide supplies including soap, hand sanitizer, paper towels, tissues, and informational signs Procure portable handwashing stations to be set up throughout school buildings Teach and reinforce proper handwashing procedures Wash hands or use hand sanitizer before entering the cafeteria or school buses	It is **strongly recommended, but not required**, that: Schools provide supplies including soap, hand sanitizer, paper towels, tissues, and education about healthy behaviors Students wash hands or use hand sanitizer when changing classrooms, entering the cafeteria, or getting on a bus.
Spacing, Movement, Access	Schools are **required** to: Prohibit indoor assemblies with more than one class It is **strongly recommended, but not required** that: Desks, students, and teachers be spaced 6 feet apart Guests are limited in buildings Signage, floor markings, and seating encourage distancing and proper hygiene.	It is **recommended** that: Desks, students, and teachers be spaced as far apart as possible Guests are limited in buildings Signage, floor markings, and seating encourage distancing and proper hygiene

State Policy Information

	Phase 4 **In-person instruction permitted with required safety protocols**	**Phase 5** **In-person instruction permitted with minimal required protocols**

Testing Protocols	Schools are **required** to:
	    Cooperate with the local health department regarding implementing protocols for screening students and staff
	
	It is **strongly recommended** that:
	    Schools identify a space and designate it as a quarantine area
	Send symptomatic students and staff home until they have a negative test or have recovered according to CDC guidelines.
		It is **strongly recommended** that:
		    Schools identify a space and designate it as a quarantine area
		Send symptomatic students and staff home until they have a negative test or have recovered according to CDC guidelines.

Responding to Positive Tests Among Staff and Students	It is **required** that schools:
	    Cooperate with the local public health department if a confirmed case of COVID-19 is identified, and in particular, must collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at the school.
	
	It is **strongly recommended, but not required,** that schools:
	    Notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
	
	It is **strongly recommended, but not required**, that the health department:
	    Initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self-quarantine for up to 14 days after exposure.
		It is **strongly recommended, but not required,** that schools:
		    Notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
		
		It is **strongly recommended, but not required**, that the health department:
		    Initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self-quarantine for up to 14 days after exposure.

State Policy Information

	Phase 4 In-person instruction permitted with required safety protocols	Phase 5 In-person instruction permitted with minimal required protocols
Cleaning	Schools are **required** to: Clean frequently touched surfaces including light switches, doors, benches, bathrooms at least every four hours Clean libraries, computer labs, arts, and other hand-on classrooms after every class period Wipe down student desks after every class period Playground structures must continue to undergo normal routine cleaning	It is **strongly recommended, but not required,** that: Clean frequently touched surfaces including light switches, doors, benches, bathrooms at least every four hours Clean libraries, computer labs, arts, and other hand-on classrooms after every class period Wipe down student desks after every class period Playground structures must continue to undergo normal routine cleaning

Logistics

Currently our region is in Phase 4 of the Governor's Roadmap. This served as the basis for our plans to return Special Education students, our plans for in-person SAT testing, and remains the basis for this framework. With that in mind, our framework to bring back all students includes:

Personal Protective Equipment

Face Coverings are **required** for all staff and TK-12 students in hallways, common areas, classrooms, and on buses. Face coverings may be homemade or disposable level-one (basic) grade surgical masks. Homemade facial coverings must be washed daily, and disposable facial coverings must be disposed of at the end of each day. For those who do not bring a face covering from home, WCS will provide disposable face coverings. Any staff or student who is unable to medically tolerate a facial covering must not wear one. Our district will require documentation for those unable to wear a facial covering.

Hygiene

Regardless of the Phase of the Governor's plan, our schools will provide supplies including soap, hand sanitizer, paper towels, tissues, and informational signs. We will also teach and reinforce proper handwashing procedures and ensure students and staff wash their hands or use hand sanitizer before entering the cafeteria or school buses.

Spacing, Movement, and Access

Work stations/desks for students and teachers will be spaced 6 feet apart, and all work stations/desks will face the same direction. Furniture that cannot be easily sanitized or does not allow for spacing will be removed from classrooms and not available for use.
Guests will have limited access to our buildings.

Hallways and Common Areas

Schedules will be staggered to limit the number of students in hallways at one time. We will adjust lunch schedules to maximize spacing, and students can expect assigned seating in our cafeterias. Recess will be held outside as often as possible.

Logistics

Responding to Positive Tests Among Staff and Students

As has been our practice, should a staff member or student test positive for Covid-19, our School Nurse and COVID manager would notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws. We would follow Health Department recommendations on cleaning and sanitizing any areas.

Cleaning

Custodians will continue to follow our daily cleaning protocols that staff was trained on last spring. You will notice in the proposed schedules below, Wednesday is reserved as a "Remote Learning/Teacher Collaboration" day. This approach will give our custodians extra time to ensure our buildings stay clean.

Proposed Elementary Schedule

A Cohort Model

This framework splits students into two groups, or cohorts. To ensure proper spacing and logistics, our plan assumes all students will return to in-person learning, realizing many families will choose to remain virtual. This approach allows us to be prepared for the eventual reality that some families who choose to remain virtual will return to school at some point.

Context

Our goal is to bring students back to school for full days. However, as a first step, due to the challenges of spacing in our cafeterias, the mask fatigue we are currently seeing in our elementary special education students, and to minimize asynchronous remote learning, I am proposing students come to school for a half-day in person. To allow us to properly space students, we will have two cohorts of half the students per class.

Cohort A and Cohort B both participate in the "Remote Learning" in the afternoon on Monday, Tuesday, Thursday, and Friday.

Nutrition Services

Our approach to feeding students (Wednesday distributions) would remain intact as we bring in elementary students. Operating lunch periods at the elementary level, even with reduced numbers of students, requires extra staffing, which would be part of our future planning. The community food distribution schedule is subject to change based on how many students return to in person learning.

Days of the Week

An important lesson learned this summer was the importance of the Health Department's recommendation on contact tracing. When there is a positive case, people who were within 6 feet of the individual for more than 15 minutes during the 48 hours before symptoms first developed must quarantine. Our cohort schedules found below were constructed with this 48 hour period in mind.

Proposed Elementary Schedule

Elementary Schedule

Cohort A:					
	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 – 11:30	In-Person Instruction	Asynchronous Learning	Intervention Groups SEL Supports	In-Person Instruction	Asynchronous Learning
12:30 – 1:10	Specials	Specials	Specials	Specials	Specials
1:15 – 3:30	Remote Learning	Remote Learning	Teacher work time	Remote Learning	Remote Learning

Cohort B:					
	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 – 11:30	Asynchronous Learning	In-Person In-struction	Intervention Groups SEL Supports	Asynchronous Learning	In-Person In-struction
12:30 – 1:10	Specials	Specials	Specials	Specials	Specials
1:15 – 3:30	Remote Learn-ing	Remote Learn-ing	Teacher work time	Remote Learn-ing	Remote Learn-ing

Proposed Secondary Schedule

Context

Much like the elementary framework, the Secondary School Schedule has a cohort model, which allows us to space students in classrooms. Being that our secondary students are older, can tolerate masks longer, and our district has to balance the programs at Butcher (MMSTC, MS2TC and MSVPA), as well as CPC, this framework is for a full day of school.

While not marked on this sample schedule, students will eat lunch each day in our cafeteria. The number of students in the building will determine if students are spread over 3 or 4 lunch periods. Times will be adjusted accordingly.

Cohort A and Cohort B both participate in the "Remote Learning" on Wednesday mornings.

Secondary Schedule

Cohort A					
	Monday	Tuesday	Wednesday	Thursday	Friday
Hours 1-6	In-Person Learning	Asynchronous Learning	Connect Class Remote Learning, 30 minute classes (8 am until 11:30 am) Teacher work time 12 pm until 3 pm)	In-person Learning	Asynchronous Learning

Cohort B					
	Monday	Tuesday	Wednesday	Thursday	Friday
Hours 1-6	Asynchronous Learning	In-Person Learning	Connect Class Remote Learning, 30 minute classes (8 am until 11:30 am) Teacher work time 12 pm until 3 pm)	Asynchronous Learning	In-Person Learning

Proposed Timeline

Start Dates

To prepare for this change, we need every family in WCS to do the following by October 23, 2020:

- Review this Parent Guide to "Return to In-Person Learning Framework" and the Frequently Asked Questions (FAQs).
- Complete the "WCS Return to In-Person Learning Survey" at wcskids.net to let us know your choice.
- Please submit additional questions to info@wcskids.net, and we will update our FAQs to keep you informed.

It is very important to note that we cannot set a start date for in-person learning until families complete the survey and we develop a schedule for students and staff.

Though the final timeline will be entirely dependent on the survey to determine the needs of the community, and being able to work out final staffing and logistics, we have established a target of bringing students back beginning in November. We have identified, however, the order of the return. Our Pre-K - 2 would be included in the first group; 3 – 5 next; followed by 6 and 9; and the remaining secondary grades as the final group.

75% Attendance Report

Total of Selected Schools

Start Date: 10/01/2020 End Date: 10/24/2020

If Enrolled, Absent, Present and Percent Present are all zeros for a specific date and the calendar type is not MI Forgiven Day, check the calendar setup for missing information on that date. Verify that it is a valid date of instruction and that students are enrolled in classes. The Type and Note columns are only valid for the schools, these columns will be empty on the totals page.

Report Date	Enrolled	Absent	Present	Percent Present	Type	Note
10/01/2020	12992	64	12928	99.507%		
10/02/2020	12924	69	12855	99.466%		
10/05/2020	12994	72	12922	99.446%		
10/06/2020	12994	38	12956	99.708%		
10/07/2020	13066	21	13045	99.839%		
10/08/2020	12999	30	12969	99.769%		
10/09/2020	12927	32	12895	99.752%		
10/12/2020	13004	44	12960	99.662%		
10/13/2020	13001	30	12971	99.769%		
10/14/2020	13006	33	12973	99.746%		
10/15/2020	13000	31	12969	99.762%		
10/16/2020	13069	68	13001	99.480%		
10/19/2020	13005	53	12952	99.592%		
10/20/2020	13003	40	12963	99.692%		
10/21/2020	13010	22	12988	99.831%		
10/22/2020	13010	30	12980	99.769%		
10/23/2020	12942	89	12853	99.312%		

Total Number of Days: 17

Signature: _____ Date: _____

Warren Consolidated Schools

Creating Dynamic Futures through Student Achievement, High Expectations, and Strong Relationships

MEMORANDUM
Human Resources

TO: John C. Bernia, Jr., Chief Academic Officer

FROM: Jodi Duplay, Pandemic Response Manager

DATE: October 26, 2020

RE: Monthly Update: COVID-19 Preparedness and Response Plan

Please see below for this month's updates to our District COVID-19 Preparedness and Response Plan, which include:

- Page 1 (cover) – added new revision date and version number
- Page 2 – added version number
- Page 7 – added "Reporting Unsafe Working Conditions" to the list of included information
- Page 8 – added "***Please note: Information below may change based on revised guidelines provided by the CDC and/or the Macomb County Health Department.***"
- Page 8 –Changed to "Or the symptomatic, non-diagnosed employee or contractor receives a negative COVID-19 test."
- Page 8 – Changed to "Or the symptomatic, non-diagnosed individual receives a negative COVID-19 test."
- Page 8 – Changed first sentence under "Take steps if symptoms begin at work" to the following: "Should you become symptomatic at work, you shall:"
- Page 8 – Added "and Pandemic Response Manager, Jodi Duplay,"
- Page 9 – Changed to "Pandemic Response Manager."
- Page 10 – Changed title to "…employee, student, volunteer/visitor…"
- Page 10 – Changed "These steps include:" to the following instead - "The district will follow the steps below."
- Page 10 – Added #1 – COVID related concern (positive, possible, exposure) reported to Pandemic Response Manager.
- Page 11 – Added "the Americans with Disabilities Act of 1990 (ADA"
- Page 12 – Added the following.
- **Mental and Social-Emotional Well-Being**
    - During the COVID-19 pandemic, you may experience an increase in stress, anxiety or fear. Keep in mind that students and staff can utilize the services of CARE of Southeast Michigan.
    - www.careofsem.com
- Page 13 – removed first statement
- Page 14 – Added "Paid" to the title so it reads "Emergency Paid Sick Leave Act:
- Page 14 – Added "EPSLA" in first sentence and in the last paragraph instead of spelling it out.
- Page 15 – Added "EPSLA" in first sentence
- Page 15 – Added statements regarding the process for requesting a child care or medical accommodation.
- Page 20 – Added Macomb County Health Department: www.macombgov.org