



**Windover High School**  
**COVID-19 Preparedness and Response Plan**

**Address of School District:** 919 Smith Road, Midland, MI 48640

**District Code Number:** 56901

**Building Code Number(s):** 04561

**District Contact Person:** Marcella Mosqueda

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**Local Public Health Department:** Midland County Health Department

**Local Public Health Department Contact Person Email Address:**

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**Name of Intermediate School District:** Midland County ESA

**Name of Authorizing Body:** John Searles

**Date of Adoption by Board of Directors:** August 14, 2020



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## **Introduction and Overview**

It is Windover High School’s mission to provide the social and academic skills that will guarantee successful high school completion in an alternative learning environment that accepts the individual challenges while enhancing the strengths of all students enabling them to become successful, contributing members of the community. WHS will follow the mission while taking essential actions and following safety protocols to provide the students and staff with a safe learning environment during the COVID-19 pandemic.

A survey was conducted to gain feedback on the parents/guardians thoughts, questions, and concerns regarding their students’ return to school whether it would be a hybrid model, virtual, or in person. Safety on the bus and safety in the school for students were the two main concerns.

A Return to Work/School Guidance Plan for Phase 4 was created and shared with the Board of Directors, partners, students, and staff to gain their feedback. Bus safety was one of the number one concerns along with the concern if someone tested positive for COVID-19.

Governor Whitmer’s [Executive Order 2020-142](#) “provides a structure to support all schools in Michigan.. Under the order, school districts must adopt a COVID-19 Preparedness and Response Plan laying out how they will manage during the various phases COVID-19 of the [Michigan Safe Start Plan](#). The [Michigan Return to School Roadmap](#) is a guide that provides types of safety protocols for each phase. The school’s mission, the feedback from the survey, and the feedback from the Guidance Plan, along with knowledge from the Executive Order, Return to School Roadmap and MI Safe Start Plan, helped in the preparation of the Preparedness Plan.



### Assurances

- WHS 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 the last present at the Academy.
- WHS 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.
- WHS 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.
- WHS 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.
- WHS 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.
- WHS will provide for the continued payment 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.
- WHS prohibits indoor assemblies that bring together students from more than one classroom during Michigan Safe Start Plan Phase 4.

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President of the Board of Directors: Cheryl King

**Vice President of the Board of Directors: Jan McGuire**

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Date: 8/14/2020



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

**Windover High School will follow the guidelines listed in the Michigan Safe Start Plan for Phases 1-3.**

### **Instruction**

- The school will be closed for in-person instruction
- WHS will provide virtual and remote learning.
- School employees and contractors are permitted to be physically present in school buildings for the purposes of conducting basic school operations, including remote live instruction as determined by school administrators.
  - food service workers will be preparing food for distribution to students or their families
- Deliver standards-aligned curricula and use high-quality instructional materials

### **Screenings**

- Staff will be required to conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home.
- When arriving at the school, a temperature screening will be conducted at the main entrance with temperature scanners.

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

- A washable face mask will be provided to each staff member.
  - Facial coverings must always be worn by staff except for meals. Facial coverings may be homemade or disposable level-one grade surgical masks.
  - Any staff member who cannot medically tolerate a facial covering must not wear one.
  - Any staff member that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering.
  - Homemade facial coverings must be washed daily.
  - Disposable facial coverings must be disposed of at the end of each day.
  - Each staff member will also be given a clear face shield
- Provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques).
- WHS will teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.
- WHS will provide hand sanitizing stations to set up throughout school buildings.
- Systematically and frequently check and refill soap and hand sanitizers.



### **Testing Protocols & Responding to Positive Cases Among Staff**

- WHS will collaborate with the local health department regarding implementing a process for screening students/staff and handling COVID-19 cases at the school.
- WHS will notify the 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.
- Staff who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported for off-site testing.
- Symptomatic staff sent home from school should be kept home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.
- In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts will be made to contact any close contacts (those who spent more than 15 minutes less than six feet in close proximity to the student or staff member) so that they can be quarantined for 14 days at home. WHS will communicate with staff in order to monitor for any new symptoms of COVID-19.
- The Local Health Department will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart, for 15+ minutes) will be asked to self-quarantine for up to 14 days after exposure. Local health officials, depending on the situation, may identify other contacts who require quarantine (Safety Protocols 26 Governor Gretchen Whitmer MI Return To School Roadmap). WHS will help the local health department by collecting data and contact information of those exposed.
- If possible, the area where the infected person was located should be closed for 24 hours before cleaning to minimize the risk of any airborne particles.
- Cleaning staff should wear a surgical mask, gloves, and a face shield when performing cleaning of these areas.
- Staff will be provided with guidance on confidentiality laws and statutes that protect student and staff health information.

### **Transportation**

- All busing operations are suspended.

### **Cleaning**

- Schools are closed for in-person instruction, and cleaning practices are adjusted to maintain school building functional order.
  - Frequently touched surfaces including light switches, doors, benches, bathrooms, must undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.



- Staff must wear gloves, surgical masks, and face shield when performing all cleaning activities.

### **Food Service**

- WHS will continue to provide food distribution to students

### **Spacing & Movement**

- WHS has purchased signage/marketing taping to assist students/staff with safety protocol messaging and reminders.
- School employees and contractors are permitted to be physically present in school buildings for the purpose of conducting basic school operations, including remote live instruction, as determined by the school administrator.

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

- WHS will continue to provide social-emotional support for its staff through our community partnerships. Services are open to the students and staff throughout the school year. Social-emotional wellbeing is essential to the overall health of our students and staff. Being socially and emotionally well means that you are able to realize your abilities, gain resilience to the normal stresses of life, work productively and have the ability to successfully contribute to your community
- The Dean of Students is designated as the mental health liaison (school-based) who will work across the school, local public health agencies, and community partners.
- 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.
- The district will encourage the use of the 211 Call Center. 211 uses data from health and human service agencies to match needs with available resources. Call Center specialists can link or refer directly to an agency or organization that will help with a specific concern. Dial 2-1-1 from any phone to be connected with a trained professional who knows where to get help. 211 Northeast Michigan specialists are available 24 hours a day, 7 days a week to residents of 23 counties in Northeast Michigan.

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

- Gathered feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and conversations. We then revised our plan based on the feedback.
- WHS will strive in good faith and to the extent practicable, based on available resources, technology, curriculum, as well as the circumstances presented by COVID-19, to provide equal



access to any alternative modes of instruction to students with disabilities consistent with their individualized education plans, including the provision of auxiliary services.

- WHS will review students' IEPs, and 504 plans in coordination with general and special education teachers to reflect the child's needs based on assessment data and parent feedback, and design accommodations and match services accordingly.
- For students that have technology needs, Chromebooks will be provided. If in-person instruction is not available, virtual conferencing and remote learning will be provided.
- Remote learning will be provided by the teachers following the school curriculum.
- Virtual learning will be provided by Edgenuity® which provides high school content for math, ELA, science, social studies, electives, AP, world languages, virtual tutors, and MyPath Edgenuity® intervention program. WHS has CTE Edgenuity® that offers a broad set of customizable Career and Technical Education (CTE) courses that engage students with real-world activities and problem-solving curriculum designed to deepen the connection between academic learning and career-focused skills.
  - Students will be able to connect with a WHS teacher that will assist them during their course.
- Chromebooks and hotspots will be provided to students that do not have online access and/or technology at home.
- WHS will conduct checkpoints around the curriculum and instruction and ongoing monitoring of student progress, specifically honing in on the progress of students in need of additional support.
- WHS will develop a continuation of services plan for students needing occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

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

#### **Technology**

- Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.
- Ensure every student has access to the appropriate technology and connectivity needed to continue learning.
- WHS has designated a single point of contact to plan and communicate with district technology teams.
- Include training and support for educators to adapt remote learning for the classroom.
- Provide ways for educators to publish their contact information on the district intranet and/or internet for students and families to contact them.
- Provide the most equitable and accessible learning experiences possible for all students

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

- WHS is committed to providing the resources, materials, technology, and services to ensure that student learning continues and that student needs are met. The district budget reflects expenditures related to preparation and implementation of the Phase 3 Plan.





- Based on instructional programming, WHS will provide instructional resources and materials to staff and students as feasible.
- WHS will ensure a plan for nutrition services and student meals is in place, and provide a list of alternative meal options to families.
- WHS will solidify food service processes, device distribution, delivery sites, and communication plans as necessary.
- WHS will define logistical expectations, including attendance expectations and time on schooling by grade level for students and teachers.
- WHS will work with MDE to understand flexibility with hiring and develop a plan to govern hiring in a remote environment.
- **CAO Duties:**
  - Consider and monitor the social-emotional wellbeing of students and staff
  - Support staff, students, and families in the remote learning environment
  - Provide communication updates to all stakeholders
  - Provide guidance for state and federal legislation
- **Principal Duties:**
  - Consider and monitor the social-emotional wellbeing of students and staff
  - Lead the implementation of the Plan at the school level
  - Strive to meet the individual needs of all students, families, and staff for optimal wellbeing and learning
  - Ensure maximum student and family engagement
  - Facilitate regular online meetings with ALL teachers
  - Support teachers and monitor instruction
  - Facilitate building communication between teachers, students, and families
  - For students who are unable to access online digital learning, a comparable offline learning experience must be provided. Teachers will collaborate with the principal regarding the logistics of disseminating offline lessons and materials
- **Technology Department Duties:**
  - Consider and monitor the social-emotional wellbeing of students and staff
  - Partner with principals to distribute a survey to identify technology needs
  - Provide device support and help desk services to staff, students, and families
  - Help provide solutions to accessibility as possible
  - Support staff, students, and families in the remote learning environment
  - Maintain technology servers, systems, and network connectivity in a manner that maximizes uptime so that remote staff, student, and family access is consistently available, including hotspots



- Provide device repair for staff and students including a central collection point, sanitization of devices upon receipt, and device repair
- If device breakage exceeds WHS Help Desk capacity, we have a vendor that we use to offload the overflow work so that we minimize downtime
- Work collaboratively with Instructional Technology to support formal training programs for staff and families
- Provide individual training on hardware and software use as needed
- Work with the Building Administration to ensure that proper inventory is being maintained in our resource management system
- Continue to review processes on a regular basis to ensure that they are focused on supporting student and staff current needs
- Work collaboratively with Instructional Technology and Curriculum to ensure that current staff and student technology needs are being met
- **Teachers:**
  - Consider and monitor the social-emotional wellbeing of students, and notify the school administrator, student support specialists, counselors, or other support staff as needs are identified
  - Provide meaningful high-quality learning experiences that are student-centered, appropriate, equitable and accessible for all students
  - The teacher workday will match the typical school work schedule with some flexibility to tend to family needs given unique circumstances
  - Teachers will check their email and maintain close communication with building administrators/supervisor
  - Participate in school meetings as scheduled
  - To the extent possible, strive to meet all students' needs
  - Collaborate with special education staff (co-teacher/case manager) and meet expectations set by the Special Services Dept regarding student services
  - Make sure students and families know how to use district supported platforms: Edgenuity, Google Classroom; the district technology team and curriculum office team are available to support teachers as needed
  - Adhere to district developed guidelines for assessing student learning during this remote learning experience
  - Maintain methods of two-way communication with families regarding academic progress, participation, completion of learning experiences, and social-emotional wellbeing
- **Special Education - Individual Education Plans**



- During Phase 3 of the Michigan Return to School Roadmap, face to face instructions and services for all students will not be possible. For students with an IEP, a Contingency Learning Plan (CLP) will be developed. The Contingency Learning Plan will inform parents and students of the school's good faith effort to provide as much of the special education, related services, accommodations, modifications or support(s) from the student's IEP Plan during Phases 1-3. This Contingency Learning Plan will remain in effect until the public health emergency ends or WHS is moved into Phase 4 status.
- The Contingency Learning Plan will be developed by the student's caseload provider in consultation with at least one general education teacher and any other related service team members of the student. In creating a Contingency Learning Plan, the staff will review the student's IEP Plan in the context of the school's Continuity Learning Plan approved by the Midland County Educational Service Agency (MCESA). A copy of that Continuity Learning Plan can be found on the MCESA website: [<http://www.midlandesa.org/>]. During the Phase 1-3 delivery of service, a student's Contingency Learning Plan may be reviewed and revised as necessary to provide the student with continued access to curriculum.
- **504 Plans**
  - Students receiving accommodations through a 504 plan will continue to receive those accommodations to the extent possible and necessary in the continuous learning environment
  - Teachers will continue to monitor student progress and communicate with students and families during this time with the intent of meeting student needs
  - All questions regarding individual 504 plans should be directed to building principals and the District 504 Coordinator
- **McKinney Vento Homeless Services**
  - Students who qualify for McKinney Vento services will continue to receive services as defined by state and district guidelines while following the safety guidelines.
- **PBIS Coordinator**
  - Consider and monitor the social-emotional wellbeing of students and collaborate with others as needed to provide service
  - Continue providing typical support services aligned with the Plan
  - Serve as a liaison for communication with students/families in crisis
  - Provide SEL resources to staff and/or families
  - Complete family/student check-ins with assigned caseload students and others that emerge



- Assist with coordinating community resources for identified families
- Hold individual and/or group teletherapy sessions
- Create 1 digital lesson (5-10 mins) per week to share with the classroom teacher
- Virtually attend meetings with schools/admin as scheduled
- Attend meetings and support other district/school efforts as assigned

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

*If Michigan is moved to Phase 4 WHS will continue to follow all of the Phase 4 planning referenced in this document. Future adjustments to these protocols will be made in consultation with local Health Department Officials.*

**Due to construction from the recent flood in Midland, MI. Windover High School will not open for the first few weeks of school. Students will have to begin school using the “CHOICE C” instructional model in the preparedness plan. The school will keep stakeholders informed of when students when the other instructional models will be available.**

WHS will offer students and parents the choice of three instructional models in the 2020-2021 school year if Midland County remains in Phase 4 of the Governor’s MI Safe Start Plan.

### **CHOICE A:**

Face-to-face traditional instructional model, 5-day week, in-school For those who would like their child to attend school 5-days/week.

### **CHOICE B:**

Hybrid WHS Virtual/face-to-face course selection model, students may choose from courses in the WHS Virtual instruction model (some courses will be WHS teacher-led models and some courses will be from Edgenuity with a WHS teacher mentor) and/or face-to-face courses in WHS classrooms. This delivery of instruction will be referred to as the WHS Hybrid model.



### **CHOICE C:**

WHS Virtual instruction model: All instruction will be completed remotely. Online courses will be remotely provided by teachers and virtually led by teachers via Edgenuity to ensure that there is a variety of course selection options and full academic schedules for students.

## **Phase 4 Safety Protocols**

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

- Facial coverings must always be worn by staff except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Any staff member who cannot medically tolerate a facial covering must not wear one. Any staff member that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering.
  - Homemade facial coverings must be washed daily
  - Disposable facial coverings must be disposed of at the end of each day.
- Facial coverings must be worn by 9-12 students, staff, and bus drivers during school transportation. Any staff or student that is unable to medically tolerate a facial covering must not wear one. Any staff or student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
- Facial coverings must always be worn in hallways and common areas by 9-12 students in the building except for during meals. Any student that is unable to medically tolerate a facial covering must not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
  - Homemade facial coverings must be washed daily
  - Disposable facing coverings must be disposed of at the end of each day
  - Note: Students with significant disabilities preventing the use of facial coverings are referred to forthcoming guidance from MDE.
- Facial coverings must be worn in classrooms by all students grades 9-12. Any student who cannot medically tolerate a facial covering must not wear one. Any student who is incapacitated, or unable to remove the facial covering without assistance, must not wear one.
- WHS will provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques).



- Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.
- Educate staff and students on how to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.
- Systematically and frequently check and refill soap and hand sanitizers.
- Limit sharing of personal items and supplies such as writing utensils
- Students and teachers must have scheduled handwashing with soap and water every 2-3 hours.
- Keep students' personal items separate and in individually labeled cubbies, containers, or lockers.
- Limit the use of classroom materials to small groups and disinfect between use, or provide adequate supplies to assign for individual student use.
- Procure portable handwashing and/or hand sanitizing stations to set up throughout school buildings.
- Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques

#### **Spacing, Movement, and Access**

- In classrooms where large tables are utilized, space students as far apart as feasible.
- Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials.
- Post signage to indicate proper social distancing.
- Floor tape or other markers should be used at six-foot intervals where line formation is anticipated.
- Provide social distancing floor/seating markings in waiting and reception areas.
- Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.
- Adult guests entering the building should be screened for symptoms, wear a facial covering, and wash/sanitize hands prior to entering. Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building.
- If a classroom has windows that can open, they should be open as much as possible, weather permitting. Considerations should be made for students with allergy-induced asthma.
- Efforts will be made to keep six feet of distance between people in the hallways. Staggered movements at incremental intervals will be used if feasible to minimize the number of persons in the hallways as able.



### **Screening Students and Staff**

- WHS will cooperate with the local public health department regarding implementing protocols for screening students and staff.
- WHS has a designated quarantine area and for students who become ill at school.
- Students who become ill with symptoms of COVID-19 will be placed in an identified quarantine area with a surgical mask in place until they can be picked up. Identified school staff caring for these children will wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.
- Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines.
- Staff will be required to conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms or have a temperature of 100.4 or greater, they should stay home.
- Families are encouraged to check their child's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if symptoms of COVID-19 are present.
- Families are encouraged to monitor their children for symptoms of COVID-19. The presence of any symptoms, including cough or shortness of breath, should prompt the family to keep the student home from school and to follow up with a primary care provider.

### **Testing Protocols for Students and Staff and Responding to Positive Cases**

- WHS will cooperate with the local public health department regarding implementing protocols for screening students and staff.
- Students who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported by their parent or guardian, emergency contact, or ambulance if clinically unstable, for off-site testing.
- Staff who develop a fever or become ill with COVID-19 symptoms at school will be asked to wear a mask and be transported for off-site testing.
- Symptomatic students and staff sent home from school should be kept home until they have [tested negative](#) for COVID-19, or have been released from isolation according to [CDC guidelines](#).
- Families will be notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home.



- In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts will be made to contact any close contacts (those who spent more than 15 minutes less than six feet in close proximity to the student or staff member) so that they can be quarantined for 14 days at home. Students and staff should be closely monitored for any symptoms of COVID-19. At this time, empiric testing of all students or staff members in the class is not recommended. Only those that develop symptoms require testing for COVID-19.
- Parents and guardians are encouraged to check students' temperature at home every morning using oral, tympanic (ear), or temporal scanners; students with a temperature of 100.4 or greater must stay home and consider coronavirus testing.
- Parents and guardians are encouraged to monitor for symptoms of COVID-19. The presence of any unexplained symptoms, including cough or shortness of breath, should prompt the parent or guardian to keep the student home from school and to follow up with their primary care provider.
- WHS will provide staff with guidance on confidentiality laws and statutes that protect student and staff health information. Student communicable disease-related information is protected health information. (Even if a family/ student acknowledges and publicly discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test).

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

- WHS will cooperate with the local public health department if a confirmed case of COVID-19 is identified, and in particular, will collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was the last present at the school.
- WHS will notify local health officials, staff, and students of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
  - The Local Health Department will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self-quarantine for up to 14 days after exposure. Local health officials, depending on the situation, may identify other contacts whose guidelines cannot be met.
- Employees with a confirmed case of COVID-19 should only return to the workplace after they are no longer infectious. Local health officials will provide instruction about the return to work, using the most current guidelines from the CDC for this determination.
- Cleaning staff should wear a surgical mask, gloves, and a face shield when performing cleaning of these areas.





- If possible, smaller areas such as individual classrooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles.
- Off-site field trips that require bus transportation to an indoor location are suspended.

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

- WHS will prohibit indoor assemblies that bring together students from more than one classroom.
- Foodservice will be provided in the cafeteria with seating arrangements that will have six feet of distance between students.
  - Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks.
  - 9-12 meals will be grab and go style
  - Students, teachers, and food service staff should wash hands before and after every meal.
- Off-site field trips that require bus transportation to an indoor location are suspended.
- Extracurricular activities may continue with the use of facial coverings and with students and staff following social distancing guidelines.
- Students, teachers, and staff should wash hands before and after every event.

#### **Cleaning**

- [Frequently touched surfaces](#) including light switches, doors, benches, bathrooms, must undergo cleaning at least every four hours with either an [EPA-approved disinfectant](#) or diluted bleach solution.
- Libraries, computer labs, arts, and other hands-on classrooms must undergo cleaning after every class period with either an [EPA-approved disinfectant](#) or diluted bleach solution.
- Student desks must be wiped down with either an [EPA-approved disinfectant](#) or diluted bleach solution after every class period.
- Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products.
- Staff must wear gloves, surgical masks, and face shields when performing all cleaning activities.

#### **Busing and Student Transportation**

- Require the use of hand sanitizer before entering the bus. Hand sanitizer must be supplied on the bus.
- The bus driver, staff, and all students in grades 9-12, if medically feasible, must wear facial coverings while on the bus. Note: there may be situations where it is not safe for the bus driver to wear a facial covering. Decisions about these situations should be made on a case-by-case basis with local public health officials.



- [Clean and disinfect](#) transportation vehicles before and after every transit route. Children must not be present when a vehicle is being cleaned.
- Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, armrests, door handles, seat belt buckles, light and air controls, doors, and windows, and grab handles) prior to morning routes and prior to afternoon routes.
- Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily.
- WHS will work with ETC to create a plan for getting students home safely if they are not allowed to board the vehicle.
- If a student becomes sick during the day, they must not use group transportation to return home and must follow protocols outlined above. If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and must not return to drive students.
- Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
- Weather permitting, consider keeping windows open while the vehicle is in motion to help reduce the spread of the virus by increasing air circulation, if appropriate and safe.

#### **Medically Vulnerable Students and Staff**

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

#### **Phase 4 Mental & Social-Emotional Health**

- WHS will continue to provide social-emotional support for its students and staff through our community partnerships. Services are open to the students and staff throughout the school year. Social-emotional wellbeing is essential to the overall health of our students and staff. Being socially and emotionally well means that you are able to realize your abilities, gain resilience to the normal stresses of life, work productively and have the ability to successfully contribute to your community
- The Dean of Students is designated as the mental health liaison (school-based) who will work across the school, local public health agencies, and community partners. He is the point person to help centralize mental health referrals, communications to families/ students, and public-facing wellness materials.
  - WHS has established and communicated to all staff the guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams.



- Staff will be provided 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.
- WHS will encourage the use of the 211 Call Center. 211 uses data from health and human service agencies to match needs with available resources. Call Center specialists can link or refer directly to an agency or organization that will help with a specific concern. Dial 2-1-1 from any phone to be connected with a trained professional who knows where to get help. 211 Northeast Michigan specialists are available 24 hours a day, 7 days a week to residents of 23 counties in Northeast Michigan.

#### **Phase 4 Instruction**

- Gathered feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and conversations. We then revised our plan based on the feedback.
- WHS will strive in good faith and to the extent practicable, based on available resources, technology, curriculum, as well as the circumstances presented by COVID-19, to provide equal access to any alternative modes of instruction to students with disabilities consistent with their individualized education plans, including the provision of auxiliary services.
  - WHS will review students' IEPs, and 504 plans in coordination with general and special education teachers to reflect the child's needs based on assessment data and parent feedback, and design accommodations and match services accordingly.
  - For students that have technology needs, Chromebooks will be provided. If in-person instruction is not available, virtual conferencing and remote learning will be provided.
- Remote learning will be provided by the teachers following the [school curriculum](#) and the [Michigan Academic Standards](#).
- Virtual learning will be provided by Edgenuity® which provides high school content for math, ELA, science, social studies, electives, AP, world languages, virtual tutors, and [MyPath Edgenuity®](#) intervention program. WHS has [CTE Edgenuity®](#) that offers a broad set of customizable Career and Technical Education (CTE) courses that engage students with real-world activities and problem-solving curriculum designed to deepen the connection between academic learning and career-focused skills.
  - Students will be able to connect with a WHS teacher that will assist them during their course.
- Chromebooks and hotspots will be provided to students that do not have online access and/or technology at home.
- WHS will conduct checkpoints around the [curriculum](#) and instruction and ongoing monitoring of student progress, specifically honing in on the progress of students in need of additional support.



- WHS will develop a continuation of services plan for students needing occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

## **Operations**

### **Technology**

- Survey families to collect information about the numbers, types, and conditions of devices used in their homes to support remote learning.
- Ensure every student has access to the appropriate technology and connectivity needed to continue learning.
- WHS has designated a single point of contact to plan and communicate with district technology teams.
- Include training and support for educators to adapt remote learning for the classroom.
- Provide ways for educators to publish their contact information on the district intranet and/or internet for students and families to contact them.
- Provide the most equitable and accessible learning experiences possible for all students
- Communicate consistent procedures for return and inventory of school-owned devices as part of a return to school technology plan.
- 

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

- WHS is committed to providing the resources, materials, technology, and services to ensure that student learning continues and that student needs are met. The district budget reflects expenditures related to the preparation and implementation of the Phase 3 Plan.
- Based on instructional programming, WHS will provide instructional resources and materials to staff and students as feasible.
- WHS will ensure a plan for nutrition services and student meals is in place, and provide a list of alternative meal options to families.
- WHS will solidify food service processes, device distribution, delivery sites, and communication plans as necessary.
- WHS will define logistical expectations, including attendance expectations and time on schooling by grade level for students and teachers.
- WHS will work with MDE to understand flexibility with hiring and develop a plan to govern hiring in a remote environment.

### **Staffing**

- **CAO Duties:**
  - Consider and monitor the social-emotional wellbeing of students and staff
  - Support staff, students, and families in the remote learning environment



- Provide communication updates to all stakeholders
- Provide guidance for state and federal legislation
- **Principal Duties:**
  - Consider and monitor the social-emotional wellbeing of students and staff
  - Lead the implementation of the Plan at the school level
  - Strive to meet the individual needs of all students, families, and staff for optimal wellbeing and learning
  - Ensure maximum student and family engagement
  - Facilitate regular online meetings with ALL teachers
  - Support teachers and monitor instruction
  - Facilitate building communication between teachers, students, and families
  - For students who are unable to access online digital learning, a comparable offline learning experience must be provided. Teachers will collaborate with the principal regarding the logistics of disseminating offline lessons and materials
- **Technology Department Duties:**
  - Consider and monitor the social-emotional wellbeing of students and staff
  - Partner with principals to distribute a survey to identify technology needs
  - Provide device support and help desk services to staff, students, and families
  - Help provide solutions to accessibility as possible
  - Support staff, students, and families in the remote learning environment
  - Maintain technology servers, systems, and network connectivity in a manner that maximizes uptime so that remote staff, student, and family access is consistently available, including hotspots
  - Provide device repair for staff and students including a central collection point, sanitization of devices upon receipt, and device repair
  - If device breakage exceeds WHS Help Desk capacity, we have a vendor that we use to offload the overflow work so that we minimize downtime
  - Work collaboratively with Instructional Technology to support formal training programs for staff and families
  - Provide individual training on hardware and software use as needed
  - Work with the Building Administration to ensure that proper inventory is being maintained in our resource management system
  - Continue to review processes on a regular basis to ensure that they are focused on supporting student and staff current needs
  - Work collaboratively with Instructional Technology and Curriculum to ensure that current staff and student technology needs are being met
- **Teachers:**



- Consider and monitor the social-emotional wellbeing of students, and notify the school administrator, student support specialists, counselors, or other support staff as needs are identified
- Provide meaningful high-quality learning experiences that are student-centered, appropriate, equitable and accessible for all students
- The teacher workday will match the typical school work schedule with some flexibility to tend to family needs given unique circumstances
- Teachers will check their email and maintain close communication with building administrators/supervisor
- Participate in school meetings as scheduled
- To the extent possible, strive to meet all students' needs
- Collaborate with special education staff (co-teacher/case manager) and meet expectations set by the Special Services Dept regarding student services
- Make sure students and families know how to use district supported platforms: Edgenuity, Google Classroom; the district technology team and curriculum office team are available to support teachers as needed
- Adhere to district developed guidelines for assessing student learning during this remote learning experience
- Maintain methods of two-way communication with families regarding academic progress, participation, completion of learning experiences, and social-emotional wellbeing
- **PBIS Coordinator**
  - Consider and monitor the social-emotional wellbeing of students and collaborate with others as needed to provide service
  - Continue providing typical support services aligned with the Plan
  - Serve as a liaison for communication with students/families in crisis
  - Provide SEL resources to staff and/or families
  - Complete family/student check-ins with assigned caseload students and others that emerge
  - Assist with coordinating community resources for identified families
  - Hold individual and/or group teletherapy sessions
  - Create 1 digital lesson (5-10 mins) per week to share with the classroom teacher
  - Virtually attend meetings with schools/admin as scheduled
  - Attend meetings and support other districts/school efforts as assigned
- **Special Education - Individual Education Plans**
  - For students with an IEP, a Contingency Learning Plan (CLP) will be developed. The Contingency Learning Plan will inform parents and students of the school's



good faith effort to provide as much of the special education, related services, accommodations, modifications or support(s) from the student's IEP Plan during Phases 1-3. This Contingency Learning Plan will remain in effect until the public health emergency ends or WHS is moved into Phase 4 status.

- The Contingency Learning Plan will be developed by the student's caseload provider in consultation with at least one general education teacher and any other related service team members of the student. In creating a Contingency Learning Plan, the staff will review the student's IEP Plan in the context of the school's Continuity Learning Plan approved by the Midland County Educational Service Agency (MCESA). A copy of that Continuity Learning Plan can be found on the MCESA website: [<http://www.midlandesa.org/>]. During the Phase 1-3 delivery of service, a student's Contingency Learning Plan may be reviewed and revised as necessary to provide the student with continued access to the curriculum.
- **504 Plans**
  - Students receiving accommodations through a 504 plan will continue to receive those accommodations to the extent possible and necessary in the continuous learning environment
  - Teachers will continue to monitor student progress and communicate with students and families during this time with the intent of meeting student needs
  - All questions regarding individual 504 plans should be directed to building principals and the District 504 Coordinator
- **McKinney Vento Homeless Services**
  - Students who qualify for McKinney Vento services will continue to receive services as defined by state and district guidelines while following the safety guidelines.

### **Communications and Family Supports**

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



- Build school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging.

### **Facilities**

- Audit necessary materials and supply chain for cleaning and disinfection supplies
- Coordinated and met with Scioto Services for support with procurement of cleaning and disinfection supplies
- WHS has emphasized procurement of PPE in preparation for the reopening of school
- WHS has maintained contact with local health officials for reopening guidance
- School building walk-throughs and safety audits will occur in the building
- School building plans will comply with WHS COVID-19 Preparedness and Response Plan Guidelines

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

### **Phase 5 Safety Protocols**

- If Michigan is moved to Phase 5 WHS will continue to follow all of the Phase 4 planning referenced in this document. Future adjustments to these protocols will be made in consultation with local Health Department Officials.
- WHS will follow all highly recommended items found in the “**Return to School Roadmap**” for Phase 5
- WHS will follow all highly recommended protocols from the Return to School Roadmap in Phase 5 of the **Michigan Safe Start Plan**.

### **Exclusions**

- Social distancing (6 ft. spacing) in classrooms. This will occur to the extent possible, but due to variations in classroom size, layout, and furniture this will not occur in every classroom. Spacing (to the extent possible) and other PPE (masks and desk shields) will be incorporated to help mitigate exposure.





### Final Steps for Submission

- WHS will submit a single completed Assurance Document and Preparedness Plan to its Board of Directors in time for approval by August 15 or seven days before the first day of school, whichever comes first.
- Date of Approval by the District Board of Directors: **August 14, 2020**
- Link to the Board Meeting Minutes or Signature of Board President:  
<https://www.windover.org>
- Link to the approved Plan posted on the PSA school website: <https://www.windover.org>
- Name of PSA Leader Submitting Plan: **Marcella Mosqueda, Principal/CAO - Windover High School**
- Date Received by the ISD: **August 14, 2020**
- Date Submitted to State Superintendent and State Treasurer: **August 14, 2020**