



GENESEE INTERMEDIATE SCHOOL DISTRICT

LEADERSHIP ♦ SERVICE ♦ INNOVATION

Partnering for success!

COVID-19 PREPAREDNESS AND RESPONSE PLAN

PHASE 3 Preschool through Age 26

Updated August 11, 2020

Name of District:

Genesee Intermediate School District

Address of District:

2413 West Maple Avenue, Flint, MI 48507-3493

District Code Number:

25000

Web Address of the District:

www.geneseeisd.org

Name of Intermediate School District:

Genesee Intermediate School District

Table of Contents

About this Plan.....	3
Preparedness Plan Assurances	4
Personal Protection Equipment.....	5
Hygiene.....	5
Spacing, Movement, and Access	5
Screening Staff, Testing Protocols, and Responding to Positive Cases	6
Food Service, Gathering, and Extracurricular Activities.....	6
Athletics	6
Cleaning.....	7
Busing and Student Transportation	7
Medically Vulnerable Staff.....	7
Mental and Social Emotional Health.....	8
Instruction	9
Governance.....	9
Remote Instruction	10
Communications and Family Supports.....	11
Professional Learning	12
Monitoring	13
Facilities.....	13
Technology	14
Budget, Food Service, Enrollment, and Staffing	15

About this Plan

This Plan has been developed based on the Michigan Return to School Roadmap from the COVID-19 Taskforce on Education and the Return to School Advisory Council recommendations. This plan describes the policies and procedures the Genesee Intermediate School District (GISD) will utilize in the school facilities.

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

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

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

Preparedness Plan Assurances

The Genesee Intermediate School District commits to implement the following as outlined in the Governor's Executive Order 2020-142:

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

Personal Protection Equipment

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

- Schools are closed for in-person instruction.
- Facial coverings must always be worn by staff except for during meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Any staff member who cannot medically tolerate a facial covering (as verified by a medical doctor's note) 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.

Hygiene

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

- Schools are closed for in-person instruction.
- Provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff, paper towels, tissues, and signs reinforcing proper handwashing techniques).
- Educate staff 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.
- Custodial staff will systematically and frequently check and refill soap and hand sanitizers.
- Limit the sharing of personal items and supplies such as writing utensils, phones and electronic devices, keyboards, printers, etc.

Spacing, Movement, and Access

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

- Schools are closed for in-person instruction.
- School buildings may continue to be used by licensed child care providers, if providers follow all emergency protocols identified by the state.

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

Screening Staff, Testing Protocols, and Responding to Positive Cases

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

- Before coming to work, all staff will complete a health monitoring questionnaire. The questionnaire is available in both electronic and hard copy formats. Before entering a building, staff will either submit a paper form or present evidence that the electronic form has been completed and that they do not exhibit COVID-19 symptoms. Additionally, all staff will have their temperature checked daily before entering the building. Staff who exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, should stay home, and will not be permitted in the building.
- In the event of staff illness, close contact with a confirmed case of COVID-19, or positive test of COVID-19, staff will follow [GISD's Administrative Guideline 8455](#) - COVID-19 Preparedness and Response Plan, Mitigation, Self-Reporting, Leave of Absence.

Food Service, Gathering, and Extracurricular Activities

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

- Schools will enact food distribution programs for eligible students.
 - Distribution sites and schedules will be posted on the GISD website.
 - Parents/guardians are to call (810) 591-4400 if they cannot access the food distribution sites due to transportation and other challenges.
- All inter-school activities are discontinued.
- After-school activities are suspended.

Athletics

GISD programs do not include athletics.

Cleaning

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

- 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, will undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.
- Staff will ensure the safe and correct use and storage of cleaning and disinfection products, and with adequate ventilation when staff use products.
- Staff will wear gloves, surgical mask, and face shield when performing all cleaning activities.

Busing and Student Transportation

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

- All busing operations are suspended with the potential exception of the use of buses to deliver meals and/or instructional materials to families as determined by administration.
- Transportation vehicles will be cleaned and disinfected in preparation for a return to Phase 4.
- Employees will be deployed to meaningful district work as necessary.

Medically Vulnerable Staff

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

- Where possible, and in partnership with local bargaining units, identify and provide staff accommodations, that would enable high-risk staff to provide appropriate services.

Mental and Social Emotional Health

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

- Encourage schools to implement a mental health screening (Student Risk Screening Scale) for all students by a trained professional, if possible. Any screening should be compliant with HIPAA and FERPA policies.
- Screening instructions (offered verbally to younger students) should provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines.
- Establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams.
- 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 and proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.
 - The [Cultivating Wellness](#) newsletter will be a monthly publication that will provide mental health resources for staff self-care, including mindfulness and resiliency strategies.
- Encourage the identification of a point person or establish an access navigator to centralize mental health referrals, communications to families/ students, and public-facing wellness materials.
- Establish a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed (e.g., loss of a student, loss of a school staff member).
- Compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that references school and community wellness resources.
- Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.
- Provide resources for staff self-care, including resiliency strategies.
- Designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners.
- Leverage MDE resources for student and staff mental health and wellness support.
- Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).
- Communicate with parents and guardians, via a variety of channels, return to school transition information including:
 - De-stigmatization of COVID-19;
 - Understanding normal behavioral response to crises;

- General best practices of talking through trauma with children; and
- Positive self-care strategies that promote health and wellness.

Instruction

Governance

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

- Create a district Return to Instruction and Learning working group, potentially led by the Director of Curriculum, Chief Academic Officer or the equivalent, and composed of a broad group of stakeholders on the district and school level, to:
 - Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations;
 - Revise the district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness; and
 - Share the district's remote learning plan with all involved stakeholders in case of a return to remote learning.

The GISD Return to School Planning Team will be led by our Superintendent, Dr. Lisa Hagel. Also included are the following administrators from each department including operations, transportation, human resources, communications, instruction, special services, business, countywide services, early childhood, and technology. The team is comprised of the following individuals:

- Dr. Keely Mounger, Deputy Superintendent
- Dr. Steve Tunnicliff, Associate Superintendent
- Dr. Mary Behm, Assistant Superintendent for Education and Learning
- Mrs. Cindy McCain, Assistant Superintendent for Business Services
- Mrs. Cherie Wager, Assistant Superintendent for Special Services
- Mr. Luke Wittum, Assistant Superintendent for Technology and Media Services
- Mr. Jeff Adams, Executive Director of Human Resources
- Mrs. Diana Allard, Executive Director of Career and Technical Education
- Mrs. Tricia Hill, Executive Director for Center for Countywide Programs

The team meets weekly to review, monitor, and discuss implementation of the plan, including feedback provided by all stakeholders via survey data, meetings, and personal communication. Subgroups may be formed if appropriate to review processes, policies, and procedures for the various GISD programming.

Each program administrator/building leader will provide, distribute, and review a student/family survey seeking feedback for on-line learning.

Remote Instruction

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

- Ensure that remote learning plans, revised based on feedback and input from school leaders, educators, families, and students, are distributed to all involved stakeholders in their home language.
- Create opportunities for ongoing feedback.
- Activate remote learning programs at scale to deliver standards-aligned curricula and high-quality instructional materials. Integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. GISD will consult MDE for high-quality digital resources.
- Support schools to assess every student in grades PreK-12 during the first few weeks of school, using a screener, diagnostic, or formative assessments that can be given online or conducted virtually, to understand where students are academically and inform instructional decisions for teachers, students, and families.
- Review students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers to reflect the child's evolving needs based on assessment data and parent feedback, and design accommodations and match services accordingly.
 - Commence intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and Career and Technical Education.
 - Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible.
- Secure supports for students who are transitioning to postsecondary
- Conduct checkpoints with school leaders around curriculum and instruction and ongoing monitoring of student progress, specifically honing in on the progress of students in need of additional support.
- Remain connected with MDE about policies and guidance.
- 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.

[The GISD Remote Instruction Plan can be accessed here.](#)

Communications and Family Supports

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

- 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 the duration of the closure and reopening;
 - Decisions about grade-level proficiencies, modes of assessment and feedback, daily instructional time, and estimated workload. This should be done in collaboration with the local bargaining unit;
 - Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child; and
 - Training on accessing and using the school's digital systems and tools, and workshops for families to build digital literacy.

Communication between the Genesee Intermediate School District programs, personnel, students, and parents or guardians is critical for student success and family involvement. In all programs, open communication is valued and encouraged. Parents and students are welcome to contact the staff at any time they have questions or concerns regarding day to day assignments or general questions in addition to the materials, calls, and electronic information sent home. The Genesee Intermediate School District will communicate through the use of its website, social media (Facebook), school messenger phone calls, emails, and our main line 810-591-4400 will always be open.

- **Center Based Special Education Programs:** GISD Special Education programs, instructional and non-instructional staff will contact students and parents/families at a minimum of twice per week including emails, texts, applications, phone calls, online learning platforms, and virtual meetings. These contacts will serve as reminders of enrichment and supplemental academic work opportunities, food/resource updates, and mental health checks.

Mott Middle College/Genesee Early College (MMC/GEC): MMC and GEC are counseling based early/middle colleges where student support and success are always kept at the forefront of our work. MMC/GEC will continue our outreach efforts through the Google Education Suite, high school email, Remind app, phone, and other communications. We will encourage and support students through consistent feedback, lesson design, class expectations, and teaching. We will constantly include wellness checks, i.e. physical, social-emotional well-being, along with checks for understanding in our lessons and assignments. We will create opportunities for students to provide feedback and recommendations during the entire process and will use such feedback to determine the next steps in learning.

- **Genesee Career Institute (GCI):** GCI instructional and non-instructional staff will contact students and parents/families at minimum twice per week including emails, texts, Remind app, phone calls, online learning platforms, and virtual meetings. These

contacts will serve as reminders of enrichment and supplemental academic work opportunities, food/resource updates, and mental health checks. Students will be provided with a weekly schedule with outcomes specific to their CTE program and standards for learning. Each plan will provide outcomes for the week, standards, and activity expectations for the student, resource list, and alternative assignments if technology is not available.

- **Great Start Readiness Program (GSRP)/Head Start and Early Head Start**
Preschool: GSRP instructional staff will contact parents/guardians and children at a minimum of twice per week including emails, texts, applications, phone calls, online learning platforms, and virtual meetings. These contacts will serve to support learning. Additionally, our non-instructional staff will contact families weekly to continue to provide comprehensive services. Instructional and non-instructional staff are required to complete weekly task sheets listing contacts and submit to site coordinators for on-going monitoring.
- **English Language Learners (ELL):** EL Facilitators, with permission from their local school district administration, will maintain regular weekly contact with students and support families as needed through a variety of ways including phone calls, email, Google Classroom, office hours, Zoom and/or Google Hangout. They will differentiate supports based on proficiency of students and needs.

Professional Learning

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

- Continue to provide professional learning and training through virtual modes for educators to:
 - Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education;
 - Share knowledge, continuously learn, and exchange ideas, successes, and failures around remote learning;
 - Share information and data about students' assessment results, progress, and completed assignments;
 - Build capacity around high-quality remote learning
- Utilize structures, as professional learning communities, for educators to collaborate on prototypes for a week's worth of instruction to establish consistency and an appropriate workload.

Monitoring

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

- Activate plans to monitor and assess the following:
 - Connectivity and Access - GISD will ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.
 - Attendance - GISD will develop systems to monitor and track students' online attendance on a daily basis.
 - Student Work - GISD teachers will assess the quality of student work and provide feedback to students and families. Additionally, students will self-assess the quality of work, reflect on teacher feedback, and learning progress.

Facilities

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

- Cleaning and disinfecting supplies have been audited and procured.
- The district will alert school-based custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and/or CDC.
- Administration will convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection.
- Advanced training for custodial staff is being provided.
- Maintain facilities for in-person school operations including:
 - HVAC systems at each building are checked for efficiency.
 - Air filters are changed regularly.
 - Custodial staff have distributed wastebaskets, tissues, and CDC-approved soap to every office and classroom.
 - Signage about frequent handwashing, cough etiquette, and nose blowing is widely posted, disseminated, and encouraged through various methods of communication.
 - Custodial staff will follow guidance from the CDC.
- Activate school cleaning and disinfection protocols according to the CDC.
- Custodial staff will wear surgical masks when performing cleaning duties and will be provided face shields upon request.
- Staff will maintain facilities for the resumption of school operations.

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

Technology

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

- Survey families to collect information about the number, type, and condition of devices used in their homes to support remote learning.
- Designate a single point of contact in each school to plan and communicate with district technology teams.
- Develop a district technology plan that includes guidance for schools. If possible, include training and support for educators to adapt remote learning for the classroom.
- Identify a device and/or general technology support lead for each school.
- Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.
- Where practical given demands on parents or guardians, the GISD will consider identifying family technology liaisons to support communication regarding the use of technology and serve as a “help desk”.
- Develop district-wide procedures for return and inventory of district-owned devices as part of a return to school technology plan. The procedures should include:
 - Safely bagging devices collected at schools;
 - Sanitizing the devices prior to a repair or replacement evaluation;
 - Ordering accessories that may be needed over the summer; and
 - Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.
- Identify an asset tracking tool.
- Identify a vendor to assist with processing, returning, and maintaining devices, if needed.
- Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.
- Prepare the Infrastructure Evaluation process. Every Wi-Fi access point and wired network device should be tested.
- Develop a technology support plan for families.
- Continue to monitor device usage and compliance with online learning programs.
- Provide support programs to ensure that students and families can access online teaching and troubleshoot problems with access.
- Ensure that students can submit assignments and be evaluated accordingly.
- Schedule ongoing staff training on platforms and tools.

- Review and update (as needed) relevant technology policies including data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology.
- Ensure every student has access to the appropriate technology and connectivity needed to continue learning.

Budget, Food Service, Enrollment, and Staffing

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

- Based on instructional programming, provide instructional resources and materials to staff and students as feasible.
- Work with MDE to understand flexibility with hiring and develop a plan to govern hiring in a remote environment.
- Ensure a plan for nutrition services and student meals is in place, and provide a list of alternative meal options to families.
- Solidify food service processes, device distribution, delivery sites, and communication plans as necessary.
- Define logistical expectations, including attendance expectations and time on schooling by grade level for students and teachers.

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



GENESEE INTERMEDIATE SCHOOL DISTRICT

LEADERSHIP ♦ SERVICE ♦ INNOVATION

Partnering for success!

COVID-19 PREPAREDNESS AND RESPONSE PLAN

PHASE 4 Preschool through Age 26

Updated August 11, 2020

Name of District:

Genesee Intermediate School District

Address of District:

2413 West Maple Avenue, Flint, MI 48507-3493

District Code Number:

25000

Web Address of the District:

www.geneseeisd.org

Name of Intermediate School District:

Genesee Intermediate School District

Table of Contents

About this Plan.....	3
Preparedness Plan Assurances	4
Personal Protection Equipment.....	5
Hygiene.....	5
Spacing, Movement, and Access	6
Screening Students, Staff, and Guests, Testing Protocols, and Responding to Positive Cases	6
Students	7
Staff.....	7
Students and Staff.....	7
Guests.....	7
Food Service, Gathering, and Extracurricular Activities.....	8
Athletics	8
Cleaning.....	8
Busing and Student Transportation	9
Medically Vulnerable Students and Staff.....	10
Mental and Social Emotional Health.....	10
Instruction	11
Governance.....	11
Instruction.....	12
Communications and Family Supports	14
Professional Learning	15
Facilities.....	16
Budget, Food Service, Enrollment, and Staffing	17
Technology	18
Transportation.....	19

About this Plan

This Plan has been developed based on the Michigan Return to School Roadmap from the COVID-19 Taskforce on Education and the Return to School Advisory Council recommendations. This plan describes the policies and procedures the Genesee Intermediate School District (GISD) will utilize in the school facilities.

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

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

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

Preparedness Plan Assurances

The Genesee Intermediate School District commits to implement the following as outlined in the Governor's Executive Order 2020-142:

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

Personal Protection Equipment

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

- For the purpose of this section, facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
- Facial coverings must always be worn by staff except for meals.
 - Homemade facial coverings must be washed daily.
 - Disposable facial coverings must be disposed of at the end of each day.
- Facial coverings must be worn by PreK-12 students, staff, and bus drivers during school transportation.
- Facial coverings must always be worn in hallways and common areas by PreK-12 students in the building except for during meals.
- Facial coverings must be worn in classrooms by all students in grades 6-12.
- All students in grades K-5 must wear facial coverings unless students remain with their classes throughout the school day and do not come into close contact with students in another class.

Exceptions: Any staff or student that is unable to medically tolerate a facial covering (as verified by a medical doctor's note) must not wear one. Any staff or student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Students with significant disabilities preventing the use of facial coverings are referred to forthcoming guidance from MDE. Facial coverings for children ages 3 and 4 will be at the discretion of the parent/guardian. Facial coverings should never be used on children under age 2.

Hygiene

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

- 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.
- Custodial staff will systematically and frequently check and refill soap and hand sanitizers.
- Students and teachers will have scheduled handwashing with soap and water every 2-3 hours. Each classroom will be equipped with hand sanitizer and have access to sinks/bathrooms for the purpose of hygiene lessons.
- Limit the sharing of personal items and supplies such as writing utensils.
- 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 uses, or provide adequate supplies to assign for individual student use.

Spacing, Movement, and Access

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

- In classrooms: Space desks six feet apart in classrooms as feasible. Class sizes will be kept to the level afforded by necessary spacing requirements. In classrooms where large tables are utilized, space students as far apart as feasible. As feasible, desks will face toward the front of the classroom. Teachers will maintain six feet of spacing between themselves and students as much as possible.
- In hallways: Efforts should be made to keep six feet of distance between people in the hallways. Hallways will be divided with either side following the same direction. Staggered movements at incremental intervals should be used if feasible to minimize the number of persons in the hallways as able.
- As able, “specials” (like art, music, and library) should be brought to the classrooms instead of having students move to different locations. Where possible, physical education will be held outside and social distancing of six feet will be practiced.
- Signage: Post signage to indicate proper social distancing, including floor markers designating six-foot intervals where line formation is anticipated. Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.
- Staff will monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.
- Family members or other guests will not be allowed in the school building except under extenuating circumstances determined by district and school officials. Adult guests entering the building are screened for symptoms, provided a facial covering, and provided with sanitizer before entering. Records, including date and time, are kept of non-school employees or other visitors entering and exiting the building.

Exceptions: Although GISD programs will make every attempt to ensure socially distancing of students and staff, there may be situations in which social distancing is not practicable, such as when meeting individual student physical or medical needs, during bus transportation, and/or in classrooms in which desks cannot be spaced six feet apart.

Screening Students, Staff, and Guests, Testing Protocols, and Responding to Positive Cases

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

- All schools will follow the local public health department and CDC guidance regarding implementing protocols for screening students and staff (Licensed pre-school programs will also meet any additional LARA requirements/guidance).

Students

- Each student will have their temperature taken before entering the bus or the school building. Students with a temperature of 100.4 or above will not be permitted on the bus or in the building.
 - Families are encouraged to check their child's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if symptoms of COVID-19 are present.
 - Families are encouraged to monitor their children for symptoms of COVID-19. The presence of any symptoms, including cough or shortness of breath, should prompt the family to keep the student home from school and to follow up with a primary care provider.
- Every school will identify and designate a quarantine area and a staff person to care for students who become ill at school. Students who become ill with symptoms of COVID-19 will be placed in the identified quarantine area with a surgical mask in place (if medically tolerable) 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.
- In the event of student illness, close contact with a confirmed case of COVID-19, or positive test of COVID-19, students will follow [GISD's Administrative Guideline 8455](#) - COVID-19 Preparedness and Response Plan, Mitigation, Self-Reporting, Leave of Absence.

Staff

- Before coming to work, all staff will complete a health monitoring questionnaire. The questionnaire is available in both electronic and hard copy formats. Before entering a building, staff will either submit a paper form or present evidence that the electronic form has been completed and that they do not exhibit COVID-19 symptoms. Additionally, all staff will have their temperature checked daily before entering the building. Staff who exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, should stay home, and will not be permitted in the building.
- In the event of staff illness, close contact with a confirmed case of COVID-19, or positive test of COVID-19, staff will follow [GISD's Administrative Guideline 8455](#) - COVID-19 Preparedness and Response Plan, Mitigation, Self-Reporting, Leave of Absence.

Students and Staff

GISD will adhere to current CDC guidelines and/or recommendations from the local health department when determining when it is safe for a staff/student to return to work/school after displaying symptoms of COVID-19, testing positive for COVID-19 or coming into close contact with someone with a confirmed case of COVID-19 and will follow [GISD's Administrative Guideline 8455](#) - COVID-19 Preparedness and Response Plan, Mitigation, Self-Reporting, Leave of Absence.

Guests

- All guests will complete a health monitoring questionnaire. The questionnaire is available in both electronic and hard copy formats. Before entering a building, guests will either submit a paper form or present evidence that the electronic form has been completed

and that they do not exhibit COVID-19 symptoms. Additionally, all guests will have their temperature checked before entering the building. Guests who exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, should stay home, and will not be permitted in the building.

Food Service, Gathering, and Extracurricular Activities

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

- Prohibit indoor assemblies that bring together students from more than one classroom.
- Classrooms or outdoor areas should be used for students to eat meals at school if distancing guidelines cannot be met.
- If cafeterias must be used, mealtimes should be staggered to create seating arrangements with six feet of distance between students.
 - Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks.
 - Students, teachers, and food service staff should wash hands before and after every meal.
- Students, teachers, and staff should wash hands before and after every event.
- Large scale assemblies of more than 50 students are suspended.
- Off-site field trips that require bus transportation to an indoor location are suspended.
- Recess should be conducted outside whenever possible with appropriate social distancing and cohorts of students. If more than one class is outside, students should wear facial coverings.
- If possible, school-supplied meals should be delivered to classrooms with disposable utensils.
- If possible, schools should offer telecasting of assemblies and other school-sanctioned events.
- Extracurricular activities may continue with the use of facial coverings.

Athletics

GISD programs do not include athletics. However, Early College students who participate in local district athletic programs will follow their respective local district protocols.

Cleaning

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

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

- Libraries, computer labs, arts, and other hands-on classrooms will undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution.
- Student desks will be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.
- Playground structures will continue to undergo normal routine cleaning.
- Staff will ensure the safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products.
- Staff will wear gloves, surgical mask, and face shield when performing all cleaning activities.

Busing and Student Transportation

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

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

Medically Vulnerable Students and Staff

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

- Systematically review all current plans (e.g. Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19.
- Create a process for students/families and staff to self-identify as high-risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignments.
- Pertaining to medically vulnerable students, the district will consider revisions to the school's remote learning plan to incorporate feedback and input from teachers, families, students, and school leaders, and improve its effectiveness.
- Staff caring for children and providing any medical care that includes aerosol-generating procedures (e.g., nebulizers) should have N95 masks.
- Where possible, and in partnership with local bargaining units, identify and provide staff accommodations, that would enable high-risk staff to provide appropriate services.

Mental and Social Emotional Health

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

- Encourage schools to implement a mental health screening for all students by a trained professional, if possible. Any screening should be compliant with HIPAA and FERPA policies.
- Screening instructions (offered verbally to younger students) should provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines.
- Establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams.
- 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 and proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.
 - The [Cultivating Wellness](#) newsletter will be a monthly publication that will provide mental health resources for staff self-care, including mindfulness and resiliency strategies.
- Encourage the identification of a point person or establish an access navigator to centralize mental health referrals, communications to families/ students, and public-facing wellness materials.

- Establish a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed (e.g., loss of a student, loss of a school staff member).
- Compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that references school and community wellness resources.
- Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.
- Provide resources for staff self-care, including resiliency strategies.
- Designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners.
- Leverage MDE resources for student and staff mental health and wellness support.
- Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).

Exceptions: The district will establish a system to communicate with parents and guardians, via a variety of channels, regarding return to school transition information including:

- De-stigmatization of COVID-19;
- Understanding normal behavioral response to crises;
- General best practices of talking through trauma with children; and
- Positive self-care strategies that promote health and wellness.

Instruction

Governance

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

- Create a district Return to Instruction and Learning working group, potentially led by the Director of Curriculum, Chief Academic Officer or the equivalent, and composed of a broad group of stakeholders on the district and school level, to:
 - Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations;
 - Revise the district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness; and
 - Share the district's remote learning plan with all involved stakeholders in case of a return to remote learning.

The GISD Return to School Planning Team will be led by our Superintendent, Dr. Lisa Hagel. Also included are the following administrators from each department including operations, transportation, human resources, communications, instruction, special

services, business, countywide services, early childhood, and technology. The team is comprised of the following individuals:

- Dr. Keely Mounger, Deputy Superintendent
- Dr. Steve Tunnick, Associate Superintendent
- Dr. Mary Behm, Assistant Superintendent for Education and Learning
- Mrs. Cindy McCain, Assistant Superintendent for Business Services
- Mrs. Cherie Wager, Assistant Superintendent for Special Services
- Mr. Luke Wittum, Assistant Superintendent for Technology and Media Services
- Mr. Jeff Adams, Executive Director of Human Resources
- Mrs. Diana Allard, Executive Director of Career and Technical Education
- Mrs. Tricia Hill, Executive Director for Center for Countywide Programs

The team meets weekly to review, monitor, and discuss implementation of the plan, including feedback provided by all stakeholders via survey data, meetings, and personal communication. Subgroups may be formed if appropriate to review processes, policies, and procedures for the various GISD programming.

Each program administrator/building leader will provide, distribute, and review a student/family survey seeking feedback for on-line learning.

Instruction

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

- Activate hybrid learning programs at scale to deliver standards-aligned curricula and high-quality instructional materials. Integrate synchronous and/or asynchronous learning and best practices that promote student engagement, consistency, and differentiation. Consult MDE for high-quality digital resources.
- Make expectations clear to school leaders and teachers around hybrid or remote instruction that include:
 - Best practices for blended or remote learning;
 - Grade-level proficiencies;
 - Modes of student assessment and feedback;
 - Differentiated support for students;
 - The inclusion of social-emotional learning; and
 - Guidance around daily instructional time and workload per different grade bands to ensure consistency for students.
- Set an instructional vision that ensures that:
 - Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject; and
 - Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
- Ensure that every student:
 - Has access to standards-aligned, grade-level instruction, including strategies to accelerate student learning;

- Is assessed to determine student readiness to engage in grade-level content; and
 - Is offered scaffolds and supports to meet their diverse academic and social emotional needs.
- Conduct checkpoints with school leaders around curriculum pacing and ongoing monitoring of student progress, specifically honing in on the growth of students who need acceleration.
- Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.
- Conduct a review of each students' IEP in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services including OT, PT, and Speech while school buildings were closed.
- Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs.
- Set expectations for schools and teachers to integrate high-quality digital tools and resources that are appropriate and sustainable at each grade level, to increase teachers' and students' familiarity with online learning in case of a return to remote instruction.
- Determine and activate structures outside of the regular school day, such as summer learning options, extended day, and after-school programming, to potentially be leveraged to support students in need of additional support.
- Support schools to communicate regularly with families in their home language about their child's progress and the targeted plans for students in need of additional support.
- If hybrid, activate plans to monitor and assess the following.
 - Connectivity and Access:
 - Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.
 - Attendance:
 - Develop systems to monitor and track students' online attendance on a daily basis.
 - Student Work:
 - Teachers will assess the quality of student work and provide feedback to students and families.
 - Students will self-assess the quality of work, reflect on teacher feedback, and learning progress.
 - Every students' academic and social emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.
- Secure supports for students who are transitioning to postsecondary.
- Support schools to implement grade-level curricula aligned to Michigan PreK-12 standards.
 - Support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate Instruction.
- Revise students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers to reflect the child's evolving needs based on assessment data and parent feedback, and design accommodations and match services accordingly.
 - Commence intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE.
 - Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider

students' needs around accessibility and provide assistive technologies, where possible.

- Inventory all intervention programs and services available to students on the district and school level and identify any gaps.
- Remain connected with MDE about policies and guidance.
- Develop a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

[The GISD Remote Instruction Plan can be accessed here.](#)

Communications and Family Supports

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

- 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.

Communication between the Genesee Intermediate School District programs, personnel, students, and parents or guardians is critical for student success and family involvement. In all programs, open communication is valued and encouraged. Parents and students are welcome to contact the staff at any time they have questions or concerns regarding day to day assignments or general questions in addition to the materials, calls, and electronic information sent home. The Genesee Intermediate School District will communicate through the use of its website, social media (Facebook), school messenger phone calls, emails, and our main line 810-591-4400 will always be open.

- **Center Based Special Education Programs:** GISD Special Education programs, instructional and non-instructional staff will contact students and parents/families at a minimum of twice per week including emails, texts, applications, phone calls, online learning platforms, and virtual meetings. These contacts will serve as reminders of enrichment and supplemental academic work opportunities, food/resource updates, and mental health checks.
- **Mott Middle College/Genesee Early College (MMC/GEC):** MMC and GEC are counseling based early/middle colleges where student support and success are always kept at the forefront of our work. MMC/GEC will continue our outreach efforts through the Google Education Suite, high school email, Remind app, phone, and other communications. We will encourage and support students through consistent feedback, lesson design, class expectations, and teaching. We will constantly include wellness checks, i.e. physical, social-emotional well-being, along with checks for understanding in

our lessons and assignments. We will create opportunities for students to provide feedback and recommendations during the entire process and will use such feedback to determine the next steps in learning.

- **Genesee Career Institute (GCI):** GCI instructional and non-instructional staff will contact students and parents/families at minimum twice per week including emails, texts, Remind app, phone calls, online learning platforms, and virtual meetings. These contacts will serve as reminders of enrichment and supplemental academic work opportunities, food/resource updates, and mental health checks. Students will be provided with a weekly schedule with outcomes specific to their CTE program and standards for learning. Each plan will provide outcomes for the week, standards, and activity expectations for the student, resource list, and alternative assignments if technology is not available.
- **Great Start Readiness Program (GSRP)/Head Start and Early Head Start Preschool:** GSRP instructional staff will contact parents/guardians and children at a minimum of twice per week including emails, texts, applications, phone calls, online learning platforms, and virtual meetings. These contacts will serve to support learning. Additionally, our non-instructional staff will contact families weekly to continue to provide comprehensive services. Instructional and non-instructional staff are required to complete weekly task sheets listing contacts and submit to site coordinators for on-going monitoring.
- **English Language Learners (ELL):** EL Facilitators, with permission from their local school district administration, will maintain regular weekly contact with students and support families as needed through a variety of ways including phone calls, email, Google Classroom, office hours, Zoom and/or Google Hangout. They will differentiate supports based on proficiency of students and needs.

Professional Learning

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

- Provide adequate time for schools and educators to engage in:
 - Intentional curriculum planning and documentation to ensure the stability of instruction, whether school buildings are open or closed;
 - Identify students who did not engage in remote learning and develop a plan to provide additional supports, if needed. Share data and concerns about each student's growth and needs with students' assigned teacher(s) for the 2020-2021 school year;
 - Identify students who potentially need additional support; and
 - Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning.
- Create a plan for professional learning and training, with goals to:
 - Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education;

- Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use; and
- Build school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging.

Facilities

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

- Cleaning and disinfecting supplies have been audited and procured.
- Districts have been audited for student learning space.
- The district provided school-level guidance for cleaning and disinfecting buildings and playgrounds. Frequently touched surfaces will be cleaned several times a day.
- The district will alert school-based custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and/or CDC.
- Administration will convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection.
- Advanced training for custodial staff is being provided.
- Deep cleaning over the summer has taken place.
- School buildings were audited with consideration given to size, additional space, availability, and ventilation.
- Audit school security protocols to decide if any process changes need to be implemented.
- School security staff will follow CDC protocols if interacting with the general public.
- Maintain facilities for in-person school operations are maintained appropriately.
 - HVAC systems at each building are checked for efficiency.
 - Air filters are changed regularly.
 - Custodial staff have distributed wastebaskets, tissues, and CDC-approved soap to every office and classroom.
 - Signage about frequent handwashing, cough etiquette, and nose blowing is widely posted, disseminated, and encouraged through various methods of communication.
 - Custodial staff will follow guidance from the CDC.
- School leaders and custodial staff will conduct and document a facility walk-through to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.
- The district has procured level-1 facial coverings, including those with a transparent front, for PreK-5 teachers, low-income students, and students with special needs.
- Procure level-1 surgical masks for cleaning and janitorial staff.
- Activate school cleaning and disinfection protocols according to the CDC.
- Custodial staff will wear surgical masks when performing cleaning duties and will be provided face shields upon request.
- Staff will maintain facilities for the resumption of school operations.

Budget, Food Service, Enrollment, and Staffing

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

- Support schools in assessing student arrival protocols. This includes how students arrive at and depart from school (e.g., school bus, dropped off via car, drive themselves, walk, public transportation).
- Support schools in conducting staff and student outreach to understand who is coming back.
 - Each building/program has a breakdown of the staff – administrators, educators, support staff, full-time nurses, part-time nurses, school counselors, etc.
 - Ongoing planning with buildings/programs to account for vacant positions or staff who are not returning.
 - Student surveys were sent out to identify the learning environment they desire (in-person, remote, or a hybrid model).
- Assess the need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs.
- Work with relevant local bargaining units to assess how job responsibilities may shift in light of COVID-19 and how new or additional responsibilities will be accounted for.
- Recruit, interview, and hire new staff.
- Consider redeploying underutilized staff to serve core needs.
- Where possible, and in partnership with local bargaining units, identify and provide staff accommodations that would enable high-risk staff to provide appropriate services.
- Communicate any student enrollment or attendance policy changes with school staff and families.
- Provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely.
- Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs.
- Inventory how many substitute teachers are available.
- Provide school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures.
- Verify that student and staff handbooks are printed and ready for distribution and/or are available digitally. Highlight any changes at the first staff meeting.
- Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.
- Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.
- Work with school leaders to orient new school staff to any operational changes.
- Create master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind.
- Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.

Technology

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

In preparation for in-person instruction:

- We surveyed families to collect information about the number of devices available in their homes to support remote learning.
- Buildings have designated technology points of contact (or in some cases, the principal will serve as the point of contact) that communicates with district technology support.
- The district has a plan for technology support which includes training and support for educators to adapt remote learning for the classroom.
- Technology support staff including instructional technology staff are available to support GISD programs and can be contacted by our help desk, email, Microsoft Teams, and telephone.
- The district will implement a technical support process that will include tips and FAQs for parents.
- We are implementing a plan for the return of devices from at-home use. The procedures should include:
 - We are implementing protocols for safely collecting devices;
 - We will sanitize devices using an isopropyl alcohol solution;
 - The district has been assessing the need for accessories such as headphones, microphones, and webcams. We will purchase these as needed;
 - GISD will perform routine maintenance to help protect against and remove any malware and fix standard issues including, screen, keyboard, or battery replacement; and
 - The district uses LANSweeper for an asset tracking tool.
- The district will seek to minimize the downtime a staff or student experiences due to devices that are being repaired.
- GISD facilities have a robust infrastructure to support mobile devices.
- GISD monitors its wireless network to be sure it stays online for student and staff access.

In case of another closure:

- GISD will deploy any digital learning devices and move to virtual learning.
- GISD is investing in a virtual learning environment that includes both a robust Learning Management System (LMS) and instructional content from Accelerate Education. Center-based programs will utilize the existing Unique Learning System curriculum both in-person and via remote instruction.
- We are implementing a plan for the return of devices from at-home use. The procedures will include:
 - We are implementing protocols for safely collecting devices;
 - We will sanitize devices using an isopropyl alcohol solution;
 - The district has been assessing the need for accessories such as headphones, microphones, and webcams. We will purchase these as needed;
 - GISD will perform routine maintenance to help protect against and remove any malware and fix standard issues including, screen, keyboard, or battery replacement; and
 - The district uses LANSweeper for an asset tracking tool.

- The district will seek to minimize the downtime a staff or student experiences due to devices that are being repaired.
- GISD will explore ways to expand wireless access beyond our facilities.

When schools reopen for in-person instruction:

- GISD implemented an LMS that includes instructional content for grades K-12 from Accelerate Education. Center-based programs will utilize the existing Unique Learning System curriculum both in-person and via remote instruction.
- This solution will serve as the foundation for GISD's remote learning implementation.
- GISD has created an educational resources site to collect, organize, and share resources that teachers can use for instruction.
- GISD will review issue tracking from our help desk and inventory data regularly as a way of understanding the quality and progress of technology processes in our district.
- If any infrastructure issues are found during this time, GISD technical staff will work to resolve them quickly.
- Throughout the school year, GISD will monitor its implementation to note any systems or process issues that need to be resolved. We will then implement and plan to resolve them.

Transportation

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

- Inventory buses and address questions, such as:
 - How many buses are or could be made available in the district?
 - How much variation is there in the size and maximum capacity of buses in the district?
 - How have the buses been used?
 - How many drivers will be returning? How many are in the training pipeline? What is the plan to address any shortage of drivers?
- The district has finalized bus procedures for bus drivers and students that are informed by public health protocols.
- Encourage close collaboration between transportation and IEP teams to monitor changes to students' IEPs and implement accordingly.
- In the event of school closure, the district will utilize buses to provide food service and delivery of instructional materials where possible.

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



GENESEE INTERMEDIATE SCHOOL DISTRICT

LEADERSHIP ♦ SERVICE ♦ INNOVATION

Partnering for success!

COVID-19 PREPAREDNESS AND RESPONSE PLAN

PHASE 5 Preschool through Age 26

Updated August 11, 2020

Name of District:

Genesee Intermediate School District

Address of District:

2413 West Maple Avenue, Flint, MI 48507-3493

District Code Number:

25000

Web Address of the District:

www.geneseeisd.org

Name of Intermediate School District:

Genesee Intermediate School District

Table of Contents

About this Plan.....	3
Preparedness Plan Assurances	4
Personal Protection Equipment.....	5
Hygiene.....	5
Spacing, Movement, and Access	6
Screening Students, Staff, and Guests, Testing Protocols, and Responding to Positive Cases	7
Students	7
Staff.....	7
Students and Staff.....	8
Guests.....	8
Food Service, Gathering, and Extracurricular Activities.....	8
Athletics	8
Cleaning.....	9
Busing and Student Transportation	9
Medically Vulnerable Students and Staff.....	10
Mental and Social Emotional Health.....	10
Instruction	11
Governance.....	11
Instruction.....	12
Communications and Family Supports	13
Professional Learning	14
Instruction	15
Facilities.....	15
Budget, Food Service, Enrollment, and Staffing.....	16
Technology	17
Transportation.....	18

About this Plan

This Plan has been developed based on the Michigan Return to School Roadmap from the COVID-19 Taskforce on Education and the Return to School Advisory Council recommendations. This plan describes the policies and procedures the Genesee Intermediate School District (GISD) will utilize in the school facilities.

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

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

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

Preparedness Plan Assurances

The Genesee Intermediate School District commits to implement the following as outlined in the Governor's Executive Order 2020-142:

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

Personal Protection Equipment

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

- For the purpose of this section, facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
- Facial coverings must always be worn by staff except for meals.
 - Homemade facial coverings must be washed daily.
 - Disposable facial coverings must be disposed of at the end of each day.
- Facial coverings must be worn by PreK-12 students, staff, and bus drivers during school transportation.
- Facial coverings must always be worn in hallways and common areas by PreK-12 students in the building except for during meals.
- Facial coverings must be worn in classrooms by all students in grades 6-12.
- All students in grades K-5 must wear facial coverings unless students remain with their classes throughout the school day and do not come into close contact with students in another class.

Exceptions: Any staff or student that is unable to medically tolerate a facial covering (as verified by a medical doctor's note) must not wear one. Any staff or student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Students with significant disabilities preventing the use of facial coverings are referred to forthcoming guidance from MDE. Facial coverings for children ages 3 and 4 will be at the discretion of the parent/guardian. Facial coverings should never be used on children under age 2.

Hygiene

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

- 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.
- Students should wash their hands or use hand sanitizer after changing any classroom; teachers in the classroom should wash their hands or use sanitizer every time a new group of students enters their room.
- Custodial staff will systematically and frequently check and refill soap and hand sanitizers. Each classroom will be equipped with hand sanitizer and have access to sinks/bathrooms for the purpose of hygiene lessons.

- Students and teachers will wash with soap and water.
- As possible, the GISD will:
 - Limit the sharing of personal items and supplies such as writing utensils.
 - 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.

Spacing, Movement, and Access

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

- In classrooms: Space desks six feet apart in classrooms as feasible. Class sizes will be kept to the level afforded by necessary spacing requirements. In classrooms where large tables are utilized, space students as far apart as feasible. As feasible, desks will face toward the front of the classroom. Teachers will maintain six feet of spacing between themselves and students as much as possible.
- In hallways: Efforts should be made to keep six feet of distance between people in the hallways. Hallways will be divided with either side following the same direction. Staggered movements at incremental intervals should be used if feasible to minimize the number of persons in the hallways as able.
- As able, "specials" (like art, music, and library) should be brought to the classrooms instead of having students move to different locations. Where possible, physical education will be held outside and social distancing of six feet will be practiced.
- Signage: Post signage to indicate proper social distancing, including floor markers designating six-foot intervals where line formation is anticipated. Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.
- Staff will monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.
- Family members or other guests will not be allowed in the school building except under extenuating circumstances determined by district and school officials. Adult guests entering the building are screened for symptoms, provided a facial covering, and provided with sanitizer before entering. Records, including date and time, are kept of non-school employees or other visitors entering and exiting the building.

Exceptions: Although GISD programs will make every attempt to ensure socially distancing of students and staff, there may be situations in which social distancing is not practicable, such as when meeting individual student physical or medical needs, during bus transportation, and/or in classrooms in which desks cannot be spaced six feet apart.

Screening Students, Staff, and Guests, Testing Protocols, and Responding to Positive Cases

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

- All schools will follow the local public health department and CDC guidance regarding implementing protocols for screening students and staff (Licensed pre-school programs will also meet any additional LARA requirements/guidance).

Students

- Each student will have their temperature taken before entering the bus or the school building. Students with a temperature of 100.4 or above will not be permitted on the bus or in the building.
 - Families are encouraged to check their child's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if symptoms of COVID-19 are present.
 - Families are encouraged to monitor their children for symptoms of COVID-19. The presence of any symptoms, including cough or shortness of breath, should prompt the family to keep the student home from school and to follow up with a primary care provider.
- Every school will identify and designate a quarantine area and a staff person to care for students who become ill at school. Students who become ill with symptoms of COVID-19 will be placed in the identified quarantine area with a surgical mask in place (if medically tolerable) 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.
- In the event of student illness, close contact with a confirmed case of COVID-19, or positive test of COVID-19, students will follow [GISD's Administrative Guideline 8455](#) - COVID-19 Preparedness and Response Plan, Mitigation, Self-Reporting, Leave of Absence.

Staff

- Before coming to work, all staff will complete a health monitoring questionnaire. The questionnaire is available in both electronic and hard copy formats. Before entering a building, staff will either submit a paper form or present evidence that the electronic form has been completed and that they do not exhibit COVID-19 symptoms. Additionally, all staff will have their temperature checked daily before entering the building. Staff who exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, should stay home, and will not be permitted in the building.
- In the event of staff illness, close contact with a confirmed case of COVID-19, or positive test of COVID-19, staff will follow [GISD's Administrative Guideline 8455](#) - COVID-19 Preparedness and Response Plan, Mitigation, Self-Reporting, Leave of Absence.

Students and Staff

- GISD will adhere to current CDC guidelines and/or recommendations from the local health department when determining when it is safe for a staff/student to return to work/school after displaying symptoms of COVID-19, testing positive for COVID-19 or coming into close contact with someone with a confirmed case of COVID-19 and will follow [GISD's Administrative Guideline 8455](#) - COVID-19 Preparedness and Response Plan, Mitigation, Self-Reporting, Leave of Absence.

Guests

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

Food Service, Gathering, and Extracurricular Activities

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

- Classrooms should be used for students to eat meals at school if distancing guidelines cannot be met. If possible, school-supplied meals should be delivered to classrooms with disposable utensils.
- If cafeterias must be used, mealtimes should be staggered to create seating arrangements with six feet of distance between students.
 - Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks.
- Students, teachers, and staff should wash hands before and after every meal.
- If possible, schools should offer telecasting of assemblies and other school-sanctioned events. If field trips occur, they will follow the transportation guidelines including the use of facial coverings.
- Extracurricular or after school activities may continue with the use of facial coverings.
- All gatherings, including outdoors, will comply with current and future executive orders that set caps on the congregations of people.

Athletics

GISD programs do not include athletics. However, Early College students who participate in local district athletic programs will follow their respective local district protocols.

Cleaning

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

- Frequently touched surfaces including light switches, doors, benches, bathrooms, will undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.
- Libraries, computer labs, arts, and other hands-on classrooms will undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution. Efforts will be made to minimize sharing of materials between students, as able.
- Student desks will be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.
- Athletic and other equipment will be wiped down with either an EPA-approved disinfectant or diluted bleach solution before and after each use.
- Playground structures will continue to undergo normal routine cleaning.
- Staff will ensure the safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products.
- Staff will wear gloves, surgical mask, and face shield when performing all cleaning activities.

Busing and Student Transportation

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

- The district will strongly encourage the use of hand sanitizer before entering the bus. Hand sanitizer will be supplied on the bus.
- The bus driver, staff, and all students in grades PreK-12, if medically feasible, will be encouraged to wear facial coverings while on the bus. Note: there may be situations where it is not safe for the bus driver to wear a facial covering. Decisions about these situations should be made on a case-by-case basis with local public health officials.
- Transportation vehicles will be cleaned and disinfected before and after every transit route. Children will not be present when a vehicle is being cleaned.
- Frequently touched surfaces in the vehicle will be cleaned and disinfected (e.g., surfaces in the driver's cockpit, hard seats, armrests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.
- Equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools will be cleaned daily.
- Parents will take the student into the home if they are not allowed to board the vehicle.

- If a student becomes sick during the day, they will not use group transportation to return home.
- If a driver becomes sick during the day, they will follow district protocols and will not return to drive students.
- Weather permitting, doors and windows will be opened when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
- Consideration will be given to opening windows during transit to reduce the spread of the virus by increasing air circulation, if appropriate and safe.

Medically Vulnerable Students and Staff

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

- Systematically review all current plans (e.g. Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19.
- Create a process for students/families and staff to self-identify as high-risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignments.
- Staff caring for children and providing any medical care that includes aerosol-generating procedures (e.g., nebulizers) should have N95 masks.
- Where possible, and in partnership with local bargaining units, identify and provide staff accommodations, that would enable high-risk staff to provide appropriate services.

Mental and Social Emotional Health

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

- Encourage schools to implement a mental health screening for all students by a trained professional, if possible. Any screening should be compliant with HIPAA and FERPA policies.
- Screening instructions (offered verbally to younger students) should provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines.
- Establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams.

- Encourage the identification of a point person or establish an access navigator to centralize mental health referrals, communications to families/ students, and public-facing wellness materials.
- Establish a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed (e.g., loss of a student, loss of a school staff member).
- Compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that references school and community wellness resources.
- Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.
- Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).
- Communicate with parents and guardians, via a variety of channels, return to school transition information including:
 - De-stigmatization of COVID-19;
 - Understanding normal behavioral response to crises;
 - General best practices of talking through trauma with children; and
 - Positive self-care strategies that promote health and wellness.

Instruction

Governance

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

- Create a district Return to Instruction and Learning working group, potentially led by the Director of Curriculum, Chief Academic Officer or the equivalent, and composed of a broad group of stakeholders on the district and school level, to:
 - Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations;
 - Revise the district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness; and
 - Share the district's remote learning plan with all involved stakeholders in case of a return to remote learning.

The GISD Return to School Planning Team will be led by our Superintendent, Dr. Lisa Hagel. Also included are the following administrators from each department including operations, transportation, human resources, communications, instruction, special services, business, countywide services, early childhood, and technology.

The team is comprised of the following individuals:

- Dr. Keely Mounger, Deputy Superintendent
- Dr. Steve Tunnicliff, Associate Superintendent
- Dr. Mary Behm, Assistant Superintendent for Education and Learning
- Mrs. Cindy McCain, Assistant Superintendent for Business Services
- Mrs. Cherie Wager, Assistant Superintendent for Special Services
- Mr. Luke Wittum, Assistant Superintendent for Technology and Media Services
- Mr. Jeff Adams, Executive Director of Human Resources
- Mrs. Diana Allard, Executive Director of Career and Technical Education
- Mrs. Tricia Hill, Executive Director for Center for Countywide Programs

The team meets weekly to review, monitor, and discuss implementation of the plan, including feedback provided by all stakeholders via survey data, meetings, and personal communication. Subgroups may be formed if appropriate to review processes, policies, and procedures for the various GISD programming.

Each program administrator/building leader will provide, distribute, and review a student/family survey seeking feedback for on-line learning.

Instruction

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

- Set an instructional vision that ensures that every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
- Secure supports for students who are transitioning to postsecondary.
- Support schools to implement grade-level curricula that are aligned to Michigan PreK-12 standards.
 - Support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate Instruction.
- Revise students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers to reflect the child's evolving needs based on assessment data and parent feedback, and design accommodations and match services accordingly.
 - Commence intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE.
 - Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible.

- Inventory all intervention programs and services available to students on the district and school level and identify any gaps.
- Remain connected with MDE about policies and guidance.
- Develop a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

Communications and Family Supports

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

- 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.

Communication between the Genesee Intermediate School District programs, personnel, students, and parents or guardians is critical for student success and family involvement. In all programs, open communication is valued and encouraged. Parents and students are welcome to contact the staff at any time they have questions or concerns regarding day to day assignments or general questions in addition to the materials, calls, and electronic information sent home. The Genesee Intermediate School District will communicate through the use of its website, social media (Facebook), school messenger phone calls, emails, and our main line 810-591-4400 will always be open.

- **Center Based Special Education Programs:** GISD Special Education programs, instructional and non-instructional staff will contact students and parents/families at a minimum of twice per week including emails, texts, applications, phone calls, online learning platforms, and virtual meetings. These contacts will serve as reminders of enrichment and supplemental academic work opportunities, food/resource updates, and mental health checks.
- **Mott Middle College/Genesee Early College (MMC/GEC):** MMC and GEC are counseling based early/middle colleges where student support and success are always kept at the forefront of our work. MMC/GEC will continue our outreach efforts through the Google Education Suite, high school email, Remind app, phone, and other communications. We will encourage and support students through consistent feedback, lesson design, class expectations, and teaching. We will constantly include wellness checks, i.e. physical, social-emotional well-being, along with checks for understanding in our lessons and assignments. We will create opportunities for students to provide feedback and recommendations during the entire process and will use such feedback to determine the next steps in learning.

- **Genesee Career Institute (GCI):** GCI instructional and non-instructional staff will contact students and parents/families at minimum twice per week including emails, texts, Remind app, phone calls, online learning platforms, and virtual meetings. These contacts will serve as reminders of enrichment and supplemental academic work opportunities, food/resource updates, and mental health checks. Students will be provided with a weekly schedule with outcomes specific to their CTE program and standards for learning. Each plan will provide outcomes for the week, standards, and activity expectations for the student, resource list, and alternative assignments if technology is not available.
- **Great Start Readiness Program (GSRP)/Head Start and Early Head Start**
Preschool: Preschool—GSRP instructional staff will contact parents/guardians and children at a minimum of twice per week including emails, texts, applications, phone calls, online learning platforms, and virtual meetings. These contacts will serve to support learning. Additionally, our non-instructional staff will contact families weekly to continue to provide comprehensive services. Instructional and non-instructional staff are required to complete weekly task sheets listing contacts and submit to site coordinators for on-going monitoring.
- **English Language Learners (ELL):** EL Facilitators, with permission from their local school district administration, will maintain regular weekly contact with students and support families as needed through a variety of ways including phone calls, email, Google Classroom, office hours, Zoom and/or Google Hangout. They will differentiate supports based on proficiency of students and needs.

Professional Learning

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

- Provide adequate time for schools and educators to engage in:
 - Intentional curriculum planning and documentation to ensure the stability of instruction, whether school buildings are open or closed;
 - Identify students who did not engage in remote learning and develop a plan to provide additional supports, if needed. Share data and concerns about each student's growth and needs with students' assigned teacher(s) for the 2020-2021 school year;
 - Identify students who potentially need additional support; and
 - Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning.
- Create a plan for professional learning and training, with goals to:
 - 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.

Instruction

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

- Ensure that every student:
 - Has access to standards-aligned, grade-level instruction, including strategies to accelerate student learning;
 - Is assessed to determine student readiness to engage in grade-level content; and
 - Is offered scaffolds and supports to meet their diverse academic and social emotional needs.
- Conduct checkpoints with school leaders around curriculum pacing and ongoing monitoring of student progress, specifically honing in on the growth of students who need acceleration.
- Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.
- Conduct a review of each students' IEP in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services including OT, PT, and Speech while school buildings were closed.
- Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs.
- Set expectations for schools and teachers to integrate high-quality digital tools and resources that are appropriate and sustainable at each grade level, to increase teachers' and students' familiarity with online learning in case of a return to remote instruction.
- Determine and activate structures outside of the regular school day, such as summer learning options, extended day, and after-school programming, to potentially be leveraged to support students in need of additional support.
- Support schools to communicate regularly with families in their home language about their child's progress and the targeted plans for students in need of additional support.

Facilities

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

- Cleaning and disinfecting supplies have been audited and procured.
- Districts have been audited for student learning space.
- The district provided school-level guidance for cleaning and disinfecting buildings and playgrounds. Frequently touched surfaces will be cleaned several times a day.
- The district will alert school-based custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and/or CDC.

- Administration will convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection.
- Advanced training for custodial staff is being provided.
- Deep cleaning over the summer has taken place.
- School buildings were audited with consideration given to size, additional space, availability, and ventilation.
- Audit school security protocols to decide if any process changes need to be implemented.
- School security staff will follow CDC protocols if interacting with the general public.
- Maintain facilities for in-person school operations are maintained appropriately.
 - HVAC systems at each building are checked for efficiency.
 - Air filters are changed regularly.
 - Custodial staff have distributed wastebaskets, tissues, and CDC-approved soap to every office and classroom.
 - Signage about frequent handwashing, cough etiquette, and nose blowing is widely posted, disseminated, and encouraged through various methods of communication.
 - Custodial staff will follow guidance from the CDC.
- School leaders and custodial staff will conduct and document a facility walk-through to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.
- The district has procured level-1 facial coverings, including those with a transparent front, for PreK-5 teachers, low- income students, and students with special needs.
- Procure level-1 surgical masks for cleaning and janitorial staff.
- Activate school cleaning and disinfection protocols according to the CDC.
- Custodial staff will wear surgical masks when performing cleaning duties and will be provided face shields upon request.
- Staff will maintain facilities for the resumption of school operations.

Budget, Food Service, Enrollment, and Staffing

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

- Support schools in assessing student arrival protocols. This includes how students arrive at and depart from school (e.g., school bus, dropped off via car, drive themselves, walk, public transportation).
- Support schools in conducting staff and student outreach to understand who is coming back.
 - Each building/program has a breakdown of the staff – administrators, educators, support staff, full-time nurses, part-time nurses, school counselors, etc.
 - Develop a staffing plan to account for teachers and staff who are not returning or are at risk (i.e., those who are 65 years or have an underlying medical condition and decide not to return).

- Ongoing planning with buildings/programs to account for vacant positions or staff who are not returning.
- Assess the need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs.
- Work with relevant local bargaining units to assess how job responsibilities may shift in light of COVID-19 and how new or additional responsibilities will be accounted for.
- Recruit, interview, and hire new staff.
- Consider redeploying underutilized staff to serve core needs.
- Where possible, and in partnership with local bargaining units, identify and provide staff accommodations, that would enable high-risk staff to provide appropriate services.
- Communicate any student enrollment or attendance policy changes with school staff and families.
- Provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely.
- Seek and provide guidance on the use of CARES Act funding for key purchases (e.g., cleaning supplies).
- Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs.
- Inventory how many substitute teachers are available.
- Provide school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures.
- Verify that student and staff handbooks are printed and ready for distribution and/or are available digitally. Highlight any changes to distribute at the first staff meeting.
- Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.
- Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.
- Work with school leaders to orient new school staff to any operational changes.
- Create master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind.
- Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.

Technology

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

In preparation before schools reopen for in-person instruction:

- We surveyed families to collect information about the number of devices available in their homes to support remote learning.

- Buildings have designated technology points of contact (or in some cases the principal) will serve as a point of contact that communicates with district technology support. This person will also serve as the point of contact for support and will communicate with the district technology staff and helpdesk.
- The district has a plan for technology support which includes training and support for educators to adapt remote learning for the classroom.
- Technology support staff including instructional technology staff are available to support GISD programs and can be contacted by our help desk, email, Microsoft Teams, and telephone.
- The district will implement a technical support process that will include tips and FAQs for parents.
- Designate technology process/support leaders to key efforts and publish their contact information on the district intranet and/or internet
- Identify Family Technology Liaison to support communication regarding technology
- We are implementing a plan for the return of devices from at-home use. The procedures should include:
 - We are implementing protocols for safely collecting devices
 - We will sanitize devices using an isopropyl alcohol solution
 - The district has been assessing the need for accessories such as headphones, microphones, and webcams. We will purchase these as needed.
 - GISD will perform routine maintenance to help protect against and remove any malware and fix standard issues including, screen, keyboard, or battery replacement.
 - The district uses LANSweeper for an asset tracking tool.
- The district will seek to minimize the downtime a staff or student experiences due to devices that are being repaired.
- GISD facilities have robust infrastructure to support mobile devices
- GISD monitors its wireless network to be sure it stays online for student and staff access.
- GISD will develop a technology support program for families

Transportation

Genesee Intermediate School District programs agree to meet the following protocols from the Michigan Return to School Roadmap. Any exceptions are listed at the end of each section.

- Inventory buses address questions, such as:
 - How many buses are or could be made available in the district?
 - How much variation is there in the size and maximum capacity of buses in the district?
 - How have the buses been used?
 - How many drivers will be returning? How many are in the training pipeline? What is the plan to address any shortage of drivers?

- Assess whether any bus contractors have been impacted by COVID-19 (i.e., closed or opt-out from current routes).
- The district has finalized bus procedures for bus drivers and students that are informed by public health protocols.
- Encourage close collaboration between transportation and IEP teams to monitor changes to students' IEPs and implement accordingly.
- Inventory bus drivers to understand the extent of high-risk populations.

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



GENESEE INTERMEDIATE SCHOOL DISTRICT
LEADERSHIP ♦ SERVICE ♦ INNOVATION
Partnering for success!

COVID-19 PREPAREDNESS AND RESPONSE PLAN

REMOTE INSTRUCTION PLANS

Updated August 11, 2020

Genesee Career Institute

Genesee Early College and Mott Middle College

Great Start Readiness Program, SKIP Home Based,
and Early On[®] Genesee County

Special Education Center Based Programs

Table of Contents

Genesee Career Institute	3
Genesee Early College (GEC) and Mott Middle College (MMC)	5
Great Start Readiness Program (GSRP), SKIP Home Based, and Early On® Genesee County	7
Special Education Center Based Programs	9

Genesee Career Institute

Remote Instruction Plan:

Review student records to determine home language needs and meet with instructors to ensure that all communication with parents, students, and families meets home language needs.

- Activate remote learning programs at scale to deliver standards-aligned curricula and high-quality instructional materials. Integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. We will consult MDE for high-quality digital resources.

Genesee Career Institute has purchased supplemental online material recommended by the Office of Career and Technical Education to ensure the delivery of standards-aligned curricula and high-quality instructional materials. Staff at Genesee Career Institute have the technology in their classroom to deliver both synchronous and asynchronous learning. Professional development sessions have been scheduled prior to the school year to learn best practices for student engagement, consistency, and differentiation.

- Support schools to assess every student in grades PreK-12 during the first few weeks of school, using a screener, diagnostic, or formative assessments that can be given online or conducted virtually, to understand where students are academically and inform instructional decisions for teachers, students, and families.

Genesee Career Institute will continue to use online pre-test assessments to determine math, ELA, and technical readiness.

- Review student IEPs, IFSPs, and 504 plans in coordination with general and special education teachers to reflect the child's evolving needs based on assessment data and parent feedback, and design accommodations and match services accordingly.
 - Commence intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and Career and Technical Education.
 - Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible.

Genesee Career Institute Special Populations Coordinator will review all IEP, 504 and IFSP plans to determine additional supports needed for student success in their CTE program. Weekly progress checks will be done with the instructor to reevaluate plans as necessary.

- Secure supports for students who are transitioning to postsecondary

Genesee Career Institute will continue to work with post-secondary partners to create individual programs of study for students who will be transitioning to post-secondary.

- Conduct checkpoints with school leaders around curriculum and instruction and ongoing monitoring of student progress, specifically honing in on the progress of students in need of additional support.

Genesee Career Institute will conduct weekly team meetings using MS Teams to evaluate student progress both emotionally and academically. Intervention plans will be put in place as needed.

- Remain connected with MDE about policies and guidance.

The Director of CTE will continue to meet with MDE and OCTE to remain connected to changing policies and guidance. This information will be shared with all staff.

- 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.

Genesee Career Institute will work to develop a plan for the continuation of services with local sending district staff and the Special Populations staff.

Communication

Genesee Career Institute will communicate with students and families to procure contact information to be updated in the student records system. Teachers will create a remind101 or an alternative method of two way communication with both students and parents. GCI administrative staff will use an all call along with email to communicate notices of closure and reopening.

GCI instructional staff will update syllabi to reflect Phase 3 remote learning expectations. This information will be shared on the virtual learning platform that will be used for classroom communication. Parents and families will receive this information through email and a virtual meet the teacher event.

Genesee Career Institute has a dedicated web site with resources for parents and families online. Technology will be available for pickup at Genesee Career Institute along with paper resources. GCI staff will contact families who will be in need of any mailed educational packets.

Genesee Early College (GEC) and Mott Middle College (MMC)

Remote Instruction Plan – GEC and MMC Phase 3:

- Design
 - In the event of a return to Phase 3, all students will remain at home and learn remotely, synchronously. All teachers will live-stream their classes from their classrooms at MMC/GEC. All teachers will have cameras and speakers/mics for their classrooms.
- Communication with Families
 - Principals will make weekly calls home via SchoolMessenger
 - School updates
 - Student concerns
 - Teachers will make weekly calls home regarding:
 - Student concerns, such as absences, lack of progress, other
- Student Mental Health
 - Staff will utilize a Student Concerns Form (Google) to identify concerns & notify the Student Services team daily/weekly
 - Counselors will conduct meetings weekly (in person or via Zoom) with students and families as needs arise (specific to absences, progress in classes, mental health concerns)
 - We will use the UMHS tools (Universal Mental Health Screening)
 - Systematic screening for behavior disorders: screens for internalizing and externalizing concerns
 - Student Risk Screening Scale (SRSS): screens for seven externalizing behavioral criteria (lies, cheats, sneaks, steals, behavior problems, peer rejection, low academic achievement, negative attitude, and aggressive behavior)
 - Behavior Assessment System for Children, Third Edition: Behavioral and Emotional Screening System, identify students with needs in both academic and social domains, including internalizing problems, externalizing problems, school problems, and adaptive skills
 - Strengths and Difficulties Questionnaire: Screens broad behavioral domains, including emotional symptoms, conduct problems, hyperactivity/inattention, peer relationship problems, and prosocial behavior
 - Resiliency Scales for Children & Adolescents: profiles personal strengths and vulnerability

Remote Instruction Plan – GEC Phase 4:

Genesee Early College will return to the 2020-21 school year with the following plan in place.

- Design
 - All students in grades 9-13 will be scheduled into high school classes (as required) fully face-to-face
 - GEC's high school classes will be held in the University Center (UCEN) building on the University of Michigan - Flint (UMF) campus

- GEC will have access to five large spaces in order to accommodate 6-foot distancing
- All students will be given the option to be a full-time virtual student; they will be able to live stream all of their courses and participate in a remote setting
 - Students will have the opportunity to choose from MMC teacher-produced content or courses from service provider Accelerate

Remote Instruction Plan – MMC Phase 4:

Mott Middle College will return to the 2020-21 school year with the following plan in place.

- Design
 - All students in grades 9-13 will be scheduled into high school classes (as required) on either an “A” day or a “B” day, allowing for half the student body to be on campus at any one time.
 - “A” days are Monday and Tuesday; “B” days are Thursday and Friday
 - While “A” students are face to face, live in person, “B” students will be virtual, synchronous, live streaming at home
 - While “B” students are face to face, live in person, “A” students will be virtual, synchronous, live streaming at home
 - All classrooms will be designed with social distancing of 6 ft between all students
 - All students/staff will wear masks at all times
 - All high school students will be virtual on Wednesdays for all of their classes
 - Wednesday’s will also include staff meeting time/PLC time/Department meeting time
 - All students taking college classes from Mott Community College will either be learning remotely or face to face; 75-85% of classes will be remote
 - All MCC students must complete the Distance Learning Evaluation Session (DLES) -100 in order to prepare for E-learning
 - All high school students will be given the option to be a full-time virtual student; they will be able to live stream all of their courses and participate in a remote setting
 - Students will have the opportunity to choose from MMC teacher-produced content or courses from service provider Accelerate
 - Summary statement: high school students will have the choice to have either face-to-face (hybrid) lessons or virtual only
- Assessments
 - Teachers use teacher-produced assessments [unit, end of semester]
 - MMC uses STAR Math & Reading assessments
 - MMC uses MCC Accuplacer assessments (reading, math, writing)

Great Start Readiness Program (GSRP), SKIP Home Based, and Early On® Genesee County

Remote Instruction Plan – Phase 3

Weekly activity plans will be provided to parents/guardians. The weekly plans will contain activities that will range from 20 minutes to 60 minutes, Monday - Thursday. There will be a variety of daily learning activities included in the weekly plans such as literacy, numeracy, imaginative play, creative arts, music and movement, science, outdoor exploration, exercise, and fine/gross motor activities. All activity plans will be aligned with the Michigan Early childhood Standards of Quality.

The activity plans will be delivered through a weekly home learning packet. Activities will be fully explained so parents/guardians can do the activity with their child. Teachers will conference with families/children twice a week to answer any questions, check on the learning (assess), and to extend the learning from the weekly activities. Teachers will check in via Zoom, google classroom, text messages, phone calls, and FaceTime. Modeling lessons will also be scheduled daily on ZOOM and families will be able to log in to watch teacher lessons that are tied to the activity calendar. Modeling lessons will also be posted on our Early Childhood Facebook page.

Instructional teams have already contacted families and are aware of the best method of communication and the ability to access learning activities through technology. Weekly home learning packets will be emailed to families or mailed via U.S. Mail each Friday for the following week.

Parents/guardians and children will need basic school supplies in order to engage in the learning activities. Supplies needed include pencil, foam alphabet letters, math links, pencil grip, safety scissors, tactile number cards, journal, glue stick, crayons, mini whiteboards, wipe markers, shapes, social emotional support cards, and books. We have supplied many families with these items and will continue to supply newly enrolled children with needed supplies and will deliver a backpack full of supplies to the home.

Content will be sent via email or U.S. postal mail to parents/guardians and students each week. Instructional teams will contact families twice per week in order to support and/or extend learning. Contacts, support, and extension of learning will be made via Zoom, Google Classroom, phone calls, and text messages. Model lessons and extension resources will also be posted on our Early Childhood Facebook page.

Instructional teams will monitor and assess the acquisition of skills during weekly conferences with students and parents/guardians utilizing the Teaching Strategies Gold tool which relies heavily on teacher observation and parent feedback. Parents will also utilize the Ready Rosie application, another component of Teaching Strategies Gold. Parents may log feedback into the application and their feedback, in turn, is saved into the TS Gold. The ASQ will be given at the beginning of the year to help guide instruction and activities and then again at the end of the year for all children.

Early On families and children will be provided with services in alignment with their current IFSP. All Early On Service Providers and support staff will provide contacts with parents/families at minimum, the equivalent of service delivery written on the IFSP. Services and supports can

be delivered virtually, emailed, via text, phone call, hand-delivered or mailed. Services may provide a combination of high tech, low tech, and no tech activities and correlate to IFSP outcomes. Service delivery will be based on family needs. Early On Service Providers will progress monitor child outcomes through parent/guardian feedback and observation via one or more of the following tools: BRIGANCE® Inventory of Early Development III, Devereux Early Childhood Assessment (DECA), or Rhode Island Early Intervention Child Outcomes Guidance Document.

Communication

Parents will be contacted via phone by instructional staff to notify them of the virtual program. Emails and letters containing the details of the virtual program will also be sent to all families. The information will discuss the delivery of instruction, assessment, food distribution, and additional supports that are available to families.

Remote Instruction Plan – Phase 4

Our instructional plans will be pursuant to the guidelines set forth by the Michigan Department of Education.

Communication

Parents will be contacted via phone by instructional staff to notify them of the instructional program. Emails and letters containing the details of the instructional program will also be sent to all families. The information will discuss the delivery of instruction, assessment, and additional supports that are available to families.

Special Education Center Based Programs

Methods to provide alternative modes of instruction and a summary of materials for pupil and pupil's parents to access the plan in alignment with the GISD COVID-19 Preparedness and Response Plans.

- Expectations
 - Best practices for blended or remote learning;
 - Grade-level proficiencies;
 - Modes of student assessment and feedback;
 - Differentiated support for students;
 - Daily living instruction;
 - The inclusion of social-emotional learning; and
 - Guidance around daily instructional time and workload per different grade bands to ensure consistency for students.
 - Teacher accessible during the regularly scheduled school day
- Methods
 - Students will have access to a full day of standards-aligned materials in every subject, grade-level instruction, including strategies to accelerate student learning
 - Assignments must provide a combination of high tech, low tech, and no tech activities and correlate to student goals and objectives
 - Scaffolded supports to meet their diverse academic and social emotional needs
 - Will include:
 - ELA and Math (grades K-12 only, optional postsecondary)
 - Transition Activities (postsecondary, optional K-12)
 - Movement, Sensory or Mindfulness activities
 - Science and Social Studies
 - May include:
 - Self-Help skills
 - Supplemental Resources
 - Communication activities
- Assessments
 - Unique Learning Systems
 - Criterion-referenced assessments (e.g. Brigance)
 - IEP goals and objectives
 - Student artifacts/portfolios
 - Content or skill area-specific assessments
 - Norm-referenced assessments (e.g. Peabody Individual Achievement Test)
 - Progress monitoring of student participation through parent/guardian feedback of student performance on assignments. Staff will maintain individual datasheets.

- Remote Instruction Platforms
 - Recorded lessons
 - Distribution of lessons in an electronic format
 - Class DOJO
 - Email
 - Google Classroom
 - Remind App
 - Live Stream
 - Zoom
 - Google Meet
 - Microsoft TEAMS
 - Facebook Live Private
 - Packets of weekly instructional materials
 - Phone contact with direct instruction
- Curriculum
 - Unique Learning Systems
 - Common Core Essential Elements
 - Transition Curriculum
- Materials
 - Standards-aligned tools or materials to support differentiation, intervention and remote learning
 - Appropriate digital tools and resources to increase familiarity of online learning in case of return to remote instruction
- Connectivity and Accessibility
 - Ensure students/parents/guardians have access as appropriate to high tech and/or low tech activities to successfully engage in and achieve student progress and provide assistive technology where possible
- Accountability
 - Individualized instruction
 - Review IEP for student needs based on time away while school buildings were closed
 - Revise students' IEPs to reflect needs based on assessment data and parent feedback; design accommodations and match services
 - Focus for IEP goals and objectives
 - Progress monitoring
 - Data collection and review
 - Recording and logging of services
 - Recovery of services
 - EDPs in place for all students K-12

- Teacher Expectations:
 - Bi-Weekly Plan submitted in designated format to supervisor
 - Classroom schedule for individual students-identify the instructional format (in person, hybrid, remote)
 - Outcomes/standards being met for each student
 - Activity, portfolio work, project, etc.
 - Resources needed including technology
 - Mode of instructional delivery per student
 - Collaboration with ancillary staff
 - Communication with students
 - Twice weekly minimum
 - Format can be remote learning meeting, email, text, phone or other online platform
 - Documentation necessary
 - Reminders of enrichment and supplemental academic work opportunities
 - Food/resource updates
 - Mental health checks
- Speech and Language Pathologist Expectations
 - Telehealth- consultative and direct services
 - Collaboration with the teacher for the delivery of coordinated services
 - Low/no-tech activities
 - CORE words
- School Social Worker Expectations
 - Telehealth- consultative and direct services
 - Support students and staff mental health needs
 - Support the parents of students with significant behaviors
 - Provide resources for families
 - Provide PBIS strategies for the home
 - Collaboration with the teacher for the delivery of coordinated services
 - Consulting with students and families using trauma-informed care resources
- Occupational Therapy and Physical Therapy Expectations:
 - Telehealth - consultative and direct services
 - Provide sensory diets as appropriate
 - Provide mindfulness activities & resources
 - Collaboration with the teacher for the delivery of coordinated services
 - Equipment needs
- Orientation and Mobility Specialists Expectations
 - Logging of services - consultative and direct services
 - Collaborate with the teacher for the delivery of coordinated services
 - Consulting with student and families for coordination of services
 - Provide resources for families

- Nursing Expectations
 - Well-child checks
 - Obtain physician's orders for SY20-21
 - Health screening for active GISD sites as directed by the health department
 - Provide resources as needed
 - Maintain & distribute PPE for the district
- Adaptive PE/Art/Music Expectations
 - Bi-Weekly plan submitted in designated format to supervisor
 - Outcomes/standards being met for students
 - Activity, portfolio work, project, etc.
 - Resources needed including technology
 - Mode of instructional delivery per students
 - Collaboration with classroom and ancillary staff
- Paraeducator Expectations
 - Actively assist teachers with the delivery of distance learning instruction
 - Assisting with the creation and/or preparation of hands-on materials
 - Participating in distance instruction, connecting with students
 - Delivery of instructional supplies or materials
 - Other duties as assigned



GENESEE INTERMEDIATE SCHOOL DISTRICT

LEADERSHIP ♦ SERVICE ♦ INNOVATION *Partnering for success!*

2413 West Maple Avenue, Flint, Michigan 48507-3493
(810) 591-4400 Fax (810) 591-7570
www.geneseeisd.org

July 6, 2020

I approve the Genesee Intermediate School District COVID-19 Preparedness and Response Plan.

Jerry Ragsdale (Signature on File)

Mr. Jerry Ragsdale, GISD Board of Education President

Richard Hill (Signature on File)

Mr. Richard Hill, GISD Board of Education Vice President

James Avery (Signature on File)

Mr. James Avery, GISD Board of Education Secretary

Larry Ford (Signature on File)

Mr. Larry Ford, GISD Board of Education Treasurer

John Conover (Signature on File)

The Honorable John Conover, GISD Board of Education Trustee

Jerry G. Ragsdale, President ♦ Richard E. Hill, Vice President ♦ James D. Avery, Secretary ♦ Larry P. Ford, Treasurer ♦ The Honorable John L. Conover, Trustee



Dr. Lisa A. Hagel, Superintendent ♦ Dr. Keely P. Mounger, Deputy Superintendent ♦ Dr. Steven W. Tunncliffe, Associate Superintendent
Mary K. Behm, Assistant Superintendent ♦ Cynthia A. McCain, Assistant Superintendent ♦ Cherie A. Wager, Assistant Superintendent ♦ Luke R. Wittum, Assistant Superintendent
Jeffrey D. Adams, Executive Director ♦ Tricia L. Hill, Executive Director ♦ Diana M. Allard, Director