

COVID-19 Preparedness and Response Plan

(Executive Order 2020-142 District Preparedness Plan Template)

Revised 7:00AM
07/10/20

Name of District: Grand Rapids Child Discovery Center

Address of District: 409 Lafayette Ave SE Grand Rapids, MI 49504

District Code Number: 41921

Web Address of the District: childdiscoverycenter.org

Name of Intermediate School District: Kent

Name of Authorizing Body (if applicable): Grand Rapids Public Schools

Preparedness Plan Introduction

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

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

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

Preparedness Plan Assurances

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

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

Preparedness Plan

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

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

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

The Grand Rapids Child Discovery Center’s (GRCDC) instructional approach for Phases 1-3 is informed by best practices and stakeholder feedback. GRCDC remote learning will be revised based on stakeholder feedback, academic data and student engagement throughout the 2020-2021 school year.

Remote learning will be based on identified essential standards, cross curricular projects and high-quality, common instructional materials; the essential standards and associated formal assessments will remain the same across Phases 1-6. In Phases 1, 2 and 3, GRCDC will use both LIVE (synchronous) instruction AND on-demand (asynchronous) instruction, both of which will be communicated and managed through the SeeSaw Learning Management System. Each virtual day will utilize 1-2 synchronous sessions, approximately 30 minutes each and 2-3 asynchronous learning activities. Assigned teachers, learning mentors and/or interventionists will facilitate the synchronous learning all of which will be prepared by certified teachers. In addition, iReady Personalized Instruction in reading and math will support individualized instruction for approximately 90 minutes per week.

Asynchronous instruction will include the following options:

- Opportunities to gain first exposure to content prior to a LIVE class
- First exposure to content will be a 5-15 minute video of the teacher explicitly teaching a skill the child will need to apply the following day when with the teacher in a LIVE class. A short check for understanding will be assigned after the video.
- Independent assignment completion
- iReady lessons in reading and math
- Includes Informal and formal assessment

Synchronous instruction will include the following options:

- After completing the preparation work, students arrive to LIVE Zoom meetings ready to start solving problems, analyzing text, investigating solutions, debating, collaborating, designing and model building,
- The purpose is to deepen understanding and increase skills using their new knowledge.
- Will include targeted interventions
- Focuses on higher level cognitive activities and is project based whenever possible
- Includes Informal and formal assessment

Assessments

In the first six weeks, all students will be assessed in reading and math using the iReady Reading and iReady Math Diagnostic. Both these diagnostic assessments can be administered remotely during Phases 1-3 and in person when students return to the building in Phases 4-6. Diagnostic assessment results will be used to differentiate instruction. The iReady Reading and iReady Math Diagnostic assessments will be used again in December and March to adjust instruction throughout the year. Assessment data and any resulting individualized learning plans will be shared with families following diagnostic assessments. Additional formal assessments such as MKEO, WIDA and M-STEP will be administered as outlined by Michigan Department of Education.

Special Education

Upon the beginning of remote learning, all students' IEPs and 504 plans will be reviewed with general and special education teachers to reflect the child's needs based on assessment data and parent feedback, and design accommodations and match services accordingly. Time will be set aside for general education and special education teachers to collaborate on delivery and assessment methods to best meet the needs of students. The GRCDC will work in partnership with the Grand Rapids Public Schools to 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.

While following the district plan for remote instruction, meeting state and federal compliance for students with disabilities may require access to select building sites on a limited basis solely for the purpose of conducting required evaluations and periodic check ins for therapeutic performance assessments. These events will be scheduled in advance and all participants will follow health and safety requirements.

A July 2020 survey of all GRCDC families indicated that 100% of respondents have Internet access in their homes. The GRCDC anticipates approximately 65 families will need access to a school-owned Chromebook device. The GRCDC will loan out Chromebooks with a user agreement to all families in need of a device; this will ensure that there is at least one laptop or desktop computer in each GRCDC family home so that students can access learning throughout virtual learning. If internet connectivity becomes a barrier, families will have the option of a temporary district provided hotspot.

Parents will need access to the Internet, a laptop or desktop computer, lined paper, white paper, markers, colored pencils or crayons, grade level texts, pencils and/or pens. Parents will be surveyed about these materials and if they indicate a need was present, materials will be available for pick up/delivery while adhering to guidelines from the Kent County Health Department and the U.S. Center for Disease Control and Prevention.

Safety Protocols in Phases 1-3:

PPE and Hygiene, Screening, Responding to Positive Tests, Athletics, Busing and Extra Curriculars: School is closed for in person instruction and activity

Spacing and Movement and Cleaning: School is closed for in person instruction. The building may be utilized by a licensed childcare provider (Discovery Care), in agreement with the school leadership and Board and in following emergency provisions by the state. School employees in maintenance and custodial work can continue work in the building and permit entry by contractors for the purpose of conducting basic school operations and cleaning/sanitizing and maintenance. Other school personnel may be permitted inside the building to support remote instruction as determined and approved by school administration.

Food Service: GRCDC maintains a food service contract with Grand Rapids Public Schools. As such, all students are able to access meals at GRPS food distribution sites, according to their guidelines.

Mental and Emotional Health

- The district will consider implementing a mental health screening by a trained professional, if possible. If this is not possible, the district will continue with the screening of the Student Risk Screening Scale- Internalizing and Externalizing- SRSS-IE
- The district has specific guidelines for identification of and rapid referrals for extra support for families and students. Families and students can be identified through the referral process or self identify through a survey form that is always available to request different types of help (social-emotional, health, food, etc.)
- Staff will continue with ongoing training in Responsive Classroom, Empowering Education, and Conscious Discipline. COVID and trauma related modules will be worked into this development plan, aligned with our current approaches
- The Social and Emotional Subteam will establish partnerships with specific community partners to address needs of students, families and staff. These will be communicate via newsletter and website
- District will work to create a volunteer partnership with mental health providers to support staff in self care and resiliency strategies and help support students and staff with COVID 19 related mental and emotional health concerns
- FERPA will be adhered to in all above instances

Operations

- Cleaning Materials and supplies will be maintained and audited by Custodial staff in preparation for school reopening
- School building will be maintained in good working order, including grounds maintenance
- CDC guidelines will be followed in sanitizing and disinfecting the building
- Custodial staff will wear masks while cleaning

Technology

- The Operations Director of the District is the single point of contact to communicate with families and staff about technology device and support needs
- Staff will have ongoing training in remote learning best practices as well as the use of our LMS (SeeSaw) and iReady
- District wide procedures for the distribution, maintenance and sanitation of devices have been developed by the Operations Subteam and will be followed

Note: All requirements were accepted and relevant strongly recommended protocols were accepted in Phases 1-3. Not all protocols are relevant due to being a single building school district (SBSD)

- B. The policies and procedures that the District will follow when the region in which the District is located is in **Phase 4** of the Michigan Safe Start Plan. Those policies and procedures must, at a minimum, include:

1. **Face coverings** (p. 22)

- a. Please describe how the district will implement **requirements** for facial coverings that

Personal Protective Equipment

- **Face coverings will be defined as face masks, with a top and a bottom- not a bandana or**

other piece of cloth. Must be secured on each ear or the top and bottom around the head

- The expectations for the wearing of face coverings and how to obtain clean face coverings will be included in all district to parent communications, family and staff guidebooks and our Staff Weekly publications. Staff will be provided with clear face coverings to use when instruction or connection requires that students be able to see expressions or mouth movements
- Staff will use professional health videos and videos made by school personnel in order to teach about mask use, wearing, and storage for students and families.
- Students and parents will be required to watch a safety video on the wearing of and expectations for maintenance of face coverings.
- Building and grounds signage will be prominent throughout the school building, indicating that masks must be worn by all and physical distancing should be adhered to whenever possible.
- Staff and families will be asked to provide their own disposable or fabric face masks, a minimum of 2 per day.
- A disposable face covering will be provided to any teachers or staff who have forgotten theirs on any given day. Any teacher who requests a clear face covering will have one provided by the school.
- Face coverings will be stored in personal paper bags, per Kent Co Health Dept Guidelines. Students will have a back up mask to switch to a clean one after being outside, if desired. When surveying our families, 95.6% of families indicated they were able to provide a clean mask daily to their child for in person instruction. The other remaining families will have masks purchased for them.
- Individuals (staff or students) who claim medical exemption will need to notify the Executive Director in writing and provide written documentation from a doctor.
- Exempted individuals will be recorded in a master database on Skyward and issued a lanyard pass indicating that their exemption has been recorded
- All students will wear face coverings in the classroom. This will include a scaffolded approach for younger students (K-1) to practice wearing maskings and building stamina. Students may be granted “mask breaks” when in their small classroom cohorts and seated stationary with a 3 foot radius around them.
- Students who are capable of wearing a face covering and refuse to do so in an area where a face covering is required will be issued a face covering by a school official (teacher, paraprofessional, administrator, school safety staff, playground aid, etc.) and asked to put the face covering on. If the student still refuses, they will have a mediation meeting with a behavior team staff member and a parent contact will be made. If necessary, a plan will be devised to support the student in mask wearing compliance.
- After meeting with parents and creating and implementing a support plan, students showing patterns of non-compliance will be enrolled in virtual programming until the student is able to predictably comply with this safety protocol.
- Staff who are capable of wearing a face covering and refuse to do so will be addressed by the school administrator and could face progressive disciplinary measures up to and including termination.
- Guests to the school building (presenters, substitute teachers, etc) will be issued a disposable face covering upon signing in at the main office and will be instructed to wear the face covering at all times. Instances of non-compliance will result in the guest being escorted from the building by a building administrator. During Phase 4, however, guests in the building while students are present will be kept to an absolute minimum
- In instances of uncertainty about individuals not wearing face coverings, these matters will be relayed to the building administration for review and decisive action.

Note: All requirements were accepted and relevant strongly recommended protocols were accepted.

Not all protocols are relevant due to being a single building school district (SBSD)

2. Hygiene

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

- Employees will be educated on protective behaviors to reduce the spread of COVID 19
- Employees will be provided PPE and cleaning supplies
- Every classroom will be supplied with a portable handwashing station. If this is not possible a hand sanitizing station will be provided, as well as scheduled visits to the restroom to wash hands
- Directions on proper handwashing will be posted in every restroom and classroom
- Supplies (paper towels, soap, hand sanitizer, tissues, trash receptacles) will be checked daily and restocked in the classroom.
- Teachers will contact the office immediately if supplies run low during the school day. The “on call” staff person for that grade band or custodial staff will deliver the supplies to the classroom
- Work spaces will be separated by individuals whenever possible. Shared work spaces will be identified as such and employees will clean and disinfect their shared space and the tools within that space (phone, video, keyboard, etc) after each use
- Teachers and paras will teach students the following on the first day of school and reinforce weekly or more often as needed (this may be done via video)
 - Proper handwashing on the first day of school and reinforce weekly or more often if needed
 - How to cough and sneeze into their elbows, or to cover with a tissue and dispose of it in the trash
- Proper mitigation strategies including hand washing and sneezing will be communicated to families via newsletters, web pages, bulletin boards, and the like. Parents and caregivers will be asked to review and reinforce with their students.
- Staff, adults, and students will “wash in” and “wash out” of each space in the building- both from coming inside and outside but also from indoor space to indoor space. If a handwashing station is not available, sanitizer will be used.
- Students will wash their hands with soap every 2-3 hours. Teachers must have a system to monitor this practice.
 - Times of day students are washing their hands:
 - Upon arrival after removing mask
 - After they use the bathroom
 - Before they eat lunch or snack
 - After they eat lunch or snack
 - After removing their mask to play outside at recess (hand sanitizer)
 - Returning from recess after removing their mask.
 - Any time they leave the classroom.
- Custodial staff will
 - Procure adequate soap, hand sanitizer, paper towels, tissues- assessing the stock at least monthly and reordering as necessary
 - Post signage related to cleaning and hygiene strategies in each room, restroom, throughout the hallways by August 28

- Monitor hygiene supplies and refill as needed twice times daily
- Procure hand sanitizing stations as deemed necessary during walk-through with building leader by August 24
- Sharing school supplies will be limited, and each student will have their own supply storage for materials. Any shared supplies will be sanitized by teachers or staff after each use.
- A list of these supplies will be generated as appropriate for each grade level with a communication indicating what families can expect to provide and what the school will provide. School supplies that families are unable to provide will be purchased by the school.

**Note: All requirements were accepted and relevant strongly recommended protocols were accepted
Not all protocols are relevant due to being a single building school district (SBSD)**

3. Cleaning

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

District and Building Implementation Plan:

- Building/District Leaders, Operations Director and Custodian will meet to review the CDC guidelines, amend custodial job description as necessary and determine a schedule for cleaning. The Operations Subteam will work directly with the custodian to articulate daily procedures.
- An inventory related to all cleaning supplies that are in compliance with EPA-approved COVID-19 materials will be taken and orders made to address increased cleaning protocols. (completed by August 1)
- Cleaning stations will be identified on each floor (the closets at the either end of each hallway) to hold the needed clearing materials.
- All classrooms will be provided spray bottles with EPA-approved disinfectant or diluted bleach solution, paper towels, face shield and gloves in order to address new cleaning protocols. Staff must wear gloves, a mask and face shield when cleaning, and students will not be allowed access to the cleaning solutions.
- The Custodian, Ops subteam and administrator will tour their building and identify areas of frequent use throughout the building. A list of high-use, high frequency areas will be created and available from the custodian and in the main office
- A cleaning matrix will identify teacher, staff, and custodial responsibilities for cleaning and disinfecting at different points in the day (by August 24)
- Appropriate staff, including teachers in elementary schools will be required to clean (wipe student desks, tables, chairs, and other high touch points) at least every two-three hours with an either EPA-approved disinfectant or diluted bleach solution. Employees will be trained on the proper use of the cleaning materials and will be required to wear gloves, surgical masks, and face shields while cleaning (PPE). PPE will be provided by the district.
- Custodial staff (head custodian or cleaning support person) will walk the building wiping all high frequency usage areas at 12:00pm and 4pm and after any movement or activities throughout the building, such as lunch. Staff will note the time and date and initials on a chart that is kept daily.
- Playground equipment (metal and plastic only, per CDC guidelines) will be cleaned by custodial staff on a regular cleaning schedule per CDC guidelines.
- A training on cleaning materials and protocols will be provided to the staff through a virtual meeting prior to August 31. This training will show the use of PPE when cleaning, protocols for the classroom and storage of cleaning materials.

**Note: All requirements were accepted and relevant strongly recommended protocols were accepted
Not all protocols are relevant due to being a single building school district (SBSD)**

4. Spacing Movement and Access Please describe how you will implement the requirements for athletics protocols from the *Return to School Roadmap* (p. 23).

While there are no “required” spacing, movement and access protocols in Phase 4 of the Roadmap, GRDC has chosen to adopt many of the strongly recommended and recommended protocols.

General:

- Students desks/tables/seating should be six feet apart (3 ft radius around each child). Class sizes will be kept to a level that will allow us to keep these spacing requirements. Students will attend school “in person” in small class groups of 10-15 students in order to meet spacing requirements. Students will attend school 2 days a week to allow for this and the other days will be virtual. In instances where this is not possible, partitions will be used.
- Extra furniture will be removed from rooms and stored in order to accommodate student spacing requirements
- Drinking fountains will not be permitted for use and fresh water stations will be available in each classroom
- Playground will be closed for arrival and dismissal times and only used by class cohorts, one cohort at a time. Movement class will take place outdoors with stations six feet apart on the green space.
- Whenever possible, student tables, desks and seating will be facing in the same direction in the classroom.
- Teachers will maintain a six foot distance from children during instruction, including small group instruction, whenever possible. When this is not possible, teachers and students will sit as far apart as possible and all wear facial coverings.
- Family members and guests are not permitted in the building. All morning drop offs and afternoon pick ups will be from an identified location outside the building where those walking and riding to school can enter/exit. No families/parents/guardians will be permitted on the playground yard or in the building during pick up or drop off at Phase 4. Students will be met at gate by school staff and supervised for their entry into the building.
- At morning drop off, students will directly enter the building through an assigned door that corresponds to their classroom.
- Signage for distancing and indicating the proper directional movement in the hallway (one way) will be posted on the walls and the floor by August 31.
- Physical distanced floor markings will be used for line up spaces, waiting areas and office area.
- Any adult guests that must enter the building for a pre-approved or emergency reason will be screened for symptoms, have temperature taken, and must wear a face mask. Records will be kept of all non school employees or others who have entered the building and will include time, date, purpose, and length of time in the building.
- Students will remain with their class cohort of 10-15 students throughout the day and will not cross over with other student groups, including at recess. Teachers will remain with their assigned cohort as well. Any staff that must cross over between class cohorts (paras, admin, etc.) will always wash in/wash out, wear a face mask, and observe a six foot distance whenever possible.

Late arrivals:

- Students will wear their mask from the car until they walk into the classroom
- Parents walk the student to the door and ring the video intercom or call from the car to check them in verbally to the office.

- Students come to the office for a temperature check.
- Students receive a pass to go to class that includes the time they arrived and that their temp was taken.

Dismissal:

- Students will wear their mask from the classroom to their car.
- There will be no walker line. People who ride bikes or walk to school will go to a designated area on the dismissal line and wait for their student there.
- Students will wear masks while traveling from their classroom to their car.
- Students stay in the classroom and are released from there, no gathering in gym.
- Paras and support staff are either working the dismissal line or stationed at key positions in the school to watch students leaving the building

In the Hallways:

- Markings on the floor will indicate the side of the hallway that the students should travel to the bathroom or the office. [See diagram](#)
- Classrooms may not use the hallway at the same time. If another classroom is in the hallway, the entire class will wait until that class has exited before using the hallway.
 - Recess will be staggered so that students from other classes will not be sharing the hallway at the same time.
- Students should only need to travel in the hallway to use the restroom or get to recess.
 - If the student is going to the bathroom, they will wear their mask and be instructed to not touch their face.
 - Students will wash their hands at the classroom sink before returning to their seat.

● **Bathroom use**

- Students will need to follow the hallway directions
- Wash hands before returning to classroom AND in the classroom at handwashing station. (because they will touch things in the hallway)
- Classrooms may only send one boy and one girls to the bathroom at a time and get really strict about this practice.
- There will only be 2 students in the bathroom at all times, There will be a waiting area in the hallway, that will have a maximum of 1 student.
 - Each classroom will have a bathroom pass for each bathroom (boy and girl). The bathroom pass will need to be able to hang on a hook and be labeled with the teacher's name.
 - If a child needs to use the bathroom, either the child or the teacher will check the hallway to see if there is a child in the bathroom waiting area. There is a maximum of one student in the bathroom waiting area.
 - If there is not a child in the waiting area, the child will leave their classroom and walk down to the bathroom. If there is a child in the waiting area outside the bathroom. The child will wait in the classroom until the waiting area is empty.
 - When the child arrives at the bathroom they will check to see if there are any open spots in the bathroom by looking at the bathroom pass hanging station (this will be located right outside the bathroom on the wall.) If there are less than two passes they can hang up their pass and enter the bathroom. If there are already two passes hanging, they will wait in the waiting area until a student comes out.
 - After they are done using the bathroom, they will need to wash their hands, grab their pass from outside the bathroom, and return to class.

5. Athletics

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

The Grand Rapids Child Discovery Center will resume after school activities once the Region/State moves into Phase 6. We do not participate in athletic activities at this time.

5. Screening

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

- For staff
 - All employees are required to complete a daily entry self-screening protocol that includes, at a minimum, a questionnaire to determine whether the employee has symptoms of COVID-19 or exposure to an individual that could have COVID-19. This self-screening may be completed before employees arrive at work or within one hour of employees arriving at work. The daily at home screening must include temperature taking. If employees do not have a thermometer at home, one will be provided for use at work prior to any interaction with co-workers or students.
 - Symptomatic staff are required to wear masks and will be isolated and sent home with a recommendation that they be tested. Staff will not be able to return until either they receive a negative test and comply with the CDC quarantine period or they are released from isolation in accordance with the CDC or Kent County Health Department guidelines.

 - For students:
 - Parents must ask the questions about symptoms every morning
 - If a child has symptoms, they can not be sent to school
 - Parents must call the student in and report symptoms
 - Daily: temperature checks every morning
 - Eliminate waiting outside in lines, students would come in starting at the time of drop off, teachers will need to be ready for students at the beginning of drop off.
 - Each teacher has a thermometer and takes temps before they enter the classroom (see arrival procedure.) Temps will be taken again at midday.

If a student presents symptoms while at school

Student is immediately quarantined in the sick room, separate from main office

 - Student wears a surgical mask and the staff in the room wears a surgical mask
 - Student is sent home
 - Parents are advised to get a test
 - If test is positive for COVID here is the [return recommendation](#):
 - Further, [here is the quarantine protocol from the CDC](#)
 - If the test is negative, they can return to school after 24 hours without the use of fever reducing medications, unless they have been close contact with someone who has a COVID positive test, then they will quarantine

6. Testing

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

- Students who develop a fever or become ill with COVID-19 symptoms at school will be required to wear a mask and information and a recommendation will be provided to their parent or guardian to take their student for off-site testing. If office staff determine that an emergency situation exists, he/she will take the standard emergency protocols including calling an ambulance as appropriate. Students will not be allowed to return to school unless they receive a negative test and comply with the CDC quarantine period or they are released from isolation in accordance with the CDC guidelines.
- Families will be notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home. Any notification will be in compliance with FERPA and HIPPA, where the confidentiality of employee and student information is maintained to the greatest extent possible.
- If the school or district is notified that a student or staff member has a lab or clinically diagnosed case of COVID-19, immediate efforts will be made to contact any close contacts (those who spent more than 15 minutes less than six feet in close proximity to the student or staff member) so that they can be quarantined for 14 days at home. Students and staff will be closely monitored for any symptoms of COVID-19.

Note: All requirements were accepted and relevant strongly recommended protocols were accepted Not all protocols are relevant due to being a single building school district (SBSD)

7. Busing and Student Transportation

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

GRCDC does not provide busing. GRCDC does not provide student transportation.

8. INSTRUCTION- PHASE 4 (HYBRID AND VIRTUAL MODEL)

Governance

Prior to designing the Phase 4 learning plan, a team was created comprised of district and school staff, parents, and administration, with advisory support from the Board of Directors. Multiple surveys were given at the conclusion of the Distance Learning plan in the spring and in response to the reopening plan draft, in order to better understand what families and stakeholders needed and expected in Phase 4. Overwhelmingly, 70% of families indicated that a hybrid (staggered days) for any in person instruction during Phase 5 was necessary. Further, almost 40% of families indicated they would prefer an all virtual learning option during Phase 4.

Communications and Family Supports

Families are receiving weekly communications via email and Remind text in order to ensure that

families are aware of and have a say in the COVID 19 Response Plan. For families we have not been able to contact, home visits were made to ensure 100% input into the plan for students.

Weekly communications will continue throughout the school year from the district admin and teachers will also utilize many different ways to connect with families- including virtual office hours, newsletter, social media, etc.

Instruction

In Phase 4 all strongly recommended Phase 4 Instructional practices will be planned before in person learning. In Phase 4 GRDC will offer a Reggio inspired, K-5 education via two different delivery options: 1) Fully virtual or 2) A hybrid of 2 days of traditional face to face instruction and 3 virtual instruction days per week. Both of these delivery models will be taught by each teacher to an established class lists to maintain connections among children, staff and families, will use the same curriculum and instructional planning to prepare an equitable approach across options, will teach prerequisite skills from last year (as needed) just prior to teaching grade level content and will adjust teaching and learning based on the use of common assessments.

Teaching and learning will be based on four core academic areas and two electives each week. Similar to the Phase 1-3 plan, each virtual day will utilize 1-2 synchronous sessions, approximately 30 minutes each and 2-3 asynchronous learning activities. Assigned teachers, learning mentors and/or interventionists will facilitate the synchronous learning all of which will be prepared by certified teachers. In addition, iReady Personalized Instruction in reading and math will support individualized instruction for approximately 90 minutes per week. For students selecting the hybrid delivery option, they will follow the virtual day approach outlined above and will receive instruction in 4 core and at least 1 elective each day they attend in person.

Professional Learning

Professional Learning in Phase 4 will be based on identified areas of need, including equity, social-emotional learning and trauma informed practices utilizing the MIBLISI (or comparable) equity scope and sequence, Empowering Education social emotional curriculum and Conscious Discipline. Other areas of professional learning will include:

- Education technology and utilizing SeeSaw for increased student engagement and formative assessment.
- Prioritizing systematic phonics instruction with daily routines
- Utilizing the iReady Diagnostic to identify unfinished learning from 2019-20 and setting up differentiated groups in Reading and Math
- Transitioning Ready Math Curriculum into virtual instruction
- Implementing all safety, hygiene, and cleaning protocols

Professional learning will be integrated in the weeks leading up to the beginning of the school year and embedded into biweekly staff meetings to offer timely and responsive opportunities for continued learning and adaptation.

C. Describe the policies and procedures that the district will follow when the region in which the district is located is in Phase 5 of the Michigan Safe Start Plan.

Instruction:

We will continue to offer the virtual model, as described for Phase 1-3. The virtual model may need to be revised, depending on how many families elect to be fully virtual or in person in Phase 5. In person instruction will open for everyone, with 4 days a week being in person and 1 day a week being virtual for all. This will keep students on the same instructional flow within the school, whether virtual or in person.

All other safety, hygiene, and cleaning protocols in Phase 4 will be followed in Phase 5. The exception to this will be students will not be 6 feet distanced in classrooms, but will be distanced as much as possible given the space in the room. The masks and hygiene requirements will still be in place unless revised or no longer recommended by the CDC or Michigan Department of Health. Screening and Testing protocols will remain in effect for staff and students unless no longer recommended by the CDC or Kent County Health Department. The strongly recommended cleaning protocols will remain in place unless no longer recommended by the CDC or Kent County Health Department

1. Indicate which highly recommended protocols from the *Return to School Roadmap* the district will include in its Preparedness Plan when the region in which the district is located is in **Phase 5** of the *Michigan Safe Start Plan*.

Described above

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

The district will not transport staff for off-site testing. Staff will be sent home with a recommendation to obtain testing unless it is an emergency situation. In an emergency situation, 911 will be called by admin or office staff.

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

No

Final Steps for Submission

Each district shall submit a single completed Assurance Document and Preparedness Plan to its Board of Education (in the case of a PSA, the Academy Board of Directors; in the case of a nonpublic school, the chief or designated school administrator) in time for approval by August 15 or seven days before the first day of school, whichever comes first.

Date of Approval by the District Board of Education, PSA Board of Directors, or nonpublic school chief/designated school administrator: Monday August 10, 2020

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

<https://drive.google.com/file/d/1G20Ln2RGx50wiNfBxtbztIWjgmZdC8sY/view?usp=sharing>

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

childdiscoverycenter.org (under “transparency reporting)

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

Name of District/PSA/Nonpublic Leader Submitting Plan:

Date Received by the ISD/Authorizing Body/Chief or designated School Administrator: 8/11/2020

Date Submitted to State Superintendent and State Treasurer: