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Ford Administration  
1620 E. Elza, Hazel Park, MI 48030 | 248-658-5200 | F: 248-544-5223  
www.hazelparkschools.org

**Agenda**

**Special Board of Education Meeting**

Ford Administration Building

1620 E Elza Avenue

Hazel Park, MI 48030

August 12, 2020

6:00 PM

In accordance with Governor Whitmer's Executive Order 2020-154 due to the COVID-19 Pandemic, the Hazel Park Schools Board of Education will be conducting a Special Board of Education Meeting via video conference.

Join Zoom Meeting

<https://hazelparkschools.zoom.us/j/85798564621?pwd=U2NyMTUvWThvN3lOS01tMTRaQ1dzQT09>

Meeting ID: 85798564621

Call into the meeting by phone (312) 626-6799 enter 85798564621 941343

You may email your questions or comments to Board President, Laura Adkins

[laura.adkins@hazelparkschools.org](mailto:laura.adkins@hazelparkschools.org)

CALL TO ORDER

ROLL CALL

PUBLIC COMMENT

UNFINISHED BUSINESS

A. COVID-19 Preparedness & Response Plan Update (Action Item)

NEW BUSINESS

A. GSRP and Pre School Academy Programs (Informational Item)

B. Latchkey (Informational Item)

C. Sports (Informational Item)

BOARD MEMBER AND ADMINISTRATION COMMENTS

ADJOURNMENT

Any person with a disability who needs accommodation for participation in this meeting should contact the Superintendent's office at (248) 658-5220 at least five (5) days in advance of the meeting to request assistance.

All Official minutes of school board meetings are stored and available for inspection in the Ford Administration office at the above address.

This notice is given in compliance with Act No. 267 of the Public Acts Michigan, 1976

# COVID-19 Preparedness and Response Plan

(Executive Order 2020-142 District Preparedness Plan Template)

Revised 6:00 pM  
08/12/20

**Name of District: Hazel Park School District**

**Address of District: 1620 East Elza, Hazel Park, MI 48030**

**District Code Number: 63130**

**Web Address of the District: [www.hazelparkschools.org](http://www.hazelparkschools.org)**

**Name of Intermediate School District: Oakland County Schools**

**Name of Authorizing Body (if applicable):**

## 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.

Hazel Park Schools will increase our synchronous learning experiences during Phase 1, 2 and 3 **and 4 (when students are remote)** by continuing to offer students access to standard aligned curriculum and high quality learning materials. These materials will be offered in both digital access and paper format as our Spring 2020 experience revealed that not all parents want their student to access remote online learning even though the district provided iPads and Chromebooks to students. New students who do not have access to electronic devices in their home will be given devices for use in their home. Parents will be supported with directions on how to access low-cost internet services. If low-cost internet can not be accessed then the district will support the families in finding other options for internet services. Students will not be penalized for inability to fully participate provided families stay engaged with school personnel in developing personalized and realistic education plans for their child. Hazel Park Schools will do everything we can to meet student/family needs and encourage full participation.

For students who do not have internet access or whose parents choose to not have them participate in online learning, teachers and other support staff will make weekly contact and have two-way communication. This may be done through the use of technology (i.e. virtual meeting, email, Remind) or through weekly phone calls. For students with technology access, teachers will provide instruction on a daily basis through an instructional platform (i.e. Google Classroom, SeeSaw, Zoom), with an emphasis on continuing to build relationships and maintain connections. If students do not have access to technology, teachers will provide instructional packets that focus on essential content, building relationships, and maintaining connections. We will encourage relationships between students through technology (i.e., virtual meeting, email, by phone or Remind.)

Students in K-2 will utilize iPads and participate in teaching and learning experience through the Seesaw platform. Students in grades 3-12 will utilize Chromebooks and participate in teaching and learning experience through the Google Classroom platform. Synchronous instruction will be provided through Zoom class meetings.

Hazel Park Schools also have a 100% K-12 virtual learning option which is available to any student who wants to learn remotely. This program is supported by Hazel Park Schools’ teachers with computer-supported instruction and online course content. This virtual learning opportunity will remain in place regardless of the phase in which our region and state are operating. Students who attend the Virtual Schools may change back to brick and mortar school at grading periods if parents wish.

For students with technology access, teachers will monitor student access and assignment completion on a regular basis within the instructional platform (Seesaw, Google Classroom, Zoom). Teachers will provide feedback to students on assignments through the instructional platform as they are completed. Teachers will differentiate instruction within the platform to meet each student's needs. For students without technology access, instructional packets will be collected each week. Teachers will review the instructional packet and provide feedback to the student during their weekly communication (phone call, virtual meeting, or email). Feedback from the teacher will include differentiated work as needed, along with examples to support student learning.

The plan will be communicated through our School Messenger communication platform, according to the preferences our parents/guardians have chosen in that system. Parents will receive an email with the plan attached, and/or a voice message and/or text message directing them to our district website where they can access the plan. The plan will be posted in a prominent location on our district website, and a link will also be posted on our district social media pages.

Students will take NWEA MAP assessment **when they return in the fall** in order for the school to assess current level of functioning for K-8 students. The instructional curriculum has formative assessments that can be conducted virtually to assess the ongoing process before the spring NWEA is given. Final results will be shared to measure progress for the 2020-2021 school year.

Special Education students will have their IEPs, IFSPs and the 504 plans reviewed to assess any needs and/or accommodations due to loss of services in the 2019-2020 school year and to reflect on their needs for the current year if we are in Phase 1-3, or **Phase 4 ( remote as agreed upon)** . Service providers will deliver services through an online platform as appropriate with support of paraprofessionals as appropriate through IEP or 504 plans.

If a student has access to technology, teachers will use the instructional platform to monitor student wellness, engagement and completion of assignments. They will also keep a log of communication with students and families. If a student does not have access to technology, teachers will keep track of which students are completing the weekly instructional packets. They will also need to keep a log of all communication with students and families. Inconsistent completion and/or communication with a parent or student will be raised to the principal or counselor level to develop a plan to connect with the student and family. Additional support agencies may be utilized to make these connections (P2P, Clinic, Youth Assistance, DHHS, ISD supports etc.)

The district will survey all parents to determine current mental health needs and provide an online form for parents/students to request support. Based on the survey results or form requests, Social Workers, School Psychologists (social workers, school psychologists, P2P, ISD supports) will reach out to individual students and families to determine what they may need. The support services will help connect the family to outside agencies, if needed, to help meet their needs. Teachers will monitor and assess the needs of students and families through their daily or weekly communications. If a need is identified, the teacher will elevate that need to the principal or support services to make the necessary follow-up. The principal will hold weekly virtual meetings with teachers and other key staff to identify any additional students or families in need.

Please refer to [Continuity of Learning and COVID-19 Response Plan](#). This is a work in progress that Hazel Park Schools will continually update as the district works together to create the highest quality standards possible for each individual student's needs.

NOTE: This District Plan was developed in conjunction with Oakland County Health Department safety protocols, CDC guidelines, recommendations from the Oakland County Return to School Taskforce, Governor Gretchen Whitmer's Return to School Advisory Council and the COVID-19 Task Force on Education. The critical science surrounding the COVID-19 pandemic continues to provide new information daily and requires fluidity throughout the development process. The District Plan presented to you today is based on current scientific data. If additional information or safety protocols become

available prior to the start of school, this District Plan will be modified accordingly.

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 at a minimum require the wearing of face coverings, except during meals and unless face coverings cannot be medically tolerated, for:
  - i) All staff and all students in grades preK-12 when on a school bus.
  - ii) All staff and all students in grades preK-12 when in indoor hallways and common areas.
  - iii) All staff when in classrooms.
  - iv) All students in grades 6 and up when in classrooms.
  - v) All students in grades kindergarten through grade 5 unless students remain with their classes throughout the school day and do not come into close contact with students in another class.

**In phase 4 of the Michigan Safe Start Plan, Hazel Park Schools will begin the school year with remote learning as indicated in Phase 1-3 of the Michigan Safe Start Plan. Students who are K-5 will be beginning with remote instruction for the first four weeks with consideration of returning as of October 1st. The HPEA and the Administration will meet after two weeks to review the current phase of the state. The 6-12 students will return after the first marking period ( 6 weeks for High School, ten for Junior High). The HPEA and the Administration will meet on October 15th to review the current phase of the state. In phase 4 an agreement to return could be decided for the Alternatives Schools or the GSRP programs based upon safety precautions and protocols as indicated below. In Phase 4, pods of students may come to school for support in learning or for special education evaluations or service.**

In phase 4 of the Michigan Safe Start Plan, Hazel Park Schools supports the requirement of all staff wearing facial coverings. All employees will at a minimum wear face coverings except during meal time or unless they have documentation from a medical professional exempting them due to the inability to tolerate face coverings. EC-5 and Special Education teachers will be given see-through visors (face shields) and regular face coverings, so students who will benefit from the viewing movement of the lips can do so. Teachers of students who are in grades 6-Adult will be given visors and face coverings as well. All employees including bus drivers, paraprofessionals, lunch supervisors, hall monitors, police officers and playground supervisors will also be given face coverings. All students will be given cloth face coverings and will be expected to bring them to school on a daily basis and wear them covering their mouth and nose as recommended by the Oakland County Health Division (OCHD). All information regarding face coverings will be added to staff and student handbooks. Parents, students and staff will be educated regarding the importance of face coverings and the hygiene behind them by sharing a video through School Messenger and social media.

Students in the EC/GSRP program will not be required but highly encouraged to wear face coverings due to their age unless they are in the halls of the EC program. Parents will drop off their children at the door or at the curb side and once the students are in the room, they may remove their face coverings. Parents can request in writing if they would like their child to wear a face covering inside the classroom and the teacher will support the parents request in the GSRP/EC program. Students will be distributed at least one cotton face covering from the school and paper face coverings will be available as supplies are available. Students and parents/guardians will be educated on the importance of washing cloth face coverings daily and throwing away disposable face coverings at the end of each day.

**Students in K-5 programs will wear face coverings in the school at all times. However, teachers are able to develop face mask breaks in their classes, as they see appropriate, for their students**

**as long as the students are socially distancing in the room and are in their cohort classes.**

When a parent feels that a child can not medically wear a face covering, the school will request a note from a medical professional. When given a note from a medical professional, proper 504 or IEP procedures will be followed to determine an accommodation plan as to the impact on the student. Students in K-5 may remove face coverings during recess if social distancing can be maintained. If social distancing cannot be maintained, then face coverings must be worn during recess. The district will distribute a cotton face covering to all students and paper face coverings will be available as supplies are available.

Students who are in 6-Adult grade will be required to keep face coverings on at all times once entering the school unless the students are sitting down for lunch or breakfast. Students will not be allowed to enter the building without their face coverings. Students will be given cloth face coverings before the start of the school year. All face coverings must be worn inside school wide. When a parent feels that a student can not medically wear a face covering, the school will request a note from a medical professional. Students who have a note from a medical professional, that exempts them from wearing a face covering, will have a 504 or IEP considered to determine the impact and a plan will be developed.

Hazel Park Schools will prominently display signage throughout the district stating that "All persons in this building are required to wear face coverings unless you have a written doctor's note."

Hazel Park Schools finds the refusal to wear a face covering a serious concern for the safety of our staff and students. The following procedure will be strictly adhered to within all schools:

- 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. The instance will be documented as a log entry in MISTAR.
- Parents will be notified of each instance of non-compliance by the administration or school safety officer. Students showing patterns of non-compliance will be removed from the school building and placed into remote instruction until the student agrees to comply with this safety protocol. Continued removal from the school building will result in permanent placement into remote instruction. The student will be banned from the school site.
- 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 the school safety officer or building administrator.
- In instances of uncertainty about individuals not wearing face coverings, these matters will be relayed to the building and district administration for decisive action.

## **2. Hygiene**

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

Hazel Park Schools believes that hygiene will be a key to reopening, as well as keeping schools open for the 2020-2021 school year. All classrooms, offices and entrances to the school will be outfitted with hand sanitizer stations and other materials to support good hygiene. Supplies (paper towels, soap, hand sanitizer, tissues, trash receptacles) will be checked daily and restocked in the classroom.

As Hazel Park Schools practices Positive Behavioral Interventions and Support (PBIS) throughout the district we will use these practices to teach and enhance hygiene behaviors. We have developed specific PBIS COVID behaviors that will be taught across all grade levels and to staff. These behaviors include hand hygiene, social distancing, face coverings wearing and a COVID-19 Expectation Matrix.

Given that our students are used to learning by the PBIS format and teaching and reteaching of expectations each year, we have reason to expect that this process will be effective for our students. These social expectations will be communicated to families through newsletters, open houses, social media and other means. Parents and caregivers will be asked to review and reinforce with their students.

EC-5 students will be expected to have their hands washed every 2-3 hours with soap and water or hand sanitizer if a sink is not available. There are also systems and hygiene practices that are expected to be developed as a part of routine practices that are developed for all students. In grades 6-12, these routines will be discussed and implemented at the beginning of the school year. However, classroom teachers will not schedule breaks every 2-3 hours as it is expected that it is age appropriate that 6-12th graders will wash their hands during hall passing periods and washroom breaks, as well as use hand sanitizer when entering and exiting classrooms and other rooms.

All students EC-5 will keep their materials in individual containers in their classrooms. Traditional sharing of materials in the classroom will not be allowed. When parents bring their materials to school for their students, students will place their personal materials in each student's personal boxes at their desk. If a personal cubby is available in the classroom or outside of the room, students will not have materials laying outside of their cubby as to avoid having items touching or being commingled with other students items.

6-Adult graders will keep their items in their designated lockers or in their backpacks. As much as possible, lockers will be spaced apart to help ensure students social distance when in the halls. Writing utensils should be provided by parents and should not be shared between students.

When students may need to share equipment in a small group setting, the materials should be wiped down by students after each use. As much as possible the school will attempt to supply individual kits to students to avoid sharing.

Finally, every school will have signs at the front doors, water bottle filling stations, bathrooms and hand sanitizer stations reminding staff and students of the importance of healthy hygiene in the schools. These expectations will not only be available visually but continually be reinforced in the classrooms as well.

### 3. Cleaning

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

Hazel Park district-level administrators will continue to meet to review all guidance related to cleaning and disinfecting of buildings and to review the building operations recommendations and requirements of the MI Safe Schools: Michigan's 2020-21 Return to School Roadmap as changes occur. An inventory has occurred related to all cleaning supplies that are in compliance with the EPA-approved related to COVID. Orders have been made to address increased cleaning protocols and will continue throughout the 2020-2021 school year.

Hazel Park Schools has purchased Clorox 360® electrostatic cleaning machines for each school building within the district. Additionally, we have requested additional temporary day custodians for each building in order to support the on going cleaning that needs to occur in the buildings. Cleaning that will be implemented includes the frequently touched surfaces of light switches, doors, benches, bathrooms every four hours with a diluted bleach solution. All library and computer labs' tables and computers, arts and hands on classrooms will be cleaned after every class period with a diluted bleach solution. The use of an EPA approved disinfectant is not mandated for play structures. Therefore, custodial staff will follow the normal cleaning protocols.

All staff will use gloves, surgical face coverings and a face shield when performing all cleaning activities. Additionally, staff will have a face coverings on at all times. Student desks will be cleaned when they change classes. All classrooms will be provided spray bottles with EPA-approved disinfectant (stored away from students), paper towels, face shield and gloves in order to address new cleaning protocols. Staff and students will assist in this activity by wiping their desks down with a cleaning wipe and proper PPE. Given the requirement to clean desks between each classroom change, the only way to clean these desks is for students to assist in the process.

All special classrooms i.e. art, music, gym and media centers will have EPA-approved cleaning supplies stored in the classroom away from students. Staff and students will wipe down all frequently used materials prior to the next class with EPA-approved disinfectant. A process will be developed to wipe down desks every time students exit the room at the elementary or after every period at the secondary level with EPA-approved disinfectant. All classrooms will have the appropriate EPA-approved disinfectant in their rooms. Playground equipment will be cleaned.

Each building custodial team and administrator will tour their building and identify areas of frequent usage throughout the building. A map will be created and kept in the head custodian office to ensure compliance when custodial substitutes are in the building. A daily check off form will be used and turned into the head custodian on a weekly basis who will monitor and oversee all cleaning procedures. Temporary increased custodial staff will be recommended for hiring as financial dollars become available. Custodial staff will walk the building, wipe down all high frequency usage areas every two hours throughout the day and following evening activities in the building. Hazel Park Schools will bring a third party to review all buildings and give input for airflow improvement to the Assistant Superintendent of Business and Operations. The buildings will be checked on a monthly basis to assess the airflow for the next several months by the third party.

Hazel Park Schools will provide training to the entire school district staff on cleaning materials and protocols during Institute Day. This training will show the use of PPE when cleaning, protocols for the classroom and storage of cleaning materials. Additionally, the district will provide COVID-19 training.

#### 4. Athletics

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

Hazel Park Schools will comply with the MHSAA guidance and follow all protocols that are released and shared. All participants and coaches are screened before they may practice and any equipment that is used must be cleaned and disinfected before and after each use. All participants must confirm that they are physically healthy before they participate.

Participants must bring their own water bottle and it must be clearly marked with their own name. There can be no sharing of equipment. Athletes will be reminded that there cannot be any handshakes at level 4 or level 5 and there should not be any sharing of equipment.

At level 4, indoor weight rooms and physical conditioning activity spaces are closed. At Level 5, indoor weight rooms and physical conditioning will be allowed at the school with appropriate social distancing. The school district will still limit physical contact such as fist bumps and other unnecessary contact.

#### 5. Screening

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

Hazel Park Schools will engage in ongoing communication and collaborate with the OCHD and will

follow their guidance regarding any new screening protocols. A copy of our screening and exposure plan will be submitted to the OCHD. This plan will be reviewed monthly with the District Pandemic Response Team and the OCHD along with the status of any referrals from the prior month.

Staff will complete the MI Symptoms Checklist from home before they enter school each day. When the checklist test result comes up negative or red, staff are required to call their supervisor, who will in turn follow the Oakland County Health Division's guidance as to the protocol to follow. Positive tests for staff members will result in a required quarantine per guidance from the OCHD .

Parents will be asked to take temperatures at home and if the student temperature is above 99 degrees they are to keep students at home following the OCHD's guidelines. The school district will additionally have temperature readers at the entrance of each school in order to have an additional layer of protection as students enter. These devices will be linked to and tracked by a staff member's phone which will alert them to the above average temperature of the identified student. Students will be evaluated and if the student is displaying any sign as potentially having COVID, they will be sent to the quarantine area where both the staff member and student wear appropriate PPE (as directed by OCHD) until a parent arrives to take the student home. Students may not return until they test negative for COVID and the appropriate days as outlined by the OCHD have passed.

Each Hazel Park School will designate a room, in each building, no smaller than 100 square feet to serve as an isolation area. This room will be outfitted with appropriate PPE including gowns, face shields, face coverings, gloves, sanitizing wipes, and log sheets.

Each building will have an identified and trained staff person to serve as the "quarantine officer". These duties will take precedence over any other responsibilities and therefore this individual must have the flexibility to leave their regular assignment at a moment's notice. From the time of identification of potential infection, the student will not be left unattended by the quarantine officer and a log sheet of activity will be maintained at five-minute intervals until the student or staff member is safely removed from the building. Parent communication will be made immediately with clear and concise directions on where and how to pick up the student and where to report for testing. A designated person (office staff) will contact the student/family each day after removal until test results are provided and verified before the student can return to school.

If a student tests positive for COVID during the time of quarantine, the student will be asked to self identify the location and individuals with whom they came into contact for the past 48 hours to the best of their recollection. Priority will be placed on those individuals that they were in contact with for a sustained 15 minutes or more. The health department will be contacted after parents have been contacted to assist in contact tracing and notification of vulnerable individuals.

## 6. Testing

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

Hazel Park Schools will follow testing protocols as guided by the OCHD. When students become ill, parents and follow-up emergency contacts will be contacted in order to remove a student as soon as possible from the school setting in order to limit the exposure. All staff will follow the same protocol and be escorted off of the school grounds for the safety of staff members and students.

Families will be notified that a student has tested positive while respecting the privacy of the individual student. Additionally, staff and students who came in contact with a person who tested positive should remain in quarantine per guidance from the OCHD.

If possible, rooms will be quarantined after a staff or student tests positive. However, this may not always be possible, in which case, the classroom would undergo thorough sanitization.

**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).

Hazel Park Schools has limited busing and student transportation for special education and early childhood only. All transportation will make hand sanitizer available for students. All students will be required, as it is medically feasible, to wear face coverings. Face coverings will be available at the entrance of the bus in the event that a student does not come to the bus equipped with the necessary item. Signage will be added to each bus to address the use of face coverings of all students and drivers, use of hand sanitizers and cleaning protocols.

Communication will be sent out weekly to families related to the mandatory nature of wearing face coverings on the bus. All staff and students, if medically feasible, must wear it in order to be transported, unless "It is determined on a case by case basis that it is not safe for the bus driver or a student to wear a facial covering."

The buses will be cleaned at the bus garage before and after each run. A Clorox 360® System electrostatic machine will be utilized for sanitization. Bus drivers will be responsible to ensure that seating is wiped down. The other areas of the bus will be wiped down as well. Professional development will be required for all bus drivers related to the changes including the appropriate usage of face coverings and policies regarding the requirement of their usage on the bus, hand sanitizing, and cleaning protocols to address the cleaning and disinfecting of the bus before and after every route. A check sheet with time and date of each cleaning will be provided to staff to complete each time the bus is cleaned.

Students who become sick during the day will be required to have their parents drive them home to lower the risk of other students becoming infected.

Students who have 504 or IEP plans will have their plans reviewed to determine if any changes need to be made to meet their individual needs during this time. Communication documents will be developed to enable the drivers of the buses to know what the safety plans are for any specific students and who for medical reasons will not be wearing face coverings.

When bus drivers are caring for medically fragile students, a bus driver will be given an N95 face coverings to wear. On those buses with specialized transportation and equipment needs, bus aides or drivers will wipe down the equipment upon entrance to the bus. This will be noted in the cleaning log.

**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.**

The Hazel Park School District will follow the same policies and procedures in Phase 5 as was in Phase 4.

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*.

Hazel Park School District will remain with all of the protocol in place from Phase 4 in Phase 5. The committee feels that this will help support the students in the process and keep staff and students safe.

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 Hazel Park School District will follow all of the Phase 4 recommendations.

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**.

Yes. Hazel Park Schools plans to exclude distancing desks six feet apart in classrooms as the reading states "class sizes should be kept to the level afforded by necessary spacing requirements." Hazel Park Schools intends on utilizing our square footage to make the learning environment as safe as possible. **The spacing of desks will be within reason and will be 3-6 feet based on the recommendation of the [American Academy of Pediatrics](#) . The American Academy of Pediatrics states, "For example, the Centers for Disease Control and Prevention (CDC) recommends that schools "space seating/desks at least 6 feet apart when feasible." In many school settings, 6 feet between students is not feasible without limiting the number of students. Evidence suggests that spacing as close as 3 feet may approach the benefits of 6 feet of space, particularly if students are wearing face coverings and are asymptomatic. Schools should weigh the benefits of strict adherence to a 6-foot spacing rule between students with the potential downside if remote learning is the only alternative."** Given the potential limitations of 3-6 feet in elementary settings Hazel Park has purchased desk dividers to rise above the guidelines to protect staff and students. The district additionally will not be mandating, but fully supporting a teacher's decision to keep 6 feet social distancing from students while teaching in the classroom or while working in Hazel Park. **Teachers will develop their own ground rules in the classroom as it relates to social distancing with students.**

Hazel Park staff will support students who develop a fever or become ill with COVID-19 symptoms at school. All parties should wear PPE and students will be transported off-site by their parent/guardian. We will rely on the OCHD to determine if emergency contact is needed, or ambulance called, if clinically unstable, for off-site testing. It is not likely that a school will contact an ambulance unless it is determined an emergency.

Hazel Park Schools will seek out and work to enable staff who are high-risk for severe illness to minimize face-to-face contact and to allow them to maintain a distance of six feet from others. We will modify job responsibilities that limit exposure risk or allow telework if possible. However, it may not be possible to have jobs from home for all staff, therefore, this may be a highly recommended area that we may not be able to support.

## 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:**

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

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

*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:**

**Date Submitted to State Superintendent and State Treasurer:**

# Hazel Park School District Return-to-Learn Plan 2020-2021

**Dr. Amy Kruppe, Superintendent**



# Moving Forward Committee

## Purpose:

To Develop a return to school plan based on stakeholder input that provides guidance on both the instructional and wellness needs of the Hazel Park Schools Community

## Guiding Principles:

1. The committee will work to provide recommendations with actionable steps throughout the planning process.
2. To show grace, flexibility and open mindedness with understanding as the health crisis and its educational impact continues to evolve.
3. To reach out to students, stakeholders and community members to seek to understand their needs through a consistent and open line of communication.

## Goals:

1. To develop flexible instructional scenarios that meet the needs of the HP Community in the following forms;
  - A. Full Opening in the Fall
  - B. Totally virtual
  - C. Hybrid
  - D. Fluidly moving between plans 1, 2 and 3 if situations arise
  - E. Other possible needs
  
2. To develop a communication plan for the HP community to understand all protocols, expectations and safety plans in place.

# Moving Forward Committee

Stakeholder Representation: Over 50 members

**Teachers, Students, Parents, Union Leaders, Board Members, Community Members, Paraprofessionals, Administrators, Preschool Teachers, Youth Assistance, Hazel Park Coalition, P2P, Health Clinic, Transportation, Food Service, Technology, Custodians, Secretaries.**

Sub-Committee Work:

**Instruction/ Building**

**Began with Surveys to Staff, Students and Parents:**

- Parents over 50% wanted kids to return to school five days a week (243 people.)
- Parent survey 2 : [57% want online](#) [43% want in person](#) ( 608 people)
- Over 50% of our students felt that online learning was not effective (324 people.)
-

# HPS Return-to-Learning Preparedness and Response Plan

Guided by Governor Whitmer's MI Safe Schools Return-to-Learn Roadmap

- Aligned to the the [MI Safe Start Plan \(MSSP\)](#) developed by the State of Michigan.
- MSSP provides “required” and “strongly recommended” safety protocols.
- MSSP provides recommendations across mental and social-emotional health, instruction, and operations within each phase.

Requirements of the Preparedness and Response Plan must include:

- Articulated and communicated policies and procedures for Phase 1-3, Phase 4, and Phase 5
- Description of how the district will address hygiene, face coverings, athletics, transportation, cleaning, health screening, and testing.

[HPS Continuity to Learning Plan - Comprehensive Plan](#)

## Hazel Park School District Recommends Two Learning Pathways

<i>Face-to-Face, In School Enrollment Option</i>	
MI Safe Start Phases	Learning Environment
Phase 1 - 3	5 Full Days, In-Home Hybrid Learning; Remote Only
Phase 4	Remote: K-5 & Special Education Center Return Consideration (10/1, 4 wks ), POD support.
GSRP/Alternative: Possible F2F	Remote: 6-12 & Special Education Return Consideration (6 wks., 10 wks.)
Phase 5	5 Full Days, in-person instruction with required safety protocols.

<i>Remote, 100% Online Enrollment Option</i>	
MI Safe Start Phases	Learning Environment
Phase 1 - 3	100% Online Learning
Phase 4	100% Online Learning
Phase 5	100% Online Learning

# K-12 Viking Virtual Academy: Online Learning Option

## K-8 Expansion To Our Existing 9-12 Viking Virtual Academy (VVA)

*Provides an alternative learning pathway for our students and families.*

*Offers a learning experience that blends flexibility with structure.*

*Provides a sense of safety and security for families.*

# K-8 Viking Virtual Academy Expansion

Students will...

- Use K12 course content that includes workbooks and materials for hands-on exploration and authentic learning experiences in grades K-5. Grade 6-8 have access to digital materials. Course content is aligned to Michigan Academic Standards.
- Course content includes ELA, Math, Science, Social Studies, and special subject courses/electives (Art, PE, Music).
- Complete blend of daily grade-appropriate online and offline lessons that combine structure with built-in flexibility.
- Offline lessons will be supported by an HPS teacher and student's parent/guardian.
- Synchronous lessons and learning experiences will occur through an embedded video-based tool.
- Course content can be customized by the mentor teacher to meet the needs of the student.

Grade	Online	Offline
K-2	30%	70%
3-4	50%	50%
5	70%	30%
6 - 8	85%	15%

# 9-12 Viking Virtual Academy

## 9-12 Viking Virtual Academy provides:

- Anytime, any pace, any place learning.
- Over 60 course options for students (core & elective classes.)
- College and career ready curriculum.
- 9th-12th grade students, from any county, an opportunity to enroll, learn and earn a Hazel Park High School diploma from home.
- Certified lead teacher(s) to help students progress through courses.

# Student Support Services

The Individuals with Disabilities Education Act (IDEA) ensures that all children with disabilities are entitled to a free appropriate public education to meet their unique needs and prepare them for further education, employment and independent living.

In accordance with each child's Individualized Education Plan (IEP), students are entitled to receive their designated supports and services as outlined in their Plan. Supports are implemented in efforts to assist students with accessing the general education environment and curriculum, and may include: school psychology, social work, speech, physical and occupational therapies, and, at times, paraprofessional support.

Due to the Coronavirus, students will receive their supports virtually, as well as face-to-face via Hazel Park's Return to School Plans. Providers are diligent with their service delivery so as to ensure students do not miss these critical components of their Plans, while working to promote success and foster growth in alignment to their general education peers. **This is their right and this is our goal!**

# Remote-Only Learning Schedules

## Driving Principles of In-Home Remote Learning in Phase 1-3 (Replacing In-person Instruction) Phase 4 (When agreed upon at Home)

Close alignment to the in-school F2F schedule

Min. of 3 hours of direct, real-time instruction (synchronous)

Consistent daily schedule that includes regular direct instruction and learning opportunities for core and elective subjects (ELA, Math, Science, Social Studies and some elective courses; all hours in grades 9-12)

Core teaching and learning platforms:

- K-2 SeeSaw.
- 3-12 Google Classroom.
- Zoom/Google Hangouts - Video-Based Teaching & Learning

Consistent use of teaching and learning platforms during in-school, F2F and remote learning

Built-in times for students to complete work and receive individual or small group support from teachers

K-5 - One completely asynchronous (no Zoom classes) day for each grade level

6 - 12 - Daily advisory periods

Ongoing communication to students & parents/guardians (Remind may be used in addition to the regular platforms).

Schedule specifics such as access to digital platforms links and other details will be sent from the school

# Elementary - Sample In-Home Remote Learning Schedule

## Kindergarten In-Home Remote Learning Schedule

Time Spans	Monday	Tuesday	Wednesday	Thursday	Friday (Async Day)
8:10 - 8:25	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:25 - 8:40	Break	Break	Break	Break	Break
8:40 - 10:10	ELA Block	ELA Block	ELA Block	ELA Block	ELA Block
10:10 - 10:25	Break	Break	Break	Break	Break
10:25 - 11:55	Math Block	Math Block	Math Block	Math Block	Math Block n
11:55 - 12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30 - 1:15	Independent Work and Teacher Support	Independent Work and Teacher Support	Independent Work and Teacher Support	Independent Work and Teacher Support	Independent Work and Teacher Support
1:15 - 1:30	Break	Break	Break	Break	Break
1:30 - 2:15	Special Subject	Special Subject	Special Subject	Special Subject	Special Subject
2:15 - 2:30	Break	Break	Break	Break	Break
2:30 - 3:10	Science	Social Studies	28 Science	Social Studies	Science or Social Studies

# Junior High - Remote Learning Schedule

HPJH F2F cohort model FULL DAY						
7:55 - 8:20	Morning Announcements and Advisory Time					
8:20-8:25	Transition		Transition		Transition	
	6th		7th		8th	
	RED TEAM	BLUE TEAM	RED TEAM	BLUE TEAM	RED TEAM	BLUE TEAM
8:25 - 9:30	ELA	ELA	ELA	ELA	ELA	ELA
9:30-9:35	Transition		Transition		Transition	
9:35-10:40	Math	Math	Math	Math	Math	Math
10:40-10:45	Transition		Transition		Transition	
10:45-12:30 INCLUDING LUNCH	Science	Social Studies	Science	Social Studies	Science	Social Studies
LUNCH	10:45-11:20		11:20-11:55		11:55-12:30	
12:30-12:35	Transition		Transition		Transition	
12:35-1:40	PE/Health	PLTW	PE/Health	PLTW	PE/Health	PLTW
1:40-1:45	Transition		29 Transition		Transition	
1:45-2:55 RETURN COMPUTERS	Art or Band	MTSS	Art or Band	MTSS	Media or Band	MTSS

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# High School - Remote Learning Schedule

## High School Remote & Face to Face

Time Spans	Monday	Tuesday	Wednesday	Thursday	Time Span	Friday
7:40 - 8:00	Advisory	Advisory	Advisory	Advisory	7:40 - 8:38	1st Hour
8:05 - 9:58	1st Hour	4th Hour	1st Hour	4th Hour		
9:58 - 10:08	Break	Break	Break	Break	8:43 - 9:41	2nd Hour
10:08 - 12:43	2nd Hour	5th Hour	2nd Hour	5th Hour	9:46 - 10:44	3rd Hour
10:40 - 12:33	Lunch	Lunch	Lunch	Lunch	10:49 - 12:34	4th hr./Advisory/Lunch
12:33-12:43	Break	Break	Break	Break		
12:43 - 2:40	3rd Hour	6th Hour	3rd Hour 30	6th Hour	12:39 - 1:37	5th Hour
					1:42 - 2:40	6th Hour

# Face-to-Face In School Learning Schedules

# Elementary: Face-to-Face Learning Schedule

**Elementary School:** 5 days a week

Face to Face Sample Schedule			
<p>Face to Face with teachers in classroom  <b>8:10 - 3:10</b>                      Tier 1 Instruction in                      Literacy, Math, Science, Social Studies                      Grade levels follow the Master Schedule                      Students will not switch classes                      Option: Teacher may switch classes.</p> <p style="background-color: yellow;">Breakfast in classrooms beginning at 8:00-8:15</p> <p>Tier 2 and Tier 3 will be during this time</p>	<p style="background-color: yellow; text-align: center;"><b>Breakfast and Lunch -</b></p> <p>Food will be delivered to each classroom for breakfast prior to 8:00 am. Students will be allowed into school and will go directly to their classrooms. Students get breakfast on their way into the classroom. Eat at their desks.                      Some students will need to arrive early due to the parent work schedule, those parents will make arrangements with the office and students will be housed in the cafeteria/gym with social distance applied.</p> <p>Kindergarten and First grade will eat in the cafeteria. The students will be dismissed from their classrooms at staggered times to avoid crossover of cohorts. The cafeteria will be set up to separate by cohort and cleaned between lunches. All other grades will eat in their classroom. Lunch will be delivered to the classroom. Students will eat at their desks.</p>		
<p>Specials - Special schedule will remain the same on the Master schedule. Each special teacher will go to a regular classroom in lieu of students coming to their classroom.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #D9F2D9; padding: 5px;"> <p>Recess - The playground will be separated into zones for students to play. Each classroom will be assigned a time and a zone for a period of time (eg day, week, couple of days.)</p> <p>Playground equipment will need to be cleaned between each scheduled recess time.</p> </td> <td style="background-color: #D9F2D9; padding: 5px;"> <p>Tier 2 and Tier 3 - MTSS teachers will push into assigned classrooms. Students will not be intermingled between classrooms. When pull out is necessary, it must be with the same classroom/cohort of students. Room used for the pullout group must be cleaned between each group.</p> </td> </tr> </table> <p>Special Education - Student schedules may need to be modified to accommodate student IEP requirements on a case by case basis.</p>	<p>Recess - The playground will be separated into zones for students to play. Each classroom will be assigned a time and a zone for a period of time (eg day, week, couple of days.)</p> <p>Playground equipment will need to be cleaned between each scheduled recess time.</p>	<p>Tier 2 and Tier 3 - MTSS teachers will push into assigned classrooms. Students will not be intermingled between classrooms. When pull out is necessary, it must be with the same classroom/cohort of students. Room used for the pullout group must be cleaned between each group.</p>
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7:55 - 8:20	Morning Announcements and Advisory Time					
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9:30-9:35	Transition		Transition		Transition	
9:35-10:40	Math	Math	Math	Math	Math	Math
10:40-10:45	Transition		Transition		Transition	
10:45-12:30 INCLUDING LUNCH	Science	Social Studies	Science	Social Studies	Science	Social Studies
LUNCH	10:45-11:20		11:20-11:55		11:55-12:30	
12:30-12:35	Transition		Transition		Transition	
12:35-1:40	PE/Health	PLTW	PE/Health	PLTW	PE/Health	PLTW
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1:45-2:55 RETURN COMPUTERS	Art or Band	MTSS	Art or Band	MTSS	Media or Band	MTSS

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# High School: Face-to-Face Learning Schedule

## High School Remote & Face to Face

Time Spans	Monday	Tuesday	Wednesday	Thursday	Time Span	Friday
7:40 - 8:00	Advisory	Advisory	Advisory	Advisory	7:40 - 8:38	1st Hour
8:05 - 9:58	1st Hour	4th Hour	1st Hour	4th Hour		
9:58 - 10:08	Break	Break	Break	Break	8:43 - 9:41	2nd Hour
10:08 - 12:43	2nd Hour	5th Hour	2nd Hour	5th Hour	9:46 - 10:44	3rd Hour
10:40 - 12:33	Lunch	Lunch	Lunch	Lunch	10:49 - 12:34	4th hr./Advisory/Lunch
12:33-12:43	Break	Break	Break	Break		
12:43 - 2:40	3rd Hour	6th Hour	3rd Hour	6th Hour	12:39 - 1:37	5th Hour
			34		1:42 - 2:40	6th Hour

# Important Elements of the Preparedness and Response Plan

# Technology

## Every Student Has Computing Device:

- Students enrolled in Viking Virtual have the option of using a personal (any tablet, laptop, or desktop) or districted-provided device.
  - K-2 receive iPads (district-provided.)
  - 3-12 receive Chromebooks (district-provided.)
- In Phases 1-3 & 4, students will have the option to use a district-provided device.
- In Phases 4-5, students will regularly use SeeSaw and Google Classroom.

## Connectivity:

- Students will need reliable internet access to successfully engage in the online learning pathway;
  - Internet providers: Free or low-cost information and support is available;
  - Or District provided hotspot, if eligible.

# Cleaning and Safety Protocols - Phase 4 & 5

## Cohorting, Face Coverings & Hygiene

- Students and teachers cohorts.
- Limit use of common areas and common materials.
- Frequent, regular hand washing and use of hand sanitizer stations.
- Face Coverings:
  - K to Grade 5 - Face coverings in the classroom and common areas .Teacher are able to give mask breaks.
  - 6 to 12 - face coverings in the classroom and common areas.
  - Staff - face coverings in the classroom and common areas.

## Cleaning Protocols

- Use of Clorox 360® electrostatic sprayer on a regular and frequent basis.
- Additional custodial staff.
- Cleaning of frequently touched surfaces every four hours.
- Bathrooms will be cleaned every 2-3 hours.
- Play structures will have normal routine cleaning as an EPA disinfectant is not mandated.
- Cleaning of student desks and work areas prior to the change of classes (grades 6 to 12).

# Additional Safety Protocols: Committee Supported

- Oakland County Health Division Coordination and Support.
- On-site School Nurses - TBD.
- Importance of a District Nurse.
- Thermal Scanning Machines at every building's front door.
- Staff MI Symptom Checker mandatory daily check-in.
- Masks / Shields purchased for staff.
- Masks for students.
- Gloves purchased.
- Hand Sanitation Stations.
- N95 masks to be purchased for specific places.
- Glasses for secretaries and others.
- Collaboration with Hazel Park Health Clinic.
- Collaboration with ISD and Oakland County Superintendents.

# Mental and Social-Emotional Health

- ISF-PBIS with State of Michigan/PBIS. : Hoover / Hazel park High School
- Use of Social Emotional Screener.
- COVID Support Line for Community/Students.
- Trauma-informed Training for Staff.
- Advisory periods at Hazel Park Junior High/High Schools.
- Experienced ancillary staff to support to include School Social Workers; School Psychologists; trained administrators.
- ISD Social Emotional Learning Training.
- United Way Community Schools: United Oaks
- Equity Training and Work.

## Communication Pathways: Students

- PBIS Behavioral Sessions will teach hand hygiene, social distancing, face coverings wearing and a COVID-19 Expectation Matrix. Emphasis will be on the importance of washing cloth face coverings daily and throwing away disposable face coverings at the end of each day.
- Building Signage will be implemented for guidance. Every school will have signs at the front doors, water bottle filling stations, bathrooms and hand sanitizer stations reminding staff and students of the importance of healthy hygiene in the schools.
- Signage will identify who is required to wear face coverings by prominently displaying signage throughout the district.
- As student illness may be emotionally challenging for students, we will send families notification via their parent/guardian's email that a student has tested positive while respecting the privacy of the individual student.
- Communication will be sent out weekly to families related to the mandatory nature of wearing face coverings on the bus.

## Communication Pathways: Families

- Families will be educated on the importance of washing cloth face coverings daily and throwing away disposable face coverings at the end of each day by sharing a video through School Messenger and social media.
- Hazel Park Schools will identify who is required to wear face coverings by prominently displaying signage throughout the district.
- Parents and staff will be educated regarding the importance of face coverings and the hygiene behind them by sharing a video through School Messenger and social media.
- Families will be notified that a student and/or staff has tested positive while respecting the privacy of the individual student and/or staff.
- Communication will be sent out weekly to families related to the mandatory nature of wearing face coverings on the bus.

## Communication Pathways: Hazel Park Schools' Staff

- Staff are asked to complete the MI Symptoms Checklist from home before they enter school each day. When the checklist test result comes up negative or red, staff are required to call their supervisor, who will in turn follow the OCHD guidance as to the protocol to follow.
- Staff will be educated according to OCHD's guidelines on Induction Day and will be kept informed as their guidance develops.
- Staff will be notified that a student and/or staff has tested positive while respecting the privacy of the individual student and/or staff.

## Communication Pathways: Community

The Return-To-Learn Plan will be communicated through our School Messenger communication platform, according to the preferences our parents/guardians have chosen in that system. Parents will receive an email with the plan attached, and/or a voice message and/or text message directing them to our district website where they can access. The plan will be posted in a prominent location on our district website and a link will also be posted on our district social media pages.

We will continue to inform our community regarding the importance of face coverings and the hygiene behind them by sharing updates from OCHD through School Messenger and social media channels.

OCHD: Hazel Park Schools will engage in ongoing communication and collaborate with the OCHD and will follow their guidance regarding any new screening protocols. A copy of our screening and exposure plan will be submitted to OCHD which will be reviewed monthly with the District Pandemic Response Team and the Health Department along with the health status of any health referrals from the prior month.

## Moving Forward Committee

- Committee will develop procedures for staff, students and families.
- Continued work with to hear concerns of staff.
- Continued work with family to hear concerns of family.
- Meet with staff and community to listen and problem solve as well as provide support for concerns.