



East Lansing Board of Education

509 Burcham Drive, East Lansing, MI 48823

Regular Meeting
August 10, 2020 - 7:00 PM
Zoom meeting

Agenda



- I. **Opening of Meeting**
 - A. *Call to Order*
 - B. *Roll Call*
 - C. *Mission: Nurturing Each Child, Educating All Students Citizens*
 - D. *Approval of Agenda*

Motion: The Board of Education approve the agenda for the August 10, 2020 regular meeting via Zoom per Executive Order 2020-129.
 - E. *Approval of Minutes*

July 27, 2020 regular meeting minutes
Motion: The Board of Education approve the July 27, 2020 regular meeting minutes via Zoom per Executive Order 2020-129.
- II. **Superintendent's Report**
- III. **Bond Update**
- IV. **Public Comment:** This is the opportunity to address the Board. Speakers are to confine their remarks to five minutes. If a speaker requires more than five minutes, after all other persons who have requested to speak during this part of the meeting have spoken, that speaker will be allowed additional time. The Superintendent or other district staff may comment to clear up or avoid significant misunderstandings.
- V. **Presentation, Superintendent Dori Leyko**

ELPS COVID-19 Preparation and Response Plan and Phase 4 Return to School Updates.
- VI. **Board Discussion**
- VII. **Action Items**
 - A. **Rescind Purchase of Chromebook Devices**

Motion: The Board of Education rescind the approved purchase of Chromebooks from SEHI in the amount of \$466,029.00.
 - B. **Purchase of Chromebook Devices**

Motion: The Board of Education approve the purchase of Chromebooks from Staples in the amount of \$510,300.00.
 - C. **ELPS COVID-19 Preparedness and Response Plan**

Motion: The Board of Education approve the ELPS COVID-19 Preparedness and Response Plan as presented.

D. Request for Annual Delegation of School Plan Review and Inspection Authority to the City of East Lansing.

Motion: The Board of Education approve the Request for Annual Delegation of School Plan Review and Inspection Authority as presented.

E. Request for Annual Delegation of School Plan Review and Inspection Authority to Meridian Township.

Motion: The Board of Education approved the Request for Annual Delegation of School Plan Review and Inspection Authority as presented.

VIII. Committee Reports

- A. Academic and Technology Committee
- B. Facilities Committee
- C. Finance Committee
- D. Intergovernmental Relations
- E. Personnel Committee
- F. Policy Committee

IX. Announcements

X. Adjournment

Respectfully Submitted,

***Dori Leyko
Superintendent***

Minutes of the Regular Meeting
Of the
East Lansing Board of Education
Via Zoom due to Executive Order 2020-129
Meeting ID: 874 4283 5271
July 27, 2020
7:00 p.m.

Opening of Meeting

Board President Erin Graham called the meeting to order at 7:04 p.m.

Roll Call

Present: Terah Chambers, Kath Edsall, Erin Graham, Hillary Henderson, Chris Martin, Nichole Martin, Kate Powers, and Superintendent Dori Leyko
Absent: None

Approval of Agenda

Motion 20-21/006 Moved by Dr. Edsall and supported by Mr. Martin that the agenda for the regular meeting via Zoom for July 27, 2020 be approved.

Roll Call Vote:

Ayes – Graham, Chambers, Edsall, C. Martin, Henderson, N, Martin, Powers
Nays – None

The motion carried unanimously.

Approval of Minutes

Motion 20-21/007 Moved by Ms. Martin and supported by Dr. Chambers that the minutes of the June 22, 2020 regular board meeting, July 6, 2020 special meeting and July 21, 2020 special meeting via Zoom be approved as submitted.

Roll Call Vote:

Ayes – Graham, Chambers, Edsall, C. Martin, Henderson, N. Martin, Powers
Nays – none

The motion carried unanimously.

Superintendent's Report

Meal Distribution

- Meal distribution will continue every Thursday from 12:00 – 1:00 at East Lansing High School at least through August 20, 2020.
- Thanks to our teachers and staff who continue to deliver meals to over 50 households in and around East Lansing and Lansing each week.

Commencement for the Class of 2020

- Due to weather issues on our July 19 commencement date, our graduation ceremony has been rescheduled for this Saturday, August 1, with a rainout date of Sunday, August 2. An email went to senior families last week, and additional details with time slots will be released by ELHS in the next couple days. If you are a parent of a graduating senior, please see your email from the high school for a brief survey regarding your plans to attend.

Hiring Updates

- Since our last regular Board of Education meeting that was held June 22, 2020, the Board has held two special meetings for the primary purpose of taking action on personnel recommendations.
- At this time, all of our high school positions are filled, almost all of our middle school positions are filled, and nearly all of our elementary positions are filled. We currently have an elementary classroom position posted as well as a middle school resource position.

Budget Updates

- 2019-20 Budget – Last week, a budget agreement between the House, Senate, and Gov. Gretchen Whitmer was announced. The deal closes a \$2.2 billion hole in the current year budget (FY20) for the General Fund and the School Aid Fund through a series of transfers, reductions, and spending of federal Coronavirus Relief Fund (CRF) dollars. The key takeaway for schools – there will not be a proration for schools for FY20.
- 2020-21 Budget - There is still no agreement on how to address the remaining deficits for FY21, and a budget deal is not expected until at least mid-August, after the third Consensus Revenue Estimating Conference.

Return to School Information

- Information regarding the reopening of school will be shared during tonight's presentation. The presentation was also emailed to staff and families yesterday and was posted on the district website today.

Discussion followed.

Bond Update

- Donley & Glencairn
 - Work is completed at Glencairn, and final Certificate of Occupancy has been received.
 - Exterior finishes are being completed at Donley.
- Pinecrest and Whitehills
 - Parking lots have been paved.
 - Heating and cooling systems are being balanced.
 - Tile is being installed in the main corridor.
 - Ceiling tiles, interior doors, glass, and kitchen equipment are being installed.
 - Furniture is set to be delivered the week of August 10.

- Red Cedar
 - Flooring, casework, and doors are being installed.
 - Furniture is set to be delivered the week of August 17.

- Marble
 - Footings have been set, and the foundations are being poured.

Consent Agenda

Motion 20-21/008 Moved by Dr. Chambers and supported by Ms. Martin that the Board of Education approve the consent agenda to include the following:

- hiring, pending receiving her Michigan teaching certificate, of Abigail Preiwisch, 1.0 FTE High School math teacher at BA Step 1 level, effective August 24, 2020.
- Michigan High School Athletic Association (MHSAA) membership for 2020-21.

Roll Call Vote:

Ayes – Graham, Chambers, Edsall, C. Martin, Henderson, N. Martin, Powers

Nays – None

The motion carried unanimously.

Public Comment

Return to School Proposal Comments:

- Tim Akers – ELEA President
- Jane Turner – 712 Northlawn Ave
- Cheri Kreft – 1770 Dennison Rd
- Brittani Hall – 1432 Dennison Rd
- Alice Dreger – Eli - lack of transparency on Action Item C
- Ellen Marr – 3626 Kiskadee Dr
- Kim Henderson – 1626 Colorado Dr
- Michael Adams – 975 Lantern Hill Dr
- Joshua Barber – 213 Orchard St
- Nichole Biber – 1037 Blanchette Dr
- Steve Nichols – 1923 Pinecrest Dr
- Jessi Kauppi – 945 Whittier Dr
- Matt Dupuis – 1727 Woodside Dr
- Kennetha Bigham-Tsai – 6137 Horizon
- Laua Tortorelli – 524 Woodland Dr
- Dianna Erickson – 726 Whitehills Dr
- David Lambert – 1023 South Holmes St, Lansing
- Julianna Filice-Hanna – 5936 Blythefield
- Osman Abdinur – 6150 Birch Row Dr
- Marie Kaniecki – 822 Durant St

- Brooke Ingersoll – 935 Rosewood Ave
- Molly Coscarelli – 2791 Southwood
- Joerg Petrasch – 716 Wildwood Dr
- Becca Tisdale – 930 Huntington
- Sydney Greenway – 206 N Hayford, Lansing

Presentation

COVID-19 Proposed Preparedness and Response Plan, Dori Leyko,
Superintendent

- Presentation available on the ELPS website -
https://elps.us/downloads/news/elps_return_to_school_plan.july.2020.pdf

Board Discussion

Dr. Edsall fully supports the Return to School plan. She is concerned for working teachers with young children...how to make it work while also keeping families safe.

Mr. Martin thanks everyone for putting time into this plan. He appreciates the Professional Development for teachers on virtual teaching. He understands a virtual option for families not ready to come back. He has concerns about Pre-K/K level students and the number of students who won't have school until we return to in-person. Additionally, concerned about indefiniteness for how long this will go on. Would like to make sure once we can return to in-person we are prepared for teachers and students to return to class safely.

Dr. Chambers is grateful to all of the public comments. There are a lot of different opinions on how to move forward. She stands behind continued online instruction.

Ms. Henderson also thanked those who spoke or written to board members as well as those who joined the meeting. The board understands and respects each of their comments. She encouraged continued feedback via email to board members. They are working on the best plan. She supports the plan presented but noted some things can be better. She has large concerns for the younger grades and working parents. She understands what parents are dealing with during this transition to online learning. She wants to make sure special populations are taken care of. Would also like a guideline to re-open is in place; sustainability component – decisions on State guidelines. Board members responsibility is budget; spend a lot of money to return when not sustainable.

Ms. Powers recognized this in an impossible situation. She commended the administrative team for creating possibility for students. She supports the plan and is grateful to educators. Once students are back in the building with face-to-face instruction it will not look anything like it did prior to COVID-19.

Ms. Martin was thankful that when we are in Phase 5 there will be an online component for the families who are still more comfortable with online instruction. She

is thankful for everyone for all their hard work in preparing this plan. Once we can offer in person instruction would like to know the process in place for safety. The special

population will not look the same with online learning. Mr. Hamilton mentioned the case manager is the leader of the IEP team and is the mail point of contact for all information. Also, thankful for mandated reporter will still be addressed. Would like to look into why new families are not receiving the information.

Dr. Graham recognized the many hours spent trying to make this work. She also understands at this time it is not possible for in person instruction. She would like to have in-person instruction before we are in Phase 5. Looking to reassess before the end of September. Recognizes that when college students return it may affect the number of cases. Encourages collaboration of Return-To-School work groups, work with teacher's union to monitor how it is working. Is it possible for in-person orientation in small cohorts? Also, is there a way to help parents working from home who have younger students?

Ms. Leyko appreciates the support and feedback and is committed to moving forward. She also recognizes it is impossible to accommodate every scenario. The team is working on the best plan possible.

Ms. Martin encouraged to lean on community to help with distribution of supply kits, etc. Keep people involved.

Action Items

Pregnant Students Policy (8890)

Motion 20-21/009 Moved by Mr. Martin and supported by Dr. Chambers that the Board of Education amend the Pregnant Students Policy (8890) as presented.

Roll Call Vote:

Ayes – Graham, Chambers, Edsall, C. Martin, Henderson, N. Martin, Powers

Nays – None

Discussion followed.

The motion carried unanimously.

Purchase of Chromebook Devices

Motion 20-21/010 Moved by Dr. Chambers and supported by Dr. Edsall that the Board of Education approve the purchase of Chromebooks from SEHI in the amount of \$466,029.00, as presented.

Roll Call Vote:

Ayes – Graham, Chambers, Edsall, C. Martin, Henderson, N. Martin, Powers

Nays – None

The motion carried unanimously. 7

Rinard Pugh's employment contract

Motion 20-21/011 Moved by Dr. Chambers and supported by Dr. Edsall that the Board of Education approve the administrative contract for Mr. Rinard Pugh for the period 7/27/2020 – 7/31/2020, as presented.

Roll Call Vote:

Ayes – Graham, Chambers, Edsall, C. Martin, Henderson, N. Martin, Powers

Nays – None

The motion carried unanimously.

Committee Reports

Academic and Technology Committee:

- Purchase of Chromebooks
- Fall planning update

Facilities Committee: not met

Finance Committee: not met

Intergovernmental Committee: not met – joint meeting still on hold with City of East Lansing

Personnel Committee: not met-waiting on Superintendent Leyko with contract. Will get something on the schedule.

Policy Committee:

- Discussed systematic review – Thurn is new to policy review; Neola is used by a lot of districts. Neola gave presentation and is much more expensive than Thrun.
- Upcoming meetings:
 - August 10 – work session on racial equity policy discussion
 - August 17
- Policy language revisions will be coming to the board soon

Announcements

Mr. Martin congratulated the Class of 2020. Graduation will be held August 1 (August 2 – rain date). Hopefully this gives them a sense of incredible accomplishment.

Adjournment

The meeting adjourned at 10:36 p.m.

PRESIDENT

SECRETARY



East Lansing
Public Schools

ELPS COVID-19 PREPAREDNESS AND RESPONSE PLAN

Presented to the Board of Education at the August 10, 2020 regular meeting by Superintendent Dori Leyko



Contents

- Phase 1 – 3 Plan summary
- Phase 4 Plan summary
- Phase 5 Plan summary
- Updates to our fall 2020 Return to School Plan (Phase 4)
- A link to the full ELPS COVID-19 Preparedness and Response Plan

Stakeholder Input

Development of the ELPS Preparedness and Response Plan was informed by members of multiple stakeholder groups:

- Learning Management System Committee
 - Teachers, administrators, instructional technology specialists
- ELPS Elementary Return to School Work Group
 - Parents, teachers, instructional coaches, administrators, Board of Education members, community partners
- ELPS Middle School Return to School Work Group
 - Parents, teachers, students, administrators, community partners
- ELPS High School Return to School Work Group
 - Parents, teachers, students, administrators, Board of Education member, community partners
- Elementary Staff Committee
 - Elementary principals, instructional coaches, and faculty representing multiple levels and programs
- Middle School Staff Committee
 - Middle school administrators and faculty representing multiple departments and grade levels
- High School Staff Committee
 - High school administrators and faculty representing multiple departments
- Staff Meetings with each Building Staff
- County, regional, and state-level committees attended by various district administrators
- Meetings with the East Lansing Education Association (ELEA)

Members of these committees provided input on topics relating to safety, operations, scheduling, in-person instruction, online instruction, and district priorities.

Summary of ELPS Instructional Plans during Phases 1 – 3 of MI Safe Start Plan

- In Phases 1 – 3, schools are closed for in-person instruction per Return to School Roadmap.
- Mode of Instruction: 100% online instruction by ELPS teachers using ELPS Board-approved curriculum
- Athletics and after-school activities are suspended.
- Meal distribution program continues for those who are eligible per federal and/or state guidelines.
- iPads (grades preK– 2) and Chromebooks or laptops (grades 3 – 12) will be distributed to every student. Material and supply boxes will be distributed to every student with items for student learning.
- Attendance will be taken daily. Standards-based grades will be given at the elementary level, and letter grades will be awarded at the middle and high school.

Summary of ELPS Instructional Plans during Phases 1 – 3 of MI Safe Start Plan

- Students with Individualized Educational Plans (IEPs), students with 504 plans, English Learners, and at-risk students will receive services remotely. See details on p. 7 and 8 of the PRP.
- District administrators and staff will work with the Mental Health Advisory Committee to develop a daily wellness screener (“mood meter”), a checklist of “look-fors” during online instruction that may indicate the need for social-emotional support, and assist in communicating relevant information to families. See more details on p. 12 and 13 of the PRP.
- All district employees will be retained during this time. Staff members whose typical responsibilities no longer exist will be redeployed or reassigned to support students and/or teachers. Responsibilities may include:
 - Support students during whole-group or small-group instruction during live lessons
 - Review and edit closed captioning for videos
 - Attend class meetings and lessons to help identify students who may need social-emotional support
 - Assist with the packaging and/or delivery of student material boxes
 - Assist with the creation and distribution of student book bags

Summary of ELPS Instructional Plans during Phase 4 of MI Safe Start Plan

- In Phase 4, schools may provide in-person instruction. ELPS will begin the school year fully online through at least September 30, 2020.
- Mode of Instruction: 100% online instruction by ELPS teachers using ELPS Board-approved curriculum
- Athletics and after-school activities are allowed per the Return to School Roadmap. ELPS is awaiting additional guidance from the Michigan High School Athletic Association (MHSAA) and will make a district decision regarding athletics and extra-curricular activities no later than August 20.
- Meal distribution program continues for those who are eligible per federal and/or state guidelines.
- iPads (grades preK– 2) and Chromebooks or laptops (grades 3 – 12) will be distributed to every student. Material and supply boxes will be distributed to every student with items for student learning.
- Attendance will be taken daily. Standards-based grades will be given at the elementary level, and letter grades will be awarded at the middle and high school.

Summary of ELPS Instructional Plans during Phase 4 of MI Safe Start Plan

- Students with Individualized Educational Plans (IEPs), students with 504 plans, English Learners, and at-risk students will receive services remotely. See details on p. 7 and 8 of the PRP.
- District administrators and staff will work with the Mental Health Advisory Committee to develop a daily wellness screener (“mood meter”), a checklist of “look-fors” during online instruction that may indicate the need for social-emotional support, and assist in communicating relevant information to families. See more details on p. 12 and 13 of the PRP.
- All district employees will be retained during this time. Staff members whose typical responsibilities no longer exist will be redeployed or reassigned to support students and/or teachers. Responsibilities may include:
 - Support students during whole-group or small-group instruction during live lessons
 - Review and edit closed captioning for videos
 - Attend class meetings and lessons to help identify students who may need social-emotional support
 - Assist with the packaging and/or delivery of student material boxes
 - Assist with the creation and distribution of student book bags

Summary of ELPS Instructional Plans during Phase 4 of MI Safe Start Plan

- ELPS will continue to monitor data and comply with directives and guidance from the Governor's office, the Center for Disease Control, the Ingham County Health Department, and the Michigan Department of Education to continuously assess when small groups of students may begin in-person instruction.

Summary of ELPS Instructional Plans during Phase 5 of MI Safe Start Plan

- In Phase 5, in-person instruction will be offered. It has not yet been determined whether face-to-face instruction will be a full-time or a hybrid model. Conditions, executive order directives, and health guidelines at the time of the transition to Phase 5 will inform this decision.
- Families may elect to continue with online instruction at least through Phase 5, as allowed by pupil accounting rules.
- Once the region is moved to Phase 5, ELPS will transition to in-person instruction over a 2 – 3-week period. Our youngest learners, special populations, and transition year students (grades 6 and 9) will be phased back to face-to-face instruction first. This will allow for smaller-group instruction on health and safety protocols and processes.
- Health and safety protocols will be in place – see p. 31 – 34 of the PRP for details.
- Athletics and extra-curricular activities ¹⁸ may resume.

Updates to our Fall 2020 Return to School Plan

- Since the July 27 BOE meeting, feedback has been sought from many stakeholders:
 - Return to School Work Groups met on July 28 to provide feedback on the plan
 - Eight optional building staff meetings were scheduled to get teacher and staff feedback and answer questions.
 - Elementary and middle school building committees met, reviewed schedule options, and offered feedback and suggestions.
 - High school department chairs met, reviewed schedule options, and offered feedback and suggestions.
 - Return to School Work Groups met on August 4 to review schedule options and offer feedback and suggestions.
 - Many emails were received by district administrators and/or the Board of Education with feedback, questions, and/or suggestions.
- ALL of the information and feedback we received was considered, and new schedules and plan details were developed. Thank you to everyone who reviewed the plan and offered input and suggestions.

Updates to our Fall 2020 Return to School Plan

- Elementary Schedule
 - All synchronous (live) instruction in the morning (opposite middle and high school schedule)
 - All live lessons recorded.
 - Daily specials (live check-ins 3x per week)
 - Asynchronous science and social studies lessons
 - Flexible afternoon schedule to allow for special education services and/or supports, English learner support, intervention time, and other support or enrichment opportunities.
 - Daily office hours
 - Weekly social emotional lessons

ELPS Planned Elementary Remote Learning Schedule	
Monday - Thursday	
8:00 - 8:15	Live Morning Meeting
8:15 - 9:30	K - 2 English Language Arts (live instruction, small groups, independent work time) Gr. 3 - 5 Math (live instruction, small groups, independent work time)
9:30 - 9:45	Break/snack
9:45 - 11:00	K - 2 Math (live instruction, small groups, independent work time) Gr. 3 - 5 English Language Arts (live instruction, small groups, independent work time)
11:00 - 12:00	Break Specials - rotation - one live 20-minute check-in with each special area per week + recorded lessons
12:00 - 12:30	Lunch
Afternoons to be asynchronous and flexible to include...	
12:30 - 2:30	- Recorded Social Studies, science and writing lessons - Student work time - English Learner, special education, and at-risk support - Teacher office hours and family communication - Teacher prep and collaboration time
2:15 - 2:45	Live Teacher Office Hours
Friday	
8:00 - 8:30	Live Morning meeting - end-of-week wrap-up, community-building
8:30 - 8:45	Break
8:45 - 9:45	Special Areas
9:45 - 11:00	Student Independent Work Time and Second Step lesson
11:00 - 12:00	Lunch and outside play
12:00 - 2:15	Flexible time to include... - Recorded Social Studies, science and writing lessons - Student work time - English Learner, special education, and at-risk support - Teacher office hours and family communication - Teacher prep and collaboration time
2:15 - 2:45	Teacher office hours (for check-in, questions, etc.)

*All whole-group instruction will be recorded and posted for students and families to access at any time.

Updates to our Fall 2020 Return to School Plan

- Middle and High School Schedule
 - All synchronous (live) instruction in the afternoons (opposite elementary live instruction)
 - Attend all six classes Monday for 25 minutes and then three classes per day Tuesday - Friday
 - Flexible morning schedule with asynchronous (recorded) lessons and independent work time
 - Daily office hours
 - Flexible morning allows for special education, English learner, counseling or social work, and other support or enrichment.
 - All live lessons recorded

ELPS Planned Middle and High School Remote Learning Schedule

Mornings to be asynchronous and flexible to include...	Possible student morning schedule – can be modified to accommodate student and family schedule	
Lesson material to watch, read, etc.	8:30 – 9:00	View/work on 1 st -hour lesson (4 th hour on W/F)
Student independent work time	9:15 – 9:45	
Teacher office hours		View/work on 2 nd -hour lesson (5 th hour on W/F)
Mental health and wellness support	10:00 – 10:30	
English learner, special education and at-risk support	10:30 – 11:00	View/work on 3 rd -hour lesson (6 th hour on W/F)
Club meetings	11:00 – 11:45	Lunch/break Attend teacher office hours as needed

Monday	
11:00 – 11:25	1 st -hour class
11:30 – 11:55	2 nd -hour class
12:00 – 12:25	3 rd -hour class
12:25 – 1:00	Break
1:00 – 1:25	4 th -hour class
1:30 – 1:55	5 th -hour class
2:00 – 2:25	6 th -hour class

Tuesday/Thursday	
11:00 – 11:45	Teacher office hours
11:55 – 12:55	1 st -hour class (each class period may include whole group, small group, work time, assessment, Q & A, student check-ins, community building, etc.)
1:00 – 2:00	2 nd -hour class
2:05 – 3:05	3 rd -hour class

Wednesday/Friday	
11:00 – 11:45	Teacher office hours
11:55 – 12:55	4 th -hour class
1:00 – 2:00	5 th -hour class
2:05 – 3:05	6 th -hour class

Link to the full COVID-19 Preparedness and Response Plan

- <https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000925&mk=50384296>

Request for Annual Delegation of School Plan Review and Inspection Authority to a Local Unit of Government Enforcing Agency
 Michigan Department of Licensing and Regulatory Affairs
 Bureau of Construction Codes
 P.O. Box 30254, Lansing, MI 48909
 Phone: 517-241-9303 / E-Mail: lara-bcc-asd@michigan.gov
 www.michigan.gov/bcc

Authority: 2016 PA 407 Penalty: Failure to provide information may result in the denial of your request.	LARA is an equal opportunity employer/program. Auxillary aids, services and other reasonable accomodations are available upon request to individuals with disabilities.
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SCHOOL DISTRICT				
NAME OF SCHOOL DISTRICT				COUNTY
ADDRESS				
CITY	STATE MI	ZIP CODE	TELEPHONE NUMBER (Include Area Code)	FAX NUMBER (Include Area Code)
PRIMARY CONTACT PERSON		TITLE	E-MAIL ADDRESS	

Each local government enforcing agency in which facilities of the school district are located must complete this application attesting to the agreement with the information contained in this application. (Attach additional sheets if necessary)

LOCAL UNIT OF GOVERNMENT / CODE ENFORCING AGENCY				
NAME OF LOCAL UNIT OF GOVERNMENT				COUNTY
ADDRESS				
CITY	STATE MI	ZIP CODE	TELEPHONE NUMBER (Include Area Code)	FAX NUMBER (Include Area Code)
PRIMARY CONTACT PERSON		TITLE	E-MAIL ADDRESS	

By checking the boxes below you are certifying the following:

- The governmental subdivision and the enforcing agency are qualified by experience or training to administer and enforce this act and the code and all related acts and rules
- Pursuant to MCL 338.851(b)(5) this form is to certify that full-time code officials, inspectors and plan reviewers registered under the skilled trades regulation act, 2016 PA 407, MCL339.5101 to 339.6133, will conduct plan reviews and inspections of school buildings.

- Agency personnel are provided as necessary
- Administrative services are provided
- Timely field inspection services will be provided
- Plan review services are provided

Certification by School District and Local Government Enforcing Agency - In the sections below, provide the signature of the school board and the local government authorized to enforce construction codes in which school facilities are located. **Note:** A local government not authorized to enforce the state construction codes does not qualify for delegation of school plan review and inspection authority.

SIGNATURE AND CERTIFICATION OF SCHOOL BOARD PRESIDENT	
I hereby certify the information contained in this application is accurate and that I am duly authorized to sign on behalf of the parties listed in this application. I further certify adherence to all applicable laws and rules under the delegation of authority.	
NAME OF SCHOOL BOARD OFFICIAL (Please Print)	NAME OF LOCAL SCHOOL DISTRICT
SIGNATURE OF SCHOOL BOARD OFFICIAL	DATE

SIGNATURE AND CERTIFICATION OF LOCAL UNIT OF GOVERNMENT	
I hereby certify the information contained in this application is accurate and that I am duly authorized to sign on behalf of the parties listed in this application. I further certify adherence to all applicable laws and rules under the delegation of authority.	
NAME AND TITLE OF LOCAL UNIT OF GOVERNMENT OFFICIAL (Please Print)	NAME OF LOCAL UNIT OF GOVERNMENT (enforcing agency)
SIGNATURE OF LOCAL UNIT OF GOVERNMENT OFFICIAL	DATE

Request for Annual Delegation of School Plan Review and Inspection Authority to a Local Unit of Government Enforcing Agency
Michigan Department of Licensing and Regulatory Affairs
Bureau of Construction Codes
P.O. Box 30254, Lansing, MI 48909
Phone: 517-241-9303 / E-Mail: lara-bcc-asd@michigan.gov
www.michigan.gov/bcc

Authority: 2016 PA 407 Penalty: Failure to provide information may result in the denial of your request.	LARA is an equal opportunity employer/program. Auxillary aids, services and other reasonable accomodations are available upon request to individuals with disabilities.
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SCHOOL DISTRICT				
NAME OF SCHOOL DISTRICT				COUNTY
ADDRESS				
CITY	STATE MI	ZIP CODE	TELEPHONE NUMBER (Include Area Code)	FAX NUMBER (Include Area Code)
PRIMARY CONTACT PERSON		TITLE	E-MAIL ADDRESS	

Each local government enforcing agency in which facilities of the school district are located must complete this application attesting to the agreement with the information contained in this application. (Attach additional sheets if necessary)

LOCAL UNIT OF GOVERNMENT / CODE ENFORCING AGENCY				
NAME OF LOCAL UNIT OF GOVERNMENT				COUNTY
ADDRESS				
CITY	STATE MI	ZIP CODE	TELEPHONE NUMBER (Include Area Code)	FAX NUMBER (Include Area Code)
PRIMARY CONTACT PERSON		TITLE	E-MAIL ADDRESS	

By checking the boxes below you are certifying the following:

- The governmental subdivision and the enforcing agency are qualified by experience or training to administer and enforce this act and the code and all related acts and rules
- Pursuant to MCL 338.851(b)(5) this form is to certify that full-time code officials, inspectors and plan reviewers registered under the skilled trades regulation act, 2016 PA 407, MCL339.5101 to 339.6133, will conduct plan reviews and inspections of school buildings.
- Agency personnel are provided as necessary
- Administrative services are provided
- Timely field inspection services will be provided
- Plan review services are provided

Certification by School District and Local Government Enforcing Agency - In the sections below, provide the signature of the school board and the local government authorized to enforce construction codes in which school facilities are located. **Note:** A local government not authorized to enforce the state construction codes does not qualify for delegation of school plan review and inspection authority.

SIGNATURE AND CERTIFICATION OF SCHOOL BOARD PRESIDENT	
I hereby certify the information contained in this application is accurate and that I am duly authorized to sign on behalf of the parties listed in this application. I further certify adherence to all applicable laws and rules under the delegation of authority.	
NAME OF SCHOOL BOARD OFFICIAL (Please Print)	NAME OF LOCAL SCHOOL DISTRICT
SIGNATURE OF SCHOOL BOARD OFFICIAL	DATE

SIGNATURE AND CERTIFICATION OF LOCAL UNIT OF GOVERNMENT	
I hereby certify the information contained in this application is accurate and that I am duly authorized to sign on behalf of the parties listed in this application. I further certify adherence to all applicable laws and rules under the delegation of authority.	
NAME AND TITLE OF LOCAL UNIT OF GOVERNMENT OFFICIAL (Please Print)	NAME OF LOCAL UNIT OF GOVERNMENT (enforcing agency)
SIGNATURE OF LOCAL UNIT OF GOVERNMENT OFFICIAL	DATE



East Lansing
Public Schools

509 Burcham Drive, East Lansing, MI 48823
Technology & Media Services Department
(517) 333-7418 Phone

August 10, 2020

To: Board of Education
Subj: Purchase of Chromebook Devices

Motion: That the Board of Education approve the purchase of Chromebooks from Staples in the amount of \$510,300.00

The District is requesting the approval to purchase Chromebooks for all students in grades 3-9. The existing iPad and laptop inventory will be allocated to the remaining grade levels.

The Chromebook cost is \$219.00 and the required Google Management license is \$24.00. The total unit cost is \$243.00 and we are purchasing 2,100 units.

All expenditures would come out of the elementary bond technology budget and the 2012 Capital Projects fund.

The order with Staples is through MIDeal, the state of Michigan's extended purchase program and meets all the collaborative bid requirements.



East Lansing
Public Schools

509 Burcham Drive, East Lansing, MI 48823
Technology & Media Services Department
(517) 333-7418 Phone

August 10, 2020

To: Board of Education
Subj: Rescind Purchase of Chromebook Devices

Motion: That the Board of Education rescind the approved purchase of Chromebooks from SEHI in the amount of \$466,029.00

The Board approved purchase of Chromebooks from SEHI (approved July 27, 2020) is delayed 3-5 months and the District has identified an alternate vendor that has an estimated delivery in 3-4 weeks.

We request that the original action item be rescinded as a new action item will be submitted for Board approval.



East Lansing Public Schools

COVID-19 Preparedness and Response Plan (PRP) for MI Safe Start

Name of District: East Lansing Public Schools

Address of District: 501 Burcham Drive, East Lansing, MI 48823

District Code Number: 33010

Web Address of the District: www.elps.us

Name of Intermediate School District: Ingham Intermediate School District

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 with 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 for 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 2019-20 school year.
- The District assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan*, it will close its building to anyone except: (a) District employees or contractors necessary to conduct minimum basic school operations consistent with the Preparedness Plan, including those employees 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, and (c) licensed child-care providers and the families they serve, if all 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 **Phase 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 in **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 the individual showed symptoms to the time the individual was last present in school.

Preparation and Communication of the PRP

Stakeholder Input

Development of the ELPS Preparedness and Response Plan was informed by members of multiple stakeholder groups:

- Learning Management System Committee
 - Teachers, administrators, instructional technology specialists
- ELPS Elementary Return to School Work Group
 - Parents, teachers, instructional coaches, administrators, Board of Education members, community partners
- ELPS Middle School Return to School Work Group
 - Parents, teachers, students, administrators, community partners
- ELPS High School Return to School Work Group
 - Parents, teachers, students, administrators, Board of Education member, community partners
- Elementary Staff Committee
 - Elementary principals, instructional coaches, and faculty representing multiple levels and programs
- Middle School Staff Committee
 - Middle school administrators and faculty representing multiple departments and grade levels
- High School Staff Committee
 - High school administrators and faculty representing multiple departments
- Staff Meetings with each Building Staff
- County, regional, and state-level committees attended by various district administrators
- Meetings with the East Lansing Education Association (ELEA)

Members of these committees provided input on topics relating to safety, operations, scheduling, in-person instruction, online instruction, and district priorities.

Communication of the Preparedness and Response Plan

ELPS Updates were eblasted to staff and families on a bi-weekly basis through June, at which point updates were provided on a weekly basis.

Updates were posted on the district website weekly.

Updates were shared at each Board of Education meeting, with a draft Preparedness and Response Plan made available July 27, 2020. Following the release of the proposal, a week was allotted to gather staff, family and student feedback, specific to the Phase 4 Return to School Plans. The Board of Education will take action on the PRP at its August 10, 2020 regular meeting. The approved PRP will be posted on the main page of the district's website at www.elps.us.

Evaluation of Survey Data from the Spring *Continuity of Learning* (COL) Plan Experience

Following the spring distance learning experience and the results of family survey data, several important conclusions were drawn and used to develop a more rigorous, user-friendly remote learning experience.

1. A committee was formed to explore and evaluate learning management systems (LMS). Survey data from staff and families indicated that the use of a common platform for student learning would greatly improve the online learning experience for students. The LMS Committee met numerous times, conducted staff and family surveys and decided on using SeeSaw for grades preK – 2 and Google Classroom for grades 3 – 12.
2. Device access was an additional challenge in the spring to allow for all students to participate in the online learning experience. (Families had the option to choose paper packets during our spring distance learning.) Devices were deployed in the spring to students who lacked a device at home. A process was developed for parents or students to request and acquire a device. We recognize that some students did not participate in spring distance learning due to the lack of device or internet access. To address this inequity, the district will be going “one-to-one” and providing iPads to all students in grades preK – 2 and Chromebooks to all students in grades 3 – 12 (as current laptops are phased out at the high school).
3. Our survey data also indicated that professional learning on both online instruction pedagogy and on the technical aspects of SeeSaw and Google Classroom is critical. A professional learning plan was developed by our Director of Curriculum, Instruction and Assessment in conjunction with district instructional coaches and professionals from the Ingham Intermediate School District for all faculty. Teachers and other professional staff members will complete five common modules in addition to three additional training modules that are individualized based on content area and/or need. The training sessions were offered beginning in mid-July so that teachers have ample time to learn the technical components of the LMS and to “set up” their virtual classrooms in the LMS using a common district template. A consistent LMS with a common class template will provide consistency in accessing instructional materials for students and families.



East Lansing
Public Schools

East Lansing Public Schools

Preparedness and Response Plan (PRP) for MI Safe Start

Phases 1 – 3

- ❖ In Phases 1 – 3, schools are closed for in-person instruction.
- ❖ Mode of Instruction: 100% online instruction
- ❖ Athletics and after-school activities are suspended.
- ❖ Meal distribution program is enacted.

Virus Status	<ul style="list-style-type: none"> • Community spread of the virus is increasing and substantial • There is concern about health system capacity. • Testing and tracing efforts may not be sufficient to control the spread of the pandemic.
School Operating Status	<ul style="list-style-type: none"> • No in-person instruction, remote only.
Essential Actions and Safety Protocols	<ul style="list-style-type: none"> • Safety protocols • Mental and Social-Emotional Well-being • Instruction • Operations

Meal Distribution

East Lansing Public Schools quickly initiated a meal distribution plan following the suspension of in-person instruction in March. The District has continued to distribute meals on a weekly basis. Boxes containing a week's worth of breakfasts and lunches (in addition to produce boxes and dairy boxes) are passed out each week at East Lansing High School, while over 300 meal boxes are delivered by food service staff and other staff volunteers.

The District will continue its meal distribution program to all eligible students and families until in-person instruction is resumed for all students, as allowed by state and federal requirements and guidelines.

Curriculum and Instruction

Teachers and other professional staff will utilize SeeSaw (grades preK – 2) and Google Classroom (grades 3 – 12) to deliver instruction and provide feedback to students and families.

Board-approved standards-aligned curricula will be delivered for each subject area. Synchronous and asynchronous learning and best practices will be integrated to promote student engagement, consistency, flexibility, and differentiation.

Screeners or other formative assessments will be used during the first few weeks of school to understand where students are academically and inform instructional decisions.

Remote learning plans will be distributed to all involved stakeholders. Opportunities for ongoing feedback from staff, students, and families will be developed.

Standards-based grades at the elementary level and letter grades at the secondary level will be awarded.

Every student's academic and social-emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students. (See the *Mental Health and Well-Being* section of this plan for more details.)

Teachers, faculty, and staff will have the option to deliver remote instruction or support from their classrooms or offices.

Materials and Equipment

Material boxes containing supplies and materials for student learning will be distributed. Teachers will provide input regarding the contents of these boxes. Boxes will include items such as: math journals, writing notebooks, whiteboards and markers, books, items for art, music and physical education, and general school supplies. They will be distributed through pick-up and/or delivery to homes.

iPads, laptops and Chromebooks will be distributed to students through pick-up and/or delivery.

Book bags will be provided to students and will be replaced with new book bags on a regular basis.

Students with Individualized Educational Plans (IEPs) and 504 Plans

Schedules and daily structures of instruction were intentionally developed to provide time for both push-in and pull-out services and supports. Time for communication and

collaboration between teachers, guardians, and service providers is also included in the daily and weekly schedule.

Service providers will make initial contact with families to share district plans and processes for supporting students during remote learning. Service providers will ensure that students have all materials and resources to be successful with the online platform.

Service providers, in conjunction with IEP teams, will review students' IEPs, solicit parent input, and assess current levels of performance to identify current baselines for IEP goals. Teams will then determine to what extent the current services will be delivered during online learning and may generate one of the following: a new IEP, an IEP amendment, or a Contingency Learning Plan. These plans will be developed collaboratively with parents.

Counselors and social workers will review 504 plans, solicit parent input, and determine if and how the current 504 plan should be amended to best support the student during remote learning. All lessons will be provided asynchronously to support a large majority of student accommodations.

The ELPS Special Education Department collected data and parent input through a survey in order to inform decisions on how to best support students with IEPs during remote learning.

Special education teachers and service providers have participated and will continue to receive professional learning specific to their teacher, service and/or support responsibilities.

English Learners (ELs)

English Learners (ELs) will be supported by EL teachers and paraprofessionals in their core subject area classes and/or in smaller virtual groups. Support will be provided through push-in and/or pull-out models, in large-group, small groups, or one-on-one.

At-Risk Students

Academic intervention will be provided by district interventionists for students who qualify for support. Support will be provided through push-in and/or pull-out models, in large group, small groups, or one-on-one.

Additional academic support may also be provided by paraprofessionals or other staff.

Attendance and Grading

Attendance will be taken online daily - through participation in live sessions, two-way communication, and/or assignment completion.

Unless a student has a special situation approved by the administration, daily attendance is required. Attendance guidelines and procedures for reporting absences will be communicated by the school.

Standards-based grades will be issued on elementary report cards, and letter grades will be awarded on secondary report cards.

Schedules		
ELPS Planned Elementary Remote Learning Schedule		
	Monday – Thursday	
8:00 – 8:15	Live Morning Meeting	
8:15 – 9:30	K – 2 English Language Arts (live instruction, small groups, independent work time)	Gr. 3 – 5 Math (live instruction, small groups, independent work time)
9:30 – 9:45	Break/snack	
9:45 – 11:00	K – 2 Math (live instruction, small groups, independent work time)	Gr. 3 – 5 English Language Arts (live instruction, small groups, independent work time)
11:00 – 12:00	Break Specials – rotation – one live 20-minute check-in with each special area per week + recorded lessons	
12:00 – 12:30	Lunch	
12:30 – 2:30	Flexible time to include... <ul style="list-style-type: none"> - Recorded Social Studies, science and writing lessons - Student work time - English Learner, special education, and at-risk support - Additional small-group and/or one-on-one support - Teacher office hours and family communication - Teacher prep and collaboration time 	
2:15 – 2:45	Live Teacher Office Hours	
	Friday	
8:00 – 8:30	Live Morning meeting – end-of-week wrap-up, community-building	
8:30 – 8:45	Break	
8:45 – 9:45	Special Areas	
9:45 – 11:00	Student Independent Work Time and Second Step lesson	
11:00 – 12:00	Lunch and outside play	
12:00 – 2:15	Flexible time to include... <ul style="list-style-type: none"> - Recorded Social Studies, science and writing lessons - Student work time - English Learner, special education, and at-risk support - Additional small-group and/or one-on-one support - Teacher office hours and family communication Teacher prep and collaboration time	
2:15 – 2:45	Teacher office hours (for check-in, questions, etc.)	

ELPS Planned Middle and High School Remote Learning Schedule		
Mornings to be asynchronous and flexible to include...	Possible student morning schedule – can be modified to accommodate student and family schedule	
Lesson material to watch, read, etc.	8:30 – 9:00	View/work on 1 st -hour lesson (4 th hour on W/F)
Student independent work time	9:15 – 9:45	View/work on 2 nd -hour lesson (5 th hour on W/F)
Teacher office hours	10:00 – 10:30	View/work on 3 rd -hour lesson (6 th hour on W/F)
Mental health and wellness support	10:30 – 11:00	Lunch/break
English learner, special education and at-risk support	11:00 – 11:45	Attend teacher office hours as needed
Club meetings		
Monday		
11:00 – 11:25	1 st -hour class	
11:30 – 11:55	2 nd -hour class	
12:00 – 12:25	3 rd -hour class	
12:25 – 1:00	Break	
1:00 – 1:25	4 th -hour class	
1:30 – 1:55	5 th -hour class	
2:00 – 2:25	6 th -hour class	
Tuesday/Thursday		
11:00 – 11:45	Teacher office hours	
11:55 – 12:55	1 st -hour class (each class period may include whole group, small group, work time, assessment, Q & A, student check-ins, community building, etc.)	
1:00 – 2:00	2 nd -hour class	
2:05 – 3:05	3 rd -hour class	
Wednesday/Friday		
11:00 – 11:45	Teacher office hours	
11:55 – 12:55	4 th -hour class	
1:00 – 2:00	5 th -hour class	
2:05 – 3:05	6 th -hour class	

Orientation Week
The week of August 25 – 28 will be designed as an Orientation Week for students and families. Details and schedules will be developed and communicated by each building.

Mental Health and Well-Being

Daily schedules have been intentionally developed to allow time for students to meet with counselors and/or social workers. The flexible morning schedule at the secondary level will also allow for the Student Mental Health Committee to meet.

Schedules were intentionally developed to provide flexibility and support for teachers and staff with young children.

School staff will implement a mental health screening for all students. Teachers and staff will utilize an age-appropriate “mood meter” to allow students to self-report how they are feeling and will follow up with students and/or refer to other professionals as needed. Guidance will be provided by the district’s Mental Health Advisory Committee.

Guidelines will be established and communicated to staff regarding identification and rapid referral of at-risk students to appropriate building-level support teams. The Mental Health Advisory Committee will provide a list of virtual “look-fors” to help teachers and other staff members identify students who may need additional support. Paraprofessionals or other staff may attend Google classroom meetings and act as a second set of eyes in monitoring student behaviors.

All staff will be provided timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social emotional learning, trauma-informed best practices, identification of students at risk, proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma. All staff will participate in a district-designed professional learning module that helps them better understand and create spaces to process student trauma that may have been experienced as a result of the pandemic and the Black Lives Matter movement.

A comprehensive crisis management plan that leverages available internal and external/community-based resources will be reviewed and can be activated efficiently as needed (e.g., loss of student, loss of a school staff member).

A comprehensive list of wellness resources will be compiled, regularly updated, and made available to staff, students, and families that can be provided in conjunction with screening activities, and that reference school and community wellness resources.

Ongoing reporting protocols will be established for school staff to evaluate physical and mental health status. Counselors, social workers, and advocates will offer weekly office hours for students. The district Suicide Prevention Coordinator will hold regular meetings with these individuals to discuss and problem-solve around ongoing needs and will serve as a liaison to the Mental Health Advisory Committee. This individual

will also coordinate school, local public health agencies, and community partners as needed.

Resources will be provided for staff self-care, including resiliency strategies.

MDE resources for students and staff mental health and wellness supports will be leveraged.

Communication channels will be activated for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or designated email). Phone, email, and texting emergency hotline resources will be communicated to students and families.

ELPS will communicate with parents and guardians, via a variety of channels, return to school transition information including:

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

Safety Protocols

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

School employees must complete a COVID-19 screening form when entering the building.

School employees must sign in and out of the building in order to record who has been in the building.

Hand sanitizer will be supplied at the designated entrance where the screening forms are located.

Athletics and Extracurricular Activities

All athletic activities are suspended.

All extra-curricular and after-school activities are suspended.

Family Education, Communication, and Support

Building administrators will communicate with families through multiple modes to share expectations and plans for their child's return to school.

Parent training will be offered to assist with using the learning management system and learning how to support their child(ren) at home during online learning.

Office hours will be held for parents during Orientation Week and beyond in order for parents to communicate with teachers and ask questions on a regular basis.

Redeployment and Reassignment of Staff during Phases 1 - 4

ELPS will retain all employees during all Phases of this plan. Staff whose typical in-person responsibilities no longer exist will be reassigned to support students and teachers.

Responsibilities for reassigned staff may include:

- Support students during whole-group or small-group instruction during live lessons
- Review and edit closed captioning for videos
- Attend class meetings and lessons to help identify students who may need social-emotional support
- Assist with the packaging and/or delivery of student material boxes
- Assist with the creation and distribution of student book bags

Additional responsibilities may be determined by building administrators, teachers, and paraprofessionals, and others.



East Lansing Public Schools

Preparedness and Response Plan (PRP) for MI Safe Start

Phase 4

- ❖ Mode of Instruction: 100% online instruction (ELPS determined) – through at least September 30, 2020, with a re-evaluation in mid-September. ELPS administrators will continuously monitor current guidance and data and evaluate whether or not small groups of students can be brought to the school during Phase 4.
- ❖ Athletics and after-school activities are permitted per MHSAA guidance and district decisions.
- ❖ Meal distribution program is enacted.
- ❖ All Required and Strongly Recommended protocols in Phase 4 that apply to online instruction are implemented. None are excluded.

Virus Status	<ul style="list-style-type: none"> • The number of new cases and deaths has fallen for a period of time, but overall case levels are still high. • Most new outbreaks are quickly identified, traced, and contained due to robust testing infrastructure and rapid contact tracing. • Health system capacity can typically handle these new outbreaks, and therefore case fatality rate does not rise above typical levels. • The overall number of infected individuals still indicates the need for distancing to stop transmission and move to the next phase.
How to Keep School Communities Safe	<ul style="list-style-type: none"> • School preparedness and response activities continue – conducting ongoing surveillance and executing a series of active mitigation measures. • Schools should be prepared to implement social distancing measures.

	<ul style="list-style-type: none"> • Short-term dismissals and suspension of extracurricular activities should be expected for cleaning and contact tracing purposes. • Schools must consider the judgment of the local health department for the sub-region (i.e., county or ISD) of concern.
School Operating Status	<ul style="list-style-type: none"> • In-person instruction is permitted with required safety protocols.
Essential Actions and Safety Protocols	<ul style="list-style-type: none"> • Safety protocols • Mental and Social-Emotional Well-being • Instruction • Operations

Meal Distribution

East Lansing Public Schools quickly initiated a meal distribution plan following the suspension of in-person instruction in March. The District has continued to distribute meals on a weekly basis. Boxes containing a week’s worth of breakfasts and lunches (in addition to produce boxes and dairy boxes) are passed out each week at East Lansing High School, while over 300 meal boxes are delivered by food service staff and other staff volunteers.

The District will continue its meal distribution program to all eligible students and families until in-person instruction is resumed for all students, as allowed by state and federal requirements and guidelines.

Curriculum and Instruction

Teachers and other professional staff will utilize SeeSaw (grades preK – 2) and Google Classroom (grades 3 – 12) to deliver instruction and provide feedback to students and families.

Board-approved standards-aligned curricula will be delivered for each subject area. Synchronous and asynchronous learning and best practices will be integrated to promote student engagement, consistency, flexibility, and differentiation.

Screeners or other formative assessments will be used during the first few weeks of school to understand where students are academically and inform instructional decisions.

Remote learning plans will be distributed to all involved stakeholders. Opportunities for ongoing feedback from staff, students, and families will be developed.

Standards-based grades at the elementary level and letter grades at the secondary level will be awarded.

Every student's academic and social-emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students. (See the *Mental Health and Well-Being* section of this plan for more details.)

Teachers, faculty, and staff will have the option to deliver remote instruction or support from their classrooms or offices.

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iPads, laptops and Chromebooks will be distributed to students through pick-up and/or delivery.

Book bags will be provided to students and will be replaced with new book bags on a regular basis.

Students with Individualized Educational Plans (IEPs) and 504 Plans

Schedules and daily structures of instruction were intentionally developed to provide time for both push-in and pull-out services and supports. Time for communication and collaboration between teachers, guardians, and service providers is also included in the daily and weekly schedule.

Service providers will make initial contact with families to share district plans and processes for supporting students during remote learning. Service providers will ensure that students have all materials and resources to be successful with the online platform.

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Attendance and Grading

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Schedules

ELPS Planned Elementary Remote Learning Schedule

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9:30 – 9:45	Break/snack
9:45 – 11:00	K – 2 Math (live instruction, small groups, independent work time) Gr. 3 – 5 English Language Arts (live instruction, small groups, independent work time)
11:00 – 12:00	Break Specials – rotation – one live 20-minute check-in with each special area per week + recorded lessons
12:00 – 12:30	Lunch
12:30 – 2:30	Flexible time to include... <ul style="list-style-type: none"> - Recorded Social Studies, science and writing lessons - Student work time - English Learner, special education, and at-risk support - Additional small-group and/or one-on-one support - Teacher office hours and family communication - Teacher prep and collaboration time
2:15 – 2:45	Live Teacher Office Hours
Friday	
8:00 – 8:30	Live Morning meeting – end-of-week wrap-up, community-building
8:30 – 8:45	Break
8:45 – 9:45	Special Areas
9:45 – 11:00	Student Independent Work Time and Second Step lesson
11:00 – 12:00	Lunch and outside play
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ELPS Planned Middle and High School Remote Learning Schedule		
Mornings to be asynchronous and flexible to include...	Possible student morning schedule – can be modified to accommodate student and family schedule	
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Teacher office hours	10:00 – 10:30	View/work on 3 rd -hour lesson (6 th hour on W/F)
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English learner, special education and at-risk support	11:00 – 11:45	Attend teacher office hours as needed
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12:00 – 12:25	3 rd -hour class	
12:25 – 1:00	Break	
1:00 – 1:25	4 th -hour class	
1:30 – 1:55	5 th -hour class	
2:00 – 2:25	6 th -hour class	
Tuesday/Thursday		
11:00 – 11:45	Teacher office hours	
11:55 – 12:55	1 st -hour class (each class period may include whole group, small group, work time, assessment, Q & A, student check-ins, community building, etc.)	
1:00 – 2:00	2 nd -hour class	
2:05 – 3:05	3 rd -hour class	
Wednesday/Friday		
11:00 – 11:45	Teacher office hours	
11:55 – 12:55	4 th -hour class	
1:00 – 2:00	5 th -hour class	
2:05 – 3:05	6 th -hour class	

Orientation Week
The week of August 25 – 28 will be designed as an Orientation Week for students and families. Details and schedules will be developed and communicated by each building.

Mental Health and Well-Being

Daily schedules have been intentionally developed to allow time for students to meet with counselors and/or social workers. The flexible morning schedule at the secondary level will also allow for the Student Mental Health Committee to meet.

Schedules were intentionally developed to provide flexibility and support for teachers and staff with young children.

School staff will implement a mental health screening for all students. Teachers and staff will utilize an age-appropriate “mood meter” to allow students to self-report how they are feeling and will follow up with students and/or refer to other professionals as needed. Guidance will be provided by the district’s Mental Health Advisory Committee.

Guidelines will be established and communicated to staff regarding identification and rapid referral of at-risk students to appropriate building-level support teams. The Mental Health Advisory Committee will provide a list of virtual “look-fors” to help teachers and other staff members identify students who may need additional support. Paraprofessionals or other staff may attend Google classroom meetings and act as a second set of eyes in monitoring student behaviors.

All staff will be provided timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social emotional learning, trauma-informed best practices, identification of students at risk, proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma. All staff will participate in a district-designed professional learning module that helps them better understand and create spaces to process student trauma that may have been experienced as a result of the pandemic and the Black Lives Matter movement.

A comprehensive crisis management plan that leverages available internal and external/community-based resources will be reviewed and can be activated efficiently as needed (e.g., loss of student, loss of a school staff member).

A comprehensive list of wellness resources will be compiled, regularly updated, and made available to staff, students, and families that can be provided in conjunction with screening activities, and that reference school and community wellness resources.

Ongoing reporting protocols will be established for school staff to evaluate physical and mental health status. Counselors, social workers, and advocates will offer weekly office hours for students. The district Suicide Prevention Coordinator will hold regular meetings with these individuals to discuss and problem-solve around ongoing needs and will serve as a liaison to the Mental Health Advisory Committee. This individual will also coordinate school, local public health agencies, and community partners as needed.

Resources will be provided for staff self-care, including resiliency strategies.

MDE resources for students and staff mental health and wellness supports will be leveraged.

Communication channels will be activated for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or designated email). Phone, email, and texting emergency hotline resources will be communicated to students and families.

ELPS will communicate with parents and guardians, via a variety of channels, return to school transition information including:

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

Safety Protocols

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

School employees must complete a COVID-19 screening form when entering the building.

School employees must sign in and out of the building in order to record who has been in the building.

Hand sanitizer will be supplied at the designated entrance where the screening forms are located.

Athletics and Extracurricular Activities

ELPS will use all guidance published by the Michigan High School Athletic Association (MHSAA), the National federation of State High School Associations (NFHS), the Center for Disease Control (CDC), the Ingham County Health Department, and the Governor's Executive Orders to inform decisions on whether or not extra-curricular activities and athletics will be permitted during Phase 4.

If extra-curricular activities and athletics are permitted:

Students, teachers, and staff will use proper hygiene techniques before and after every practice, event, or other gathering. Every participant should confirm that they are healthy and without any symptoms prior to any event.

All equipment must be disinfected before and after use.

Inter-school competitions may be held provided that, facial coverings are worn if school transportation is provided. Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent “Busing and Student Transportation” section.

Spectators are allowed provided that facial coverings are used by observers and six feet of social distancing can be maintained at all times. Attention must be given to entry and exit points to prevent crowding.

Each participant must use a clearly marked water bottle for individual use. There should be no sharing of this equipment.

Handshakes, fist bumps, and other unnecessary contact must not occur.

Indoor weight rooms and physical conditioning activities that require shared equipment are suspended. Outdoor physical conditioning activities are allowed while maintaining social distancing.

Large-scale indoor spectator events are suspended. Large-scale outdoor spectator or stadium events are limited to 100 people, and people not part of the same household must maintain six feet of distance from one another.

Busing and Student Transportation (for athletics and extra-curricular activities only, should they be permitted, or should in-person instruction resume during Phase 4)

The use of hand sanitizer is required before entering the bus.

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

Transportation vehicles must be cleaned and disinfected before and after every transit route. Children must not be present when a vehicle is being cleaned.

Frequently touched surfaces in the vehicle (e.g., surfaces in the driver’s cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) must be cleaned and disinfected prior to any route.

Equipment, including items such as car seats, wheelchairs, walkers, and adaptive equipment, being transported to school daily must be cleaned, sanitized, and disinfected.

A plan will be created for getting students home safely if they are not allowed to board the vehicle. The parent/guardian will be called.

If a student becomes sick during the day, they must not use group transportation to return home or to an event. If a driver becomes sick during the day, they must follow protocols for sick staff outlined in this document and must not return to drive students.

Weather permitting, doors and windows will be kept open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.

Weather permitting, windows will be kept open while the vehicle is in motion to help reduce the spread of the virus by increasing air circulation, if appropriate and safe.

Students will be assigned to seats and may be seated with other members from their household.

Students will be assigned to seats to minimize contact with other students as they get on and off the bus. Students who are picked up first and/or dropped off last will be seated near the back of the bus. Students who are picked up last and/or dropped off first will be seated near the front of the bus.

Family Education, Communication, and Support

Building administrators will communicate with families through multiple modes to share expectations and plans for their child's return to school.

Parent training will be offered to assist with using the learning management system and learning how to support their child(ren) at home during online learning.

Office hours will be held for parents during Orientation Week and beyond in order for parents to communicate with teachers and ask questions on a regular basis.

Redeployment and Reassignment of Staff during Phases 1 - 4

ELPS will retain all employees during all Phases of this plan. Staff whose typical in-person responsibilities no longer exist will be reassigned to support students and teachers.

Responsibilities for reassigned staff may include:

- Support students during whole-group or small-group instruction during live lessons
- Review and edit closed captioning for videos
- Attend class meetings and lessons to help identify students who may need social-emotional support
- Assist with the packaging and/or delivery of student material boxes
- Assist with the creation and distribution of student book bags
- Provide technical support to students, families, and teachers
- Offer virtual library programs and virtual book clubs
- Assist with meal distribution



East Lansing Public Schools

Preparedness and Response Plan (PRP) for MI Safe Start

Phase 5

- ❖ *All of the safety protocols listed in this section will be followed. The specific details and protocols for Phase 5 may include a hybrid model of in-person instruction for students or a full-time in-person model, depending on the current health and safety guidelines at the time of transition to Phase 5.*
- ❖ *The planning of specific processes and details for Phase 5 are in continuous development and will be communicated as the return to in-person instruction nears.*
- ❖ *ELPS will utilize the COVID-19 Return to School Toolkit developed by the Ingham County Health Department and the Michigan Department of Health and Human Services and the Ingham County Health Department's School Handouts released on August 6, 2020, to guide decision-making around safety, screening, and health protocols for Phase 5.*

- ❖ **Mode of Instruction: In-person instruction or online instruction – with a transition period of 2 – 3 weeks from 100% online instruction to in-person instruction**
- ❖ **Athletics and after-school activities are permitted.**
- ❖ **All Strongly Recommended protocols and most Recommended protocols from Phase 5 in the Return to School Roadmap are implemented. Nearly all of the Required protocols from Phase 4 are also still implemented.**

<p>Virus Status</p>	<ul style="list-style-type: none"> • New cases and deaths continue to decrease for an additional period of time. • At this point, the number of active cases has reached a point where infection from other members of the community is less common. • With widespread testing, positivity rates often fall much lower than earlier phases. • Rapid case investigation, contact tracing, and containment strategies cause new cases to continue to fall.
<p>How to Keep School Communities Safe</p>	<ul style="list-style-type: none"> • School preparedness and response activities around surveillance and active mitigation continue from Phase 4 with loosening of required safety protocols. • Schools should remain prepared to implement social distancing measures. • Short-term dismissals and suspension of extracurricular activities remain possible for cleaning and contact tracing purposes. • Students and teachers at increased risk of severe illness should remain prepared to implement remote teaching and learning modalities. • Schools must consider the judgment of the local health department for the sub-region of concern.
<p>School Operating Status</p>	<ul style="list-style-type: none"> • School open for in-person instruction with minimal required safety protocols. • ELPS will continue to offer online learning.
<p>Essential Actions and Safety Protocols</p>	<ul style="list-style-type: none"> • Safety protocols • Mental and Social-Emotional Well-being • Instruction • Operations

<p>Food Service and Meal Distribution</p> <p>When possible, meals should be eaten outside.</p> <p>If cafeterias must be used, meal times will be staggered to create seating arrangements with six feet of distance between students.</p> <p>Pre-bagged breakfasts and lunches will be prepared and delivered to designated eating areas.</p> <p>The District will continue its meal distribution program to all eligible students and families until in-person instruction is resumed for all students, as allowed by state and federal requirements and guidelines.</p>
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Gatherings

All gatherings, indoors and outdoors, will comply with current and future executive orders that set caps on congregations of people.

School assemblies will be suspended.

Curriculum and Instruction

The specifics of phase 5 may include a hybrid model of in-person instruction for students or a full-time in-person model, depending on the current health and safety guidelines at the time of transition to Phase 5.

Schedules for each level will be designed based on the conditions at the time in-person instruction resumes and the number of families wishing to attend school in person and the number of families wishing to remain in an online learning environment.

Students will be transitioned to in-person instruction in phases with the youngest students, special populations (students with IEPs, students with 504 plans, English Learners, and at-risk students), and transition-year students (grades 6 and 9) returning to the buildings first. The transition from remote to in-person instruction will occur over a 2 to 3-week period, so that expectations and process can be taught, implemented, and reinforced in smaller groups.

Teachers and other professional staff will integrate the use of the LMS into classroom instruction in case of a return to remote instruction.

Every student's academic and social-emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students. (See *Mental Health and Well-Being* section for more details.)

Student data will be reviewed to identify overall trends, gaps in student learning, and individual student learning needs to design systemic supports and interventions.

The District will determine and activate structures outside of the regular school day to support students in need of additional support.

School staff will communicate regularly with families about their child's progress and targeted plans for students in need of additional support.

Students with Individualized Educational Plans (IEPs) and 504 Plans

Schedules and daily structures of instruction will be intentionally developed to provide time for both push-in and pull-out services and supports. Time for communication and collaboration between teachers, guardians, and service providers is also included in the daily and weekly schedule.

Service providers will make contact with families to share district plans and processes for supporting students during Phase 5 instruction. Service providers will ensure that students have all materials and resources to be successful in their current instructional mode.

Service providers, in conjunction with IEP teams, will review students' IEPs, solicit parent input, and assess current levels of performance to identify current baselines for IEP goals. Teams will then determine to what extent the current services will be delivered during the Phase 5 instructional model and may generate one of the following: a new IEP, an IEP amendment, or a Contingency Learning Plan. These plans will be developed collaboratively with parents.

Counselors and social workers will review 504 plans, solicit parent input, and determine if and how the current 504 plan should be amended to best support the student during the Phase 5 instructional model. All lessons will continue to be provided asynchronously to support a large majority of student accommodations.

English Learners (ELs)

English Learners (ELs) will be supported by EL teachers and paraprofessionals in their core subject area classes and/or in smaller virtual groups. Support will be provided through push-in and/or pull-out models, in large-group, small groups, or one-on-one.

At-Risk Students

Academic intervention will be provided by district interventionists for students who qualify for support. Support will be provided through push-in and/or pull-out models, in large group, small groups, or one-on-one.

Mental and Social-Emotional Health

School staff will continue implement a mental health screening for all students. Teachers and staff will utilize an age-appropriate "mood meter" to allow students to self-report how they are feeling and will follow up with students and/or refer to other professionals as needed. Guidance will be provided by the district's Mental Health Advisory Committee.

Guidelines will be established and communicated to staff regarding identification and rapid referral of at-risk students to appropriate building-level support teams. The Mental Health Advisory Committee will provide a list of virtual "look-fors" to help teachers and other staff members identify students who may need additional social-emotional support. Paraprofessionals or other staff may attend Google classroom meetings and act as a second set of eyes in monitoring student behaviors.

All staff will be provided timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social emotional learning, trauma-informed

best practices, identification of students at risk, proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma. All staff will participate in a district-designed professional learning module that helps them better understand and create spaces to process student trauma that may have been experienced as a result of the pandemic and the Black Lives Matter movement.

A comprehensive crisis management plan that leverages available internal and external/community-based resources will be reviewed and can be activated efficiently as needed (e.g., loss of student, loss of a school staff member).

A comprehensive list of wellness resources will be compiled, regularly updated, and made available to staff, students, and families that can be provided in conjunction with screening activities, and that reference school and community wellness resources.

Ongoing reporting protocols will be established for school staff to evaluate physical and mental health status. Counselors, social workers, and advocates will offer weekly office hours for students. The district Suicide Prevention Coordinator will hold regular meetings with these individuals to discuss and problem-solve around ongoing needs and will serve as a liaison to the Mental Health Advisory Committee. This individual will also coordinate school, local public health agencies, and community partners as needed.

Resources will be provided for staff self-care, including resiliency strategies.

MDE resources for students and staff mental health and wellness supports will be leveraged.

Communication channels will be activated for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or designated email). Phone, email, and texting emergency hotline resources will be communicated to students and families.

ELPS will communicate with parents and guardians, via a variety of channels, return to school transition information including:

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

Athletics and Extracurricular Activities

Decisions regarding extra-curricular activities will be made by district administrators in accordance with current executive orders and local health data.

Decisions regarding athletics will be made by district administrators in accordance with the Michigan High School Athletic Association (MHSAA) guidelines, which comply with current executive orders and are informed by local health data. More details will be communicated as information and guidance is provided by the MHSAA.

Busing and Student Transportation

The use of hand sanitizer is required before entering the bus.

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

Transportation vehicles must be cleaned and disinfected before and after every transit route. Children must not be present when a vehicle is being cleaned.

Frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) must be cleaned and disinfected prior to any route.

Equipment, including items such as car seats, wheelchairs, walkers, and adaptive equipment, being transported to school daily must be cleaned, sanitized, and disinfected.

A plan will be created for getting students home safely if they are not allowed to board the vehicle. The parent/guardian will be called.

If a student becomes sick during the day, they must not use group transportation to return home or to an event. If a driver becomes sick during the day, they must follow protocols for sick staff outlined in this document and must not return to drive students.

Weather permitting, doors and windows will be kept open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.

Weather permitting, windows will be kept open while the vehicle is in motion to help reduce the spread of the virus by increasing air circulation, if appropriate and safe.

Students will be assigned to seats and may be seated with other members from their household.

Students will be assigned to seats to minimize contact with other students as they get on and off the bus. Students who are picked up first and/or dropped off last will be

seated near the back of the bus. Students who are picked up last and/or dropped off first will be seated near the front of the bus.

Personal Protective Equipment

Facial coverings must be worn by all students and staff preK – grade 12 at all times except during meals, mask breaks, and while socially distanced outdoors. Facial coverings may be homemade or disposable level-one grade surgical masks.

Any staff member who cannot medically tolerate a facial covering must not wear one. Any staff member that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering.

A clean facial covering must be worn daily. Disposable facial coverings must be disposed of at the end of each day.

Facial coverings must be worn by preK-12 students, staff, and bus drivers during school transportation.

Hygiene

Adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques) will be provided.

Students will be taught and reinforced to wash their hands with soap and water for at least 20 seconds and/or safely use hand sanitizer that contains at least 60% alcohol.

Students will be taught how to cough and sneeze into their elbows, or to cover with a tissue.

Students and teachers must have scheduled handwashing with soap and water every 2-3 hours.

Students will be provided personal items and supplies so that they do not share these items. Classroom materials will be disinfected between use if they are shared.

Students' personal items will be kept separate and in individually labeled cubbies, containers, or lockers.

Portable hand sanitizing stations will be set up throughout school buildings.

Spacing and Movement

Desks will be spaced as far apart as possible in classrooms.

In classrooms where large tables are utilized, students will be spaced as far apart as possible.

Desks will be arranged to face the same direction in the classroom as feasible.

Teachers should maintain six feet of spacing between themselves and students as much as possible.

Signage will be posted in the buildings to indicate proper social distancing.

If a classroom has windows that can open, they should be open as much as possible, weather permitting.

As able, “specials” (like art, music, and library) should be brought to the classroom instead of having students move to different locations.

Where possible, flow of foot traffic should be directed in only one direction. If one-way flow is not possible, hallways can be divided with either side following the same direction.

Efforts should be made to keep six feet of distance between people in the hallways. Staggered movements at incremental intervals should be used if feasible to minimize the number of persons in the hallways as able.

Staff will monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice versa.

Where possible, physical education should be held outside, and social distancing of six feet should be practiced.

Where possible, entrances and exits should be kept separate to keep traffic moving in a single direction.

Screening Students, Staff, and Guests

Schools will follow local public health department protocols for screening students and staff.

A screening form must be completed by each staff member daily.

Staff should conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home.

Parents or guardians should check their child’s temperature and check for symptoms at home every morning. If a child exhibits symptoms of COVID-19, including cough, shortness of breath, congestion, or gastrointestinal symptoms or has a temperature of 100.4 or greater, the student should stay home.

Parents, guardians, and guests will only be allowed in the building under extenuating circumstances as determined by school officials. Strict records, including date and time, will be kept of non-school employees or other visitors entering and exiting the building.

Any parents or guardians entering the building should wash or sanitize hands prior to entry.

Testing Protocols for Students

Schools will follow the local public health department protocols.

Each school will designate a quarantine area and a staff person to care for children who become ill at school.

Students who develop fever or become ill with symptoms of COVID-19 at school should wear a mask and be transported by their parent/guardian, emergency contact, or ambulance, if clinically unstable, for off-site testing.

Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines.

Staff who develop fever or become ill with symptoms of COVID-19 at school should wear a mask and should be transported for off-site testing.

Families will be notified of the presence of any laboratory positive or clinically diagnosed cases in the classroom and/or school to encourage closer observation for any symptoms at home.

In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts should be made to contact any close contacts (those who spent more than 15 minutes within six feet to the student or staff member) so that they can be quarantined at home. Classmates should be closely monitored for any symptoms. Only students who develop symptoms require testing.

Responding to Positive Tests Among Staff and Students

The District will cooperate with the local health department if a confirmed case of COVID-19 is identified and will collect the contact information for any close contacts of the affected individual from two days before they showed symptoms to the time they were last present at the school.

The District will notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.

The local health department will initiate contact tracing. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self-quarantine for up to 14 days after exposure. Local health officials may identify other contacts who require quarantine.

Schools will provide staff with guidance on confidentiality laws and statutes that protect students and staff health information. Student communicable disease related information is protected health information. (Even if a family/student acknowledges and publicly discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test.)

Employees with a confirmed case of COVID-19 should only return to the workplace after they are no longer infectious. Local health officials will provide instruction about return to work, using the most current guidelines from the CDC for this determination.

If possible, smaller areas such as individual classrooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles. Cleaning staff should wear a surgical mask when performing cleaning of these areas along with gloves and face shield.

Cleaning

Frequently touched surfaces will be cleaned at least every four hours.

Libraries, computer labs, and other hands-on classrooms and common areas will be cleaned between each group of students. Efforts will be made to minimize sharing of materials between students.

Students desks will be wiped down between class periods of new students.

Playground structures will undergo normal routine cleaning.

Athletic equipment will be cleaned before and after each use.

Medically Vulnerable Students and Staff

School staff will review all current plans for accommodating students with special healthcare needs and update care plans as needed to decrease their risk for exposure to COVID-19.

School staff will create a process for students/families and staff to self-identify as high risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignment.

Facilities

The District will audit necessary materials for cleaning and disinfecting supplies.

The District will distribute hand sanitizer, wastebaskets, tissues, and CDC-approved soap to every office and classroom so that these materials can be used upon entry and exit.

The District will procure and display signage about social distancing, handwashing, cough etiquette, and nose-blowing throughout each building.

School leaders will conduct and document a facility walk-through with the custodial services team to ensure that the classrooms, common areas, and exterior are ready for staff and students.

Family Education, Communication, and Support

Building administrators will communicate with families through multiple modes to share expectations and plans for their child's return to school.

Parent training will be offered to assist with using the learning management system and learning how to support their child(ren) at home during online learning.

Office hours will be held for parents during Orientation Week and beyond in order for parents to communicate with teachers and ask questions on a regular basis.



East Lansing
Public Schools

MEMORANDUM

TO: ELPS Board of Education, Dori Leyko, Superintendent

FROM: Rich Pugh, Director of Finance, Brian Reeve, Operations
Maintenance Supervisor

SUBJECT: Action Item – Request for Annual Delegation of School Plan Review
and Inspection Authority to the City of East Lansing

DATE: August 3, 2020

Recommendation:

It is recommended that the Board of Education approve the Request for Annual Delegation of School Plan Review and Inspection Authority as presented.

Background:

The previous agreement approved by the Board of Education expires September 30, 2020. To continue to work with the City of East Lansing for plan reviews, building permits, and building inspections a new agreement is required. Attached is a State of Michigan required form that must be signed and agreed to by both The City of East Lansing and East Lansing Public Schools. By approving and signing this agreement the District gives the City of East Lansing authority over plan reviews, building permits, and inspections for the period of October 1, 2020 to September 30, 2021. Permits and inspections include building, plumbing, and electrical. Fire safety reviews and inspections are still required by the State of Michigan to be performed by the State of Michigan Bureau of Fire and Safety.



East Lansing
Public Schools

MEMORANDUM

TO: ELPS Board of Education, Dori Leyko, Superintendent

FROM: Rich Pugh, Director of Finance, Brian Reeve, Operations
Maintenance Supervisor

SUBJECT: Action Item – Request for Annual Delegation of School Plan Review
and Inspection Authority to Meridian Township

DATE: August 3, 2020

Recommendation:

It is recommended that the Board of Education approve the Request for Annual Delegation of School Plan Review and Inspection Authority as presented.

Background:

The previous agreement approved by the Board of Education expires September 30, 2020. To continue to work with the Meridian Township for Donley plan reviews, building permits, and building inspections a new agreement is required. Attached is a State of Michigan required form that must be signed and agreed to by both Meridian Township and East Lansing Public Schools. By approving and signing this agreement the District gives Meridian Township authority over Donley plan reviews, building permits, and inspections for the period of October 1, 2020 to September 30, 2021. Permits and inspections include building, plumbing, and electrical. Fire safety reviews and inspections are still required by the State of Michigan to be performed by the State of Michigan Bureau of Fire and Safety.