



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, 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, when updates were communicated weekly.

Updates were posted on the district website.

Updates were shared at each Board of Education meeting, with the Preparedness and Response Plan presented at the July 27 Board of Education meeting, emailed to families, and posted on the district website. Following the release of the proposal, a week was allotted to gather staff, family and student feedback. 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 system.

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 has begun the process of going “one-to-one” and to provide 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 has been developed by our Director of Curriculum, Instruction and Assessment in conjunction with 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. 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.



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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.

Curriculum and Instruction

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

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 in their home language. Opportunities for ongoing feedback 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.

Materials and Equipment

Material boxes will be filled with supplies and materials that students will need for learning. 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 consistent basis.

Students with Individualized Educational Plans (IEPs) and 504 Plans

Schedules were intentionally developed to provide time for both push-in and pull-out support and services. Time for communication and collaboration between teachers and service providers is also included in the 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 where students are at on their IEP goals. Teams will then determine to what extent the current services can be delivered during online learning and will generate one of the following: new IEP, an IEP amendment, or a contingency learning plan. These plans will be developed with parent input.

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 each student during remote learning.

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 participated in professional learning modules 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.

At-Risk Students

Academic intervention will be provided by district interventionists for students who qualify for support. 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.

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

Daily and Weekly Schedules

Schedules were intentionally developed to accomplish several goals:

- To provide a consolidated chunk of time for synchronous (live) instruction
- To stagger elementary live instructional time and secondary live instructional time to accommodate for potential bandwidth issues or the need for an older sibling to support a younger sibling with remote learning
- To provide flexibility for students and families for half of the day

- To accommodate family scheduling needs – lessons will be recorded and can be accessed any time
- To limit the amount of daily screen time for students and teachers
- To offer a later start time for middle and high school students
- To provide flexible time for services and supports for special populations

ELPS Elementary Remote Learning Schedule

Monday – Thursday	
8:15 – 8:30	Live Morning Meeting
8:30 – 9:45	K – 2 English Language Arts (live instruction, small groups, independent work time) Gr. 3 – 5 Math (live instruction, small groups, independent work time)
9:45 – 10:00	Break/snack
10:00 – 11:15	K – 2 Math (live instruction, small groups, independent work time) Gr. 3 – 5 English Language Arts (live instruction, small groups, independent work time)
11:15 – 12:15	Break Specials – rotation – live 20-minute check-ins 3x/week + recorded lessons
12:15 – 12:45	Lunch
Afternoons to be asynchronous and flexible to include...	
12:45 – 2:45	<ul style="list-style-type: none"> - Recorded Social Studies, science and writing lessons - Student work time - English Learner, special education, and intervention support (live) - Teacher office hours and family communication - Teacher prep and collaboration time
2:30 – 3:00	Live Teacher Office Hours
Friday	
8:15 – 8:45	Live Morning meeting – end-of-week wrap-up, community-building
8:45 – 9:00	Break
9:00 – 10:00	Special Areas
10:00 – 11:15	Student Independent Work Time and Second Step lesson
11:15 – 12:15	Lunch and outside play
12:15 – 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 intervention support (live) - Teacher office hours and family communication Teacher prep and collaboration time
2:30 – 3:00	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.

ELPS 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. Student independent work time Teacher office hours Mental health and wellness support English learner, special education and at-risk support Club meetings	8:30 – 9:00 9:15 – 9:45 10:00 – 10:30 10:30 – 11:00 11:00 – 11:45	View/work on 1 st -hour lesson (4 th hour on W/F) View/work on 2 nd -hour lesson (5 th hour on W/F) View/work on 3 rd -hour lesson (6 th hour on W/F) 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	
*All whole-group instruction will be recorded and posted for students and families to access at any time.		

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.

Schools 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 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 both staff and student 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 in their home language 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 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 suggestions will be solicited from building administrators, teachers, and paraprofessionals.



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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
- ❖ 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 indicate 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.• Short-term dismissals and suspension of extracurricular activities should be expected for cleaning and contact tracing purposes.

	<ul style="list-style-type: none"> • 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.

Curriculum and Instruction

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Schedules were intentionally developed to provide time for both push-in and pull-out support and services. Time for communication and collaboration between teachers and service providers is also included in the weekly schedule.

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Schedules

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ELPS Middle and High School Remote Learning Schedule		
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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	
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Orientation Week

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Schools 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 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 both staff and student 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

Extracurricular activities may continue with the use of facial coverings.

ELPS will comply with all guidance published by the Michigan High School Athletic Association (MHSAA) and the National federation of State High School Associations (NFHS).

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)

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.

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.

Family Education, Communication, and Support

Building administrators will communicate with families in their home language 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 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



East Lansing Public Schools

Preparedness and Response Plan (PRP) for MI Safe Start

Phase 5

- ❖ *All of the following safety protocols listed in this section will be followed. 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.*
- ❖ 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.

Virus Status	<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.
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	<ul style="list-style-type: none"> • Rapid case investigation, contact tracing, and containment strategies cause new cases to continue to fall.
How to Keep School Communities Safe	<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.
School Operating Status	<ul style="list-style-type: none"> • School open for in-person instruction with minimal required safety protocols. • ELPS will continue to offer online learning.
Essential Actions and Safety Protocols	<ul style="list-style-type: none"> • Safety protocols • Mental and Social-Emotional Well-being • Instruction • Operations

Food Service and Meal Distribution
<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.</p>

Gatherings
<p>All gatherings, indoors and outdoors, will comply with current and future executive orders that set caps on congregations of people.</p> <p>School assemblies will be suspended.</p>

Curriculum and Instruction

A determination of whether students will return with a hybrid or a full-time in-person model will be decided and communicated once district administrators have a clearer understanding of the conditions and data when the region is moved into Phase 5 of the MI Safe Start Plan.

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 and Social-Emotional Health* 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 were intentionally developed to provide time for both push-in and pull-out support and services. Time for communication and collaboration between teachers and service providers is also included in the 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 where students are at on their IEP goals. Teams will then determine to what extent the current services can be delivered during online learning and will generate one of the following: new IEP, an IEP amendment, or a contingency learning plan. These plans will be developed with parent input.

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 each student during remote learning.

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 participated in professional learning modules 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.

At-Risk Students

Academic intervention will be provided by district interventionists for students who qualify for support. Additional academic support may also be provided by paraprofessionals or other staff.

Mental and Social-Emotional Health

Schools will implement a mental health screening for all students. Any screening should be compliant with HIPAA and FERPA policies. Screening instructions (offered verbally to younger students) should provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines.

Guidelines will be established and communicated to staff regarding identification and rapid referral of at-risk students to appropriate building-level support teams.

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.

A comprehensive crisis management plan will be established that leverages available internal and external/community-based resources, which 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 both staff and student 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.

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

A school-based mental health liaison will be designated and work across the school, local public health agencies, and community partners.

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).

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. More details will be communicated as the start of the school year arrives.

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.

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.

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. Families should contact their medical provider for further medical advice.

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. Families should contact their medical provider for further medical advice.

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 in their home language 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.

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