



COVID-19 Preparedness and Response Plan

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Introduction

This preparedness plan addresses all safety requirements addressed in [Executive Order 2020-142](#) which states that every Michigan school district and nonpublic school must develop and adopt a COVID-19 Preparedness and Response Plan that is informed by the Michigan [MI Safe Schools: 2020-21 Return to School Roadmap](#) outlined by the COVID-19 Task Force on Education and Return to School Advisory Council.

Guiding Principles:

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

This TBAISD Return to School Roadmap is the result of collaboration among TBAISD administrators, educators, and personnel from all areas of our organization who worked to develop our plan. In it, you will find answers to many of the questions our school community have been asking in anticipation of the return to school this fall. We are fortunate to have health officials who serve Antrim, Benzie, Grand Traverse, Kalkaska, and Leelanau counties to collaborate with us as we navigate today's public health challenges. Together we have outlined appropriate protocols and provide the safest learning and work environment possible.

Families, students, staff, and community stakeholders should use this Roadmap to understand what safety protocols will be in place when students return to school for in-person instruction or if we are instructed by state government and/or local health officials to transition to remote learning. Governance of this plan will be supported by the TBAISD Board of Education, the district superintendent, and Return to School Task Force leadership as outlined in the [district organizational chart](#).

As we move forward, the district will use multiple modes of communication to ensure timely, accurate, and clear messages to our school families. These will include the district website (www.tbaisd.org), email, phone calls, electronic and printed newsletters, and TBAISD social media sites. Please feel free to call us at 231-922-6200 with questions or for further information.

Guidelines in this plan are subject to change based on new guidance from local health department officials or the CDC.

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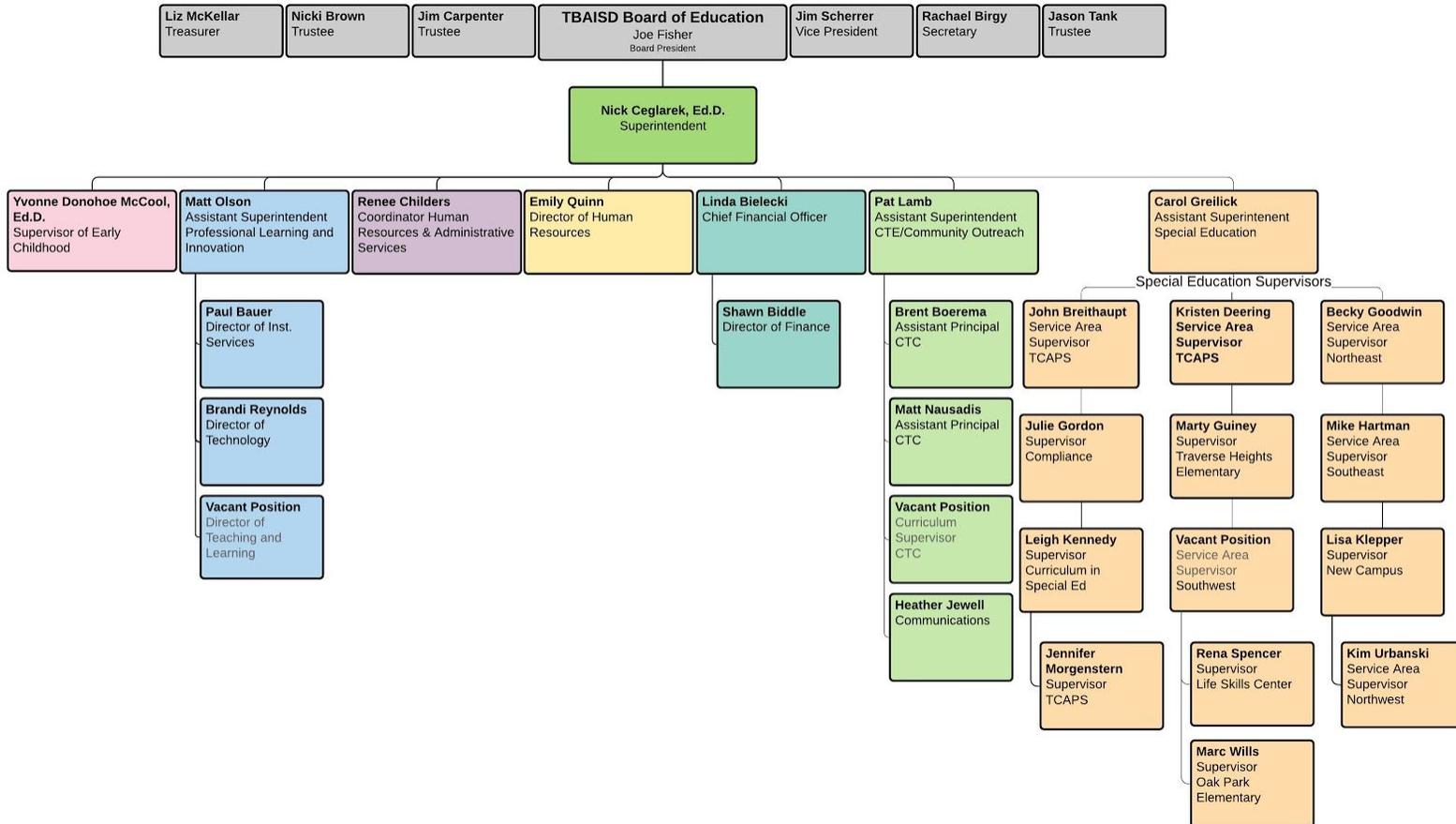
Assurance Statements

The District agrees to meet all 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 plans.
- ✓ The District assures that when schools are closed to in-person instruction, districts must strive in good faith and to the extent practicable, based upon available resources, technology, training, and curriculum, as well as the circumstances presented by COVID-19, to provide equal access to any alternative modes of instruction to students with disabilities from birth through age 26. This includes the provision of auxiliary services under section 1296 of the Revised School Code, MCL 380.1296.
- ✓ The District assures that while any state of emergency or disaster-related to the COVID-19 pandemic continues, it shall comply with guidance from the United States Department of Education, including its Office of Civil Rights and Office of Special Education and Rehabilitative Services, and the Michigan Department of Education concerning the delivery of alternative modes of instruction to students with disabilities in light of the impact of COVID-19.
- ✓ The District assures that it shall, to the extent practicable and necessary, make individualized determinations whether and to what extent compensatory services may be needed for students with disabilities in light of the school closures during the 2019–2020 school year.
- ✓ The District assures that during **Phase 1, 2, or 3** it will close its buildings to anyone except: (A) District employees or contractors necessary to conduct minimum basic school operations consistent with a Preparedness Plan, including those employers or contractors necessary to facilitate alternative modes of instruction, such as distributing materials and equipment or performing other necessary in-person functions. (B) Food-service workers preparing food for distribution to students or their families. (C) Licensed child-care providers and the families that they serve, if providers follow all emergency protocols identified by the state.
- ✓ The District assures that during **Phase 1, 2, or 3** it will suspend athletics, after-school activities, inter-school activities, and busing.
- ✓ The District assures that during **Phase 1, 2, or 3** it will provide for the continued pay of school employees while redeploying staff to provide meaningful work in the context of the Preparedness Plan, subject to any applicable requirements of a collective bargaining agreement.
- ✓ The District assures that in **Phases 1, 2, or 3** it will provide for the continuation of food distribution to eligible students.
- ✓ The District assures that during **Phase 4** it will prohibit indoor assemblies that bring together students from more than one classroom.

TBAISD Organizational Chart

The TBAISD Return to School Preparedness and Response Plan is governed by the leadership outlined below with the support from a designated TBAISD COVID-19 Task Force to ensure that teaching and learning is conducted in a safe manner and supported through informed decision making.



SAFETY PROTOCOLS

Phases 1-3

Safety Preparedness and Response Plan

School Operating Status: Closed for in-person instruction. Remote instruction only.

GUIDANCE	IMPLEMENTATION
<i>Personal Protective Equipment/Hygiene</i>	Schools are closed for in-person instruction
<i>Spacing and Movement</i>	Schools are closed for in-person instruction
	School Employees and contractors are permitted to be present to support school operations
<i>Screening/Responding to Positive Tests</i>	Schools are closed for in-person instruction
<i>Food Service</i>	Schools are closed for in-person instruction
	Enact food distribution programs through regional school partnerships
<i>Gatherings/Extra-curricular Activities/Athletics</i>	Schools are closed for in-person instruction
	Inter-school activities discontinued, after school activities and athletics are suspended.
<i>Cleaning</i>	Schools are closed for in-person instruction
	Cleaning practices adjusted to maintain functional order
<i>Busing and Student Transportation</i>	Schools are closed for in-person instruction. Student transportation suspended.

Phases 4-5

Safety Preparedness and Response Plan

School Operating Status: Open for in-person instruction.

GUIDANCE	IMPLEMENTATION
<i>Personal Protective Equipment</i>	Implementation
<p>Phase 4 & 5: Facial coverings must always be worn by staff except for meals. Facial coverings may be homemade or disposable level-one (basic) 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.</p> <ul style="list-style-type: none"> ● PreK-5 and special education teachers should consider wearing clear masks. ● Homemade facial coverings must be washed daily. ● Disposable facial coverings must be disposed of at the end of each day. 	<ul style="list-style-type: none"> ● All TBAISD staff will be required to wear a face covering in accordance with the PPE Protocols in both phase 4 and 5. ● TBAISD staff unable to wear a face covering as required will provide documentation to Human Resources. ● CDC cloth face covering guidance for homemade facial coverings should be followed. ● Supervisors of each program will schedule a time to work with one of our two nurses who have been identified as TBAISD PPE consultants. Using the PPE Decision Document, supervisors will identify the needs of staff and ensure appropriate PPE is available to start the school year. ● A storage area will be identified to house PPE in each building or program. ● In each building or program, an individual will be identified to oversee PPE supplies and maintain communication with a PPE consultant to ensure supplies are available at all times. This information will be documented in the COVID-19 Building Plan for each building.
<p>Phase 4 & 5: Facial coverings must always be worn in hallways and common areas by preK-12 students in the building except for during meals. Any student that is unable to medically tolerate a facial covering must not wear one. Any student that is incapacitated or unable to</p>	<ul style="list-style-type: none"> ● All TBAISD students will be required to wear a face covering in hallways and common areas and in accordance with the PPE protocols in both phase 4 and 5.

<p>remove the facial covering without assistance, must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.</p> <ul style="list-style-type: none"> • Homemade facial coverings must be washed daily. • Disposable facing coverings must be disposed of at the end of each day. • Note: Students with significant disabilities preventing the use of facial coverings are referred to forthcoming guidance from MDE. 	<ul style="list-style-type: none"> • Students who are medically unable to wear face coverings will be requested to provide documentation from a medical professional to the building supervisor. • CDC cloth face covering guidance for homemade facial coverings should be shared with families through school communications.
<p>Phase 4 & 5: Facial coverings must be worn in classrooms by all students grades 6-12. Any student who cannot medically tolerate a facial covering must not wear one. Any student who is incapacitated, or unable to remove the facial covering without assistance, must not wear one.</p>	<ul style="list-style-type: none"> • All TBAISD students will be required to wear a face covering in classrooms and in accordance with the PPE Protocols in both phase 4 and 5. • Students who are medically unable to wear face coverings will be requested to provide documentation from a medical professional to the building supervisor.
<p>Phase 4 & 5: All students in grades K-5 must wear facial coverings unless students remain with their classes throughout the school day and do not come into close contact with students in another class.</p>	<ul style="list-style-type: none"> • All TBAISD students will be required to wear a face covering in hallways and common areas and in accordance with the PPE Protocols in both phase 4 and 5. • Students who are medically unable to wear face coverings will be requested to provide documentation from a medical professional to the building supervisor.
<p><i>Hygiene</i></p>	<p>Implementation</p>
<p>Phase 4 & 5: Adequate supplies of soap, hand sanitizer with at least 60% alcohol, paper towels, tissues, and signs reinforcing proper handwashing techniques will be provided to support healthy hygiene behaviors.</p>	<p>All TBAISD staff will be required to complete three COVID Safe Schools training segments prior to the start of the school year: Coronavirus Awareness; Coronavirus Cleaning and Disinfecting your Workplace; and Common Illness Protection. Special education staff will provide explicit instruction through Positive Behavioral Interventions and Supports (PBIS) models to teach expectations for proper hygiene.</p>

	<ul style="list-style-type: none"> • All TBAISD staff will adhere to our PPE Protocols and • Hand Hygiene Protocol in relation to hygiene. • Special education staff will provide explicit instruction through PBIS models to teach expectations for proper hygiene.
Phase 4 & 5: Staff will teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.	TBAISD staff will teach and reinforce the appropriate Hand Hygiene Protocol through signage, written communication, and practice depending on the audience. Schools will implement Positive Behavioral Interventions and Supports (PBIS) instruction to teach students proper hygiene techniques.
Phase 4 & 5: Staff and students will cough and sneeze into their elbows or cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.	TBAISD staff will teach and reinforce the appropriate Hand Hygiene Protocol through signage, written communication, and practice depending on the audience. TBAISD itinerant staff and consultants will utilize appropriate communication protocols, depending on the audience, to teach and reinforce these habits. Schools will implement Positive Behavioral Interventions and Supports (PBIS) instruction to teach students proper hygiene techniques.
Phase 4 & 5: Soap and hand sanitizers will be systematically and frequently checked and refilled.	Custodians to assess regularly and ensure ample soap and hand sanitizer is available. Itinerants and consultants to communicate with TBAISD assigned building contacts to replenish supplies using the COVID-19 Building Plan .
Phase 4: Students and teachers will have scheduled handwashing with soap and water every 2-3 hours. Phase 5: Students should wash or sanitize hands after changing any classroom. Teachers should wash or sanitize prior to the arrival of a new group of students.	All TBAISD programs will establish hand washing routines in their buildings. TBAISD itinerants and consultants will embed the practice of students sanitizing prior to and at the end of each session. All TBAISD staff will follow the Hand Hygiene Protocol .
Phase 4: Students and staff will limit the sharing of personal items and supplies such as writing utensils.	TBAISD staff will support communication recommending students to avoid sharing materials or supplies. All staff will have additional writing utensils available to attempt to limit this behavior.

<p>Phase 4: Students’ personal items will be kept separate and in individually labeled cubbies, containers, or lockers.</p>	<p>During building walk-through, shared spaces and needs for additional supplies will be assessed prior to the beginning of the school year to ensure materials and supplies aren’t shared. Cleaning and Disinfecting Protocols.</p>
<p>Phase 4: Staff will limit use of classroom materials to small groups and disinfect between use, or provide adequate supplies to assign for individual student use.</p>	<p>TBAISD staff will limit the sharing of materials. In situations when this is unavoidable, TBAISD staff will ensure Cleaning and Disinfecting Protocols are followed.</p>
<p>Phase 4: Portable handwashing and/or hand sanitizing stations will be procured and set up throughout school buildings where needed.</p>	<p>Personal hand sanitizer will be provided to TBAISD staff. The need for additional sanitizing stations will be assessed during building walk-through.</p>
<p><i>Spacing, Movement and Access</i></p>	<p>Implementation</p>
<p>Phase 4 & 5: Desks will be space six feet apart in classrooms. Class sizes should be kept to the level afforded by necessary spacing requirements.</p>	<p>Center supervisors and/or building principals will meet with the lead custodian to perform a building walk-through to inventory learning space. Available classrooms, sizes of classrooms, as well as additional spaces available will be assessed, identified, and documented by both parties. Classrooms will be socially distanced using Social Distancing Protocol to the extent possible to help identify additional learning space needs, such as common areas.</p> <p>TBAISD supervisors will work with building custodial staff to complete a building walk-through for departments and programs that are not part of a center.</p> <p>Following this assessment, supervisors may develop a rotating schedule of office time or determine alternate worksites if there are concerns with shared space. Supervisors will communicate with staff what their work sites can and will be.</p> <p>Additionally, staff will work with their supervisors and LEAs to determine when meetings or work that involves “groups” or “crowds”</p>

	may be done virtually as opposed to attending in-person meetings.
Phase 4 & 5: As feasible, all desks will be arranged facing the same direction toward the front of the classroom.	Supervisors and custodial staff will ensure that desks are arranged facing the same direction when feasible and dependent on the room layout. This will be assessed during each building walk-through.
Phase 4 & 5: Teachers should maintain six feet of spacing between themselves and students as much as possible.	All TBAISD staff will use the Social Distancing Protocol .
Phase 4 & 5: Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials.	Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials. All guests who enter the building must complete the TBAISD entry protocol . All guests must also wear a mask, and follow hygiene and social distancing protocols.
Phase 4 & 5: Signage will be posted to indicate proper social distancing. Floor tape, seating markings and other markers should be used to guide six-foot social distancing expectations in common areas and where line formation is anticipated. Signs will be placed on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.	Center supervisors and/or building principals will meet with the lead custodian to perform a building walk-through and address signage needs.
Screening Students, Staff and Guests	Implementation
Phase 4: Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff.	All TBAISD employees will be required to complete the entry protocol every day prior to entering any TBAISD facility. <ul style="list-style-type: none"> • This protocol can be completed one hour prior to their arrival at a TBAISD facility. • Once the protocol has been completed, it is not required again

	<p>when visiting other TBAISD facilities. TBAISD staff must utilize sign in sheets provided at each TBAISD building.</p> <ul style="list-style-type: none"> • Staff will follow the Response to Illness Protocol and Transportation Protocols for center-based programs. <p>All students will be required to complete TBAISD’s entry protocol every day prior to entering the building. TBAISD will accept students coming from other LEAs who have completed their entry protocol.</p> <ul style="list-style-type: none"> • Parents will complete the building entry protocols for students who are transported by the ISD Consortium and attend center-based programs that will be collected by bus personnel prior to boarding the bus. The entry protocol responses will be kept for a minimum of one month.
<p>Phase 4 & 5: Every school should identify and designate a quarantine area and a staff person to care for students who become ill at school.</p>	<p>Each TBAISD building will designate a quarantine area and caregiver as documented in the COVID Building Plan.</p>
<p>Phase 4 & 5: Students who become ill with symptoms of COVID-19 should be placed in an identified quarantine area with a surgical mask in place until they can be picked up. Identified school staff caring for these children should wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.</p>	<p>All TBAISD staff will follow the Response to Illness Protocol</p> <p>Students who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported by their parent or guardian, emergency contact, or ambulance if clinically unstable, to a health care provider.</p>
<p>Phase 4 & 5: Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines.</p>	<p>All TBAISD staff will follow the Response to Illness Protocol and work with the health department to ensure appropriate quarantine measures are followed.</p>
<p>Phase 4: 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</p>	<p>All TBAISD employees will be required to complete the building entry protocol prior to entering any TBAISD facility.</p> <ul style="list-style-type: none"> • This protocol can be completed one hour prior to arrival at a TBAISD facility.

stay home.	<ul style="list-style-type: none"> Once the protocol has been completed, it is not required again when visiting other TBAISD facilities. TBAISD staff must use sign in sheets at TBAISD buildings.
Phase 4 & 5: Adult guests entering the building should be screened for symptoms, wear a facial covering, and wash/sanitize hands prior to entering. Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building.	<p>Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials.</p> <p>Guests who enter the building must complete the TBAISD entry protocol. All guests must also follow the Social Distancing Protocol and Hand Hygiene Protocol.</p>
Testing Protocols For Students and Staff and Responding to Positive Cases	Implementation
Phase 4 & 5: Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff.	TBAISD staff and students will follow the Response to Illness Protocol . TBAISD will continue to have regular meetings and communication with the Grand Traverse County Health Department (GTCHD) to review and revise this protocol as necessary. General COVID-19 health department guidance is included in this protocol.
Phase 4 & 5: Students who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported by their parent or guardian, emergency contact, or ambulance if clinically unstable, for off-site testing.	TBAISD staff and students will follow the Response to Illness Protocol . Staff will use the designated quarantine area identified in the COVID-19 Building Plan .
Phase 4 & 5: Staff who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported for off-site testing.	<p>TBAISD staff will follow the Response to Illness Protocol.</p> <p>TBAISD Human Resources will work with impacted employees to ensure employee rights and benefits are implemented when applicable.</p>
Phase 4 & 5: Symptomatic students and staff sent home	TBAISD staff and students will follow the Response to Illness

<p>from school should be kept home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.</p>	<p>Protocol. TBAISD will coordinate with GTCHD to ensure appropriate timelines are followed in accordance with CDC guidelines.</p>
<p>Phase 4 & 5: Families should be notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home.</p>	<p>TBAISD will work in conjunction with Grand Traverse County Health Department (GTCHD) officials to support the contact tracing process.</p> <ul style="list-style-type: none"> • GTCHD phone number: 231-995-6801 • GTCHD K-12 Return to School Toolkit Link • GTCHD COVID-19 Information for Schools <p>TBAISD will identify two people per building as noted in the COVID-19 Building Plan to assist in contact tracing. These individuals should be familiar with seating charts, attendance and movement of students in the buildings.</p> <p>TBAISD, with guidance from GTCHD, will communicate with impacted families using the School Messenger system, individual phone calls, or other appropriate methods of communication, based on each situation.</p>
<p>Phase 4 & 5: 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 less than six feet in close proximity to the student or staff member) so that they can be quarantined for 14 days at home. Students and staff should be closely monitored for any symptoms of COVID-19. At this time, empiric testing of all students or staff members in the class is not recommended. Only those that develop symptoms require testing for COVID-19.</p>	<p>TBAISD will work in conjunction with GTCHD to support the contact tracing process.</p> <p>TBAISD will identify two people per building as noted in the COVID-19 Building Plan to assist in contact tracing. These individuals should be familiar with seating charts, attendance and movement of students in the buildings.</p> <p>TBAISD staff who travel between classrooms and or buildings should keep a daily log to track schools or classrooms they visit. Those traveling between TBAISD buildings must use the sign in books to establish presence and time in buildings to assist in contact tracing if necessary.</p>

Responding to Positive Tests Among Staff and Students	Implementation
<p>Phase 4 & 5: All schools must cooperate with the local public health department if a confirmed case of COVID-19 is identified, and in particular, must collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at the school.</p>	<p>TBAISD staff will work in conjunction with GTCHD to provide contact information of students and staff who may be affected.</p> <p>TBAISD will identify two people per building as noted in the COVID Building Plan to assist in contact tracing. These individuals should be familiar with seating charts, attendance and movement of students in the buildings.</p> <p>TBAISD Human Resources will work with impacted employees to ensure employee rights and benefits are implemented when applicable.</p>
<p>Phase 4 & 5: Notify County Health Department, 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.</p> <ul style="list-style-type: none"> ● County Health Department will initiate contact tracing, following regular public health practice. 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. County HD, depending on the situation, may identify other contacts who require quarantine. Schools can help the County HD by collecting data and contact information of those exposed. ● Note: Schools should provide guidance and staff will adhere to confidentiality laws and statutes that protect student and staff health information. Student communicable disease related 	<p>TBAISD staff will work in conjunction with GTCHD to provide contact information of students and staff who may be affected.</p> <p>TBAISD will maintain confidentiality consistent with the Americans with Disabilities Act and other applicable federal or state privacy laws.</p> <p>TBAISD will use the COVID Building Plan to determine who can assist GTCHD with contact tracing.</p> <p>TBAISD will adhere to policy 8350 and 8330 in relation to confidentiality for staff and students. All TBAISD staff are required to complete FERPA training through Safe Schools.</p>

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).	
Phase 4 & 5: Employees with a confirmed case of COVID-19 should only return to the workplace after they are no longer infectious. County Health Department will provide instruction about return to work, using the most current guidelines from the CDC for this determination.	TBAISD staff will follow the Response to Illness Protocol . TBAISD will coordinate with GTCHD to ensure appropriate timelines are followed in accordance with CDC guidelines and GTCHD guidance prior to employees returning to work. TBAISD Human Resources will work with impacted employees to ensure employee rights and benefits are implemented when applicable.
Phase 4 & 5: Cleaning staff should wear a surgical mask, gloves, and a face shield when performing cleaning of these areas.	TBAISD staff who will be cleaning will follow the Cleaning and Disinfecting Protocols and PPE Protocols
Phase 4: If possible, smaller areas such as individual classrooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles. Phase 5: Recommended to continue as above.	TBAISD staff will work in conjunction with GTCHD to determine the scope of closures.
<i>Food Service, Gathering & Extracurricular Activities</i>	Implementation
Phase 4: Indoor assemblies that bring together students from more than one classroom will be prohibited.	TBAISD will prohibit any assemblies that would bring more than one classroom together.
Phase 5: Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks	TBAISD collaborates with Kingsley Public Schools and Traverse City Area Public Schools for food service to our programs. TBAISD is working with both parties to support their protocols.
Phase 5: Students, teachers, and cafeteria staff wash	TBAISD students and staff will follow Hand Hygiene Protocol before

hands before and after every meal.	and after every meal.
Phase 5: All gatherings, including those that occur outdoors (e.g., graduations) should comply with current and future executive orders that set caps on congregations of people.	TBAISD will comply with all executive orders that set caps on the congregation of people.
Phase 5: If field trips occur, they should comply with transportation guidelines within this document, including mandatory facial covering.	Any TBAISD trips would comply with Bus Protocols , Van Protocols and PPE Protocols .
<i>Athletics</i>	Implementation
Phase 4: All guidance published by the Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS) will be followed. All equipment must be disinfected before and after use.	TBAISD currently does not have MHSAA sanctioned athletics. In regard to Special Olympics, TBAISD will follow all protocols set forth by the organization. Any TBAISD trips would comply with Bus Protocols , Van Protocols and PPE Protocols .
Phase 4 & 5: Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gatherings. Every participant should confirm that they are healthy and without any symptoms prior to any event.	Gatherings larger than a class size will be discouraged in Phase 4 or 5 at TBAISD. Prior to any event which would bring students or staff together in a gathering larger than a classroom, all TBAISD staff or employees would be required to complete the entry protocol, and follow PPE Protocols and Social Distancing Protocol .
Phase 4 & 5: 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.	Any TBAISD trips would comply with Bus Protocols , Van Protocols and PPE Protocols .

<p>Phase 4 & 5: 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.</p>	<p>Any TBAISD events that would invite spectators, would require that the PPE Protocols and Social Distancing Protocols are followed.</p>
<p>Phase 4 & 5: Each participant must use a clearly marked water bottle for individual use. There should be no sharing of this equipment.</p>	<p>TBAISD currently does not have MHSAA sanctioned athletics. In regard to Special Olympics, TBAISD will follow all protocols set forth by the organization.</p>
<p>Phase 4 & 5: Handshakes, fist bumps, and other unnecessary contact must not occur.</p>	<p>TBAISD will enforce Social Distancing Protocol with students and staff.</p>
<p>Phase 4 & 5: Indoor weight rooms and physical conditioning activities that require shared equipment are suspended. Outdoor physical conditioning activities are allowed while maintaining social distancing.</p>	<p>TBAISD currently does not have MHSAA sanctioned athletics. In regard to Special Olympics, TBAISD will follow all protocols set forth by the organization.</p>
<p>Phase 4: 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. Phase 5: Indoor spectator events are limited to 50 people. Large scale outdoor spectator or stadium events are limited to 250 people. Spectators not part of the same household must always maintain six feet of distance from one another.</p>	<p>TBAISD will comply with the requirements to limit indoor spectator events by making every effort to eliminate such gatherings until restrictions are lifted.</p>
<p><i>Cleaning</i></p>	<p>Implementation</p>
<p>Phase 4 & 5: <u>Frequently touched surfaces</u> including light switches, doors, benches, bathrooms, must undergo</p>	<p>TBAISD will follow Cleaning and Disinfecting Protocol and use the Cleaning Template to ensure cleaning occurs every four hours.</p>

cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.	
Phase 4 & 5: Libraries, computer labs, arts, and other hands-on classrooms must undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution.	TBAISD will follow Cleaning and Disinfecting Protocol and use the Cleaning Template to ensure cleaning occurs every four hours.
Phase 4 & 5: Student desks must be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.	TBAISD will follow Cleaning and Disinfecting Protocol and use the Cleaning Template to ensure cleaning occurs every four hours.
Phase 4 & 5: Playground structures must continue to undergo normal routine cleaning, but using an EPA-approved disinfectant is unnecessary.	TBAISD will follow Cleaning and Disinfecting Protocol and use the Cleaning Template to ensure cleaning occurs every four hours.
Phase 4 & 5: Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products.	TBAISD will follow Cleaning and Disinfecting Protocol and use the Cleaning Template to ensure cleaning occurs every four hours.
Phase 4 & 5: Staff must wear gloves, surgical masks, and face shield when performing all cleaning activities.	TBAISD will use PPE Protocols and the PPE Guidance Document to ensure proper PPE is acquired and used for cleaning activities.
<i>Busing and Student Transportation</i>	Implementation
Phase 4 & 5: Drivers will require the use of hand sanitizers before entering the bus. Hand sanitizer will be supplied on the bus.	TBAISD and the transportation contractor will adhere to the Van Protocol and Bus Protocol for all transportation.
Phase 4 & 5: 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 facial covering. Decisions	TBAISD and the transportation contractor will adhere to the Van Protocol and Bus Protocol for all transportation. All TBAISD staff and students will follow the PPE Protocols while on the bus.

<p>about these situations should be made on a case-by-case basis with local public health officials.</p>	
<p>Phase 4 & 5: Transportation vehicles will be cleaned and disinfected before and after every transit route. Children must not be present when a vehicle is being cleaned.</p>	<p>TBAISD and the transportation contractor will adhere to the Van Protocol and Bus Protocol for all transportation.</p>
<p>Phase 4 & 5: Frequently touched surfaces in the vehicle will be cleaned and disinfected (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) prior to morning routes and prior to afternoon routes.</p>	<p>TBAISD and the transportation contractor will adhere to the Van Protocol and Bus Protocol for all transportation.</p>
<p>Phase 4 & 5: Equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools will be cleaned, sanitized, and disinfected daily.</p>	<p>TBAISD and the transportation contractor will adhere to the Van Protocol and Bus Protocol for all transportation.</p>
<p>Phase 4 & 5: Create a plan for getting students home safely if they are not allowed to board the vehicle.</p>	<p>Parents are present at the bus stop with students who attend center-based special education (SE) programs. Students who are exhibiting symptoms at the bus stop will not be allowed to board the bus. If a student becomes ill at school, bus transportation will not be permissible and parents/guardians will be contacted to pick their student up from school.</p>
<p>Phase 4 & 5: If a student becomes sick during the day, they will not use group transportation to return home and must follow protocols outlined above. If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and must not return to drive students.</p>	<p>TBAISD will use the Response to Illness Protocol when a student, staff member or driver becomes ill during the day and will follow all CDC and GTCHD guidance.</p>

<p>Phase 4 & 5: Weather permitting, doors and windows will be kept open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.</p>	<p>TBAISD and the transportation contractor will adhere to the Van Protocol and Bus Protocol for all transportation.</p>
<p>Phase 4 & 5: Weather permitting, keeping windows open while the vehicle is in motion will be considered to help reduce spread of the virus by increasing air circulation, if appropriate and safe.</p>	<p>TBAISD and the transportation contractor will adhere to the Van Protocol and Bus Protocol for all transportation.</p>
<p style="text-align: center;"><i>Medically Vulnerable Students and Staff</i></p>	<p style="text-align: center;">Implementation</p>
<p>Phase 4 & 5: Staff will systematically review all current plans (e.g. Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19.</p>	<p>TBAISD staff will systematically review in conjunction with LEA's when applicable, all Healthcare Plans, IEPs, IFSPs and 504 plans to establish ways to accommodate special health care needs. The accommodations set forth will assist in decreasing the potential risk for exposure to COVID-19. TBAISD will use the Homebound Servicing Considerations as part of this process.</p>
<p>Phase 4 & 5: Create a process for students/families and staff to self-identify as high-risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignments.</p>	<p>Through staff newsletters and email communication, Human Resources has maintained consistent staff outreach to identify employees who believe they may qualify for Families First Coronavirus Relief Act (FFCRA) benefits. Human Resources is communicating with employees to determine potential needs and requests for alternative assignments if available.</p> <ul style="list-style-type: none"> ● This information, when appropriate, will be shared with supervisors to determine if work reassignments are available and staff who may require this accommodation. <p>Supervisors will survey students and families to determine who may identify as high-risk for severe illness and request an alternative learning arrangement.</p> <ul style="list-style-type: none"> ● Once the program confirms what students may be receiving an alternative arrangement, the supervisor will work with existing staff to offer an arrangement that may include but is not limited to: virtual instruction, homebound services, work

	sent home, and other options as appropriate and available.
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MENTAL & SOCIAL-EMOTIONAL HEALTH

All Phases 1-6

Wellness Preparedness and Response Plan

Social-emotional health rests at the foundation of all our work and is embedded equally in all phases of our plan to support students, families, community, instructional staff, support staff, administration and other school personnel.

GUIDANCE	IMPLEMENTATION
<i>Mental & Social-Emotional Health</i>	Implementation
Mental health screening for all students by a trained professional compliant with HIPAA and FERPA policies	TBAISD will implement developmentally appropriate and sensitive mental health screenings for all students. <ul style="list-style-type: none"> ● Screening protocols will ensure the confidentiality of the individual, following HIPAA and FERPA policies, while adhering to mandated reporting guidelines ● The purpose of the screening is to identify marked changes in student behavior and mental and social-emotional needs warranting additional follow up ● Mental health screeners may be different across sites and student populations, and may include (but are not limited to) <ul style="list-style-type: none"> ○ Questionnaires for families ○ Observation checklists for teachers familiar with student ○ Questionnaires for student
Establish and communicate guidelines to all staff regarding identification and rapid referral of at risk students to appropriate building-level support teams	TBAISD will develop protocols for the identification of at-risk students that will be shared with all staff. All staff will understand the protocol for referring students for additional support from building level teams and what staff comprise the team.

<p>Encourage the identification of a point person or establish an access navigator to centralize mental health referrals, communications to families/ students, and public-facing wellness materials</p>	<p>TBAISD will ensure that at least one member of each building-level team will be identified to assist with navigating mental health referrals with families and outside agencies. Additional wellness resources are available on the TBAISD website.</p>
<p>Provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk, proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.</p>	<p>TBAISD currently utilizes the following resources, in addition to others, for ongoing professional development related to social-emotional health:</p> <ul style="list-style-type: none"> ● Adverse Childhood Experience (ACES) training through the MI ACE initiative ● Nonviolent Crisis Intervention Training -Crisis Prevention Institute, Inc. (CPI) ● Safe Schools modules for mandated reporting protocols ● Social-Emotional Learning - Michigan Virtual Online <p>Additional, site-specific, professional development will be determined by building level leadership teams.</p>
<p>Establish a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of a school staff member).</p>	<p>TBAISD is implementing the strategic plan SAIL safety plan to supplement the mandated Emergency Operations Plan. Supplements include:</p> <ul style="list-style-type: none"> ● PREPaRE training in all buildings ● Nonviolent Crisis Intervention Training-CPI
<p>Compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that reference school and community wellness resources.</p>	<p>TBAISD has compiled and regularly updates a comprehensive list of wellness resources on the public website. A TBAISD wellness committee is established and meets regularly to review and refine resources. Each building/department will have a representative on the wellness committee.</p>
<p>Establish ongoing reporting protocols for school staff to evaluate their own physical and mental health status.</p>	<p>TBAISD provides staff with the opportunity to evaluate their own physical and mental health status through protocols such as:</p> <ul style="list-style-type: none"> ● Employee Assistance Program information

<p>Provide resources for staff self-care, including resiliency strategies</p>	<p>Additionally, a sample of self-care and resiliency strategies can be accessed through the following supports</p> <ol style="list-style-type: none"> 1. Self-care Tips for Teachers 2. Resilience in Staff & Students 3. Resilience Skills in a Time of Uncertainty 4. MDE Pandemic Return to School Toolkit: A Focus on Physical and Mental Well-Being for Educators and Families 5. Early childhood resource guide (third edition soon) and www.5toONE.org 6. TBAISD COVID-19 Resources 7. MDE Return to School Mental Health Toolkit 8. MyStrength app (free access code: NLCMHCadillac)
<p>Designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners.</p>	<p>TBAISD will identify an individual and/or individuals to act as a mental health liaison for each site/building to assist with communication and coordination of services and supports across agencies.</p>
<p>Leverage MDE resources for student and staff mental health and wellness support.</p>	<p>TBAISD will monitor all MDE and federal resources and will incorporate those resources as appropriate into our wellness plan.</p>
<p>Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).</p>	<p>TBAISD will develop a systematic communication plan that is effective, empathetic, and utilizes multiple communication channels to send and receive mental health and wellness information with school families and staff. Communication resources will include website content, social media messaging, email and newsletter communications. An established general email address, as well as survey and feedback tools will be leveraged to support two-way communication.</p>
<p>Communicate with parents and guardians, via a variety of channels, return to school transition information including:</p> <ul style="list-style-type: none"> ● Destigmatization of COVID-19 ● Understanding normal behavioral response to crises 	<p>TBAISD will develop a systematic communication plan that is effective, empathetic, and utilizes multiple communication channels to send and receive mental health and wellness information with school families and staff. Communication resources will include website content, social media messaging, email and newsletter communications. An established general email address, as well as survey and feedback tools will be leveraged to</p>

<ul style="list-style-type: none">• General best practices of talking through trauma with children• Positive self-care strategies that promote health and wellness.	<p>support two-way communication.</p> <p>TBAISD will identify and distribute general resources related to destigmatization of COVID-19, understanding normal behavioral response to crises, best practices of talking through trauma with children, and positive self-care strategies that promote health and wellness. Each center-based program site will identify additional developmentally-appropriate and sensitive material for distribution as well.</p>
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INSTRUCTION

Phases 1-3

Instruction Preparedness and Response Plan

School Operating Status: Closed for in-person instruction. Remote instruction only

GUIDANCE	IMPLEMENTATION
Governance	
<p>Create a district Return to Instruction and Learning working group, potentially led by the Director of Curriculum, Chief Academic Officer or the equivalent, and composed of a broad group of stakeholders on the district and school level, to:</p> <ul style="list-style-type: none"> ● Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations. ● Revise the district’s remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness. ● Share the district’s remote learning plan with all involved stakeholders. 	<p>The TBAISD Instruction and Learning work group will be led by Matt Olson, Assistant Superintendent of Professional Learning and Innovation. The TBAISD organizational chart identifies comprehensive governance of the TBAISD plan. The organization has identified a task force to respond to continuity of learning and meeting the needs of students whether the district provides remote or in-person instruction.</p> <p>Communication and Feedback</p> <p>TBAISD will develop a systematic communication plan that is effective, empathetic, and utilizes multiple communication channels to send and receive information to school families and staff. Communication resources will include website content, social media messaging, email, telephone, and newsletter communications. An established general email address, as well as survey and feedback tools will be leveraged to support two-way communication.</p> <ul style="list-style-type: none"> ● Coordinated communication will occur across the organization to minimize duplication of messaging. ● In all phases of instruction, our district will seek feedback regarding experience with device accessibility, connectivity, and delivery of instruction.

	<ul style="list-style-type: none"> • The district will provide one-way and two-way modalities of communication, including surveys, virtual meetings, phone calls and focus groups, to maximize engagement. • The district will seek to provide low-tech options or hotspot access to families so they can engage in technology-based platforms for eliciting feedback. <p><u>Access to Remote Learning Plan</u></p> <ul style="list-style-type: none"> • Plans for all phases of instruction will be shared on TBAISD website and with staff and families and will be reviewed regularly with stakeholder feedback considered when updating.
<i>Remote Instruction</i>	Implementation
<p>Ensure that remote learning plans, revised based on feedback and input from school leaders, educators, families, and students, are distributed to all involved stakeholders in their home language. Create opportunities for ongoing feedback.</p>	<p>TBAISD will garner feedback via surveys that will be shared on websites and with staff and families. Non-internet based options will be made available for those needing alternatives.</p>
<p>Activate remote learning programs at scale to deliver standards-aligned curricula and high-quality instructional materials. Integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. Consult MDE for high-quality digital resources.</p>	<p>TBAISD will support remote and face-to-face (in-person) learning options.</p> <ul style="list-style-type: none"> • Teachers will ensure in-person instruction can be delivered such that it can be switched to distance learning • Teachers will plan utilizing a pedagogy that can be delivered successfully via both face-to-face as well as hybrid/distance learning. • Teachers will model instructional behavior that has all resources and documents referenced and utilized the same way, regardless of online or face-to-face. <p>Resources for remote learning Include:</p> <ul style="list-style-type: none"> • Best Practices for Remote Learning - https://mimtsstac.org/events • Program review of curricula to standards for all staff.

	<ul style="list-style-type: none"> ○ MISD Math Critical Outcomes K-5 ○ MISD Math Critical Outcomes 6-12 ○ Oakland Schools 6-12 ELA Priority Content Scope and Sequence. ○ Achieve the Core Math Focus by Grade This new Best Practices Document ○ National Institute for Excellence Teaching Strategies for Virtual Learning. ○ Student Achievement Partners produced the 2020-2021 Priority Instructional Content in ELA/Literacy and Mathematics. ○ The New Teacher Project The Learning Acceleration Guide designed with the COVID-19 pandemic in mind. ○ CCSS & MI Alternate Standard alignment to be used with the priority standard resources above.
<p>Support schools to assess every student in grades preK12 during the first few weeks of school, using a screener, diagnostic, or formative assessments that can be given online or conducted virtually, to understand where students are academically and inform instructional decisions for teachers, students, and families.</p>	<p>TBAISD will provide support for our schools/programs, taking into account where our students stand academically to inform instructional decisions.</p> <ul style="list-style-type: none"> ● Various screeners, diagnostic or formative assessments, will vary by building and program. ● List of optional tools: Assessment Planning Guide from MAISA ● Collaborative routines to review best assessment practices
<p>Review students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers to reflect the child's needs based on assessment data and parent feedback, and design accommodations and match services accordingly.</p> <ul style="list-style-type: none"> ● Commence online intervention and support services. Plans must include all programs and learning environments, especially special 	<p>TBAISD will:</p> <ul style="list-style-type: none"> ● Train staff on how to address student needs in the remote learning environment ● Review all IEPs, IFSPs, and 504 plans for possible amendment ● Identify all online intervention and support services available in our district. ● Create internal processes in which to commence online Intervention services.

<p>education, birth to five services, and career and technical education.</p> <ul style="list-style-type: none"> Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible. 	<ul style="list-style-type: none"> Review and consider systems to implement assistive technology as needed per IEP. Coordinate between general ed and special education teachers to create systems to collaborate and communicate.
<p>Secure supports for students who are transitioning to postsecondary.</p>	<p>TBAISD will facilitate virtual opportunities to complete important transition activities such as FAFSA completion, college application support, entry into the workforce and military enrollment. Other necessary meetings will be conducted virtually including transition IEPs.</p>
<p>Conduct checkpoints with school leaders around curriculum and instruction and ongoing monitoring of student progress, specifically honing in on the progress of students in need of additional support.</p>	<p>TBAISD will facilitate regular communication with and among teaching staff to determine learning needs of students requiring additional support.</p> <ul style="list-style-type: none"> Identify the data needed to define engagement and participation. Reach out to families who have been disengaged from remote learning.
<p>Remain connected with MDE about policies and guidance.</p>	<p>TBAISD will monitor all MDE policies and guidance and will incorporate those as appropriate into our instructional plans.</p> <ul style="list-style-type: none"> Continue to provide monthly updates from the Special Education, Early Childhood, and CTE department to all TBAISD Leadership.
<p>Develop a continuation of services plan for students needing occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.</p>	<p>TBAISD will provide training for staff on how to provide different models of service through remote learning, writing IEP goals and services to meet needs across settings.</p> <ul style="list-style-type: none"> Ensure key/essential itinerants are part of IEP/ IFSPs reviews and all REED meetings. Ensure itinerants are part of service delivery plans for students with IEPs/IFSPs.

Communication and Family Supports	Implementation
<p>Implement any additional communication systems needed to reach every family and student in their home language through multiple modes to share:</p> <ul style="list-style-type: none"> ● Expectations around the duration of the closure and reopening; ● Decisions about grade-level proficiencies, modes of assessment and feedback, daily instructional time, and estimated workload. This should be done in collaboration with local bargaining units; ● Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child; and ● Training on accessing and using the school's digital systems and tools, and workshops for families to build digital literacy. 	<p>Communication: TBAISD will develop a systematic communication plan that is effective, empathetic, and utilizes multiple communication channels to send and receive instructional information with school families and staff. Documents will be translated as needed. Communication resources will include website content, social media messaging, email, telephone, and newsletter communications. An established general email address, as well as survey and feedback tools will be leveraged to support two-way communication.</p> <ul style="list-style-type: none"> ● Prior to or within the first week of school, center supervisors will conduct a family survey to determine preferred mode of communication. ● The district will monitor and track communication effectiveness to determine if additional supports/modes are needed. ● The district will communicate in a timely manner if it becomes necessary to modify our modes of instruction. <p>Family Supports:</p> <ul style="list-style-type: none"> ● Common platform district-wide for students and parents to access ● Provide training for students and parents explaining how to join meetings, communicate with instructors, check work completion, and other key tasks.. ● Assistance and/or accommodations will be provided for families lacking internet connectivity. ● Support English learners and verify the language spoken in the home. ● Clearly-defined expectations from building leaders/supervisors to staff regarding communication to families. ● The district will clearly communicate all plans and expectations for the return to school.

Professional Learning	Implementation
<p>Continue to provide professional learning and training through virtual modes for educators to:</p> <ul style="list-style-type: none"> ● Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education; ● Share knowledge, continuously learn, and exchange ideas, successes and failures around remote learning; ● Share information and data about students' assessment results, progress, and completed assignments; ● Learn how to use the school's digital systems and tools appropriately and sustainably; ● Build capacity around high-quality remote learning. 	<p>TBAISD programs will develop staff professional development plans and leverage collaborative time to refine and execute those plans which shall include:</p> <ul style="list-style-type: none"> ● Equity and implicit bias, social-emotional learning, and culturally responsive education. ● Digital systems, platforms, tools and high-quality remote learning. ● Ensure consistency in instruction and appropriate ongoing workload <p>In addition, TBAISD will intentionally plan for and structure staff time to review student data and progress (using protocols such as Got Data, Now What).</p>
Monitoring: Assessment, Attendance, Technology	Implementation
<p>Activate plans to monitor and assess the following:</p> <p>Connectivity and Access:</p> <ul style="list-style-type: none"> ● Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork <p>Attendance:</p> <ul style="list-style-type: none"> ● Develop systems to monitor and track students' online attendance on a daily basis <p>Student Work:</p> <ul style="list-style-type: none"> ● Teachers will assess the quality of student work and provide feedback to students and families ● Students will self-assess the quality of work, 	<p>TBAISD will monitor and assess:</p> <ul style="list-style-type: none"> ● Connectivity and Access: Staff will assess student technology/connectivity needs and submit help desk tickets as needed. ● Attendance: Staff will track attendance in Student Information System ● Student Work: Staff will work with IT personnel to determine options for assessing work and providing feedback in the current systems.

reflect on teacher feedback, and learning progress.	
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Phases 4-5

Instruction Preparedness and Response Plan

School Operating Status: Open for in-person instruction.

BEFORE schools re-open for in-person or hybrid instruction

GUIDANCE	IMPLEMENTATION
Governance	
<p>Phase 4 & 5: Create a district Return to Instruction and Learning working group, potentially led by the Director of Curriculum, Chief Academic Officer or the equivalent, and composed of a broad group of stakeholders on the district and school level, to:</p> <ul style="list-style-type: none"> ● Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations. ● Revise the district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness. ● Share the district's remote learning plan with all involved stakeholders in case of a return to remote learning. 	<p>The TBAISD Instruction and Learning work group will be led by Matt Olson, Assistant Superintendent of Professional Learning and Innovation. The TBAISD organizational chart identifies comprehensive governance of the TBAISD plan. The organization has identified a task force to respond to continuity of learning and meeting the needs of students whether the district provides remote or in-person instruction.</p> <p><u>Communication and Feedback</u></p> <p>TBAISD will develop a systematic communication plan that is effective, empathetic, and utilizes multiple communication channels to send and receive information to school families and staff. Communication resources will include website content, social media messaging, email, telephone, and newsletter communications. An established general email address, as well as survey and feedback tools will be leveraged to support two-way communication.</p> <ul style="list-style-type: none"> ● Coordinated communication will occur across the organization to minimize duplication of messaging. ● In all phases of instruction, our district will seek feedback regarding experience with device accessibility, connectivity, and

	<p>delivery of instruction.</p> <ul style="list-style-type: none"> • The district will provide one-way and two-way modalities of communication, including surveys, virtual meetings, phone calls and focus groups, to maximize engagement. • The district will seek to provide low-tech options or hotspot access to families so they can engage in technology-based platforms for eliciting feedback. <p><u>Access to Remote Learning Plan</u></p> <ul style="list-style-type: none"> • Plans for all phases of instruction will be shared on TBAISD website and with staff and families and will be reviewed regularly with stakeholder feedback considered when updating.
<i>Instruction Before Reopening</i>	Implementation
<p>Phase 4: Activate hybrid learning programs at scale to deliver standards-aligned curricula and high-quality instructional materials. Integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. Consult MDE for high-quality digital resources.</p>	<p>TBAISD will support remote and in-person learning options</p> <ul style="list-style-type: none"> • Teachers will ensure in-person instruction can be delivered such that it can be switched to distance learning • Teachers will plan utilizing a pedagogy that can be delivered successfully via both in-person as well as hybrid/distance learning. • Teachers will model instructional behavior that has all resources and documents referenced and utilized the same way, regardless of online or in-person. <p>Resources for Remote Learning Include:</p> <ul style="list-style-type: none"> • Best Practices for Remote Learning - https://mimtsstac.org/events • Program review of curricula to standards for all staff. <ul style="list-style-type: none"> ○ MISD Math Critical Outcomes K-5 ○ MISD Math Critical Outcomes 6-12 ○ Oakland Schools 6-12 ELA Priority Content Scope and Sequence. ○ Achieve the Core Math Focus by Grade This new Best Practices Document ○ National Institute for Excellence Teaching Strategies for Virtual Learning.

	<ul style="list-style-type: none"> ○ Student Achievement Partners produced the 2020-2021 Priority Instructional Content in ELA/Literacy and Mathematics. ○ The New Teacher Project The Learning Acceleration Guide designed with the Covid-19 pandemic in mind. ○ CCSS & MI Alternate Standard alignment to be used with the priority standard resources above.
<p>Phase 4: Make expectations clear to school leaders and teachers around hybrid or remote instruction that include:</p> <ul style="list-style-type: none"> ● Best practices for blended or remote learning; ● Grade-level proficiencies; ● Modes of student assessment and feedback; ● Differentiated support for students; ● The inclusion of social-emotional learning; and ● Guidance around daily instructional time and workload per different grade bands to ensure consistency for students. 	<p>TBAISD will clearly define expectations for learning, prioritizing in-person instruction that can shift to remote learning as necessary. We commit to:</p> <ul style="list-style-type: none"> ● Research and choosing student assessments that can be given remotely to determine grade level and/or developmental proficiencies and needed interventions ● Establish consistent expectations for entire program / teachers / itinerants for level and mode of instruction ● Establish regular feedback loops to ensure students are accessing instruction ● Reinforce social emotional expectations and content for the school or program
<p>Phase 4 & 5: Set an instructional vision that ensures that:</p> <ul style="list-style-type: none"> ● Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject. ● Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics. ● Every students' academic and social-emotional needs will be addressed with the integration of 	<p>TBAISD will ensure learning can be accessed across environments (digitally and in classroom). We commit to:</p> <ul style="list-style-type: none"> ● Having a process to ensure materials are available (high tech/low tech) for families to support access to learning resources. ● Planning for specific assessments that can be administered either in-person or remotely to assess grade-level and/or developmental proficiencies ● Plan for assessing and addressing Social-Emotional Learning (SEL) needs of students - specifically upon return to school and at any transition between remote and in-person (ie; Positive Behavioral Intervention Supports (PBIS). May include open discussions with students and/or families about SEL and impact

<p>Social and Emotional Learning (SEL) and strengthening connections with students.</p>	<p>and/or specific SEL curriculums (SEL Roadmap)</p>
<p>Phase 4 & 5: Secure supports for students who are transitioning to postsecondary.</p>	<p>TBAISD will facilitate virtual or in-person opportunities as appropriate to complete important transition activities such as FAFSA completion, college application support, entry into the workforce and military enrollment. Other necessary meetings will be conducted virtually or in-person as practical including transition IEPs.</p>
<p>Phase 4 & 5: Support schools to implement grade-level curricula that is aligned to Michigan preK-12 standards.</p> <ul style="list-style-type: none"> ● Support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction. 	<p>TBAISD will review grade level standards/expectations and identify priorities (i.e., power standards or CTC segments/CTC concentrators). We will provide guidance/support to teachers to determine priority needs as evidenced by student performance to ensure the academic and behavioral gap during closure is mitigated.</p>
<p>Phase 4 & 5: Revise students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers to reflect the child's evolving needs based on assessment data and parent feedback, and design accommodations and match services accordingly.</p> <ul style="list-style-type: none"> ● Commence intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE. ● Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible. 	<p>TBAISD will:</p> <ul style="list-style-type: none"> ● Train staff on how to address student needs in the remote learning environment. ● Review all IEPs, IFSPs, and 504 plans for possible amendment ● Identify all online intervention and support services available in our district. ● Create internal processes in which to commence online Intervention services. ● Review and consider systems to implement assistive technology as needed per IEP. ● Coordinate between general ed and special education teachers to create systems to collaborate and communicate. ● Itinerant services being delivered based on IEPs, direct service vs. consultations. <ul style="list-style-type: none"> ○ Caregiver coaching when appropriate ○ Looking at therapy platforms to support this work.
<p>Phase 4 & 5: Inventory all intervention programs and services available to students on the district and school</p>	<p>TBAISD will ensure programs and services match student needs.</p>

level and identify any gaps	
<p>Phase 4 & 5: Remain connected with MDE about policies and guidance.</p>	<p>TBAISD will monitor all MDE policies and guidance and will incorporate those as appropriate into our instructional plans.</p> <ul style="list-style-type: none"> • Continue to provide monthly updates from the Special Education, Early Childhood, and CTE department to all TBAISD Leadership.
<p>Phase 4 & 5: Develop a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.</p>	<p>TBAISD will provide training for staff on how to provide different models of service through remote and in-person learning, writing IEP goals and services to meet needs across settings.</p> <ul style="list-style-type: none"> • Ensure key/essential itinerants are part of IEP/ IFSPs reviews and all REED meetings. • Ensure itinerants are part of service delivery plan for students with IEPs/IFSPs.
<p><i>Communications and Family Supports</i></p>	<p>Implementation</p>
<p>Phase 4 & 5: Implement any additional communication systems needed to reach every family and student in their home language through multiple modes to share:</p> <ul style="list-style-type: none"> • Expectations around their child’s return to school; • Clear information about schedules and configurations, if hybrid; • Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies; and • Plans for each of the different school opening scenarios. 	<p>Communication: TBAISD will develop a systematic communication plan that is effective, empathetic, and utilizes multiple communication channels to send and receive instructional information with school families and staff. Communication resources will include website content, social media messaging, email, telephone, and newsletter communications. An established general email address, as well as survey and feedback tools will be leveraged to support two-way communication.</p> <ul style="list-style-type: none"> • Prior to or within the first week of school, center supervisors will conduct a family survey to determine preferred mode of communication. • The district will monitor and track communication effectiveness to determine if additional supports/modes are needed. • The district will communicate in a timely manner if it becomes necessary to modify our modes of instruction. <p>Family Supports:</p> <ul style="list-style-type: none"> • Common platform district-wide for students and parents to access

	<ul style="list-style-type: none"> ● Provide training for students and parents explaining how to access, join meetings, communicate with instructors, check work completion, etc. ● Considerations will be provided for families lacking connectivity ● Support English learners and verify the language spoken in the home ● Clearly-defined expectations from building leaders/supervisors to staff regarding communication to families. ● The district will clearly communicate all plans and expectations for your child's return to school.
<p>Phase 4 & 5: Provide resources that demonstrate schools value parents as partners in their child's education. Offer family supports that provide families with:</p> <ul style="list-style-type: none"> ● Training about how to access and use the school's chosen digital systems and tools; ● Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child; ● Opportunities to build their digital literacy; and ● Strategies to support their child's learning at home. 	<p>TBAISD will share resources with parents including:</p> <ul style="list-style-type: none"> ● Technology one-pagers on how to use different technology ● Technology trainings for systems that TBAISD uses ● Regular meetings to review program information <p>We will also consider multiple modalities to share information with parents (such as newsletters, videos, links to resources, phone messaging, phone conversations, office hours) and provide accommodations as needed.</p> <ul style="list-style-type: none"> ● Remote Learning Tool Kit Website resources for parents.
Professional Learning	Implementation
<p>Phase 4 & 5: Provide adequate time for schools and educators to engage in:</p> <ul style="list-style-type: none"> ● Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed; ● Identify students who did not engage in remote learning and develop a plan to provide additional supports, if needed. Share data and concerns 	<p>Professional learning will include:</p> <ul style="list-style-type: none"> ● Intentional plan for and structure staff time to review student data and progress from previous year, using <i>Got Data, Now What</i> protocol for consistency. ● Collect relevant baseline data for students. ● Revisit curriculum to ensure it can switch to remote learning if needed. Revise to ensure digital accessibility as needed. ● Review and revise continuum of supports to meet the needs of all

<p>about each student’s growth and needs with students’ assigned teacher(s) for the 2020-2021 school year;</p> <ul style="list-style-type: none"> ● Identify students who potentially need additional support; and ● Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning. 	<p>students.</p> <ul style="list-style-type: none"> ● Regular, structured access to training and materials that support use of digital tools and resources, ensuring smooth transition to remote learning if needed. ● Ensure PLC time and/or structured conversations to share effective digital resources/strategies between staff and/or students.
<p>Phase 4 & 5: Create a plan for professional learning and training, with goals to:</p> <ul style="list-style-type: none"> ● Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education; ● Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use; and ● Build school leaders’ and teachers’ capacity to design and develop blended and remote learning experiences that are equitable and engaging. 	<p>TBAISD will develop a staff professional development plan to discuss and identify continued needs for targeted education about equity and implicit bias, social-emotional learning, and culturally responsive education.</p> <ul style="list-style-type: none"> ● Continue to train staff on digital tools and chosen digital platforms to ensure implementation with fidelity. ● Intentionally use staff PLC and meeting/training time to review processes and skills needed to ensure strong transitions between remote and in-person learning. Design and develop processes to implement. ● Specifically prepare for transitions between in-person, remote paper-based, and remote digital (internet accessible) based on student needs. Consider what projects can be implemented at home and consider starting those during in person instruction.

Actions taken **WHEN schools re-open** for in-person or hybrid instruction

<i>Instruction When Open</i>	Implementation
<p>Ensure that every student:</p> <ul style="list-style-type: none"> ● Has access to standards-aligned, grade level instruction, including strategies to accelerate student learning; ● Is assessed to determine student readiness to 	<p>TBAISD will ensure:</p> <p>Access: All students will be provided state-required curriculum and assessment based on state standards, common core, CTE segments, etc.</p> <p>Assessment: All students will be assessed for student growth,</p>

<p>engage in grade-level content; and</p> <ul style="list-style-type: none"> • Is offered scaffolds and supports to meet their diverse academic and social-emotional needs. 	<p>development, and/or IEP goals/objectives in all phases of this plan. Scaffolds Supports include: behavior/health plans, utilize Teacher Assistant services, MTSS, differentiated instruction, PBIS, multidisciplinary team approach, student staffing meetings.</p>
<p>Conduct checkpoints with school leaders around curriculum pacing and ongoing monitoring of student progress, specifically honing in on the growth of students who need acceleration.</p>	<p>TBAISD has established schedules to ensure regular progress monitoring on standards and/or IEP goals.</p>
<p>Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.</p>	<p>TBAISD will utilize data protocols to review student data and identify overall trends and gaps in student learning to design systemic supports and interventions.</p>
<p>Conduct a review of each students' IEP in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services including OT, PT, and Speech while school buildings were closed.</p>	<p>TBAISD will review student baseline upon return in September and hold annual/update IEP within the first six weeks of school. Teacher consultants meet on a regular basis with classroom instructors.</p>
<p>Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs.</p>	<p>TBAISD has resources and staff available for identifying needs/ gaps to support students.</p>
<p>Set expectations for schools and teachers to integrate high quality digital tools and resources that are appropriate and sustainable at each grade level, to increase teachers' and students' familiarity with online learning in case of a return to remote instruction.</p>	<p>TBAISD has a clear vision of high-quality instruction and has expectations for all staff to integrate digital tools and resources into their curriculum and pedagogical practices as appropriate for their students.</p>
<p>Determine and activate structures outside of the regular school day, such as summer learning options, extended day, and after-school programming, to potentially be leveraged to support students in need of additional</p>	<p>TBAISD provides extended learning opportunities. Teachers will be encouraged to design and implement lessons that could be accessed virtually for students unable to attend or in the event of distance learning.</p>

support.	
<p>Support schools to communicate regularly with families in their home language about their child’s progress and the targeted plans for students in need of additional support.</p>	<p>TBAISD will develop a systematic communication plan that is effective, empathetic, and utilizes multiple communication channels to send and receive instructional information with school families and staff. Documents will be translated as needed. Communication resources will include website content, social media messaging, email, telephone, and newsletter communications. An established general email address, as well as survey and feedback tools will be leveraged to support two-way communication.</p>
<p>If hybrid, activate plans to monitor and assess the following:</p> <p>Connectivity and Access:</p> <ul style="list-style-type: none"> ● Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork. <p>Attendance:</p> <ul style="list-style-type: none"> ● Develop systems to monitor and track students’ online attendance on a daily basis. <p>Student Work:</p> <ul style="list-style-type: none"> ● Teachers will assess the quality of student work and provide feedback to students and families. ● Students will self-assess the quality of work, reflect on teacher feedback, and learning progress. 	<p>TBAISD special education and CTC programs are not considering a hybrid approach to instruction at this time. Any virtual programming will follow planning from phase 1,2,3 planning. Should a hybrid model or a pause be necessary, the board shall allow the superintendent to temporarily (until the next regularly schedule board meeting) implement such model.</p>

OPERATIONS

Phases 1-3

Operations Preparedness and Response Plan

School Operating Status: Closed for in-person instruction. Remote instruction only.

GUIDANCE	IMPLEMENTATION
<i>Facilities</i>	
Audit necessary materials and supply chain for cleaning and disinfection supplies	The district has identified priority vendors and has sufficient supplies on hand for the beginning of the school year. Lead custodial staff will inventory items weekly to ensure that proper supplies are readily available. The district will maintain 1-3 months of supplies on hand.
Continue to maintain schools in good working order to prepare for the subsequent return of students	Maintenance/custodial crews continue to clean, sanitize, and prepare the schools for the return of students and staff and will be ready for the start of the school year.
Execute school cleaning and disinfection protocols according to the CDC School Decision Tree	Maintenance /custodial staff have been trained on the CDC School Decision Tree and the district established protocols, and are ready to execute the plan.
Custodial staff are recommended to wear surgical masks when performing cleaning duties	District protocols have been developed that require the use of surgical masks and face shields while performing cleaning duties. Supplies of these items are on hand for use.
ISDs and schools should create a contingency plan to coordinate the use of school buildings for essential actions including elections, food distribution, and child care, particularly for essential workers	The ISD will work with local districts, governmental agencies, and community partners to coordinate the use of our buildings for essential services if needed. The ISD superintendent is engaged with these partners on a regional COVID-19 task force.

<p>Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies</p>	<p>The district will utilize vendors with which we have established relationships to order items and will utilize the REMC purchasing cooperative as well as other cooperative purchasing groups in which the district participates. The district will coordinate with the LEMP, if needed.</p>
<p><i>Technology</i></p>	<p>Implementation</p>
<p>Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.</p>	<p>TBAISD will develop a systematic communication plan that is effective, empathetic, and utilizes multiple communication channels to send and receive information to school families and staff. Communication resources will include website content, social media messaging, email, telephone, and newsletter communications. An established general email address, as well as survey and feedback tools will be leveraged to support two-way communication.</p> <ul style="list-style-type: none"> ● Coordinated communication will occur across the organization to minimize duplication of messaging. ● In all phases of instruction, our district will seek feedback regarding experience with device accessibility, connectivity, and delivery of instruction. ● The district will provide one-way and two-way modalities of communication, including surveys, virtual meetings, phone calls and focus groups, to maximize engagement. ● The district will seek to provide low-tech options or hotspot access to families so they can engage in technology-based platforms for eliciting feedback.
<p>Designate a single point of contact in each school to plan and communicate with district technology teams.</p>	<p>Each TBAISD program supervisor/administrative assistant will initiate communication to the technology team through the helpdesk ticketing system.</p> <ul style="list-style-type: none"> ● Oak Park School Supervisor/administrative assistant ● Life Skills Center Supervisor/administrative assistant ● Assistant Superintendent of CTE/CTC Assistant Principals

	<ul style="list-style-type: none"> • Adult Community Experience Supervisor/administrative assistant • Traverse Heights Supervisor/administrative assistant • New Campus School Supervisor/administrative assistant • Early Childhood Education Supervisor/administrative assistant • Arnell Administration Tech Services Team
Develop a district technology plan that includes guidance for schools. If possible, include training and support for educators to adapt remote learning for the classroom.	Ongoing professional learning is available to staff by accessing our Professional Learning Portal or visiting the Remote Learning Tool Kit .
Identify a device and/or general technology support lead for each school. Consider elevating that position to a more formal role and providing additional support potentially with parent volunteers.	TBAISD has Technology Services staff available for each building to support as support tickets are entered into our existing tracking system.
Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet	A current list of Technology services personnel is published on the TBAISD website. General help can be directed to email: helpdesk@tbaisd.org
Where practical given demands on parents or guardians, consider identifying family technology liaisons to support communication regarding the use of technology and serve as a “help desk.” Develop a technology support plan for families.	Classroom instructional staff are liaisons and submit help desk tickets for students. Supports are then provided as needed and appointments can be made available when required. There is a “Tech tips” section in the staff newsletter and communication to families and staff.
Develop district-wide procedures for return and inventory of district-owned devices as part of a return to school technology plan. The procedures should include: <ul style="list-style-type: none"> • Safely bagging devices collected at schools • Sanitizing the devices prior to a repair or replacement evaluation • Ordering accessories that may be needed over 	The district has established protocols for sanitizing devices: Tech Device Cleaning Following COVID Guidelines The district has established processes for ordering devices beginning with a help desk ticket and a purchase order. The current practice will remain in place.

<p>the summer</p> <ul style="list-style-type: none"> • Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement 	<p>The district installs software monitoring for malware and has a ticket system for repairs on demand.</p>
<p>Identify an asset tracking tool</p>	<p>TBAISD uses the Student Information System (SIS - PowerSchool) to track assets provided to the student. eCollect forms system is utilized where needed.</p> <p>The district will use an asset tracking Google sheet to track assets at Centers and report back to the Technology Services Team for entry into Sysaid.</p> <p>TBAISD Tech Services department assists with processing, returning, and maintaining devices.</p>
<p>Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.</p>	<p>The district will utilize the current helpdesk ticket system in place to manage device repairs. Technology Services has spare devices to support needs.</p>
<p>Prepare the Infrastructure Evaluation process. Every WiFi access point and wired network device should be tested.</p>	<p>There is a regular monitoring process in place throughout the network.</p>
<p>Continue to monitor device usage and compliance with online learning programs.</p>	<p>All staff and students' devices are monitored through the TBAISD filter that is required for K-12 schools.</p>
<p>Provide support programs to ensure that students and families can access online teaching and troubleshoot problems with access.</p>	<p>The district has Mi-Fi (hotspot) devices for students that need Wi-Fi, however, in some rural areas these devices may not meet the needs. Here is a list of public Wi-Fi access locations: WifiMap</p>
<p>Ensure that students can submit assignments and be evaluated accordingly</p>	<p>TBAISD utilizes multiple learning management systems that enable students to submit assignments and allow them to be evaluated.</p>

Schedule ongoing staff training on platforms and tools	Ongoing professional learning is available to staff by accessing our Professional Learning Portal or visiting the Remote Learning Tool Kit .
Review and update (as needed) relevant technology policies including data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology	The Director of Technology will work with the TBAISD leadership team and Board of Education Secretary to review policies and update as needed. Distance Learning & Interventions Services Acceptable Use Policy
Ensure every student has access to the appropriate technology and connectivity needed to continue learning.	School leaders and teachers will continue to evaluate student needs and submit helpdesk tickets with proper documentation that Technology Services can work to fulfil.
<i>Budget, Food Service, Enrollment, Staffing</i>	Implementation
Based on instructional programming, provide instructional resources and materials to staff and students as feasible	The district will work with their transportation contractor, local districts, and staff to coordinate and provide instructional materials to students and staff as needed. A centralized printing and copying service will provide for material packet compilation and a centralized delivery system will be developed. This will be communicated with the staff and parents.
Work with MDE to understand flexibility with hiring and develop a plan to govern hiring in a remote environment.	The TBAISD has been conducting remote interviews and continuing with their hiring needs throughout the pandemic. The ISD will continue to hire in a remote environment to address all staffing needs of the district.
Ensure a plan for nutrition services and student meals is in place, and provide a list of alternative meal options to families	The district will consolidate a list of LEAs providing meal pick-ups and make the list available via ISD communications vehicles. The ISD will provide student information to local districts who provide student meals to address the needs of ISD center-based students.
Solidify food service processes, device distribution, delivery sites, and communication plans as necessary	ISD personnel will collaborate with local districts to provide information on ISD students so that they have access to student meals. ISD transportation services will partner to support local districts as needed.

<p>Define logistical expectations, including attendance expectations and time on schooling by grade level for students and teachers</p>	<p>TBAISD will monitor and assess:</p> <ul style="list-style-type: none"> • Connectivity and Access: Staff will assess student technology/connectivity needs and submit help desk tickets as needed. • Attendance: Staff will track attendance in Student Information System • Student Work: Staff will work with IT personnel to determine options for assessing work and providing feedback in the current systems. <p>All TBAISD staff, including teachers will continue to utilize the WillSub absence reporting system to track absences.</p>
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Phases 4-5

Operations Preparedness and Response Plan

School Operating Status: Open for in-person instruction.

To be completed **BEFORE schools reopen** for in-person instruction

GUIDANCE	IMPLEMENTATION
<i>Facilities</i>	
<p>Phase 4 & 5: Audit necessary materials and supply chain for cleaning and disinfection supplies.</p>	<p>The district has identified priority vendors and has sufficient supplies on hand for the beginning of the school year. Lead custodial staff will inventory items weekly to ensure that proper supplies are readily available. The district will maintain 1-3 months of supplies on hand.</p>
<p>Phase 4 & 5: Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.</p>	<p>The district will utilize vendors with which we have established relationships to order items and will utilize the REMC purchasing cooperative as well as other cooperative purchasing groups in which the</p>

<ul style="list-style-type: none"> • Advocate for ISDs to coordinate with LEMPs. 	<p>district participates. The district will coordinate with the LEMP, if needed.</p>
<p>Phase 4 & 5: Audit any additional facilities that the district may have access to that could be used for learning.</p>	<p>Center supervisor and/or building principal will meet with the lead custodian to perform a building walk-through to inventory learning space. Social distancing will be marked in each classroom. The district will identify if additional facilities will be needed once classrooms have been configured. Utilization of common spaces for learning will be assessed at that time.</p>
<p>Phase 4 & 5: Provide school-level guidance for cleaning and disinfecting all core assets including buildings and playgrounds. Frequently touched surfaces should be cleaned several times a day.</p>	<p>Cleaning and disinfecting protocols have been developed and distributed to lead custodial staff for implementation within their buildings.</p>
<p>Phase 4 & 5: Alert school-based custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and/or CDC. It is expected that this guidance will be updated in real-time based on the status of community spread across local geographies.</p>	<p>ISD leadership will continue to monitor CDC, OSHA, and local health department changes and updates on cleaning guidelines. Information will be shared with lead custodial staff and the protocols will be updated as needed.</p>
<p>Phase 4 & 5: Encourage schools to convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection.</p>	<p>Custodial/maintenance staff protocols have been developed with guidance from district nursing staff. Cleaning and disinfecting protocols</p>
<p>Phase 4 & 5: Encourage schools to provide advanced training for custodial staff.</p>	<p>Additional training for common illness prevention, Coronavirus awareness, and cleaning and disinfecting in the workplace for COVID-19 has been added to custodial training profiles in the Safe Schools module. Custodial/maintenance staff will be required to complete this training before the beginning of the school year. Additional training to review the district specific cleaning and disinfecting protocols will also be provided to custodial/maintenance staff, as well as staff who will be assisting.</p>

<p>Phase 4 & 5: Custodial staff should continue deep cleaning over the summer.</p>	<p>Custodial staff are continuing to deep clean buildings and are on schedule to be completed by the beginning of the school year.</p>
<p>Phase 4 & 5: Audit all school buildings with a focus on:</p> <ul style="list-style-type: none"> ● How many classrooms are available; ● The size of each classroom; ● Additional spaces that are available (e.g., gym, lunchroom, auditorium); and ● The ventilation in each classroom. 	<p>Center supervisor and/or building principal will meet with the lead custodian to perform a building walk-through to inventory learning space. Available classrooms, sizes of classrooms, as well as additional spaces available will be identified and assessed at that time. This will be documented by both parties. Classrooms will be socially distanced to the extent possible at that time to help identify additional learning space needs, such as common areas.</p> <p>Drinking fountains have been disabled at this time, leaving only bottle filling stations for use. Ventilation will be assessed in each building.</p>
<p>Phase 4 & 5: Audit school security protocols to decide if any process changes need to be implemented.</p> <ul style="list-style-type: none"> ● School security staff should follow CDC protocols if interacting with the general public. 	<p>Consider separate entrances and exits in the building to foster one-way traffic or practice waiting until traffic completely exits before entering an area.</p>
<p>Phase 4 & 5: Maintain facilities for in-person school operations.</p> <ul style="list-style-type: none"> ● Check HVAC systems at each building to ensure that they are running efficiently. ● Air filters should be changed regularly. ● Custodial staff should distribute wastebaskets, tissues, and CDC-approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during travel between sites. ● Signage about frequent handwashing, cough etiquette, and nose blowing should be widely posted, disseminated, and encouraged through various methods of communication. ● Custodial staff should follow guidance from the 	<p>Maintenance staff have been maintaining buildings, including checking HVAC systems at each building to ensure that they are running efficiently and air filters are being changed regularly. Wastebaskets, hand sanitizer, and CDC-approved hand soap have been distributed throughout the buildings and by entrances and exits. Signage about frequent handwashing, cough etiquette, and nose blowing will be posted, disseminated, and encouraged through various methods of communication. Social distance signage is also displayed throughout the buildings. District protocols have been developed following guidance from the CDC about the use of surgical masks and face shields when performing cleaning duties.</p>

<p>CDC about the use of facial coverings and special respirators at use when performing cleaning duties.</p>	
<p>Phase 4 & 5: School leaders should conduct and document a facility walk-through with the custodial services team to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.</p>	<p>Center supervisor and/or building principal will meet with the lead custodian to perform a building walk-through to inventory learning space. Available classrooms, sizes of classrooms, as well as additional spaces available will be identified and assessed at that time. This will be documented by both parties utilizing a form. Classrooms will be socially distanced to the extent possible at that time to help identify additional learning space needs, such as common areas.</p>
<p>Phase 4 & 5: Procure level-1 facial coverings, including those with a transparent front, for preK-5 teachers, low income students, and students with special needs.</p>	<p>Level-1 facial coverings, including those with transparent front, have been procured to support students and staff in pre-K settings, as well as low-income and special needs students.</p>
<p>Phase 4 & 5: Procure level-1 surgical masks for cleaning and janitorial staff.</p>	<p>The district has identified priority vendors and has sufficient supplies on hand for the beginning of the school year. Lead custodial staff will inventory items weekly to ensure that proper supplies are readily available. The district will maintain 1-3 months of supplies on hand.</p>

Actions to be taken **IF SCHOOLS ARE INSTRUCTED TO CLOSE** for in-person instruction

<p>Phase 4 & 5: Activate school cleaning and disinfection protocols according to the CDC School Decision Tree. Custodial staff should wear surgical masks when performing cleaning duties</p>	<p>School cleaning and disinfecting protocols that follow CDC guidance have been developed and custodial staff have been trained. These protocols include the requirement for the wearing of surgical masks while performing cleaning duties. These supplies have been procured and are on hand.</p>
<p>Phase 4 & 5: Maintain facilities for resumption of school operations.</p>	<p>Maintenance and custodial staff will remain available during the calendar year.</p>

Actions to be taken **BEFORE SCHOOLS REOPEN** for in-person instruction

<i>Budget, Food Service, Enrollment, and Staffing</i>	Implementation
<p>Phase 4 & 5: Support schools in assessing student arrival protocols. This should include how students arrive at and depart from school (e.g., school bus, dropped off via car, drive themselves, walk, public transportation).</p>	<p>All students will be required to complete TBAISD's entry protocol every day prior to entering the building. TBAISD will accept students coming from other LEAs who have completed their entry protocol.</p> <p>Parents will complete the building entry protocols for students who are transported by the ISD Consortium and attend center-based programs that will be collected by bus personnel prior to boarding the bus. The entry protocol responses will be kept for a minimum of one month.</p> <p>All TBAISD staff will follow the Response to Illness Protocol and Transportation Protocols for center-based programs.</p>
<p>Phase 4 & 5: Support schools in conducting staff and student outreach to understand who is coming back.</p> <ul style="list-style-type: none"> ● For staff, this should include a breakdown of the staff – administrators, educators, support staff, full-time nurses, part-time nurses, school counselors, etc. ● Develop a staffing plan to account for teachers and staff who are not returning or are at risk. ● For students, this should include those with preexisting conditions who may need a remote learning environment. 	<p>TBAISD Human Resources is routinely conducting staff outreach to assess concerns about returning to work. Employee concerns are addressed on an individual basis. Human Resources is compiling information to address any concerns for staffing in the fall and will continue to utilize their staffing process to replace any open positions.</p> <p>TBAISD will conduct student/family outreach to assess needs for return to school. TBAISD will develop staffing and learning plans to address needs.</p>
<p>Phase 4 & 5: Assess need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs.</p>	<p>As the school year approaches Human Resources and supervisors are assessing hiring needs and posting/hiring positions as needed. Staff needs will be closely monitored.</p> <p>The TBAISD Mental and Social-Emotional Health committee is working to address student and staff wellness.</p>

<p>Phase 4 & 5: Work with relevant local bargaining units to assess how job responsibilities may shift in light of COVID-19 and how new or additional responsibilities will be accounted for.</p>	<p>Human Resources is in communications with supervisors and association leadership to determine job responsibilities as they are impacted by COVID-19.</p> <p>As staffing needs occur, association leadership will be consulted. If region remains in Phases 4 & 5 in-person instruction will continue; if region moves to Phase 3, staff assignments may be adjusted and association leadership will be consulted through this process.</p>
<p>Phase 4 & 5: Recruit, interview and hire new staff.</p>	<p>TBAISD Human Resources continues to follow their hiring process to fill current openings.</p>
<p>Phase 4 & 5: Consider redeploying underutilized staff to serve core needs.</p>	<p>TBAISD will continuously evaluate the need to adjust staff assignments.</p>
<p>Phase 4 & 5: Where possible, and in partnership with local bargaining units, identify and modify staff positions, that would enable high-risk staff to provide remote services.</p>	<p>TBAISD Human Resources and supervisors will respond to staffing needs as center programs are able to assess attendance and student needs. Staffing may be modified, in consultation with association leadership, after student enrollment numbers are known.</p>
<p>Phase 4 & 5: Communicate any student enrollment or attendance policy changes with school staff and families.</p>	<p>If student attendance policy changes, administrators will notify students and families.</p>
<p>Phase 4 & 5: Provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely.</p>	<p>Based on Michigan Department of Education guidelines, Human Resources and supervisors are actively engaged in a remote interview and hiring process.</p>
<p>Phase 4 & 5: Seek and provide guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies).</p>	<p>District resources within the operating budgets will be allocated to support key purchases such as personal protective equipment, technology, or internet access. TBAISD has not been allocated CARES Act funding.</p>

<p>Phase 4 & 5: Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs.</p>	<p>Many teams and service partners are available to evaluate and provide support to students and adults as needed. Available resources include but are not limited to: Youth Health & Wellness Center, Employee Wellness Committee, school counselors, Community Mental Health, Michigan Rehabilitation Services, Employee Assistance program.</p> <p>Additional resources available within the TBAISD Mental and Social-Emotional Health section of this plan.</p>
<p>Phase 4 & 5: Inventory how many substitute teachers are available.</p>	<p>PCMI Services is consulted by TBAISD Human Resources on a regular, ongoing basis to assess availability of substitute contractors. Renewal of services is in process in order to populate the available pool of subs.</p>
<p>Phase 4 & 5: Build and send back to school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures.</p>	<p>Center supervisors/principals are communicating with students and families on an ongoing basis to prepare for the return to school.</p> <p>Staff communication occurs on a weekly or bi-weekly basis to prepare for the return to work/school.</p> <p>Return to school messaging includes letters from leaders, standard school information, and COVID-related communication such as health and safety protocols.</p>
<p>Phase 4 & 5: Verify that student and staff handbooks and planners are printed and ready for distribution and/or are available digitally. Create a master list of any changes to distribute at the first staff meeting.</p>	<p>Any changes or addendums to policy and staff handbooks will be communicated to families and staff. Each center has its own program handbook. Updated handbooks, letters from leaders, and COVID-related communications will be distributed to students and staff.</p>
<p>Phase 4 & 5: Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.</p>	<p>The district is regularly working with legal counsel and their insurance carrier to address liability questions and related concerns</p>

<p>Phase 4 & 5: Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.</p>	<p>Engaging with local leaders to discuss district preparation for operation during various phases of Return to School plans. The district is surveying parents to identify enrollment needs. The budget has been reviewed to assess the additional needs and resources availability.</p>
<p>Phase 4 & 5: Work with school leaders to orient new school staff to any operational changes.</p>	<p>All TBAISD staff will be required to complete three COVID Safe Schools Trainings prior to the start of the school year: Coronavirus Awareness; Coronavirus Cleaning and Disinfecting your Workplace; and Common Illness Protection.</p> <p>New employee training is scheduled and will highlight operational changes.</p> <p>TBAISD center supervisors and principals will orient all of their staff to any building operational changes.</p>
<p>Phase 4 & 5: Create master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind.</p>	<p>TBAISD center supervisors and principals will work to create schedules that follow the Social Distancing Protocol for faculty and students.</p>
<p>Phase 4 & 5: Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.</p>	<p>The ISD center supervisors and CFO will work the food service program providers in our schools that provide meals to ensure that the local public health guidance is implemented for the programs that receive these meals.</p>
<p><i>Technology</i></p>	<p>Implementation</p>
<p>Phase 4 & 5: Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.</p>	<p>TBAISD will develop a systematic communication plan that is effective, empathetic, and utilizes multiple communication channels to send and receive information to school families and staff. Communication resources will include website content, social media messaging, email, telephone, and newsletter communications. An established general email address, as well as survey and feedback tools will be leveraged to support two-way communication.</p> <ul style="list-style-type: none"> ● Coordinated communication will occur across the organization to minimize duplication of messaging.

	<ul style="list-style-type: none"> ● In all phases of instruction, our district will seek feedback regarding experience with device accessibility, connectivity, and delivery of instruction. ● The district will provide one-way and two-way modalities of communication, including surveys, virtual meetings, phone calls and focus groups, to maximize engagement. ● The district will seek to provide low-tech options or hotspot access to families so they can engage in technology-based platforms for eliciting feedback.
<p>Phase 4 & 5: Designate a single point of contact in each school to plan and communicate with district technology teams.</p>	<p>Building supervisor/administrative assistant will initiate communication to the technology team through the helpdesk ticketing system.</p> <ul style="list-style-type: none"> ● Oak Park School Supervisor/administrative assistant ● Life Skills Center Supervisor/administrative assistant ● Assistant Superintendent of CTE/CTC Assistant Principals ● Adult Community Experience Supervisor/administrative assistant ● Traverse Heights Supervisor/administrative assistant ● New Campus School Supervisor/administrative assistant ● Early Childhood Education Supervisor/administrative assistant ● Arnell Administration Tech Services Team
<p>Phase 4 & 5: Develop a district technology plan that includes guidance for schools. If possible, include training and support for educators to adapt remote learning for the classroom.</p>	<p>Ongoing professional learning is available to staff by accessing our Professional Learning Portal or visiting the Remote Learning Tool Kit.</p>
<p>Phase 4 & 5: Identify a device and/or general technology support lead for each school. Consider elevating that position to a more formal role and providing additional support potentially with parent volunteers.</p>	<p>TBAISD has a Technology Services staff available for each building to support as helpdesk tickets are entered into our existing system.</p>

<p>Phase 4 & 5: Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.</p>	<p>TBAISD Technology Services Teammember list is published on https://www.tbaisd.org/services/technology-services/ Email: helpdesk@tbaisd.org</p>
<p>Phase 4 & 5: Where practical given demands on parents or guardians, consider identifying family technology liaisons to support communication regarding the use of technology.</p> <p>Develop a technology support plan for families.</p>	<p>Center instructors are liaisons for parents/guardians and are advised to submit technology support tickets for students. Supports are then provided as needed and appointments can be made available when required.</p> <p>“Tech tips” will be published in school newsletters or communication to families and staff.</p>
<p>Phase 4 & 5: Develop district-wide procedures for return and inventory of district owned devices as part of a return to school technology plan. The procedures should include:</p> <ul style="list-style-type: none"> ● Safely bagging devices collected at schools; ● Sanitizing the devices prior to a repair or replacement evaluation; ● Ordering accessories that may be needed over the summer; and ● Conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement. 	<p>TBAISD has established protocols for sanitizing devices: Tech Device Cleaning Following COVID Guidelines</p> <p>The district has an established process for ordering devices beginning with a help desk ticket and a purchase order. Current practice will remain in place.</p> <p>The district installs software monitoring for malware and has a ticket system for repairs on demand.</p>
<p>Phase 4 & 5: Identify an asset tracking tool.</p>	<p>TBAISD uses the Student Information System (SIS - PowerSchool) to track assets provided to the student. eCollect forms system is utilized where needed.</p> <p>The district will use an asset tracking Google sheet to track assets at Centers and report back to the Technology Services Team for entry into Sysaid.</p> <p>TBAISD Tech Services department assists with processing, returning, and</p>

	maintaining devices.
Phase 4 & 5: Identify a vendor to assist with processing, returning, and maintaining devices, if needed.	This will be handled within the district by technology services staff.
Phase 4 & 5: Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.	The district will utilize the current helpdesk ticket system in place to manage device repairs. Technology Services has spare devices to support needs.
Phase 4 & 5: Prepare the Infrastructure Evaluation process. Every WiFi access point and wired network device should be tested.	This process is a part of our regular monitoring processes throughout the network.

Actions to be taken **IF SCHOOLS ARE INSTRUCTED TO CLOSE** for in-person instruction

Phase 4 & 5: Deploy digital learning devices and move to virtual learning.	<p>Devices are deployed per site and recorded in the sheet that was shared with center supervisors and the technology services team.</p> <ul style="list-style-type: none"> ● Use a sheet to track assets at Centers and report back to Tech Services for entry into the tracking system. ● Link to document - TBAISD Center Device Student Distribution ● Use Student Information System (SIS - PowerSchool) to track assets to the student level along with the eCollect forms system where needed.
<p>Phase 4 & 5: Communicate consistent procedures for return and inventory of school owned devices as part of a return to school technology plan. The procedures should include:</p> <ul style="list-style-type: none"> ● Safely bagging devices collected at schools; ● Transporting them to a central location; ● Sanitizing the devices prior to a repair or replacement evaluation; and ● Conducting prepared maintenance routines to 	<p>TBAISD supervisors will follow processes already in place for inventory to support the technology department.</p> <ul style="list-style-type: none"> ● The district has established protocols for sanitizing devices: ● Tech Device Cleaning Following COVID Guidelines ● The district has an established process for ordering devices beginning with a helpdesk ticket and a purchase order. Current practice will remain in place. ● Technology systems in place to provide filtering, updating and monitoring of computing devices both on and off the network.

remove malware and fix standard issues including screen, keyboard, or battery replacement.	
Phase 4 & 5: Ensure that school and community access points and wired network devices are functional.	This is a part of our regular monitoring processes throughout the Technology Services team.

Actions to be taken **WHEN SCHOOLS REOPEN** for in-person instruction

Phase 4 & 5: Organize and centralize online resources that were created, published, or distributed by teachers and others during the closure period.	Teachers and students can access lessons via OTUS as well as the Remote Learning Tool Kit that is available to the region.
Phase 4 & 5: Compile technology-facing lessons learned for inclusion in the district's updated remote learning plan.	This will be a section of the survey that is sent to staff, students, and families to review needs and adjust support as needed.
Phase 4 & 5: Review issue tracking and inventory results frequently as a way of understanding the quality and progress of technology processes in your district	This process is a part of our regular monitoring processes throughout the technology services team.
Phase 4 & 5: Continue infrastructure evaluations until all issues are resolved	This process is a part of our regular monitoring processes throughout the network.
Phase 4 & 5: Identify chronic technology issues that arose during the school closure period and use them to begin the development of a long-term technology maintenance plan.	This process is a part of our regular monitoring processes throughout the network.

Actions to be taken **BEFORE SCHOOLS REOPEN** for in-person instruction

Transportation	Implementation
Phase 4 & 5: Inventory buses, contractors, including any vehicles used for transporting students to/from school or to other school events, and students riding buses.	The transportation contractor has completed an inventory of buses and vehicles available for use, as well as available human resources needs.
Phase 4 & 5: Assess whether any bus contractors have been impacted by COVID-19 (i.e., closed or opt-out from current routes).	<p>Bus contractor is fully operational for the Traverse City location. We are working to ensure staffing levels support the needs of the ISD.</p> <p>Contractor management will still seek assistance from other locations to fill routes, as has been done in the past.</p>
Phase 4 & 5: Inventory bus drivers to understand the extent of high-risk populations.	The contractor has assessed their staff needs and the high-risk populations within their human resources/staffing.
Phase 4 & 5: Finalize bus procedures for bus drivers and students that are informed by public health protocols.	Bus protocols have been developed and distributed by TBAISD. These protocols are presently being followed.
Phase 4 & 5: Encourage close collaboration between transportation and IEP teams to monitor changes to students' IEPs and implement accordingly.	Center-based supervisors will notify transportation contractor leadership of changes in students' IEPs that impact transportation.

Actions to be taken IF SCHOOLS ARE INSTRUCTED TO CLOSE for in-person instruction

Phase 4 & 5: Utilize buses to provide food service and delivery of instructional materials where possible.	TBAISD will work with the transportation contractor to ensure delivery of instructional materials, if need arises. An established schedule and materials distribution model will be developed based on past protocols. The ISD will coordinate with local districts to provide meals to ISD students and will provide resources and information as needed.
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POST PANDEMIC

Phase 6 Safety Protocols Preparedness and Response Plan

School Operating Status: Open for in-person instruction.

GUIDANCE	IMPLEMENTATION
<i>Personal Protective Equipment</i>	
	Personal Protective Equipment is not required
<i>Hygiene</i>	
Provide adequate supplies and guide best practices to support healthy hygiene behaviors	The district will continue to support school safety, cleanliness and instruction around healthy behaviors in the school setting including: <ul style="list-style-type: none"> • Adequate hygiene supplies to support healthy behaviors • Systematically check and refill soap/hand sanitizers • Teach and reinforce hand washing best practices • Encourage cough and sneeze etiquette among students and staff
<i>Spacing and Movement</i>	
	Social distancing restrictions are not required
<i>Screening Students</i>	
	Daily screening of students and staff is not required

<i>Responding to Positive Tests</i>	Implementation
In the event of a lab or clinically diagnosed case of COVID-19 among staff or a student:	The district will conduct a deep cleaning and disinfect the classroom or exposed areas and follow further guidance from health department officials.
<i>Food Service, Gathering, and Extra-curricular Activities/Athletics</i>	
	Safety protocols no longer required
<i>Cleaning</i>	
Maintain best practices for cleaning & disinfecting the school environment	The district will maintain best practices for cleaning and disinfecting the school environment
<i>Busing and Student Transportation</i>	
	Safety protocols no longer required
<i>Medically Vulnerable Students & Staff</i>	
	Safety protocols no longer required

Guidelines in this plan are subject to change based on new guidance from local health department officials or the CDC.

COVID-19 Preparedness and Response Plan
Approved by TBAISD Board of Education on August 11, 2020


Joseph C. Fisher (Aug 12, 2020 18:34 EDT)

Joseph Fisher, TBAISD Board of Education President

Version 1.1a

Traverse Bay Area Intermediate School District

Location Address: 1101 Red Drive, Traverse City, MI 49684

Web address: www.tbaisd.org



**Extended COVID-19 Learning Plan
as described in [Public Act 149, Section 98a](#)**

August 27, 2020

[September 3, 2020 Clarifications](#)

September 30, 2020 Revisions Based on [SB 927](#)

Introduction:

On August 20, 2020, Governor Whitmer signed House Bill 5913 into law as Public Act 149. Section 98a states that in order to receive state aid for 2020-2021, districts must provide for instruction under an extended COVID-19 Learning Plan ("Plan") that has been approved by an intermediate district or authorizing body. The Plan does not replace TBAISD's COVID-19 Preparedness and Response Plan, it is an additional plan that includes new assurances and sections on educational goals, instructional delivery, grading, and equitable access. PA 149 does not apply to districts that operate as a cyber school.

District/PSA educational goals written for all students and all subgroups must be established no later than September 15, 2020 and submitted in their Plan to the ISD or Authorizing Body, as applicable, no later than October 1, 2020 for approval. A district that is a public school academy that, by agreement, provides educational services for the residents of a district that is not a public school academy and that does not directly provide public educational services to its residents that intends to provide instruction under an extended COVID-19 learning plan shall submit its extended COVID-19 learning plan described in subsection (1) to the intermediate district in which it is located not later than October 1, 2020 for approval.

The ISD or Authorizing Body will approve Extended COVID-19 Learning Plans no later than October 9, 2020 and transmit the approved plans to the state superintendent of public instruction and the state treasurer. Approved plans must be made accessible through the transparency reporting link located on the district's website by not later than October 12, 2020.



**Traverse Bay Area Intermediate School District
Extended COVID-19 Learning Plan**

Address of School District/PSA: 1101 Red Drive Traverse City MI 49684

District/PSA Code Number: 28000

District/PSA Website Address: www.tbaisd.org

District/PSA Contact and Title: Nick Ceglarek, Superintendent

District/PSA Contact Email Address: nceglarek@tbaisd.org

Name of Intermediate School District/PSA: Traverse Bay Area Intermediate School District

Name of PSA Authorizing Body (if applicable): N/A

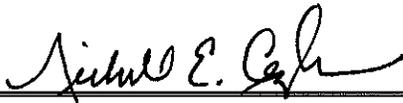
Date of Approval by ISD/Authorizing Body: October 1, 2020

Assurances

1. TBAISD will make their approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's/PSA's website no later than October 12, 2020.
2. By not later than January 15, 2021, TBAISD shall create a report that includes information regarding both of the following and shall ensure that the report under this subdivision can be accessed through the transparency reporting link located on the district's website:
 - a. The amount and type of training provided during the current school year as of the date of the report to teachers of the district through professional development that focuses on how to deliver virtual content.
 - b. The amount and type of training provided during the current school year as of the date of the report to the parents and legal guardians of pupils and to pupils on how to access and use virtual content provided by the district.
3. TBAISD will create and make available on its transparency reporting link located on the District's website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan not later than February 1, 2021, for goals it expected would be achieved by the middle of the school year and not later than the last day of school of the 2020-2021 school year for goals the District expected would be achieved by the end of the school year.
4. Benchmark Assessments: TBAISD will
 - a. Select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - b. Administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year and again not later than the last day of the 2020-2021 school year.
5. If delivering pupil instruction virtually, TBAISD will
 - a. Provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
 - b. Expose each pupil to the academic standards that apply to each pupil's grade level or courses in the same scope and sequence as the District had planned for that exposure to occur for in-person instruction.
6. TBAISD, in consultation with a local health department, will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that are based on local data that are based on key metrics. *Note: A determination concerning the method for delivering pupil instruction shall remain at the District/PSA Board's discretion.* Key metrics that the District will consider shall include at least all the following:

- a. COVID-19 Cases or Positive COVID-19 tests
 - b. Hospitalizations due to COVID-19
 - c. Number of deaths resulting from COVID-19 over a 14-day period
 - d. COVID-19 cases for each day for each 1 million individuals
 - e. The percentage of positive COVID-19 tests over a 4-week period
 - f. Health capacity strength
 - g. Testing, tracing, and containment infrastructure with regard to COVID-19
7. If TBAISD determines that it is safe to provide in-person instruction to pupils, the District will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District.
8. TBAISD assures that
- a. Instruction will be delivered as described in this plan and re-confirmed by the District Board of Education,
 - b. The description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - c. TBAISD will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after ISD approval of the plan, and each month thereafter at a meeting of the Board, and
 - d. For each reconfirmation described in this subdivision, the District shall report to the Center for Educational Performance and Information (Center), in a form and manner prescribed by the Center,
 - i. The instructional delivery method that was reconfirmed;
 - ii. How that instruction will be delivered for each grade level offered by the District, including pre-kindergarten, as applicable; and
 - iii. Whether, as determined by the department in consultation with the Center, the District is offering higher levels of in-person instruction for English language learners, special education students, or other special populations.
 - e. Public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District during a public meeting described in PA-149.
9. TBAISD will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.
10. TBAISD will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District and the pupil's teacher or at least one (1) of the pupil's teachers, or another District employee who has responsibility for the pupil's learning, grade progression, or academic progress during each week of the school year for at least 75% of the pupils enrolled in the District. TBAISD will publicly announce its weekly interaction rates at each District Board meeting where it re-confirms how instruction is being delivered. The District will make those rates available through the transparency reporting link located on the TBAISD website each month for the 2020-2021 school year.

Clarification of Assurance 10: "2-way interaction" means a communication that occurs between a pupil and the pupil's teacher or at least 1 of the pupil's teachers or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress, where 1 party initiates communication and a response from the other party follows that communication, and that is relevant to course progress or course content for at least 1 of the courses in which the pupil is enrolled or relevant to the pupil's overall academic progress or grade progression. Responses, as described in this subdivision, must be to communication initiated by the teacher, by another district employee who has responsibility for the pupil's learning, grade progression, or academic progress, or by the pupil, and not some other action taken.



District Superintendent or President of the Board of Education

10-7-20

Date

Extended COVID-19 Learning Plan Narrative

Opening Statement

- Please provide a statement indicating why an Extended COVID-19 Learning Plan is necessary to increase pupil engagement and achievement for the 2020-2021 school year.

The COVID-19 global pandemic is impacting our school community in a number of ways: we are experiencing a traumatic event, many students may have significant gaps in their learning, and equity issues are more pronounced. Our school district is in Region 6. In accordance with the Michigan Safe Schools Roadmap and Executive Order 2020-142, we are currently implementing the requirements and recommendations as detailed in our district's [COVID-19 Preparedness and Response Plan](#).

As we return to school in the fall, our first priority will be to ensure the well-being of all members of our school community. Because of the wide range of experiences students had during the remote learning portion of the 19-20 school year, we anticipate that students will come to school in the fall of 2020 with a wider than usual range of competencies. We expect that many students will not have achieved to the degree they would have if face-to-face instruction had been possible for the entire 2019-20 school year and will need opportunities to catch up. Teachers will need opportunities to collaborate with each other as they examine student work and determine what comes next in the learning for each student.

While we believe the best education is comprehensive in nature and best experienced in-person with fellow students, we recognize that COVID-19 may challenge our ability to provide that opportunity to all students all year. Therefore, we are developing this Extended COVID-19 Learning Plan so that we are prepared to meet the individual health, safety, and educational needs for each student regardless of whether that student is learning in-person, remotely, or otherwise.

When students are learning remotely, our top priority is active student engagement in the curriculum through a learning community while supporting the social and emotional needs which may become barriers to academic success. We will do this through regular 2-way communication between teachers and students.

Although TBAISD operates programs for students from birth to 26 years of age, this plan will specifically focus on grades K-8 as required by Section 98a of Public Act 149. The District remains committed to addressing the needs of all learners each day.

Educational Goals

- **Please outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. The District/PSA must establish all of its goals no later than September 15, 2020. Authorizing bodies expect PSA educational goals will be aligned to the educational goal within your charter contract.
- **Specify** which goals are expected to be achieved by the middle of the school year and which goals are expected to be achieved by the end of the school year.
- **Ensure** that all of the following apply to the educational goals described in this section: (a) The goals include increased pupil achievement or, if growth can be validly and reliably measured using a benchmark assessment or benchmark assessments, growth on a benchmark assessment in the aggregate and for all subgroups of pupils; (b) The District/PSA benchmark assessment(s) are aligned to state standards and will be administered to all pupils K-8 at least once within the first 9 weeks of the 2020-2021 school year and not later than the last day of the 2020-2021 school year to determine whether pupils are making meaningful progress toward mastery of these standards; and (c) the District's/PSA's educational goals are measurable through a benchmark assessment or benchmark assessments.
- To the extent practicable, the District/PSA will administer the same benchmark assessment or benchmark assessments that it administered to pupils in previous years.

Quality Evidence-Based Assessment Practices

Traverse Bay Area ISD believes that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in school/district academic performance and to identify effective instructional programs. We believe it can provide guidance for standardizing or adjusting curriculum and instruction across grade levels, schools, and districts.

Appropriate benchmark assessments in reading and mathematics will be administered to all students at least twice: once in the first nine weeks of the school year, and again prior to the last day of school. Progress monitoring assessments will provide information regarding student progress over the course of the year.

We will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Additionally, the benchmark assessments described in PA 149 are not applicable, relevant, or appropriate for all students served in TBAISD-operated special education programs.

Our district will provide professional learning around and teachers will continue the use of the formative assessment process as a powerful practice embedded in the teaching and learning process to continuously observe where our students are in order to modify instruction.

The formative assessment process, supported by an extensive body of research, provides relevant and timely data for both teachers and students to accelerate their learning while giving us a more complete picture of what our students know and are able to do. The TBAISD region has made formative assessment a primary area of focus for professional development in recent years and is well-positioned to proceed successfully with this work.

Educational Goals

We believe that all learners will make measurable growth towards their academic goals during the 2020-21 school year.

Goal 1 - All students (K-8) will improve performance in ELA from Fall to mid-school year and mid-school year to Spring as measured by assessments that are relevant and applicable to their educational programs.

Goal 2 - All students (K-8) will improve performance in Mathematics from Fall to mid-school year and mid-school year to Spring as measured by assessments that are relevant and applicable to their educational programs.

For students served in TBAISD-operated special education programs the relevant and applicable assessments used to measure improved performance might include, but won't be limited to, the following:

- Communication Matrix
- MOVE Assessments
- Transition Pre & Post Assessments
- NWEA
- Progress Monitoring
- Adapted Core Phonics Survey
- Adapted Math Trajectories
- Curriculum Pre & Post Assessments

Additionally, to support meaningful student progress toward mastery of ELA and Mathematics regular or extended academic state standards:

- Teachers will use the formative assessment process to inform adjustments to daily instruction.
- Teachers will use a data review process to analyze information from a variety of sources, including benchmark assessments and one or more of the above, to adjust instruction or identify alternative interventions.

[Reporting Template](#)

Instructional Delivery & Exposure to Core Content

- **Please describe** how and where instruction will be delivered during the 2020-2021 school year. (e.g. instruction may be delivered at school or a different location, in-person, online, digitally, by other remote means, in a synchronous or asynchronous format, or any combination thereof).

Note: The Traverse Bay Area ISD's full instructional plan can be found at [this link](#).

In-Person Learning: Unless the TBAISD region slips to Phase 1, 2, or 3 in the Governor's Safe Start Plan or some or all of the district is closed by pandemic conditions, students within TBAISD-operated special education programs will have the opportunity to attend school in-person. These classes will follow the published calendar and bell schedule, implementing the requirements and recommendations as specified in our [COVID-19 Preparedness and Response Plan](#) and consistent with each student's IEP. During this instruction, while students are participating in our regular curriculum lessons and activities, teachers and/or other TBAISD staff will instruct students and families in how to access content through online platforms such as OTUS or Google Classroom, as well. These guided practice lessons in school will prepare and equip students to access the lessons and activities remotely, so they can continue to participate and progress in the curriculum in case they are required to stay home due to COVID-19.

Remote Delivery for normally In-Person Students: We anticipate there will be times during this school year that students will not be able to attend school in-person. This could occur due to direct or indirect COVID-19 exposure, positive test results, symptoms requiring the student to stay home, a temporary closure of the school, or movement of our region into Phases 1-3. When this occurs, teachers will continue to post or communicate course content remotely, and teachers will arrange opportunities for students to connect with them remotely as well, making at least two (2) documented 2-way communications per week. The goal during this learning will be to ensure that students continue to progress through the planned curriculum on pace with their peers or the goals laid out in their IEPs as guided, directed, and assessed by the teacher. This will ensure each student is prepared to resume in-person instruction from the expected learning point when circumstances allow.

When a reliable, adequate internet connection is not available at a student's home, the student will access remote learning materials through either a community WIFI location to complete offline, via a hot spot provided by TBAISD, or via a hard copy of materials provided by TBAISD. The internet infrastructure may limit access to materials online for some students.

Virtual Delivery Option: For students whose families have decided to have their child learn entirely from home, our district will offer a virtual learning option. This option makes standards-aligned course content available to the student through an online platform or through materials in another format. The student will be able to access the content remotely at their own time and place, and work through content at a pace and schedule of their choosing, provided they complete prescribed units within an established period of time, at least by semester. Each course will have a certified, highly-qualified content area teacher assigned who will monitor student progress, assess student work, provide feedback on the work,

and provide additional guidance and support during the course based on the assessments. When students elect a virtual delivery option, the district will ensure the student has access to the internet and an appropriate device for learning or to another format of the course materials. The district will work with the family to provide these resources as described above. As in the remote delivery option above, teachers will make at least two (2) documented two-way communications per week per student.

All students served in TBAISD-operated special education programs will have a current Individualized Education Program (IEP) that meets their educational needs via face-to-face instruction in a school building. When students are not able to attend school in-person, or they or their families choose a remote option, students' education will be guided by the Contingency Learning Plan as specified in the Supplemental Aids and Services in their IEP.

- **Please describe** how instruction for core academic areas will expose each pupil to the academic standards that apply for each pupil's grade level or course in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.

Note: Traverse Bay Area ISD's full instructional plan may be found in the [COVID-19 Preparedness and Response Plan](#)

All content, whether delivered in-person or remotely, will continue to follow the district's established curriculum scope and sequence consistent with core or extended state standards. The course content will be delivered and made available through a blend of direct instruction, online resources, or when necessary hard copy of course materials. When normally "In-Person" students are learning "Remotely," they will continue to engage with the coursework according to their normal schedule and sequence. The expectation is these students will continue to progress through the district's established curriculum at more or less the standard pace and remain on track with their learning cohort.

All virtual courses have been aligned to deliver content, by semester, which meets the district's established curriculum. In some cases, the content may be delivered in a different sequence, but the same standards will be delivered within each course. All remote learning will be aligned to students' IEPs, which are aligned to state standards.

- **Please describe** how pupil progress toward mastery of the standards described within this section will be graded or otherwise reported to the pupil and the pupil's parent or legal guardian.

Assessment and Grading

TBAISD bases its assessment system on the Michigan Core Academic or Extended Standards. We regularly assess students at the district, classroom, and individual level to determine if they are making progress toward meeting the standards identified as appropriate for each student in their IEP. We emphasize formative assessment as a crucial component of the instructional

process, providing feedback to teachers regarding the effectiveness of instruction. We emphasize progress monitoring as a crucial component of feedback to the learner, so each student understands their own progress. Finally, we emphasize benchmark assessment to track overall progress toward both student and school-wide goals.

We also have a system for administering required summative assessments. These are given at the end of a period of learning as an evaluation of what has been learned. For example, where appropriate and relevant, our teachers deliver summative assessments at the end of each unit of study in our curriculum. These assessments are based on a coherent set of standards in the subject area that focus on a related group of skills and disciplinary knowledge.

Parents and legal guardians of students attending New Campus are provided access to the parent portal of the Power School student information system, a web-based system that allows them to see their children's up-to-date grades at any time. We also send progress reports mid marking period and report cards at the end of each marking period to parents and guardians or more frequently based on the individual requirements of students' IEPs. This is in addition to the expectation we have for all teachers that they keep parents and guardians abreast of any concerns regarding a student's progress through emails, phone calls, and/or meetings.

Equitable Access

- If delivering pupil instruction virtually, please **describe** how the District/PSA will provide pupils with equitable access to technology and the internet necessary to participate in instruction.

Technology

Traverse Bay Area ISD ensures all students will be provided equitable access to technology and the internet as described in our Continuity of Learning Plan that was previously submitted to the state and to high-quality instruction and learning experiences. Our district's system for maintaining student access to technology devices and the internet is described in the Spring 2020 Continuity of Learning Plan, and again in the [COVID-19 Preparedness and Response Plan](#). At a parent's request or based on limitations of the internet infrastructure, the instructional material may be delivered in another format such as paper if that is more accessible and supported by parents.

- **Please describe** how the District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.

We acknowledge that COVID-19 may present access issues for students with disabilities regardless of instructional format, i.e., face-to-face or virtual.

On an ongoing basis and at timelines dedicated by the Individuals With Disabilities Education Act (IDEA) and the Michigan Administrative Rules for Special Education (MARSE), students' IEPs will be reviewed in coordination with general and special education teachers and/or related service providers to address any data-driven accommodations and/or services that are needed due to changes in students' needs. Programs, supplemental aids and services, and related services will begin at the start of the school year.

The district has established structures for general and special education teachers and/or related service providers to collaborate and communicate regarding student performance, student needs, IEP goals and objectives with special consideration regarding assistive technology and accessibility. Resources to consider may be found at [Remote Learning Resources](#).

The district ensures a continuation of services for students receiving related services such as speech and language therapy, occupational therapy, physical therapy, or social work support as specified by their IEPs, including their Contingency Learning Plans when conditions trigger their implementation. The district also ensures a method for the continuation of evaluation of students suspected of having a disability as well as those requiring re-evaluation.

• **Optional Considerations for District/PSA Extended COVID-19 Learning Plans:**

- 1. In addition to the students with disabilities noted above, please describe how the District/PSA will ensure that the needs of other vulnerable student populations, such as but not limited to, early English Learners and Fledgling/struggling students, are met.

- 2. Please describe how the District/PSA will ensure that students will, during pandemic learning, have continued access to programs such as, but not limited to, Early Childhood, CTE, Early-Middle College, Dual Enrollment and Advanced Placement as applicable within the District/PSA.

Traverse Bay Area ISD's full instructional plan addresses ways that all learners are supported and can be found in the [COVID-19 Preparedness and Response Plan](#)