



# Oxford Community Schools

## COVID-19

# Preparedness and Response Plan

(Executive Order 2020-142 District Preparedness Plan Template)

**Name of District:** Oxford Community Schools

**Address of District:** 10 N Washington, Oxford, Michigan 48371

**District Code Number:** 63110

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

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

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

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

# Table of Contents

NOTE: All headers in the Table of Contents are hyperlinks

<b>Introduction</b>	<b>3</b>
<b>Assurances</b>	<b>4</b>
<b>MI Safe Start Phases 1, 2, &amp; 3 - Remote/Distance</b>	<b>6</b>
<b>Phases 1, 2, and 3 - Remote/Distance Learning Plan</b>	<b>7</b>
<b>MI Safe Start Phase 4 - In-Person Instruction</b>	<b>24</b>
Phase 4 - Safety Protocols	24
Personal Protective Equipment	24
Hygiene	27
Spacing, Movement and Access	28
Screening Students and Staff	31
Testing Protocols for Students and Staff and Responding to Positive Cases	32
Responding to Positive Tests Among Staff and Students	35
Food Service	36
Gatherings and Extracurricular Activities	38
Athletics	38
Cleaning	42
Busing and Student Transportation	43
Medically Vulnerable Students and Staff	44
Mental & Social-Emotional Health.	46
Early On Program	48
Great Start Readiness Program (GSRP)	48
<b>MI Safe Start Phase 5 - In-Person Instruction</b>	<b>49</b>
<b>MI Safe Start Phase 6 - In-Person Instruction</b>	<b>49</b>
<b>OCS Communication Plan</b>	<b>50</b>
<b>MIOSHA Exposure Categorizations and Additions</b>	<b>51</b>
MIOSHA Table - Remote Work Feasibility	52

# Introduction

On June 30, Governor Whitmer issued Executive Order 2020-142 which provided provisions for DK-12 education for the 2020-21 school year. This executive order created a task force that developed the MI Safe Schools: Michigan's 2020-21 Return to School Roadmap. This document puts in place requirements and recommendations for public schools to be able to open for instruction for the 2020-21 school year. Every district must develop and adopt a COVID-19 Preparedness and Response Plan ("Preparedness Plan") that is informed by [Michigan's 2020-21 Return to School Roadmap](#).

Oxford Community Schools (OCS) used the MI Safe Schools: Michigan's 2020-21 Return to School Roadmap and other resources to create this plan. This document will guide OCS to implement a safe and effective return to in-person instruction. It will also guide our instructional models as we progress to this point through the different phases of MI Safe Start. This comprehensive plan for returning to school leverages the recommendations for mental and social-emotional well-being, instruction, and school operations in *Michigan's 2020-21 Return to School Roadmap* to create a pathway that will lead our staff, students, and parents safely back.

The district developed our Preparedness Plan with input from key personnel throughout the district. The document was reviewed by stakeholder groups affiliated with Oxford Community Schools. Last, the Preparedness Plan was presented to the Oxford School Board for review and adoption on Tuesday, July 28, 2020. The plan was amended as key agencies such as Oakland County Health Department developed key supporting documents. These amendments allowed for key information to be inserted into the document.

While no amount of planning and preparation can totally prepare a school district for the realities of educating students during a pandemic, OCS believes that our staff will rise to the challenge placed before them. Our students are our most valuable resource as a nation and it is up to us to prepare them to lead in the future. Our District's mission is "to provide an education that challenges all students to achieve their maximum potential in academics, arts, and athletics and prepares them to succeed in a global society." Through this plan we intend to fulfill our mission and keep our staff and students safe and healthy while doing so. While our students are our most valuable resource as a nation, it is our staff that makes our district one of excellence.

Sincerely,

OCS District Cabinet

# Assurances

Oxford Community Schools commits to implement the following as outlined in the Governor's [Executive Order 2020-142](#).

1. The District assures that when it provides in-person instruction to its students without disabilities, the district will also provide in-person instruction to its students with disabilities, consistent with their individualized education plans.
2. The District assures that when schools are closed to in-person instruction, the district will 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.
3. The District assures that while any state of emergency or disaster related to the COVID-19 pandemic continues, it will 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.
4. The District assures that it will, to the extent practicable and necessary, make individualized determinations whether and to what extent compensatory services may be needed for students in light of the school closures during the 2019–2020 school year.
5. 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.
6. The District assures that during Phase 1, 2, or 3 it will suspend athletics, after-school activities, inter-school activities, and busing.
7. 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
8. The District assures that during Phase 4 it will prohibit indoor assemblies that bring together students from more than one classroom.

# Guiding Research

## Primary Research and Guidance

- [MI Safe Schools: Michigan's 2020- 21 Return to School Roadmap](#)
- General Education Leadership Network (GELN) Back to School Plan - [Version 1.0](#) "Do First"

## Secondary Research Support & Resources

- [NIET Planning Guide](#)
- [TNTP Reimagine Teaching](#)
- [Crosswalk of Roadmap, TNTP and NIET planning guides](#)
- [EAB Resource Center](#) and [EAB Webinar](#)
- [K-12 District Reopening Checklist](#) - Hanover Research and Washington Association of School Administrators
- [Transcend Playbook of Tools and Guidance](#)
- [Hanover Research: Offline Equity Best Practices](#)
- Michigan State University - [Reopening Schools During the COVID-19 Pandemic An Overview of Guidance for School Districts](#)
- Other State Resources:
  - [Considerations for Reopening School](#) (Ohio)
  - [Re-Entry and Reopening of Schools](#) (Missouri)
  - [Guidance for Social Distancing in Schools](#) (Minnesota)
  - [Recovery Plan for Education](#) (Maryland)
- Opportunity Labs - State Level Projects
  - [Launch Nebraska](#) (Nebraska)
  - [Path to Recovery for K-12 Schools](#) (Georgia)
  - [Roadmap for Opening Schools](#) (Arizona)
- MIOSHA Safe Work Protocols ([link](#))

# Preparedness Plan

## MI Safe Start Phases 1, 2 & 3 - Remote/Distance Instruction

Oxford Community Schools will follow all required, strongly recommended, and recommended protocols during phases 1, 2, and 3. Instruction will be delivered through remote or distance learning methods.

### Phase 1, 2, & 3 - Safety Protocols

#### Personal Protective Equipment and Hygiene

- Schools are closed for in-person instruction.

#### Spacing and Movement

- Schools are closed for in-person instruction.
- School buildings may continue to be used by licensed child care providers, if providers follow all emergency protocols identified by the state.
- School employees and contractors are permitted to be physically present in school buildings for the purposes of conducting basic school operations, including remote live instruction, as determined by school administrators.

#### Screening Students

- Schools are closed for in-person instruction.

#### Responding to Positive Tests Among Staff and Students

- Schools are closed for in-person instruction.

#### Food Service, Gathering and Extracurricular Activities

- Schools enact food distribution programs.
- All inter-school activities are discontinued.
- After-school activities are suspended.

#### Athletics

- All athletics are suspended.

#### Cleaning

- Schools are closed for in-person instruction, and cleaning practices are adjusted to maintain school building functional order.

## Busing and Student Transportation

- All busing operations are suspended.

## Remote/Distance Instruction Plan

### **Goals and Essential Outcomes**

While our buildings may be closed, “school” continues as we aim to engage students with experiences that continue our programming as well as help them stay connected with teachers and classmates. Our goal through continuous learning is to offer authentic opportunities that focus on reviewing key concepts and introducing new, essential grade level standards. We aim to keep our students engaged so that we reduce the potential negative impact of not being in school daily. We will strive for a balanced approach of on-screen and off-screen tasks and instructional opportunities to help families find balance within their unique home situations.

Consistency and continuity are important as we consider family needs and student engagement. Our goal is to provide consistency through common platforms and methods of communication so families feel equipped and can plan accordingly. We want to prioritize connections, relationships, and being flexible during these unprecedented times. We are cognizant of the fact that families may have to learn to navigate multiple platforms for multiple students in one household.

Decisions regarding the awarding of credit, the issuance of grades, and the use of pass or fail designations will be made at the district level with due recognition of the impact of the COVID-19 pandemic. Specific grading practices may vary by grade level.

### **General Recommendations for Consistency**

The following common themes have emerged from the team’s work:

1. All students are safe, fed, and engaged.
2. Focus on providing an equitable and effective education to all students.
3. Be flexible and ready to adapt when needs arise.
4. Emphasize relationships in this new learning environment.
5. Support school decision-making to honor student needs.
6. Decisions must support all populations of students.
7. Encourage use of materials, resources and platforms that are already in use.
8. Instructional models may be a blending of non-technology and virtual platforms.
9. Establish a consistent and agreed upon framework of expectations, communication models and practices that all stakeholders share.
10. Support and training for all staff will occur throughout the remaining school year.
11. Extend grace to all in these unique and trying times.

### **Modes of Instructional Delivery**

- Online instruction (devices provided and internet access will be provided to families if needed)
- Assessment (formative and summative)
- Hands-on activities or projects

- Instructional packets (if students are unable to access electronic instruction)
- Email
- Instructional videos and/or video conferencing
- Optional learning experiences

**Mandatory Platforms**

- **Email**
- **Haiku** is the hub of all communication and learning. Links to other platforms including Google Docs, Google Classroom, websites, schedules, etc., will always be listed in Haiku by teachers.
- **PowerSchool**
- **Zoom** is a platform for video and audio conferencing used to conduct lessons and connect with students.

**Optional Platforms**

- Google Classroom
- Illuminate
- Other platforms require building principal approval
- Any district adopted/approved curriculum resources
- If you have questions about using a specific resource, please contact your principal

**Professional Learning and Building Access for Staff**

Cat's Den will be used to house professional learning, guidelines, and recommendations for security.

Planning time will be provided ahead of launching remote learning.

Staff can access school buildings to obtain instructional resources after first notifying the building administrator. Staff will also be able to work in their classrooms if they choose to.

Establish essential outcomes (critical standards) to focus on while adhering to the Return to Learn Plan.

**Communication Expectations**

Teachers and administrators will continue to be accessible via email Monday through Friday and are expected to reply within 24 hours.

**Contact Expectations**

Our goal is to maintain connections and encourage engagement in learning. To do so, staff is expected to make contact with students. Contact expectations vary based on role and caseload. A log will be kept by each teacher to track contact and engagement.

What is considered a contact?

- Video conferencing sessions
- Returned assignments
- Correspondences via email, text, or phone call (w/ a response from student or parent)

If a student is not engaged in learning through the above methods, we will make an attempt to contact the student and/or parent. Teachers will make 3 attempts with at least 2 different modalities if needed. If unsuccessful, teachers will contact the building administrator who will take the next steps in engaging the student and family. Please log all attempts to make contact. Individual buildings will develop a process for engaging the student/family after the teacher has attempted to do so.

### **Pupil Count Considerations**

All seated classes will be coded as online/blended classes to allow students to move back and forth from a seated environment to a hybrid environment or to a 100% online environment. (PAM: 5-O-D)

1. EDP is needed for all students enrolled in virtual classes.
2. Online consent form signed by parent.
3. Teachers need to conduct activities in all classes on count day
4. Communication logs if not present for activities on count day.

### **Grading**

#### ***Elementary***

Fixed Assignments for all DK-5 students

- Teacher monitors progress
- Daily (15 mins. daily)/weekly (75 mins. weekly) math practice- MobyMax
- Daily reading practice- Epic! Or reading log

1-3 Teacher discretion assignments/artifacts weekly

- Teacher selected assignment
- Any subject- *What do I need to see in order to understand my students' progress and provide feedback? And, even more, complete a report card?*

Assessments

- FAST Screener(reading and math)
- Formative assessments as needed
- Unit math assessments (ThinkCentral)
- Informal running record (monthly- only if we are out more than 30 days)

Report Cards

- Completed as standardized report cards with reporting of level of mastery

#### ***Secondary***

- 1-3 assignments are to be given a week
- Assignments will receive feedback and/or a grade
- Formative and summative assessments will be given and graded
- 6-12 students will earn letter grades
- The district **may** provide a pass/fail option individually or collectively, given the circumstances or timetable for switching to distance/remote learning
- Personal Curriculums will be addressed on an individual basis
- OMS students taking courses at the middle school for high school credit will still use the 78% for the year-long grade as the threshold for earning credit

- Senior students will be counseled through to graduation by each high school counselor and/or administrator
- Feedback/grades should be completed and returned to the student within 5 school days

## **Instruction**

### ***Elementary***

- 1 family/parent orientation Zoom at the beginning of the remote learning period
- 3 Zoom sessions per week, per student
  - 1 session must be the whole class with a length between 20-30 minutes. The purpose would include, but not limited to:
    - Connect and see students
    - Academic routines (daily math routine, phonemic awareness, etc.)
    - Pre-teach a concept or review a concept
    - Orientation for the week's learning
    - Read aloud
  - 2 sessions per week for small group instruction (Size and purpose of the group is based on teacher discretion and depends on the students' needs)- 10-20 minutes per session
- Work as a **grade level team\*** to create:
  - Lessons are defined as mini-lesson/explicit teaching point that runs 10-20 minutes
  - Focus on the major work of the grade; based on the time of the year

#### ***DK-2***

- 3 recorded math lessons per week
- 3 ELA (alternating reading and writing)
- 3 recorded phonics lessons per week (DK-2)

#### ***3-5***

- 3 recorded math lessons per week
- 3 recorded reading lessons per week
- 3 recorded writing lessons per week

\*Departmentalization to divide/share the work

\*DK operates as a team

- Independent Work
  - Weekly Planner posted for families by 5 pm on Sundays
  - Incorporate science and social studies concepts (videos, activities, etc.)

### ***Secondary***

- Teachers will work with other course teachers in collaborative teams to identify common instructional targets and skills that need to be taught before the end of the year.
- Use the uniform building template to outline weekly lesson plans on Haiku. Weekly lessons should be posted by 5pm on Sunday.
- Conduct **asynchronous/synchronous** lessons following the established bell schedule through Zoom, prerecorded video, online interaction, group/class discussion, independent student activities or other forms of lesson activities each week. The lessons should be a combination of these activities and must be varied to meet student needs.
  - Follow daily bell schedule for teaching by conducting live Zoom meetings with each class. The teacher may do a whole class lesson or divide the class into smaller group check-ins. Students will be required to attend.

- Take attendance in PowerSchool for Zoom meetings.
- If the learning activity occurs live, teachers must use the class meeting schedule established in the Return to Learn Plan.
- There are only 2 live learning opportunities in the weekly class schedule for OMS and OHS. Lesson material should equate to the amount of new and previous content covered in a traditional week.
- Conduct frequent formative (practice) assessments to collect data to measure student learning.
- Collect and record, in PowerSchool, 1-3 independent assignments/assessments per week.
  - Independent assignments/assessments include but are not limited to practice assignments, reflection writing tasks, writing tasks, short tests, quizzes, projects, blogs, and discussion boards
  - Independent assignments/assessments should not total more than 1.5-2 hours per class per week to complete. Instructional time does not count towards this requirement.
  - Feedback and/or grading should be provided within one week of receiving the assignment.
- Conduct summative assessments as appropriate in each unit. These assessments may be divided into 2-3 smaller summative assessments that would equate to a unit assessment.
- Conduct and collect IB assessments and provide feedback as required by the IB documents “Principles into Practice” and content subject guides. These assessments may/should also double as summative assessments.
- Teachers will record and report student progress on assignments and assessments in PowerSchool.
  - Send missing assignment emails to parents weekly.
- Teachers will track students who do not respond or turn in assignment(s) or complete assessments.
  - Each building will set up a process for tracking participation and engagement with input from teachers.
  - If no communication has occurred through video conferencing or other means such as a two-way email and response, assignment submission, text response, etc. over a two-week period, the teacher will attempt to make contact three times with the student/family. These attempts will occur within a two day period at the end of the two week period with no communication. The attempts will be recorded in a log. If no response, report to the building administrator for follow-up.
- Performance based classes (band, orchestra, choir)
  - Follow the established daily bell schedule but performance based teachers will conduct at least 1 large group synchronous lesson every two weeks (not performance based; includes teacher/student interaction; review of musical elements or performance techniques). Performance based classes may divide the classes up into small group sessions too. Lesson material should equate to the amount of new and previous content covered in a traditional week.
  - Follow the established daily bell schedule but conduct small group synchronous sectional/individual performance opportunities. Some of these opportunities may occur during regularly scheduled class zoom times or outside of the scheduled class time as arranged

- At least 1 Asynchronous lessons every two weeks based on performance elements of tone, rhythm, technique, interpretation - leading to a scaffolding of performance skills
- Course content based on possible 8 week performance cycle (based on literature selection which can include full ensemble, chamber ensemble, or solo literature)
- Formative assessment can be live or recorded; short excerpts
- Summative assessment can be a written assignment, a larger performance-based assessment or a combination of both
- Performance Based Classes (Guitar and Piano)
  - Follow the established daily bell schedule but performance based teachers will conduct at least 1 large group synchronous lesson every two weeks (not performance based; includes teacher/student interaction; review of musical elements or performance techniques). Performance based classes may divide the classes up into small group sessions too. Lesson material should equate to the amount of new and previous content covered in a traditional week.
  - Follow the established daily bell schedule but conduct small group synchronous sectional/individual performance opportunities. Some of these opportunities may occur during regularly scheduled class zoom times or outside of the scheduled class time as arranged
  - At least 1 Asynchronous lessons every two weeks based on performance elements of tone, rhythm, technique, interpretation - leading to a scaffolding of performance skills
  - Course content based on guitar/piano method books
  - Formative assessments can be live or recorded
  - Summative assessments can be live or recorded
  - Students that do not have their own instrument will be transitioned to a text-based curriculum (including formative and summative assessments)

## **Special Education**

### ***Elementary***

Teachers will address IEPs goals and objectives will be addressed via synchronous and/or asynchronous lessons

#### ***Resource Room Teachers***

Teachers will make 1-4 contacts per week based on progress on students' IEP goals and objectives.

#### ***Self-Contained-ASD/CI Teachers***

Teachers will make 4 contacts per week, per student that includes:

- teaching group/individual lesson
- working on IEP goals and objectives

socialization/life skill groups

Teachers will collaborate with ancillary staff providers.

Teachers will progress monitor goals/objectives monthly and the data will be entered into the PowerSchool Sp Ed portal.

Teachers will consult with general education teachers to assist with accommodations and modification.

If no communication has occurred through video conferencing or other means such as a two-way email and response, assignment submission, text response, etc. over a two-week period, the teacher will attempt to make contact three times with the student/family. These attempts will occur within a two day period at the end of the two week period with no communication. The attempts will be recorded in a log. If no response, report to the building administrator for follow-up.

Teachers will hold annual review meetings of IEP that are due.

Teachers will communicate with parents and document all communication in PowerSchool special ed parent contact log or uploaded via excel.

### ***Middle School***

Teachers will address IEP goals and objectives via synchronous and/or asynchronous lessons.

#### ***Resource-DI Teachers***

Teachers will follow the district's plan for general education classes. (3 lessons per week synchronous or asynchronous, 1 lesson must be face to face).

#### ***CO-Teachers***

Teachers will meet with gen. ed teachers and schedule breakouts room to re-teach and work on goals and objectives.

Teachers will collaborate with gen. ed teachers to plan synchronous and asynchronous lessons.

Teachers will consult with gen ed teachers to assist with accommodations and modifications.

#### ***Caseload Teachers***

Teachers with enrichment classes will follow the district's plan for general education classes. (3 lessons per week synchronous or asynchronous, 1 lesson must be synchronous).

Teachers will progress monitor goals/objectives monthly and the data will be entered into the PowerSchool Sp Ed Portal.

If no communication has occurred through video conferencing or other means such as a two-way email and response, assignment submission, text response, etc. over a two-week period, the

teacher will attempt to make contact three times with the student/family. These attempts will occur within a two day period at the end of the two week period with no communication. The attempts will be recorded in a log. If no response, report to the building administrator for follow-up

Teachers will hold annual review meetings of IEP that are due.

### *Self-Contained Teachers*

Teachers will conduct 4 lessons per week.

Self Contained teachers will make 4 contacts per week, per student that includes:

- teaching group/individual lesson
- working on IEP goals and objectives
- socialization/life skill groups

Teachers will collaborate with ancillary staff providers.

Teachers will communicate with parents and document all communication in PowerSchool special ed parent contact log or uploaded via excel.

### **High School**

Teachers will address IEP goals and objectives via synchronous and/or asynchronous lessons.

### *Resource Room-Study Skills*

The focus will be on students making progress in the curriculum based on scaffolding of their needs.

During the remote learning, meeting with the Caseload teacher will take the place of your Study Skills class.

### *CO-Teachers*

Teachers will communicate and collaborate with the general education teacher on pacing and progress as it pertains to caseload students.

Teachers will work on goals and objectives with students in their class.

Teachers will consult with gen ed teachers to assist with accommodations and modifications for caseload students.

### *Caseload Teachers*

Teachers will review student's pacing and planning of the weekly schedule.

During remote learning, the teacher is the point person for students online learning.

Teachers will progress monitor goals/objectives monthly and the data will be entered into the

PowerSchool Sp. Ed. portal.

Teachers will coordinate accommodations and modifications with paraprofessionals who support classes.

If no communication has occurred through video conferencing or other means such as a two-way email and response, assignment submission, text response, etc. over a two-week period, the teacher will attempt to make contact three times with the student/family. These attempts will occur within a two day period at the end of the two week period with no communication. The attempts will be recorded in a log. If no response, report to the building administrator for follow-up

Teachers will hold annual review IEP meetings.

Teachers will communicate with parents and document all communication in PowerSchool special ed parent contact log or uploaded via excel.

### *Self-Contained Teachers*

Teachers will conduct 4 lessons per week.

Self-contained teachers will make 4 contacts per week, per student that includes:

- teaching group/individual lesson
- working on IEP goals and objectives
- socialization/life skill groups

Teachers will collaborate with ancillary staff.

### *School Social Workers*

Social workers will address IEP goals and objectives via synchronous and/or asynchronous lessons per the frequency of the IEP.

Social workers will progress monitor goals/objectives monthly and the data will be entered into the PowerSchool Sp Ed portal.

Social workers will consult with the Caseload teacher if student contacts are not occurring. If the Social Worker is the Caseload Manager, they will reach out to the General Education Teacher to discuss student contacts.

Social workers will hold annual review IEP meetings.

Social workers will communicate with parents and document all communication in PowerSchool special ed parent contact log or uploaded via excel.

### *Speech and Language*

Speech and language staff will address IEP goals and objectives via synchronous and/or

asynchronous lessons per the frequency of the IEP.

Speech and language staff will progress monitor goals/objectives monthly and data entered into the PowerSchool Sp Ed portal.

Speech and language staff will consult with the Caseload teachers if student contacts are not occurring. If Speech and language staff is the Caseload Manager, they will reach out to the General Education Teacher.

Speech and language staff will hold annual review IEP meetings.

Speech and language staff will communicate with parents and document all communication in PowerSchool special ed parent contact log or uploaded via excel.

#### *Teacher Consultants*

Teacher Consultants will communicate with parents and document all communication in PowerSchool special ed parent contact log or uploaded via excel.

Teacher Consultants will coordinate services between General and Special Education in your buildings/programs.

Teacher Consultants will begin to investigate training and transition to online evaluations and remote testing.

When allowed by executive order Teacher Consultants will conduct in-person testing.

Teacher Consultants will coordinate the utilization of paraprofessionals.

#### *Psychologist*

Psychologists will communicate with parents and document all communication in PowerSchool special ed parent contact log or uploaded via excel.

Psychologists will investigate training and transition to online evaluations and remote testing.

When allowed by executive order, Psychologists will conduct in-person testing.

Psychologists will conduct re-evaluations using existing evaluation data. Initial evaluations will be determined by best practices, referral concerns, and based on the REED meeting. These evaluations will be completed to the best of our ability based on current conditions and executive order.

#### *Occupational Therapist/Physical Therapist (OT/PT)*

OT/PTs will address IEP goals and objectives via synchronous and/or asynchronous lessons per the frequency of the IEP.

OT/PTs will progress monitor goals/objectives monthly and the data will be entered into the

PowerSchool Sp Ed portal.

OT/PTs will consult with the caseload teacher if student contacts are not occurring.

OT/PTs will hold annual review IEP meetings.

OT/PTs will communicate with parents and document all communication in PowerSchool special ed parent contact log or uploaded via excel.

*Birth – 3, ECSE, LOFT*

Birth-3, ECSE, and Loft teachers will conduct 1-4 lessons per week.

Birth-3, ECSE, and Loft teachers will make 4 contacts per week, per student that includes:

- teaching group/individual lesson
- working on IEP goals and objectives
- socialization/life skill groups

Birth-3, ECSE, and Loft teachers will collaborate with ancillary staff providers.

Birth-3, ECSE, and Loft teachers will hold annual review IEP meetings.

Birth-3, ECSE, and Loft teachers will communicate with parents and document all communication in PowerSchool special ed parent contact log or uploaded via excel.

**Advanced Courses**

***IB Diploma***

Teachers will follow guidance from the International Baccalaureate program as they prepare students for taking IB exams and earning college credit.

***AP Courses***

Teachers will follow secondary guidelines from the College Board as they prepare students for taking AP exams and earning college credit.

***Dual Enrollment Courses***

Counselors will contact students who have dual enrollment classes and make sure they are progressing according to each college's Return to Learn Plan.

**Students Enrolled in Online Courses before Remote/Distance Learning**

- Online classes for credit recovery will proceed with students being responsible for 100% of the content.
- Online classes that are part of a student's seven period day will proceed with students being responsible for 100% of the content.

**Oxford Schools Early College (OSEC) Program**

- Students taking classes at OHS and delivered by OHS teachers will follow the Return to Learn Plan for OHS.
- For classes taken virtually through Oxford Virtual Academy, students will continue per OVA's guidelines.

**Administrator Support of Learning Plan**

Administrators are expected to be available and accessible during the workweek, and expected to communicate with families within 24 hours of contact.

*Elementary*

- Host one video conferencing staff check-in/meeting (individual, grade level, department, or whole staff) per week.
- Follow-up with families who are not engaged in learning.  
Facilitate building access as needed.

*Secondary*

- One video conferencing staff check-in/meeting (individual, grade level, department, or whole staff) per week
- Follow-up with families who are not engaged in learning.
- Facilitate building access as needed.
- Coordinate course expectations for 6-12.
- Office email to remind parents to check Haiku will be sent on Monday mornings.

**Elementary Daily Schedule**

Synchronous (live instruction for whole group and small group). Teachers will conduct whole group live instruction at the top of the hour of their time slot. The rest of the time slot will be used to conduct small group live lessons.

**Mondays through Thursdays** for all elementary classroom teachers

<b>DK-1</b>	9:00 am to 10:00 am
<b>2-3</b>	10:00 am to 11:00 am
<b>4-5</b>	11:00 am to 12:00 pm
<b>Specials</b>	12:00 pm to 1:00 pm

- On days and times when students are not involved with direct, live instruction through Zoom, they should complete their independent learning tasks from the weekly planner sent on Sundays by 5 pm. This includes watching asynchronous (recorded) lessons, completing assigned work, and completing daily math and reading requirements.
- “Attend” or complete Spanish, PE, Music, or Art related activities

**Middle School Schedule**



## Remote Rotating Schedule (B,C,D, E, F)

	Mon-B	Tues-C	Wed- D	Thurs- E	Fri- F
8:00-9:00	Collaborative Planning, PD, Student Communication				
9:00-9:25	Advisory	Advisory	Delayed Start Wednesday	Advisory	Advisory
9:30-10:40	1st	4th		2nd	5th
10:50-12:00	2nd	5th	1st	3rd	6th
12:00-12:30	Lunch				
12:30-1:40	3rd	6th	7th	4th	7th
1:40-3:30	Collaborative Planning, PD, Student Communication				

### High School Zoom Schedule

## [Draft] OHS Remote Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 9:00am	collaborative planning time, PD, student communication, etc.				
9:00-10:30am	1st	4th	Delayed start	2nd	5th
10:40- 12:10pm	2nd	5th	1st	3rd	6th
12:10- 12:40pm	Lunch				
12:50 - 2:20pm	3rd	6th	7th	4th	7th
2:20 - 3:30pm	collaborative planning time, PD, student communication, etc.				

### Alternative Education

#### Oxford Bridges High School

#### TEACHER ROLE

- Answer any email communication within 24 hours.
- Use the uniform building template to outline weekly lesson plans on Haiku. **Weekly lessons should be posted by 5pm on Sunday.**

- **Haiku** is the hub of all communication and learning. Links to other platforms including Google Docs, Google Classroom, websites, schedules, etc., will always be listed in Haiku by teachers.
- Zoom meetings will be conducted for each class period. Classes should be developed with similar expectations as seated class i.e. discussion/lecture bursts/guided and independent learning tasks.,Conduct at least one live Zoom meeting with each class once a week. The teacher may do a whole class lesson or divide the class into smaller group check-ins. Students will be required to attend.
  - Take attendance in PowerSchool
  - Conduct frequent formative (practice) assessments to collect data to measure student learning.
- Collect and record in PowerSchool 1-3 independent assignments/assessments per week
  - Independent assignments/assessments include but is not limited to practice assignments, reflection writing tasks, writing tasks, short tests, quizzes, projects, blogs, and discussion boards\
  - Independent assignments/assessments should not total more than 2 hours per class to complete.
  - Feedback and/or grading should be provided within one week of receiving the assignment.
- Conduct summative assessments as appropriate in each unit. These assessments may be divided into 2-3 smaller summative assessments that would equate to a unit assessment.
- Record and report student progress on assignments and assessments in PowerSchool.
  - Communicate with parents weekly at a minimum if students are struggling or not engaged.
  - Send missing assignment emails to parents weekly.
- Track students who do not respond or turn in assignment(s) or complete assessments.
  - We will set up a process for tracking participation and engagement with input from teachers and interventionists.
- If no communication has occurred through video conferencing or other means such as a two-way email and response, assignment submission, text response, etc. over a **ONE** week period, the teacher will attempt to make contact three times with the student/family. These attempts will occur within a two day period shortly after the end of the first week with no communication. The attempts will be recorded in a log. If no response, report to the building administrator for follow-up after the one week period.
- **DOCUMENTATION** is going to be key to both attendance and ensuring we are meeting State guidelines-We are currently still mandated for the same amount of days/hours
- Attend IEP meetings, 504 meetings, and other student assist meetings as needed.

### **INTERVENTIONIST ROLE**

Students will still be assigned SAS/online learning to complete their credit recovery and other courses necessary for graduation. SAS class will still be expected to have assignments in Naviance and other career exploration opportunities and assignments to be able to earn credit. Classes will be expected to have rigor.

- Answer any email communication within 24 hours.
- Use the uniform building template to outline weekly lesson plans on Haiku for Naviance

and other SAS assignments. . Weekly lessons should be posted by 5pm on Sunday.

- Zoom meetings will be conducted for each class period. Classes should be developed with similar expectations as when we are face to face i.e. SAS assignments, online course work etc.
- **Haiku** is the hub of all communication and learning. Links to other platforms including Google Docs, Google Classroom, websites, schedules, etc., will always be listed in Haiku by teachers.
- Take attendance in PowerSchool,
- If no communication has occurred through video conferencing or other means such as a two-way email and response, assignment submission, text response, over a week time period, the teacher will attempt to make contact three times with the student/family. These attempts will occur within a two day period shortly after the end of the first week with no communication. The attempts will be recorded in a log. If no response, report to the building administrator for follow-up after the one week period.
  
- Track students who do not respond or turn in assignment(s) or complete assessments.
  - We will set up a process for tracking participation and engagement with input from teachers and interventionists
- Alicen will need to submit monthly reports for at-risk funding.
- **DOCUMENTATION** is going to be key to both attendance and ensuring we are meeting State guidelines-We are currently still mandated for the same amount of days/hours.

**CLASS SCHEDULE:**

**Class schedule will continue to follow our calendar for seated classes. The expectation is for zoom meetings to scheduled during your class time**

<b>OBHS Remote Schedule</b>					
	Monday-A	Tuesday-B	Wednesday-C/D	Thursday-A	Friday-B
8:00 - 10am:	collaborative planning time, PD, student/parent communication, etc.				
10:10-11:40am	1st	4th	Delayed start-rotating	1st	4th
11:45- 12:15pm	Lunch	Lunch		Lunch	Lunch
12:20-1:50pm	2nd	5th		2nd	5th
2:00 - 3:30pm	3rd	6th		3rd	6th

## LATE START WEDNESDAY-ROTATING

8:00-11:30pm	collaborative planning time, PD, student/parent communication, etc.	
11:30-12pm	Lunch	Lunch
12:10-1:10pm	1st	4th
1:15-2:15pm	2nd	5th
2:25-3:30pm	3rd	6th

**Weekly Class for video conferencing lessons or other types of interaction with students through digital tools**

### ***Oxford Crossroads Day School***

- Answer any email communication within 24 hours.
- Use the uniform building template to outline weekly lesson plans on Haiku. **Weekly lessons should be posted by 5pm on Sunday.**
- **Haiku** is the hub of all communication and learning. Links to other platforms including Google Docs, Google Classroom, websites, schedules, etc., will always be listed in Haiku by teachers.
- Zoom meetings will be conducted for each class period. Classes should be developed with similar expectations as seated class i.e. discussion/lecture bursts/guided and independent learning tasks.,Conduct at least one live Zoom meeting with each class once a week. The teacher may do a whole class lesson or divide the class into smaller group check-ins. Students will be required to attend.
  - Take attendance in PowerSchool
  - Conduct frequent formative (practice) assessments to collect data to measure student learning.
- Collect and record in PowerSchool 1-3 independent assignments/assessments per week
  - Independent assignments/assessments include but is not limited to practice assignments, reflection writing tasks, writing tasks, short tests, quizzes, projects, blogs, and discussion boards\
  - Independent assignments/assessments should not total more than 2 hours per class to complete.
  - Feedback and/or grading should be provided within one week of receiving the assignment.
- Conduct summative assessments as appropriate in each unit. These assessments may be divided into 2-3 smaller summative assessments that would equate to a unit assessment.
- Record and report student progress on assignments and assessments in PowerSchool.
  - Communicate with parents weekly at a minimum if students are struggling or not engaged.
  - Send missing assignment emails to parents weekly.
- Track students who do not respond or turn in assignment(s) or complete assessments.
  - We will set up a process for tracking participation and engagement with input from teachers and interventionists.

- If no communication has occurred through video conferencing or other means such as a two-way email and response, assignment submission, text response, etc. over a **ONE** week period, the teacher will attempt to make contact three times with the student/family. These attempts will occur within a two day period shortly after the end of the first week with no communication. The attempts will be recorded in a log. If no response, report to the building administrator for follow-up after the one week period.
- **DOCUMENTATION** is going to be key to both attendance and ensuring we are meeting State guidelines-We are currently still mandated for the same amount of days/hours
- Attend IEP meetings, 504 meetings, and other student assist meetings as needed.

**Bell Schedule:**

Crossroads due to its unique situation will follow its regular bell schedule.

**Parent Responsibilities**

- Review weekly email, resources, and schedules from teachers
- Help set up a space and daily routine for learning
- Monitor learning progress and engagement
- Contact teachers and building administrators if you need support or have questions
- Maintain a supportive learning environment
- Find balance between learning, play, and family time

**Students Responsibilities**

- Review weekly email, resources, and schedules from teachers
- Create a space and daily routine for learning
- Monitor learning progress and engagement
- Contact teachers if you need support or have questions
- Maintain a positive attitude
- Participate in learning, play and family time

**Community Outreach**

Each building will maintain a connection with the community through:

- Videos
- Social media
- Spirit days
- Community resource information
- Food service support with essential nutrition
- General check-ins
- Sending out a weekly messages from principals
- Appropriate activities that reinforce social distancing guidelines
- Information communications

## MI Safe Start Phase 4 - In-Person Instruction

Oxford Community Schools will deliver instruction 5 days a week and will follow the requirements and recommendations found in Governor Whitmer's MI Safe Schools: Michigan's 2020-21 Return to School Roadmap. Oxford Community Schools will follow all required, strongly recommended, and recommended protocols except for the strongly recommended protocol on spatial distancing at 6 feet while in the classroom. OCS will follow the 3 feet recommendation of the American Academy of Pediatrics. Oxford Community Schools may utilize remote/distance instruction in phase 4 if local conditions warrant doing so.

### Phase 4 - Safety Protocols

#### Personal Protective Equipment (PPE)

##### ***Requirements from the Michigan Return to School Roadmap***

1. 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.
  - a. DK-5 and special education teachers should consider wearing clear masks.
  - b. Homemade facial coverings must be washed daily.
  - c. Disposable facial coverings must be disposed of at the end of each day.
2. Facial coverings must be worn by DK-12 students, staff, and bus drivers during school **transportation**. Any staff or student that is unable to medically tolerate a facial covering must not wear one. Any staff or student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
3. Facial coverings must always be worn in **hallways** and **common areas** by **DK-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 remove the facial covering without assistance, must not wear one. Facial coverings **may** be homemade or disposable level-one (basic) grade surgical masks.
  - a. Homemade facial coverings must be washed daily.
  - b. Disposable facing coverings must be disposed of at the end of each day.
  - c. Note: Staff serving students with significant disabilities preventing the use of facial coverings are referred to forthcoming guidance from MDE.
4. 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.
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.

***Strongly Recommended from the Michigan Return to School Roadmap***

6. Facial coverings should be considered for K-5 students and students with special needs in classrooms.
7. Facial coverings should be considered for DK students and students with special needs in hallways and common areas.
8. Facial coverings are not recommended for use in classrooms by children ages 3 and 4.
9. Facial coverings should never be used on children under age 2.

**District and Building Implementation Plan:**

Our district will comply with not only all required but also all strongly recommended and recommended protocols for face coverings in the MI Safe Start Plan. Facial coverings will be worn by all staff at all times besides meals. Staff will be required to wear masks unless they present a documented medical exception to HR. The exception must specify if a face shield is tolerable. Unless specifically noted, face shields will be required for staff without masks. All childcare/preschool staff will use a combination of cloth masks and cloth masks with clear inserts. DK-5 and Special Education staff are encouraged to use clear masks.

The district will provide all staff with facial coverings in the following groupings:

- Oxford Early Learning Center (childcare and preschool) staff, DK-5 teachers, Special Education staff (including paras), Speech Paths, and other ancillary groups that request such will receive two clear masks and three cloth masks
- 6-12 teachers, administrators, clerical and office staff, bus drivers, food service workers, and custodial staff will receive five cloth masks.

Staff are strongly encouraged to wear district-provided PPE as cloth masks will be branded with Oxford logo and consistency in masks/shields will serve to identify staff as a safety measure and to build comradery. All staff are welcome to use both a mask and a shield at any time. Staff that request face shields will receive them from the district.

We will require all students (DK-12) to wear a mask at all times (classrooms, hallways, common areas, busses, etc.). We are taking measures to maintain cohorts and minimize exposure in each building. We will encourage frequent, short recesses or brain breaks outdoors to allow students an opportunity to take their masks off. We will not encourage mask use for students four years old or younger in classroom spaces. Students are required to wear masks unless they present a documented medical exception to administration. The exception must specify if a face shield is tolerable. Unless specifically noted, face shields will be required for students without masks.

Masks must be worn properly covering the wearer's mouth and nose. Cloth masks should be washed daily and disposable masks must be disposed of at the end of each day. Facial coverings must be dress code compliant and non-compliance or failure to wear a mask will be addressed through the Student Code of Conduct. Students will not be provided with masks unless they express a need. We will have a supply of disposable masks on buses and in main offices for any students or staff members who forget their masks. Due to the limited availability of PPE items, administrators must maintain regular communication with the Operations department regarding the PPE supply in each building/program to ensure proper central ordering. Office doors should remain open to maintain air flow. Any contractors or other (reasonable/necessary) building entrants must wear a mask or will be

denied entry.

- All staff will have the option of requesting a portable plexiglass barrier to be used when working in close proximity with students.
- The expectations for the wearing of face coverings and how to obtain clean face coverings will be included in all district to parent communications, all handbooks, all student orientations, and all staff orientations. (Aug. 1 - Aug. 30)
- Students and parents will be required to watch a safety video on the wearing of and expectations for maintenance of face coverings. Students and parents will sign-off on their awareness of these policies (Family Pledge) before the students are permitted to enter the classroom on the first day of school. (Aug. 1 - Aug. 30)
- Building, grounds, and transportation signage will be prominent throughout all school facilities and clearly identify who is required to wear face coverings in each designated area of the building, grounds, or bus. (Completed by Aug. 24)
- Five fabric face coverings will be ordered and provided to every staff member. Disposable face coverings will be ordered and distributed throughout the district. They will be placed on buses, in school offices, and in the classrooms every evening by the custodial and transportation staff. (Delivery taken by Aug. 28)
- Oxford Early Learning Center (childcare and preschool) staff, DK-5 teachers, Special Education staff (including paras), Speech Paths, and other ancillary groups that request such will receive two clear masks and three cloth masks with the recommendation to wear the clear mask during instruction. Any other teacher at any grade level may also request a clear face covering if they so choose. (Delivery taken by Aug. 28)
- Any staff member that requests a face shield will receive one from their building administrator.
- Notice of washing face coverings daily will be sent home and communicated to staff. Notice that disposable face coverings must be disposed of at the end of the day will be sent home and communicated to staff.
- Individuals (staff or students) who claim medical exemption will need to present the district Health Safety Team/Principal/School Nurse with rationale and documentation. (Begins Aug. 8 and continues throughout the school year)
- Exempted individuals will be recorded in a master database and issued a notice in PowerSchool indicating this exemption.
- DK-5 students will be required to wear face coverings in the classroom except at OVA satellite campuses.
- Students who are capable of wearing a face covering and refuse to do so in an area where a face covering is required will be issued a face covering by a school official (teacher, paraprofessional, administrator, school safety staff, playground aid, etc.) and asked to put the face covering on. The instance will be documented.
- Students showing patterns of non-compliance will be removed from the school building and may be placed into remote instruction until the student agrees to comply with this safety protocol. Parents will be notified of each instance of non-compliance by administration and documented in PowerSchool.
- Staff who are capable of wearing a face covering and refuse to do so will be addressed by the school administrator and could face progressive disciplinary measures up to and including termination.
- Guests to the school building (presenters, substitute teachers, etc) will be expected to wear a face covering or will be issued a disposable face covering upon signing in at the main office and will be instructed to wear the face covering at all times. Instances of non-compliance will

result in the guest being escorted from the building by the school safety officer or building administrator.

- In instances of uncertainty about individuals not wearing face coverings, these matters will be relayed to the building administration for review and decisive action.

## Hygiene

### **Requirements from the Michigan Return to School Roadmap**

1. 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
2. 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.

### **Strongly Recommended from the Michigan Return to School Roadmap**

3. 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.
4. Soap and hand sanitizers will be systematically and frequently checked and refilled.
5. Students and teachers will have scheduled handwashing with soap and water every 2-3 hours.
6. Students and staff will limit sharing of personal items and supplies such as writing utensils.
7. Students' personal items will be kept separate and in individually labeled cubbies, containers, or lockers.
8. Staff will limit use of classroom materials to small groups and disinfect between use, or provide adequate supplies to assign for individual student use.
9. Portable handwashing and/or hand sanitizing stations will be procured and set up throughout school buildings where needed.

### **District and Building Implementation Plan:**

All classrooms will be outfitted with hand sanitizer (>60% alcohol) for regular student and staff use. Students will be encouraged to sanitize their hands each class period (hour). Custodial staff will be directed to maintain stock and refills. Classrooms with sinks will be supplied with antibacterial soap. Staff at all levels should teach and reinforce proper, regular handwashing. Students must be reminded to sneeze and cough into their elbows and to immediately follow a sneeze or cough with proper handwashing or hand sanitizing. Staff will individually label students' personal items and will limit the sharing of any classroom materials. Chromebooks will be assigned to individuals for personal use.

Any materials that must be shared will be regularly disinfected between uses. Portable sanitizer stations will be made available in most common areas (cafeterias, main offices, media centers, etc).

- Supplies (paper towels, soap, hand sanitizer, tissues, trash receptacles) will be checked daily and restocked in the classroom.
- Teachers will contact the office immediately if supplies run low during the school day.
- Each classroom will have a hygiene protocol that is communicated via newsletters, web pages, bulletin boards, and the like.

- Teacher or school nurse will teach students the following on the first day of school and reinforce weekly or more often as needed (this may be done via video):
  - Proper handwashing and reinforce weekly or more often if needed
  - How to cough and sneeze into their elbows, or to cover with a tissue and dispose of it in the trash
- Proper mitigation strategies including hand washing and sneezing will be communicated to families via newsletters, web pages, bulletin boards, and the like. Parents and caregivers will be asked to review and reinforce with their students.
- Custodial staff will:
  - Procure adequate soap, hand sanitizer, paper towels, tissues by August 24
  - Post signage related to cleaning and hygiene strategies in each room, restroom, throughout the hallways by August 24
  - Monitor hygiene supplies and refill as needed
  - Procure hand sanitizing stations as deemed necessary during walk-through with Director by August 15
- Sharing school supplies will be limited, and each student will have their own supply box for materials.
- A list of these supplies will be generated as appropriate for each grade level and or specific middle school or high school course.

## Spacing, Movement and Access

### ***Strongly Recommended from the Michigan Return to School Roadmap***

1. Desks will be spaced six feet apart in classrooms. Class sizes should be kept to the level afforded by necessary spacing requirements.
2. In classrooms where large tables are utilized, students will be spaced as far apart as feasible.
3. As feasible, all desks will be arranged facing the same direction toward the front of the classroom.
4. Teachers should maintain six feet of spacing between themselves and students as much as possible.
5. Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials.
6. Signage will be posted to indicate proper social distancing.
7. Floor tape or other markers should be used at six foot intervals where line formation is anticipated.
8. Social distancing floor/seating markings will be placed in waiting and reception areas.
9. Signs will be placed on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.
10. 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.

### ***Recommended from the Michigan Return to School Roadmap***

11. As able and appropriate, schools should try to cohort groups of students to isolated hallways or areas that can be monitored.
12. As able, “specials” (like art, music, and library) should be brought to the

- classrooms instead of having students move to different locations.
13. Efforts should be made to keep six feet of distance between people in the hallways. Staggered movements at incremental intervals should be used if feasible to minimize the number of persons in the hallways as able.
  14. Have staff monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.
  15. Where possible, physical education should be held outside and social distancing of six feet should be practiced.
  16. Flow of foot traffic should be directed in only one direction, if possible. If one-way flow is not possible, hallways should be divided with either side following the same direction.
  17. Entrances and exits should be kept separate to keep traffic moving in a single direction.

### **District and Building Implementation Plan:**

Whenever possible, students will be spaced 3-6 feet apart in classrooms as recommended by the American Academy of Pediatrics in their COVID-19 Planning Considerations: Guidance for School Reentry

(<https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>).

As possible, all seating will be assigned and changes will be avoided. Staff will maintain documentation of assigned seating arrangements for fourteen days to allow for potential contact tracing. Outdoor spaces will be utilized whenever possible for instruction or other purposes. If possible, all desks/seats will face the same direction. Teachers should maintain six feet of distance between themselves and students whenever reasonable. Extended contact (15 minutes or greater) with potentially infectious individuals increases the risk of COVID-19 spread. To add further clarification, we encourage staff to be mindful of the time they are near students or other staff members. Interaction time should be less than 15 minutes when performing primary job functions that require you to be within six feet of others and/or when at least six feet of distance cannot be maintained. (CDC and Oakland County Health Division). No family members, guests, visitors, or volunteers will be permitted in district buildings except under extenuating circumstances (defined at each building). Any adult entering the building will be screened for symptoms using a digital health questionnaire that records their entry and asked to sanitize hands.

Signage and floor markings will promote social distancing in common areas. Age-appropriate signs will be posted in bathrooms and each classroom to promote regular hand washing. As able and appropriate, student cohorts will be maintained in hallways. We will utilize a block schedule to accomplish this at the secondary level. Students will travel to their specials classes (art, music, PE, and Spanish) and will be required to wear a mask. Physical Education will take place outside whenever possible. Whenever possible, students will bring their own personal supplies (pencil case) to their specials classes in order to prevent sharing of materials.

Large secondary courses (i.e. Band, Orchestra, Choir, Gym, etc) will meet outdoors as often as possible and consider alternative locations for proper social distancing to be achieved. Those courses will consider virtual meetings as necessary. Also, alternative solutions will be considered that may or may not involve scheduling changes. For those age groups that rest during the school day, mats or rest areas will be placed at least 6 feet apart as possible and bedding will position students

head-to-toe. Masks will not be worn during rest times.

Efforts will be made to maintain 3-6 feet of social distance in hallways and to minimize the number of people utilizing spaces. Building administrators will consider staggering release times and lockers will not be used at secondary schools. During the first two weeks of school, approximately half of the students will attend each day. Students with last names beginning A-L will attend on Monday (8/31), Wednesday (9/2), Tuesday (9/8), and Thursday (9/10). Students with last names beginning M-Z will attend on Tuesday (9/1), Thursday (9/3), Wednesday (9/9), and Friday (9/11). On school days when students are not reporting, they will be engaging in online coursework. Our School of Choice dates were changed to close our window on Monday, August 17, at 11:59 pm for all grade levels. Staffing decisions were made to maintain smaller class sizes than usual at all levels.

Staff will be utilized to monitor arrival and dismissal to discourage congregating. Building administrators must outfit buildings with traffic flow patterns that support one-way hallway traffic as much as possible and encourage traffic to stay to the right side of the hallway. Principals will designate separate entry and exit doors.

- Building/facility leaders and custodial staff will walk through each building by August 15 to assess the number of desks, tables, the capacity to physically distance with existing student enrollment and furniture.
- Building/facility leaders will determine what furniture or supplies can be removed from the building or what alternate furniture can be used to create greater physical distance. The current physical distance between students and staff in district buildings ranges from 3 to 6 feet after those accommodations. Large tables rather than individual desks are used in grades 4 and 5.
- Hallways, cafeterias, entries, and sidewalks will be marked for social distancing and traffic patterns by August 24.
- Signage will be posted throughout the building and on restroom doors reminding students, staff, and guests of the physical distance and handwashing requirements.
- Visitors to the building will check in through the office. (Plexiglass barriers will be installed at the check-in desk.)
- Only essential visitors (ISD Consultants, State Agency Workers, College Representatives, etc.) will be permitted limited access to interact with students, and only after reviewing and signing off on all safety expectations.
- Visitors will be required to sign out through the office to document time, purpose, and locations visited in the building.
- Lockers will not be used at secondary schools.

**Meetings with Parents/Guardians:** As of March 1, **parents/guardians can be invited in for IEPs, 504s, or other important parent meetings** as long as ample space is available to allow for social distancing. Zoom options are still available should parents prefer it or it is in the best interest of the entire team. If a team member is uncomfortable with this, the team member can be provided a Zoom link to attend the meeting virtually.

## Screening Students and Staff

### **Requirements from the Michigan Return to School Roadmap**

1. Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff. (TBD by Local or State Health Department)

### **Strongly Recommended from the Michigan Return to School Roadmap**

2. Every school should identify and designate a quarantine area and a staff person to care for students who become ill at school.
3. 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.
4. Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to [CDC guidelines](#).
5. Staff should conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home.

### **Recommended from the Michigan Return to School Roadmap**

6. A monitoring form (paper or electronic) for screening employees should be developed.
7. Families are encouraged to check their child's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if symptoms of COVID-19 are present.
8. Families are encouraged to monitor their children for symptoms of COVID-19. The presence of any symptoms, including cough or shortness of breath, should prompt the family to keep the student home from school and to follow up with a primary care provider.

### **District and Building Implementation Plan:**

Building administration will designate a quarantine area and a staff person to care for students who become ill at school. Both the ill child and the staff member must wear surgical (disposable) masks. The masks used during the care of the students must be disposed of immediately after the student is picked up.

Symptomatic students will be sent home from school and should be kept home until they have tested negative or have completely recovered according to CDC guidelines and Oakland County Health Division. We expect students to access schooling through remote learning options if they are able. Symptomatic staff and students must be kept home until they have tested negative for COVID-19 or have been released from isolation/quarantine according to CDC guidelines. We are not going to take student temperatures unless the student is symptomatic.

Principals will develop a handbook addressing the requirement that we encourage families to check students' temperatures daily and survey students for COVID symptoms at home. District administration will provide a "Family Pledge" to families surrounding this and require its completion. Staff must perform digital health questionnaire daily to enter district buildings and will perform temperature checks and self-examination for COVID symptoms. Building administration will run a weekly report of the health questionnaires to ensure participation. Any concerning responses will immediately contact the building administrator by text and email.

- Each school building will identify a remote and secluded room, no smaller than 100 square feet to serve as an isolation area. This room will be outfitted with appropriate PPE including face shields, N95 Masks, gloves, sanitizing wipes, portable two-way radios, and log sheets.
- Each building will have an identified and trained staff person to serve as the "quarantine officer." These duties will take precedence over any other responsibilities and therefore this individual must have the flexibility to leave their regular assignment at a moment's notice.
- From the time of identification of potential infection, the student will not be left unattended by the quarantine officer and a log sheet of activity will be maintained until the student or staff member is safely removed from the building.
- Parent communication will be made immediately with clear and concise directions on where and how to pick up the student and where to report for testing.
- A designated person (office staff) will contact the student/family each day after removal until test results are provided and verified before the student can return to school.
- During the time of quarantine, the student will be asked to self identify the location and individuals they came into contact with for the past 48 hours to the best of their recollection. Priority will be placed on those individuals that they were in contact with for a sustained 15 minutes or more.
- The health department will be contacted after parents have been contacted to assist in contact tracing and notification of vulnerable individuals.
- All school staff will be required to conduct a health safety self assessment prior to coming to work and verifying through an electronic form that they are safe to work.
- Staff who are unable to work due to displaying COVID-19 symptoms will be required to report this on the health screener and to their school administrator.
- Positive tests for staff members will result in a required quarantine away from school for 14 days or as otherwise directed by CDC guidance.

## Testing Protocols for Students and Staff and Responding to Positive Cases

### ***Requirements from the Michigan Return to School Roadmap***

1. Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff.

### ***Strongly Recommended from the Michigan Return to School Roadmap***

2. 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.
3. 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.
  4. Symptomatic students and staff sent home from school should be kept home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.
  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.
  6. 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.

### ***Recommended from the Michigan Return to School Roadmap***

7. Parents and guardians are encouraged to check students' temperature at home every morning using oral, tympanic (ear), or temporal scanners; students with a temperature of 100.4 or greater must stay home and consider coronavirus testing.
8. Parents and guardians are encouraged to monitor for symptoms of COVID-19. The presence of any unexplained symptoms, including cough or shortness of breath, should prompt the parent or guardian to keep the student home from school and to follow up with their primary care provider.

### **District and Building Implementation Plan:**

We will follow the CDC and Oakland County Health Department guidelines as outlined on pages 14-16 in the Oakland County COVID-19 Schools Toolkit (<https://www.oakgov.com/covid/resources/education/Documents/Education%20Toolkit.pdf>). We will work closely with the Oakland County school nurses assigned to our district to properly screen students. Students and staff will be closely monitored for any symptoms of COVID-19. At this time, testing/screening of all students or staff members in the class is not recommended. Only those that develop symptoms require testing for COVID-19.

We will notify local health officials within 24 hours of any positive cases of COVID-19 affecting students' learning environments or staff work environments while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws. Building administrators will notify the Director of District Safety Operations of any presumptive or positive cases. HR will be notified of any staff cases. If the case(s) will cause a disruption in the education of a student, the PR department will notify affected families. Families will be notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home.

Symptomatic students and staff sent home from school should be kept home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines. Access to

remote learning options will be key. If at all possible, staff members will work remotely throughout quarantine. Employees with a confirmed case of COVID-19 will only return to the workplace after they are no longer infectious. We will follow the instructions of local health officials about safely returning to work, using the most current guidelines from the CDC for this determination.

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

- Note: These tasks depend heavily on recommendations from Oakland County Health Department. OCS will consult officials in your area to jointly write the appropriate response steps.

## Responding to Positive Tests Among Staff and Students

### ***Requirements from the Michigan Return to School Roadmap***

1. 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.

### ***Strongly Recommended from the Michigan Return to School Roadmap***

2. Notify Public Health - Oakland County immediately of any possible cases of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
3. Public Health - Oakland 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.
  - a. Public Health - Oakland County, depending on the situation, may identify other contacts who require quarantine. Schools can help the Public Health - Oakland County by collecting data and contact information of those exposed.
  - b. Staff will adhere to confidentiality laws and statutes that protect student and staff health information. Student communicable disease related information is protected health information. (Even if a family/student acknowledges and publicly discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test).
4. Employees with a confirmed case of COVID-19 should only return to the workplace after they are no longer infectious. Public Health - Oakland County will provide instruction about return to work, using the most current guidelines from the CDC for this determination.
5. Cleaning staff should wear a surgical mask, gloves, and a face shield when performing cleaning of these areas.
6. If possible, smaller areas such as individual classrooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles.

### **District and Building Implementation Plan:**

We will follow the CDC and Oakland County Health Department guidelines. We will work closely with the Oakland County school nurses assigned to our district to properly respond to positive tests. Students and staff will be closely monitored for any symptoms of COVID-19. At this time, testing of all students or staff members in the class is not recommended. Only those that develop symptoms require testing for COVID-19.

We will notify local health officials within 24 hours of any positive cases of COVID-19 affecting students' learning environments or staff work environments while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws. Building administrators will notify the Director of District Safety Operations of any positive cases. HR will be notified of any staff cases. If the case(s) will cause a disruption in the education of a student, the PR department will notify affected families. Families will be notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home.

Symptomatic students and staff sent home from school should be kept home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines. Access to remote learning options will be key. If at all possible, staff members will work remotely throughout quarantine. Employees with a confirmed case of COVID-19 will only return to the workplace after they are no longer infectious. We will follow the instructions of local health officials about safely returning to work, using the most current guidelines from the CDC for this determination.

If possible, smaller areas such as individual classrooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles following a positive case. Similarly, buses with a positive case will be taken out of service if possible. Cleaning staff should wear a surgical mask, gloves, and a face shield when performing cleaning of these areas.

- Note: These tasks depend heavily on recommendations from Oakland County Health Department. OCS will consult officials in your area to jointly write the appropriate response steps.

## **Food Service**

### ***Requirements from the Michigan Return to School Roadmap***

1. Indoor assemblies that bring together students from more than one classroom will be prohibited.

### ***Strongly Recommend from the Michigan Return to School Roadmap***

2. Classrooms and outdoor areas should be used for students to eat meals at school, if distancing guidelines cannot be met.
3. If cafeterias must be used, meals times should be staggered to create seating arrangements with six feet of distance between students.
  - a. Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks.
  - b. Students, teachers, and food service staff should wash hands before and after every meal.

4. If possible, school-supplied meals should be delivered to classrooms with disposable utensils.

#### **District and Building Implementation Plan:**

- Food Service staff will use masks, face shields, Plexiglass shields and gloves to serve food.
- Students will use hand sanitizer before entering the building from recess.
- Trash cans will be placed around the area to support disposal.
- Additional lunch monitors may need to be hired to supervise the increased seating areas (outside, gyms, media center) during the lunch period.
- All students will wear masks into the cafe and can remove them when eating. They will put them back on when eating is completed.
- At the middle school level and the high school level, the cafeteria and additional areas will be opened to students. In order to address social distancing, areas will be marked with an X to keep students six feet apart when they are sitting.
- At the middle school level and the high school level, excess tables will be removed to maintain compliance with six feet guidelines.
- Middle school students and high school students will enter the lunch service line at a staggered schedule. Students will also be released from class in a staggered fashion, by even and odd classrooms to avoid long lines.
- Markings will be put on the floor to designate six foot distancing as students wait in line in the cafe and at the office and counselor office.
- All cafeteria workers will wear masks, face shields and gloves when handling food items. They will wash their hands before and after all food service according to CDC guidance. Visual guidance will be posted in the kitchen and by every sink to encourage the correct procedure for hand washing.

#### **Elementary**

Breakfast will continue to be served each morning and the routine for purchasing will remain the same. Elementary lunches will be eaten in classrooms and must be pre-ordered each morning for delivery.

We will conduct recess outdoors and recommend that students wear facial coverings if more than one class is outside. We will structure outdoor activities to maintain cohorts (same class) by assigning each class to a different part of the playground as not to mix with other classes. This will allow students to remove their masks during recess. All students must sanitize in and out or wash hands before and after recess. Equipment may be used but must be disinfected between use and/or equipment needs to be switched out so new, clean equipment is used each time. Noon aides should encourage six feet of distance by keeping kids moving, discouraging huddling, etc.

#### **Oxford Middle School (OMS)**

Breakfast:

- Continue with the current breakfast plan during advisory.
- Students sign up in class by their teacher.
- Teachers will send only ONE student to the station to pick up food.
- At the breakfast cart, the student will put on a pair of gloves in order to bring back food and put on a common space for students.

Lunch:

- During Advisory, students will secure their lunch order through Nutrislice. Parents and students can do this at home as well. We will need to teach students and teachers how to use

the app.

- OMS will maintain 3 lunch periods: 6th, 7th, 8th grades.
- Students are sitting every other seat
- Lunch areas:
  - Commons, 1/3 of the gym/east end, media center
  - Media Center: 50 students – 2 classes
  - Commons: 150/200 students – 6-8 classes
  - Gym: 150 students – 6 classes
  - CI/ASD Special Education rooms – 2 classes (10 students)
  - Students will be required to sit with their 4th period class on Mondays, Tuesdays and Thursdays – with 5th hour on Wednesdays and Fridays in the class's assigned lunch area (this will be determined in August once our scheduling is balanced and complete).

### **Oxford High School (OHS):**

- OHS will designate a specific time during the school day for each grade level to purchase food through Nutrislice app. Reminders will be given several times during morning classes on PA and TV News. We will stress this with parents especially during the beginning of the year communication. Reminders will be also given to parents in all future weekly newsletters.
- Students may still bring their own packed lunches.
- Lunch areas will now include the cafeteria, east gym and media center.
  - This will allow for us to maintain 3-6ft spacing between students.
  - Gym classes were intentionally reduced to run only one during 4th period (main gym). Additional seating will be provided in the three areas.
  - Whenever possible, lunches can also be eaten outdoors in courtyard areas of the high school.
- Students will be required to sit with their 4th period class in designated lunch areas. We will communicate this location with teachers when sharing lunch assignments.
- We will maintain our 3 lunch periods.
- All lines to pick up pre-ordered food will be monitored by noon aids and OHS staff, maintaining 6ft spacing.
- Each purchased lunch option will be placed in a separate area in each location for student pick up.
- All adults present in the cafeteria will contribute to cleaning, due to the increased lunch space.

**Oxford Bridges High School (OBHS)** students will order their lunch through Nutrislice app and have the food delivered to OBHS classrooms.

**Oxford Crossroads Day School** students will order their lunch through Nutrislice app and have the food delivered to Crossroads classrooms.

## Gatherings and Extracurricular Activities

### **Requirements from the Michigan Return to School Roadmap**

1. Indoor assemblies that bring together students from more than one classroom will be prohibited.

### **Strongly Recommend from the Michigan Return to School Roadmap**

2. Students, teachers, and staff should wash hands before and after every event.
3. Large scale assemblies of more than 50 students are suspended.
4. Off-site field trips that require bus transportation to an indoor location are suspended.
5. Recess should be conducted outside whenever possible with appropriate social distancing and cohorting of students. If more than one class is outside, students should wear facial coverings.
6. If possible, schools should offer telecasting of assemblies and other school-sanctioned events.
7. DK-12 extracurricular activities are suspended at the beginning of the year. A district-wide start date will be determined at a later date. When extracurricular activities do resume they will follow the district's policy on the use of facial coverings.

### **District and Building Implementation Plan:**

All social distancing requirements will be in place. Events will be outside or in large ventilated areas. Extracurricular activities will follow the district's policy on the use of facial coverings. There will be no indoor assemblies with students from different classrooms and no large scale assemblies of more than 50 students. There will be no off-site field trips unless all safety protocols can be met.

- At this time no indoor assemblies will be held at the elementary and secondary buildings. All essential presentations will be done by remote monitors in the classrooms or by staff entering the room to share the needed information.
- School dances and events over 50 students will be evaluated closely on a case-by-case basis.

**Staff Meetings in Person:** Staff is to report to the building for PDs and meetings. As more people are getting vaccinated and as health orders loosen a bit, we are taking small, gradual steps towards normal. Staff are invited to meet in-person as long as the space allows for social distance. We understand not all staff are comfortable with this so Zoom links will be provided for staff to attend virtually from their classroom if this is best for them. Administrators will provide an in-person location and a Zoom link for these events ahead of time.

## Athletics

### **Requirements from the Michigan Return to School Roadmap**

1. The district plan will comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).
2. Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant should confirm that they are healthy and without any symptoms prior to any event.
3. All equipment must be disinfected before and after use.

4. 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.
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.
6. Each participant must use a clearly marked water bottle for individual use. There should be no sharing of this equipment.
7. Handshakes, fist bumps, and other unnecessary contact must not occur.
8. Indoor weight rooms and physical conditioning activities that require shared equipment are suspended. Outdoor physical conditioning activities are allowed while maintaining social distancing.
9. 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.

#### **District and Building Implementation Plan:**

We will continue to follow MHSAA published guidance. Coaches and trainers will continue to perform temperature checks before practices. Students will continue logging temperature readings and performing a symptom check record in the district digital health questionnaire daily. We will encourage frequent hand washing (before and after practices/events). All equipment will be disinfected before and after use. Indoor weight rooms and physical conditioning activities that require shared equipment are suspended. Outdoor physical conditioning and weight lifting activities are allowed while maintaining social distancing.

We will continue to provide individual water bottles to athletes. We will discourage handshakes and other unnecessary physical contact between players/coaches. We will not host any large scale indoor spectator events and we will limit large scale outdoor and stadium events to 100 people.

The steps below follow the Michigan High School Athletics Association (MHSAA) guidance for reopening and conducting (summer) athletic activities.

- Screening:
  - All coaches and students should be screened for signs/symptoms of COVID-19 prior to a workout. Screening includes a temperature check. Steps 1 & 2
  - Responses to screening questions for each person should be recorded and stored so that there is a record of everyone present in case a student develops COVID-19. Do not share a writing instrument to complete the form. Steps 1 & 2
  - Any person with positive symptoms reported should not be allowed to take part in workouts and should contact his or her primary care provider or other appropriate health-care professional. Steps 1 & 2
  - Vulnerable individuals should not oversee or participate in any workouts during Step 2.
  - Any person who has had a fever or cold symptoms in the previous 24 hours should not be allowed to take part in workouts and should contact his or her primary care provider or other appropriate healthcare professional. Step 3
  - A record should be kept of all individuals present. Step 3
  - Vulnerable individuals can resume public interactions, but should practice physical

distancing and minimize exposure to social settings where distancing may not be practical, unless precautionary measures are observed. Step 3

- Gatherings:
  - No gathering of more than 10 people (coaches and players, inside or outside) at a time. Step 1
  - Locker rooms should not be utilized during this step. Students should report to workouts in proper gear and immediately return home to shower at the end of the workout. Step 1
  - Workouts should be conducted in “pods” of students with the same small group of students always working out together. Smaller pods can be utilized for weight training. This ensures more limited exposure if someone develops an infection. Steps 1 & 2
  - There must be a minimum distance of 6 feet between each individual at all times. If this is not possible indoors, then the maximum number of individuals in the room must be decreased until proper social distancing can occur. Steps 1 & 2
  - Gathering sizes may be regulated as determined by Government and Health Departments officials. Steps 2 & 3
  - If locker rooms or meeting rooms are used, there must be a minimum distance of 6 feet between each individual at all times. Step 2
  - Appropriate social distancing will need to be maintained on sidelines and benches during practices. Tape or paint could be used as a guide for students and coaches. Step 2
  - When not directly participating in practices or contests, care should be taken to maintain a minimum distance of 3 to 6 feet between each individual. Tape or paint could be used as a guide for students and coaches. Step 3
- Cleaning:
  - Adequate cleaning schedules will be created and implemented for all athletic facilities to mitigate any communicable diseases. Steps 1,2 & 3
  - Prior to an individual or groups of individuals entering a facility, hard surfaces within that facility should be wiped down and sanitized (chairs, furniture in meeting rooms, locker rooms, weight room equipment, bathrooms, athletic training room tables, etc.). Steps 1,2 & 3
  - Individuals should wash their hands for a minimum of 20 seconds with warm water and soap before touching any surfaces or participating in workouts. Steps 1,2 & 3
  - Hand sanitizer should be plentiful and available to individuals as they transfer from place to place. Steps 1,2 & 3
  - Weight equipment should be wiped down thoroughly before and after an individual’s use of equipment. Appropriate clothing/shoes should be worn at all times in the weight room to minimize sweat from transmitting onto equipment/surfaces. Steps 1,2 & 3
  - Any equipment such as weight benches, athletic pads, etc. which have holes with exposed foam should be covered. Steps 1,2 & 3
  - Students must be encouraged to shower and wash their workout clothing immediately upon returning to home. Steps 1,2 & 3
- Athletic Equipment
  - There should be no shared athletic equipment (towels, clothing, shoes, or sports specific equipment) between students. Step 1
  - Students should wear their own appropriate workout clothing (do not share clothing). Individual clothing/towels should be washed and cleaned after every workout. Steps 1,2 & 3

- All athletic equipment, including balls, should be cleaned after each use and prior to the next workout. Steps 1,2 & 3
- Individual drills requiring the use of athletic equipment are permissible, but the equipment should be cleaned prior to use by the next individual. Step 1
- Resistance training should be emphasized through the use of body weight, sub-maximal lifts and resistance bands. Step 1
- Free weight exercises that require a spotter cannot be conducted while honoring social distancing norms. Safety measures in every form must be strictly enforced in the weight room. Step 1
- Lower risk sports practices and competitions may resume (see Contests, Games and Competition - Potential Infection Risk by Sport).Steps 2 & 3
- Modified practices may begin for Moderate risk sports. Steps 2 & 3
- There should be no shared athletic towels, clothing or shoes between students. Steps 2 & 3
- All athletic equipment, including balls, should be cleaned intermittently during practices and contests. Step 3
- Hand sanitizer should be plentiful at all contests and practices. Steps 2 & 3
- Athletic equipment such as bats, batting helmets and other gear should be cleaned between each use. Steps 2 & 3
- Maximum lifts should be limited and power cages should be used for squats and bench presses. Spotters should stand at each end of the bar. Steps 2 & 3
- Moderate risk sports practices and competitions may begin. Step 3
- Equipment, such as hockey helmets/pads, wrestling ear guards, football helmets/other pads, lacrosse helmets/pads/gloves/eyewear should be worn by only one individual and not shared. Step 3
- Modified practices may begin for Higher risk sports (Continue pre-practice screening as in Steps 1 and 2. Shower at home immediately after practices and contests). Step 3
- Higher risk competition may resume after reassessing the epidemiology data, experiences in other states and government or health department directives. Step 3
- Hydration and Food
  - All students shall bring their own water bottle. Water bottles must not be shared.
  - Hydration stations (water cows, water trough, water fountains, etc.) should not be utilized. Steps 1 & 2
  - Food should not be shared.
  - Hydration stations (water cows, water trough, water fountains, etc.) may be utilized but must be cleaned after every practice/contest. Step 3

## Cleaning

### ***Requirements from the Michigan Return to School Roadmap***

1. Frequently touched surfaces including light switches, doors, benches, bathrooms, must undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.
2. 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.
3. Student desks must be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period. Gloves will be provided for staff.
4. Playground structures must continue to undergo normal routine cleaning, but using an EPA-approved disinfectant is unnecessary.
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.
6. Staff must wear gloves, surgical masks, and face shield when performing all cleaning activities.

### **District and Building Implementation Plan:**

Frequently touched surfaces including light switches, doors, benches, and bathrooms must be cleaned with a specific agent at least every four hours. In most buildings and spaces we will utilize the Virex solution. In others, we will use Clorox 360 or Alpha HP. We will utilize our contracted custodial staff to achieve this level of regular cleaning so this will increase custodial costs across the district. Playgrounds will be cleaned regularly (daily) and disinfected upon administrator's approval. Drinking fountains will be disabled; touchless bottle stations will remain in working order. Libraries, computer labs, arts, and other hands-on classrooms must be cleaned with a specific agent after every class period. Teachers will need to spray and wipe student desks between class periods. Teachers will be provided gloves and any training necessary to handle the agents.

- District Level Administrators and Building Operations will meet to review all guidance related to cleaning and disinfecting of buildings and to review the Building Operations sections of the MI Safe Schools: Michigan's 2020-21 Return to School Roadmap.
- An inventory related to all cleaning supplies that are in compliance with EPA-approved COVID-19 materials will be taken and orders made to address increased cleaning protocols.
- Cleaning stations will be identified around the building that hold materials for use in different wings (e.g., curriculum closet in third grade hallway, gym storage room, custodial closet in 5th grade hallway).
- All classrooms will be provided spray bottles with EPA-approved disinfectant or diluted bleach solution, paper towels, face shield and gloves in order to address new cleaning protocols.
- Staff must wear gloves, a mask and face shield when cleaning. Students will not be allowed access to the cleaning solutions.
- Each building custodial team and administrator will tour their building and identify areas of frequent use throughout the building. A map will be created and kept secure in the head custodian room and office to ensure compliance when custodial substitutes are in the building.
- Ideally, custodial staff will walk the building wiping all high frequency usage areas at 7:00 a.m., 10:00 a.m., 1:00 p.m., 4:00 p.m., and thoroughly cleaning each evening. Staff will note the time and date and initials on a chart that is kept daily.
- Classroom teachers will spray and wipe students' desks every time students exit the room at the elementary level (for specials) or after every period at the secondary level with EPA-approved disinfectant or diluted bleach solution. Cleaning supplies and gloves will be

- provided.
- All classrooms will have the appropriate EPA-approved disinfectant or diluted bleach solution in their rooms.
  - Playground equipment will be cleaned daily.
  - A training on cleaning materials and protocols will be provided to the staff through Safe Schools Training the first week of school. This training will show the use of PPE when cleaning and disinfection protocols for the classroom.

## Busing and Student Transportation

### **Requirements from the Michigan Return to School Roadmap**

1. Drivers will require the use of hand sanitizers before entering the bus. Hand sanitizer will be supplied on the bus.
2. The bus driver, staff, and all students in grades DK-12, if medically feasible, must wear facial coverings while on the bus.
  - a. Note: There may be situations where it is not safe for the bus driver to wear a facial covering. Decisions about these situations should be made on a case-by-case basis with local public health officials.
3. Transportation vehicles will be cleaned and disinfected before and after every transit route. Children must not be present when a vehicle is being cleaned.
4. 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.
5. Equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools will be cleaned, sanitized, and disinfected daily.
6. Create a plan for getting students home safely if they are not allowed to board the vehicle.
7. 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.
8. Weather permitting, doors and windows will be kept open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
9. 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.

### **District and Building Implementation Plan:**

Important clarification: we cannot maintain social distance on buses. Students must use hand sanitizer before entering the bus and each bus will have a hand sanitizer dispenser mounted for regular use. Bus drivers and all students (DK-12) must wear facial coverings while on the bus. We will utilize PowerSchool to document medically intolerant students. Each bus will have a supply of disposable masks for students that forget. Students may not eat on the bus. We will load the back of the bus first except kindergarteners who will be seated in the front unless accompanied by a sibling. We will enforce assigned seating for all with family members sitting together. We will clean and sanitize the bus before morning and afternoon routes. Children must not be present when cleaning the bus. Principals must make a plan for parent communication if a student is not allowed to board a

bus.

Drivers will keep windows and roof hatches open whenever possible while the vehicle is in motion. We expect many parents to choose to self-transport. We are surveying families to gauge interest and estimate the number of riders on each bus route.

- District transportation department has received a copy of the criteria in the MI Safe Schools: Michigan's 2020 Return to School RoadMap.
- A meeting will be held with district and contracted transportation departments to review the criteria required for Phase 4 and discuss concerns or issues arising.
- Contracts will be altered as needed to address required cleaning, sanitizing and professional development to maintain the fleet.
- Assurance statements will be developed to ensure the appropriate use of face covering for all students and drivers, use of hand sanitizers and cleaning protocols.
- The transportation department will assess the number of buses that will be on the road.
- Busses will be fitted with mounts for hand sanitizer at the entrance to each bus.
- Transportation supervisor will ensure that cleaning supplies in compliance with the CDC are utilized to clean busses between routes, including areas of frequent areas of contact.
- High traffic areas will be wiped down before and after each run.
- Disposable face masks will be placed at the entrance of the bus each evening.
- Develop and communicate a policy to families related to the mandatory face covering on the bus for all staff and students, if medically feasible.
- Bus drivers must wear mandatory face coverings unless "It is determined on a case by case basis that it is not safe for the bus driver to wear a facial covering."
- Bus drivers will be informed about students who are medically unable to wear a face mask through an identification process in PowerSchool.
- Training will be offered to all bus drivers that includes:
  - Appropriate use of face covering
  - Policies regarding face covering
  - Policies regarding hand sanitizing
  - Policies and methods for cleaning and disinfecting
- Bus drivers, weather permitting (no precipitation, temperature above 55 degrees F), will keep windows open on the bus both en route and when stopped.
- On buses with specialized transportation and equipment needs, bus aides or drivers will wipe down the equipment before using the bus. This will be noted in the cleaning log.

## Medically Vulnerable Students and Staff

### ***Strongly Recommended from the Michigan Return to School Roadmap***

1. Staff should 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.
2. 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.

### ***Recommended from the Michigan Return to School Roadmap***

3. Pertaining to medically vulnerable students, revise the school's remote learning plan to incorporate feedback and input from teachers, families, students, and school leaders and improve its effectiveness. Share it with all involved stakeholders.
4. Staff caring for children and providing any medical care that include aerosol generating procedures (e.g., nebulizers) should have N95 masks.
5. Enable staff who are high-risk for severe illness to minimize face-to-face contact and to allow them to maintain a distance of six feet from others, modify job responsibilities that limit exposure risk, or to telework if possible. Meaningfully engage and consult with local bargaining units.

### **District and Building Implementation Plan:**

We will systematically review all current student plans (IEPs, 504s, etc.) with principals and ensure any necessary updates are reflected in our learning management system (PowerSchool). Staff caring for children that require aerosol treatments (i.e. nebulizers) will wear N95 masks and a supply will be available at each building.

We have created a process for students/families and staff to self-identify as high-risk for severe illness due to COVID-19 and are currently surveying families to better understand needs. Student Services will develop a plan to collect information from families and Human Resources will develop a plan to collect information from staff. The decision to allow remote work will be made on a case-by-case basis.

All reasonable staff and student accommodations will be made on a case-by-case basis.

- Identify all health care plans, IEPs, IFSPs, and 504 plans.
- Knowledgeable staff (e.g., nurse, special education teachers, 504 coordinator) will review plans to identify those that require additional accommodations related to COVID-19. Consult CDC guidelines. For example, there are exemptions to wearing face coverings for students with certain conditions. Update plans as needed.
- Parents will be surveyed with a CDC-aligned instrument to determine whether their student is at high risk and requires additional accommodations that might not be evident from reading the student's specialized plans; revise those plans based on parent feedback. (Complete by August 15th.)
- Any staff member identifying as medically vulnerable will be required to schedule a meeting with the Human Resource office, no later than August 21st, to discuss options for reasonable accommodation and considerations.

## **Mental & Social-Emotional Health**

### ***Strongly Recommended from the Michigan Return to School Roadmap***

1. Encourage schools to implement a mental health screening for all students by a trained professional, if possible. Any screening should be compliant with HIPAA and FERPA policies. Screening instructions (offered verbally to younger students) should provide age-appropriate

- and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines.
2. Establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams.
  3. 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 and proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.
  4. 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.
  5. 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).
  6. 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 references school and community wellness resources.
  7. Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.
  8. Provide resources for staff self-care, including resiliency strategies.
  9. Designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners.
  10. Leverage MDE resources for student and staff mental health and wellness support.
  11. Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).
  12. Communicate with parents and guardians, via a variety of channels, return to school transition information including:
    - a. Destigmatization of COVID-19;
    - b. Understanding normal behavioral response to crises;
    - c. General best practices of talking through trauma with children; and
    - d. Positive self-care strategies that promote health and wellness.

### **District and Building Implementation Plan:**

For our district, we believe mental and social-emotional health is a critical and foundational piece to the success of this coming year. Although we understand the “requirements” stated in the roadmap are minimally stated, we wholeheartedly believe this work and intentional planning will make or break other parts of our plan. Therefore, we will elaborate on our wellness plan to support our school community which includes students, families and community, instructional staff, support staff, administration and other school leaders.

Oxford Community School District has established a Wellness and Response Team. The Team has an established purpose, process, action plan and outcomes that will be described in this Preparedness and Response Plan for returning students to school. In addition, the district has an

established Traumatic Event Crisis Intervention Plan (TECIP) that is supported by a building crisis team at each school.

- Oxford Community Schools will use the daily mental health screening process recommended by Oakland Schools.
  - All staff will be informed of the mental health screening process for students.
  - The mental health screening process will have two components: A quick 3 question check-in for students and a longer social-emotional screener delivered through FASTBridge Assessments.
- All staff will be informed of what to do if a student identifies as having feelings of trauma/stress/anxiety based on daily check-in.
  - Each grade level/team/department will be assigned a social-emotional key person for questions/concerns/process.
  - Key staff will be FSLs/SW/Psych/Counselors depending on level/program.
  - Each key staff member will be in contact with their assigned team/department/grade level weekly, providing student and teacher/staff check-ins.
- All staff will receive professional development, tools and resources in all of the aforementioned areas.
  - Expand upon OHS Connects as a resource portal across the district.
  - Assign a support person to all staff members who will check-in with that staff member.
  - Use a daily mental health check-in question to identify staff who may need support.
- Key support staff will be identified at the building and district level to manage mental health referrals, communications to families/ students, and public-facing wellness materials.
  - Disseminate wellness organizational hierarchy chart.
  - Building staff will meet with the district staff team monthly to discuss trends and patterns in wellness data.
- All staff will follow the TECIP process for responding to crisis.
  - Hold an Ad team TECIP professional learning refresher
  - Every building will hold a TECIP meeting and follow the TECIP process for responding to a crisis.
- All staff will receive a comprehensive list of wellness resources available to both staff and students.
  - Expand upon OHS Connects as a resource portal across the district.
- All staff will receive screening and support for physical and mental health concerns.
  - The District Wellness Team will develop FAQ based on administrator feedback.
  - Staff will be provided with self-care opportunities and further support as needed.
- Two staff members will serve as Mental Health Liaisons.
  - Mental Health Liaisons will monitor MDE communications.
- Activate communication channels for stakeholders to address Return to School information and mental health concerns.
  - Develop a designated email to address mental health concerns from school stakeholders.
  - Develop a parent portal for information regarding:
    - Destigmatization of COVID-19;
    - Understanding normal behavioral response to crises;
    - General best practices of talking through trauma with children;
    - Positive self care strategies that promote health and wellness.
- Our daily health questionnaire for staff will include a question about mental wellness. Building

administrators will be alerted to any staff responses that suggest a need for further follow up.

## Early On (Birth - 3 Years) Program

All students enrolled in Oxford Schools through Early On will receive early intervention services for infants and toddlers with disabilities with the enhanced precautions outlined throughout this district-wide plan. Considerations for face-to-face meetings and all decisions regarding early intervention services and the modes of delivery will be made on a case-by-case basis by the IFSP team (which includes the parent), as is required by law. Those students receiving services through remote learning will be provided equal access to any alternative modes of instruction. Face to face home visits are allowable, but not required, based on the unique circumstances each case presents. There will be no group face-to-face opportunities during Phase 4.

Providers will contact any families planning for a home visit and require the student to complete a health screening using our district questionnaire (found at [hq.oxfordschools.org](http://hq.oxfordschools.org)). Any “yes” responses on the screening will necessitate cancellation of the in-person visit and services will be offered virtually to that student. Parents must monitor all household members for illness and notify the district provider if anyone in the household is ill. The parents must inform the district provider if anyone in the household tests positive for COVID-19, as well. Any illness or positive test present in the home will signal a cancellation of any scheduled home visit and the visit will be rescheduled virtually.

Facial coverings are required for all adults during in-person visits. Families that do not have access to masks will be provided with disposable masks for the home visit. Gloves should be considered for certain activities where the provider may contact the child’s bodily fluids (for example, feeding or other oral-motor activities).

## Great Start Readiness Program (GSRP)

All staff and students in Oxford Schools’ GSRP will follow the enhanced precautions outlined throughout this district-wide plan. Additionally, it is important to note that, per child care licensing regulations, masks must be worn by GSRP students in common areas *only*. Students in GSRP classrooms can access instruction without a mask. These same students must complete a temperature check daily upon arrival to the facility and can only enter if they register a temperature below 100.4 degrees. Additionally, families will complete a daily health screening using our district questionnaire (found at [hq.oxfordschools.org](http://hq.oxfordschools.org)). Any “yes” responses will result in denial of student entry to the program.

## MI Safe Start Phase 5 - In-Person Instruction

Oxford Community Schools will deliver instruction 5 days a week and will follow the requirements and recommendations found in Governor Whitmer’s MI Safe Schools: Michigan’s 2020-21 Return to School Roadmap for phase 4. We plan to maintain stringent safety precautions and adopt all required and strongly recommended protocols during Phase 5 of the Michigan Safe Start Plan except for

recommended protocol on spatial distancing at 6 feet while in the classroom. OCS will follow the 3 feet recommendation of the American Academy of Pediatrics. These protocols might be modified during Phase 5 based on the state and local health conditions. The required and strongly recommended items are more moderate by design and, again, we plan to comply with all of them.

## MI Safe Start Phase 6 - In-Person Instruction

Oxford Community Schools will deliver instruction 5 days a week and will follow the requirements and recommendations found in Governor Whitmer's MI Safe Schools: Michigan's 2020-21 Return to School Roadmap for phase 6. We plan to maintain stringent safety precautions and adopt all required, strongly recommended and recommended protocols during Phase 6 of the Michigan Safe Start Plan. The required and strongly recommended items are more moderate by design and, again, we plan to comply with all of them.

### Personal Protective Equipment

- Safety protocols no longer required.

### Hygiene

#### ***Recommended from the Michigan Return to School Roadmap***

- Provide adequate supplies to support healthy hygiene behaviors (e.g., soap, hand sanitizer with at least 60% alcohol for safe use by staff and older students, paper towels, and tissues).
- 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.
- Systematically and frequently check and refill soap and hand sanitizers.
- Encourage staff and students to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.

### Spacing and Movement

- Safety protocols no longer required.

### Screening Students

- Safety protocols no longer required.

### Responding to Positive Tests Among Staff and Students

#### ***Recommended from the Michigan Return to School Roadmap***

- In the event of a lab or clinically diagnosed case of COVID-19 among staff or a student, the classroom or areas exposed must be immediately closed until cleaning and disinfection can be performed.
  - If the person was in the school building without a facial covering, or large areas

of the school were exposed to the person, short-term dismissals may be required to clean and disinfect the larger areas. This decision must be made in concert with the local public health department.

- Cleaning staff must wear a surgical mask when performing cleaning of these areas along with gloves and face shield.

## Food Service, Gatherings and Extracurricular Activities

- Safety protocols no longer required.

## Athletics

- Safety protocols no longer required.

## Cleaning

- Safety protocols no longer required..

## Busing and Student Transportation

- Safety protocols no longer required.

## Medically Vulnerable Students and Staff

- Safety protocols no longer required.

# OCS Communication Plan

✓	Date Completed	Who is Creating and Communicating?	Group (Intended Audience)	Purpose	Documents	Communication (i.e., SchoolMessenger, website, media, other)
	August 31	HR	all staff	EO 2020-145 requires schools to provide COVID-19 training to employees that minimally addresses: (1) workplace infection-control practices, (2) proper PPE use, (3) steps an employee must take to notify the school of any COVID-19 symptoms or a suspected or confirmed COVID-19 diagnosis, and (4) how to report unsafe working conditions.		
	August 24	District Office	all staff	communicate new start times across district - bell schedule at secondary Calendar changes, etc.		
	August 31	HR	Teachers	During Phase 4, the Roadmap requires schools to "[t]each 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."		
	July 21	Tim	Teachers	Overview of plan and hybrid option removed	Tim's Email	schoolmessenger
	August 17	Ken and Anita	Teachers	Remote Learning Plan	Remote Learning Plan	committees
	August 24	Principals	Teachers	Communicate Remote Learning Plan	Overview for Teachers	
	August 24	Principals	Teachers	Communicate Remote Learning Plan	Remote Learning PowerPoint	
	August 24	Denise	Teachers	Communicate 5-O-D procedures	PowerPoint	Principals
	August 10	District Office	Teachers	Teacher PDF of phases 4-6	District pdf	

August 24	Principals	Teachers	Communicate Preparedness and response Plan	1-2 page overview	
August 24	Principals	Teachers	Communicate Preparedness and response Plan	PowerPoint	
August 17	Jill Lemond	Teachers	Communicate protocol for positive case (student)	Protocol document	Staff PDF
August 17	Jill Lemond	Teachers	Communicate protocol for positive case (staff)	protocol document	Staff PDF
August 1	HR	Teachers	Communicate policy if a teacher visits a known "hotspot" before and during school - sick day	letter	email
August 7	HR	Teachers	Collect Health Concerns and special considerations (mask, etc.)	letter	email
August 7	HR	OESPA - Secretaries	Collect Health Concerns and special considerations (mask, etc.)	letter	email
August 24	Principals	OESPA - Secretaries	Communicate Preparedness and response Plan		
August 7	HR	OESPA - paras, techs	Collect Health Concerns and special considerations (mask, etc.)	letter	email
August 24	Principals	OESPA - paras, techs	Communicate Preparedness and response Plan		
August 14	Patty Silorey	Food Service	Protocol for preparing food		
August 14	Patty Silorey	Food Service	Protocol for preparing and cleaning cafeteria		
August 14	Patty Silorey	Food Service	Protocol for serving food		
August 14	Patty Silorey	Food Service	Protocol for cleaning kitchen		
August 14	Patty Silorey	Food Service	Protocol for positive case		
August 7	HR	Food Service	Collect Health Concerns and special considerations (mask, etc.)	letter	email
August 14	Ann Weeden	Bus Drivers	Protocol for cleaning bus before and after run		
August 14	Ann Weeden	Bus Drivers	Protocol for loading bus		
August 14	Ann Weeden	Bus Drivers	Protocol for student with no mask	letter	
August 7	HR	Bus Drivers	Collect Health Concerns and special considerations (mask, etc.)		email
August 14	Jill Lemond, Tony Sarkins, Sam Barna	ABM Custodial	Protocol for replenishing cleaning supplies for teachers		
August 14	Jill Lemond, Tony Sarkins, Sam Barna	ABM Custodial	Protocol for cleaning high traffic areas		
August 14	Jill Lemond, Tony Sarkins, Sam Barna	ABM Custodial	Expectations for cleaning of building/playgrounds		
August 21	Principals	Students	Communicate school specific information - arrival/dismissal, class transitions, lunch time procedures	Student Handbook	
August 31	Principals	Students	Communicate proper mask etiquette	Video	
August 10	Anita Qonja	Students	Elicit cooperation of students	Family Pledge	Registration and school information packet - should it be in student handbook insert?
Sept 4	Principals	Students	During Phase 4, the Roadmap requires schools to "[t]each 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."		

## MIOSHA Exposure Categorizations and Additions

Oxford Community Schools has evaluated routine and reasonably anticipated tasks and procedures for all employees to determine whether there is actual or reasonably anticipated employee exposure to SARS-CoV-2. The Assistant Superintendent of Human Resources and Director of Safety Operations--using THRUN Law firm and MIOSHA Guidance--were

responsible for the exposure determination.

Oxford Community Schools has determined that its employees' jobs fall into only the lower exposure and medium exposure risk categories as defined by the OSHA Guidance on Preparing Workplaces for COVID-19:

- **Lower Exposure Risk Jobs.** These jobs do not require contact with known or suspected cases of COVID-19 nor frequent close contact (for example, within six feet) with the general public. Workers in this category have minimal occupational contact with the public and other coworkers. Examples are small offices, small manufacturing plants (less than 10 employees), small construction operations (less than 10 employees), and low-volume retail establishments, provided employees have infrequent close contact with coworkers and the public.
- **Medium Exposure Risk Jobs.** These jobs are those that require frequent or close contact (for example, within six feet) with people who may be infected with SARS-CoV-2, but who are not known or suspected COVID-19 patients. Examples are most jobs at manufacturing plants, construction sites, schools, high-volume retail settings, and other high-population-density work environments.

The Assistant Superintendent of Human Resources and Director of Safety Operations verify that Oxford Community Schools has no high-risk exposure jobs. High-risk exposure jobs have high potential for exposure to known and suspected cases of COVID-19. Examples are most jobs in healthcare, medical transport, nursing homes and residential care facilities, mortuaries, law enforcement, and correctional facilities.

Oxford Community Schools has categorized its jobs as follows:

**NOTE:** Some jobs may have more than one type of exposure risk depending on the task or qualifying factors.

Job/Task	Exposure Risk Determination  (Lower or Medium)	Qualifying Factors  (Ex. No Public Contact, Public Contact)	Remote Work Expectations and Feasibility	If some or all work cannot feasibly be completed remotely, list specific reason(s) why that aspect of work cannot feasibly be completed remotely and why Employee/Employee Group must be physically present in the workplace and for what periods of time.
Early Childhood and Day Care Staff	Medium	Job includes close contact (within six feet) with people, but minimal occupational contact with the public. At times, certain student groups are not masked.	Must report if any district building has in-person learning.	Employees must manage and operate a childcare center with in-person students/children. Whenever students/children are present, staff must also report. Childcare is identified as an essential service by the MDHHS health orders and, therefore, will continue to operate.

<p>In-Person Teachers, Counselors, Social Workers, Para Educators, Psychologists, and Ancillary Staff</p>	<p>Medium</p>	<p>Job includes close contact (within six feet) with people, but minimal occupational contact with the public.</p>	<p>Status of individual building determines reporting. If in-person learning, must report. If remote learning, work remotely. Should any group need to access resources in a district building, they may choose to report.</p> <p>*Special Education staff must report as necessary to complete evaluations.</p> <p>**In-person counselors must have one representative present in each building's office to support remote learning.</p> <p>***Para Educators may serve as administrative designee present to support and manage building operations during remote learning.</p>	<p>Employees may be permitted to enter buildings for specific needs to ensure consistent quality of instruction and/or special education services. Additionally, staff might require access to certain educational resources in the school buildings, administrative or technological support, and/or collaboration with other staff members to complete specific tasks. Lastly, the classroom setting provides unique benefits consistent with the traditional instructional model to which our staff and students are most accustomed. Even during remote learning, instructional staff might choose to utilize classrooms for this reason or because his/her home environment is not conducive to serving as a virtual classroom.</p> <p>In-person instruction will be provided to Special Education students whose FAPE can best be met face-to-face.</p>
---	---------------	--	---	---

Building Administration	Medium	Job includes close contact (within six feet) with people, but minimal occupational contact with the public.	An administrator or designee must be present to support and manage building operations during remote learning.	A building administrator or designee is necessary to be on-site to support parents/students and staff as learning continues in either a virtual or in-person setting. Administrative presence is imperative in case of an on-site emergency, as well.
Virtual Staff	Medium	Job includes close contact (within six feet) with people, but minimal occupational contact with the public.	<p>Virtual teachers will be present on assigned days based on the current lab teacher schedule.</p> <p>*Operational support staff: remote work on a rotating schedule due to office space constraints unless supervisor requests in-person attendance to support and manage building operations.</p>	<p>Employees may be permitted to enter buildings for specific needs to ensure consistent quality of instruction and/or special education services. Additionally, staff might require access to certain educational resources in the school buildings, administrative or technological support, and/or collaboration with other staff members to complete specific tasks.</p> <p>Certain operational tasks require specific equipment and technological access that only the lab setting can provide. In all other instances, virtual staff can work remotely.</p>

Coaching Staff	Medium	Job includes close contact (within six feet) with people, but minimal occupational contact with the public.	May only report when sports are permitted in-person.	Unable to physically complete required job tasks from a remote setting.
Bus Drivers	Medium	Job includes close contact (within six feet) with people, but minimal occupational contact with the public.	Must report if any district building is in-person learning.	Unable to physically complete required job tasks from a remote setting.
Office Staff (in Buildings)	Medium	Job includes close contact (within six feet) with people, but minimal occupational contact with the public.	Remote work unless supervisor requests in-person attendance to complete a specific essential task. May serve as administrative designee present to support and manage building operations during remote learning.	While phone calls and emails can be accessed remotely, some other essential functions may only be performed from the office building, itself.  Office staff can serve as an administrator's designee to support parents/students and staff in both in-person and remote learning settings. Administrative presence is imperative in case of an on-site emergency, as well.

Central Office Staff  (Non-Traveling)	Lower	Individuals that can perform job duties maintaining social distancing. Very little public contact.	Remote work unless supervisor requests in-person attendance to complete a specific essential task.	While phone calls and emails can be accessed remotely, some other essential functions may only be performed from the office building, itself.  Office staff can serve as a CO administrator's designee to support parents/students and staff in both in-person and remote learning settings. Administrative presence is imperative in case of an on-site emergency, as well.
Central Office Staff (Traveling)	Lower	Job includes close contact (within six feet) with people, but minimal occupational contact with the public.	Remote work unless job function requires in-person attendance to complete a specific essential task and/or support district needs.	The Central Office administrators must be available to support building administrators and ensure the safe and meaningful continuation of both remote and in-person instruction. They must be available (by appointment) to parents with needs, as well.
Food Service Staff	Medium	Job includes close contact (within six feet) with people, but minimal occupational contact with the public.	Must report as necessary to complete essential tasks.	Unable to physically complete required job tasks from a remote setting.

Technology Staff	Lower	Individuals that can perform job duties maintaining social distancing. Very little public contact.	Must report as necessary to complete essential tasks.	Must support in-person and remote learning on all technology platforms for both delivery and receipt of instruction.
Maintenance Staff	Lower	Individuals that can perform job duties maintaining social distancing. Very little public contact.	Must report as necessary to complete essential tasks.	Unable to physically complete required job tasks from a remote setting.
School Resource Officers	Medium	Job includes close contact (within six feet) with people, but minimal occupational contact with the public.	Status of individual building determines reporting. If in-person learning, must report. If remote learning, work remotely. Should any group need to access resources in a district building, they may choose to report.	Unable to physically complete required job tasks from a remote setting.
Contracted Custodial Staff	Medium	Job includes close contact (within six feet) with people, but minimal occupational contact with the public.	Must report as necessary to complete essential tasks.	Unable to physically complete required job tasks from a remote setting.

## Engineering Controls

Oxford Community Schools has implemented feasible engineering controls to minimize or eliminate employee exposure to SARS-CoV-2. Engineering controls involve isolating employees from work-related hazards using ventilation and other engineered solutions. In workplaces where they are appropriate, these types of controls reduce exposure to hazards

without relying on worker behavior and can be the most cost-effective solution to implement.

For lower exposure risk jobs, new engineering controls are not required. For medium exposure risk jobs, engineering controls can include:

- Installing physical barriers (such as clear plastic sneeze guards) between coworkers or between workers and customers.
- Installing a drive-through window for customer service.
- Increasing the amount of ventilation in the building.
- Increasing the amount of fresh outdoor air that is introduced into the building.

The Director of Maintenance and Operations will be responsible for seeing that the correct engineering controls are chosen, installed, maintained for effectiveness, and serviced when necessary.

The following engineering controls have been implemented:

<b>Job/Task</b>	<b>Engineering Control</b>
Available to all teachers, counselors, administrators, office staff, and ancillary staff.	Plexiglas Barriers
Available to all staff.	Clear Face Shields
All staff.	Increased ventilation in buildings

### **Administrative Controls**

Administrative controls are workplace policies, procedures, and practices that minimize or eliminate employee exposure to the hazard. Oxford Community Schools will be responsible for seeing that the correct administrative controls are chosen, implemented and maintained for effectiveness.

The following administrative controls have been established for Oxford Community Schools:

<b>Job/Task</b>	<b>Administrative Control</b> <b>(For Example, Workplace Distancing, Remote Work, Notifying Customers)</b>
All employees	Maintain at least six feet from everyone on the worksite as feasible.
All employees	Use ground markings, signs, and physical barriers to prompt employees to remain six feet from others.
Teachers	Provide remote work (telecommuting) for staff with medical documentation.
All employees	Restrict business-related travel for employees to essential travel only.
All employees	Reduce unnecessary face-to-face meetings. Encourage meetings with others through phone, email, teleconferencing, and web conferencing.
All employees	Restrict the number of outside visitors in the establishment at any given time.
All employees	Minimize the sharing of tools, equipment, and items.
All employees	Provide employees with non-medical grade face coverings (cloth face coverings).
All employees	Require employees to wear cloth face coverings when they cannot consistently maintain six feet of separation from other individuals in the workplace.

All students	Require all students to wear cloth face coverings unless they provide documentation of medical intolerance.
All employees and students	Keep employees and students informed about symptoms of COVID-19 and request symptomatic students to stay at home until healthy again.
All employees and students	Encourage proper cough and sneeze etiquette by employees, including covering coughs and sneezes and coughing and sneezing in one's elbows rather than hands.
All employees	Ensure that sick leave policies are flexible and consistent with public health guidance, so employees do not go to work sick.
All employees	Require completion of training videos on handwashing and proper mask-wearing.
All employees	Hand-sanitizing stations and/or bottles of hand sanitizer readily available in all buildings.

The other segments of the MIOSHA Emergency Rules for Coronavirus Disease 2019 (Hand Hygiene, Disinfection of Environment Surfaces, Personal Protective Equipment (PPE), Health Surveillance, Training, and Recordkeeping) are outlined elsewhere in this document in detail. Maintaining our employees' safety is a top priority in Oxford Community Schools.