



Zeeland Christian School COVID-19 Preparedness & Response Plan

According to Governor Whitmer’s Executive Order 2020-142, every public and nonpublic school in the State, including Zeeland Christian School, must develop and adopt a COVID-19 Preparedness and Response Plan (“Preparedness Plan”) in order to open for school this fall. That Preparedness Plan must be informed by Michigan’s 2020-21 Return to School Roadmap (“Return to School Roadmap”), which was developed by the COVID-19 Task Force on Education and Return to School Advisory Council.

This summer, a team of teachers, administrators, and other staff members worked together to design a Preparedness Plan that’s intended to protect our students and staff, both physically and emotionally, while at the same time providing all students with a quality education. As you’ll see, as required by the Return to School Roadmap, the actions we plan to take will vary based on whether our region is in Phase 1 – 3, 4, 5, or 6 of the Michigan Safe Start Plan. Zeeland Christian School's Preparedness Plan is below.

I. Phases 1 – 3 of Michigan Safe Start Plan (No In-Person Instruction)

When our region is in Phase 1-3 of the Safe Start Plan, that means that the Governor’s office has determined that (1) community spread of the virus is increasing and substantial; (2) there is concern about health system capacity; and (3) testing and tracing efforts may not be sufficient to control the spread of COVID-19. While we strongly believe that learning is most effective in person if our region is in Phases 1-3, in-person instruction is prohibited, and learning must occur remotely. All athletics, after-school, and inter-school activities are also suspended.

Though Zeeland Christian School won't be able to educate students in person, we will be implementing the following measures related to safety, mental/social-emotional health, instruction and operations to support our students, families, and communities and prepare for the return of in-person instruction:

SAFETY

Zeeland Christian School plans to implement the following safety protocols:

Spacing and Movement

- The School will be closed for in-person instruction.
- Our school building may continue to be used to provide child care for children of essential workers. Providers will follow all emergency protocols identified by the state.
- School employees and contractors will be physically present in the school building in order to conduct basic school operations, including remote live instruction, as determined by school administrators.

Cleaning

- Although our school building is closed, we will maintain cleaning practices that will both maintain the building and keep it safe for the school employees and contractors who need to be physically present

MENTAL/SOCIAL EMOTIONAL

Zeeland Christian School plans to offer students the following mental and social-emotional supports:

- Designate Aaron Kaufman, ZCS Social Worker, and Julie Postmus, ZCS School Counselor, as our School's mental health liaison. Mr. Kaufman and Mrs. Postmus will work across the school, local public health agencies, and community partners.
- Implement a mental health screening for all students. We will share details related to the screening outside of this Plan, but the screening will be conducted by a trained professional, if possible, compliant with HIPAA and FERPA policies; and screening instructions (offered verbally to younger students) will provide age-appropriate and transparent disclosure of

protocols to protect confidentiality while adhering to mandated reporting guidelines.

- Establish and communicate guidelines to all staff regarding the identification and rapid referral of at-risk students to appropriate student support services staff.
- Appropriate staff have received in recent years or will receive before school starts in the fall training/professional development, resources and implementation support on a variety of topics, including social-emotional learning, trauma-informed best practices, identification of students at risk, proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.
- Establish a comprehensive crisis management plan that leverages available internal and external/community-based resources, which can be activated in the unfortunate event it is needed (e.g., loss of a student, loss of a school staff member).
- Compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that reference school and community wellness resources.
- Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.
- Provide our staff with resources for self-care, including resiliency strategies.
- Continue to communicate with parents and guardians, via a variety of channels, about information that will be helpful as we transition back to school, including:
 - Destigmatization of COVID-19.
 - Understanding normal behavioral responses to crises
 - General best practices of talking through trauma with children
 - Positive self-care strategies that promote health and wellness

INSTRUCTION

Zeeland Christian School plans to implement the following measures to ensure continuity of instruction for all students:

Governance

The Zeeland Christian School Leadership Team, with a broad group of

stakeholders, has created a Return to Learning plan to:

- Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations.
- Revise the school's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness.
- Share the school's remote learning plan with all involved stakeholders.

Remote Instruction

- Zeeland Christian School has created remote learning plans, which we will continue to revise based on feedback and input we receive from school leaders, educators, families, and students. We will provide students and their parents/guardians with access to an online learning platform, with support from ZCS staff, so that they may meaningfully access the remote learning program. We encourage stakeholders to contact Head of School Tim McAboy if their family has access issues related to devices or connectivity.
- Our remote learning program has been activated at scale to deliver standards-aligned curricula and high-quality instructional materials. One goal was to integrate synchronous and asynchronous learning and best practices to promote student engagement, consistency, and differentiation.
- We will work to assess students in grades PreK-8 during the first few weeks of school, using a screener, diagnostic, or formative assessments that can be given online or conducted virtually, to understand where students are academically and inform instructional decisions for teachers, students, and families.
- Under the leadership of our Director of Student Services, Stacy Deters, staff will review students' NPSP and ISP plans in coordination with the classroom and support services teachers to reflect the child's needs based on assessment data and parent feedback, and design accommodations and match services accordingly. We will:
 - Commence online intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and career and technical education.
 - Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction,

as outlined in NPSP and ISP plans. Consider students' needs around accessibility and provide assistive technologies, where possible.

- We will conduct checkpoints with school leaders around curriculum and instruction and ongoing monitoring of student progress, specifically honing in on the progress of students in need of additional support.
- We will develop a continuation of services plan in coordination with Zeeland Public staff for students needing occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

Communications and Family Support

- Zeeland Christian School recognizes and appreciates the diversity of the families within our community. We have, therefore implemented communication systems needed to reach every family and student through multiple modes to share:
 - Expectations around the duration of the closure and reopening;
 - Decisions about grade-level proficiencies, modes of assessment and feedback, daily instructional time, and estimated workload.
 - Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child
 - Training on accessing and using the school's digital systems and tools and workshops for families to build digital literacy

Professional Learning

- Zeeland Christian School has committed to continue to provide professional learning and training through virtual modes for educators to:
 - Offer restorative supports for teachers and learning around:
 - Restorative practices through All Belong,
 - Relaunching relationally & social-emotional learning
 - Blended Learning Model
 - Stay Healthy Practices
 - Share knowledge, continuously learn, and exchange ideas, successes, and failures around remote learning;
 - Share information and data about students' assessment results, progress, and completed assignments;

- Learn how to use the school's digital systems and tools appropriately and sustainably; and
- Build capacity around high-quality remote learning.
- We have established clear expectations around teacher and student experiences during remote learning.

Monitoring

- We have developed plans to monitor and assess:
 - Connectivity and Access: We will work to ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.
 - Attendance: We are monitoring and tracking students' online attendance on a daily basis through our existing student information system, Infinite Campus.
 - Student Work: Teachers will assess the quality of student work and provide feedback to students and families. Students will also be asked to self-assess the quality of work and reflect on teacher feedback and learning progress.

OPERATIONS

Facilities

- To maintain the safety of our building, grounds, and facilities, we plan to:
 - Audit necessary materials and supply chain for cleaning and disinfection supplies.
 - Continue to maintain the school building in good working order to prepare for the subsequent return of students.
 - Execute school cleaning and disinfection protocols according to the CDC School Decision Tree.
 - Provide Custodial staff with surgical masks that we recommend they wear when performing cleaning duties.
 - Create a contingency plan to coordinate the use of the school building for essential actions, including child care, particularly for essential workers.
 - Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies, as needed.

Technology

- To support our efforts to provide all students with access to remote learning, support families and staff during remote learning and preserve our technology systems and resources, we plan to:
 - Survey families to collect information about the numbers, types, and condition of devices used in their homes.
 - Include training and support for educators to adapt remote learning for the classroom.
 - Mr. Fischer and Mrs. Sloterbeek will continue in their I.T. roles and provide the additional support needed for teachers and students. With the possibility of additional support for parents as well.
 - Where practical given demands on parents or guardians, consider identifying family technology liaisons to support communication regarding the use of technology and serve as a “help desk.”
 - Develop procedures for return and inventory of school-owned devices as part of a return to school technology plan. The procedures should include:
 - Safely bagging devices collected at school
 - Sanitizing the devices prior to a repair or replacement evaluation
 - Ordering accessories that may be needed over the summer
 - Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement
- Identify an asset tracking tool.
- Develop a technology support plan for families.
- Continue to monitor device usage and compliance with online learning programs.
- Provide support programs to ensure that students and families can access online teaching and troubleshoot problems with access.
- Ensure that students can submit assignments and be evaluated accordingly.
- Schedule ongoing staff training on platforms and tools.
- Review and update (as needed) relevant technology policies including data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology.

- Ensure every student has access to the appropriate technology and connectivity needed to continue learning.

II. Phase 4 of Michigan Safe Start Plan (In-Person Instruction with Required Safety Protocols).

When our region is in Phase 4 of the Safe Start Plan, that means that the Governor’s office has determined that: (1) number of new cases and deaths has fallen for a period of time, but overall case levels are still high; (2) most new outbreaks are quickly identified, traced, and contained due to robust testing infrastructure and rapid contact tracing; (3) health system capacity can typically handle these new outbreaks, and therefore the case fatality rate does not rise above typical levels; and (4) the overall number of infected individuals still indicate the need for distancing to stop transmission and move to the next phase. It also means that in-person instruction is permitted *as long as Zeeland Christian School follows certain required actions and safety protocols.*

As described below, Zeeland Christian School will be implementing a number of plans and protocols related to safety, mental/social-emotional health, instruction, and operations. Some of those plans and protocols are required by the Governor’s Executive Order in order for

School to provide in-person instruction; some were recommended (or strongly recommended) by the team that put together the “Return to School Roadmap;” and some were developed by our own Zeeland Christian School team because we believe that they are consistent with our most important responsibility – protecting the health and safety of our students, staff and school community.

SAFETY

Zeeland Christian School plans to implement the following safety protocols:

Personal Protective Equipment

- 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.

- PreK-5 and special education teachers should consider wearing clear masks.
- Homemade facial coverings must be washed daily.
- Disposable facial coverings must be disposed of at the end of each day.
- Facial coverings must be worn by PreK-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.
- Facial coverings must always be worn in hallways and common areas by PreK-12 students in the building except for during meals. Any student that is unable to medically tolerate a facial covering must not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
 - Homemade facial coverings must be washed daily.
 - Disposable facing coverings must be disposed of at the end of each day.
 - Note: Students with significant disabilities preventing the use of facial coverings are referred to forthcoming guidance from MDE.
- 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.
- 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
- Any students or staff members who cannot medically tolerate a face covering, or who are incapacitated and unable to remove a face covering without assistance, should provide a note from their health care provider to the building office.
- Facial coverings should be considered for K-5 students and students with special needs in classrooms.

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

Hygiene

- Zeeland Christian School will provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques).
- We will teach (and reinforce) proper handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer.
- Educate staff and students on how 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 using proper hand hygiene techniques.
- Systematically and frequently check and refill soap and hand sanitizers.
- Students and teachers must have scheduled handwashing with soap and water every 2-3 hours.
- Limit the sharing of personal items and supplies such as writing utensils.
- Keep students' personal items separate and in individually labeled cubbies, containers, or lockers.
- Limit the use of classroom materials to small groups and disinfect between use, or provide adequate supplies to assign for individual student use.
- Procure portable handwashing and/or hand sanitizing stations to set up throughout the school.

Spacing, Movement, and Access

- In classrooms where large tables are utilized, space students as far apart as feasible.
- As feasible, arrange all desks facing the same direction toward the front of the classroom.
- Teachers should maintain six feet of spacing between themselves and students as much as possible.
- Family members or other guests are not allowed in the school building except under extenuating circumstances determined by school leadership.

- Post signage to indicate proper social distancing.
- Floor tape or other markers should be used at six-foot intervals where line formation is anticipated.
- Provide social distancing floor/seating markings in waiting and reception areas.
- Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.
- 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
- As able and appropriate, staff should try to cohort groups of students to isolated hallways or areas that can be monitored.
- As able, “specials” (like art, music, and library) should be brought to the classrooms instead of having students move to different locations.
- Have staff monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.
- Where possible, physical education should be held outside and social distancing of six feet should be practiced.
- Hallways should be divided with either side following the same direction.

Screening Students and Staff

- Zeeland Christian School will cooperate with the local public health department regarding implementing protocols for screening students and staff.
- Every school should identify and designate a quarantine area and a staff person to care for students who become ill at school.
- 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.
- Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines.
- 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.

- A monitoring form (paper or electronic) for screening employees should be developed.
- 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.
- 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.

Testing Protocols for Students/Staff and Responding to Positive Cases

- Zeeland Christian School will cooperate with the local public health department regarding implementing protocols for testing students and staff and responding to positive cases.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

- 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.

Responding to Positive Tests Among Staff and Students

- Zeeland Christian School will cooperate with the local public health department if a confirmed case of COVID-19 is identified, and in particular, will 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.
- Notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
- The Local Health Department will initiate contact tracing, 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. Local health officials, depending on the situation, may identify other contacts who require quarantine. Staff can help the local health department by collecting data and contact information of those exposed.
- Employees with a confirmed case of COVID-19 should only return to the workplace after they are no longer infectious. Local health officials will provide instruction about a return to work, using the most current guidelines from the CDC for this determination.
- Cleaning staff should wear a surgical mask, gloves, and a face shield when performing cleaning of these areas.
- If possible, smaller areas such as individual classrooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles.

Food Service, Gathering and Extracurricular Activities

- Indoor assemblies that bring together students from more than one

classroom are prohibited.

- Classrooms or outdoor areas will be used for students to eat meals at school.
- In cooperation with ZPS, serving and cafeteria staff should use barrier protection, including gloves, face shields, and surgical masks.
- Students, teachers, and food service staff should wash hands before and after every meal.
- Students, teachers, and staff should wash hands before and after every event.
- Large scale assemblies of more than 50 students are suspended.
- Off-site field trips that require transportation to an indoor location are suspended. Recess should be conducted outside whenever possible with appropriate social distancing and cohorts of students. If more than one class is outside, students should wear facial coverings.
- If possible, school-supplied meals should be delivered to classrooms with disposable utensils.
- If possible, the school should offer livestreams of chapels and other school-sanctioned events.
- Extracurricular activities may continue with the use of facial coverings.

Athletics

- Zeeland Christian School will comply with all guidelines published by the Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).
- Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gatherings. All participants should confirm that they are healthy and without any symptoms prior to any event.
- All equipment must be disinfected before and after use.
- Inter-school competitions may be held provided that facial coverings are worn if school transportation is provided. Buses must be cleaned and disinfected before and after every use.
- Spectators are allowed provided that facial coverings are used by observers, and six feet of social distancing can be maintained at all times. Attention must be given to entry and exit points to prevent crowding.
- Each participant must use a clearly marked water bottle for individual use. There should be no sharing of this equipment.

- Handshakes, fist bumps, and other unnecessary contacts must not occur.
- Indoor weight rooms and physical conditioning activities that require shared equipment are suspended. Outdoor physical conditioning activities are allowed while maintaining social distancing.
- Large scale indoor spectator events are suspended. Large scale outdoor spectator or stadium events are limited to 100 people, and people not part of the same household must maintain six feet of distance from one another.

Cleaning

- Frequently touched surfaces, including light switches, doors, benches, and bathrooms, will be cleaned at least every four hours with an EPA-approved disinfectant.
- If students travel to specials, library resources, arts, and other hands-on classrooms will undergo cleaning after every class period with either an EPA-approved disinfectant.
- Student desks will be wiped down with an EPA-approved disinfectant after every class period.
- Playground structures will continue to undergo normal routine cleaning, but using an EPA-approved disinfectant is unnecessary.
- We will safely and correctly use and store cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products.
- Staff must wear gloves, surgical masks, and face shields when performing deep cleaning activities.

Busing and Student Transportation

In cooperation with ZPS:

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

- ZPS will clean and disinfect transportation vehicles before and after every transit route while children are not present.
- ZPS will clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, armrests, door handles, seat belt buckles, light, and air controls, doors, and windows, and grab handles) prior to morning routes and prior to afternoon routes.
- ZPS will clean, sanitize, and disinfect equipment, including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily.
- ZPS has created a plan for getting students home safely if they are not allowed to board the vehicle, which will be shared with staff and families outside of this Preparedness Plan.
- If a student becomes sick during the day, they cannot use group transportation to return home and must follow the protocols outlined above. If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and cannot return to drive students.
- Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
- Weather permitting, consider keeping windows open while the vehicle is in motion to help reduce the spread of the virus by increasing air circulation, if appropriate and safe.

Medically Vulnerable Students and Staff

- 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.
- 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.

MENTAL/SOCIAL EMOTIONAL WELL-BEING

Zeeland Christian School plans to offer students the following mental and social-emotional supports:

- Designate Aaron Kaufman, ZCS Social Worker, and Julie Postmus, ZCS School Counselor, as our School's mental health liaison. Mr. Kaufman and Mrs. Postmus will work across the school, local public health agencies, and community partners.
- Implement a mental health screening for all students. We will share details related to the screening outside of this Plan, but the screening will be conducted by a trained professional, if possible, compliant with HIPAA and FERPA policies; and screening instructions (offered verbally to younger students) will provide age-appropriate and transparent disclosure of protocols to protect confidentiality while adhering to mandated reporting guidelines.
- Establish and communicate guidelines to all staff regarding the identification and rapid referral of at-risk students to appropriate support teams.
- Appropriate staff have received in recent years or will receive before school starts in the fall training/professional development, resources and implementation support on a variety of topics, including social-emotional learning, trauma-informed best practices, identification of students at risk, proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.
- Establish a comprehensive crisis management plan that leverages available internal and external/community-based resources, which can be activated in the unfortunate event it is needed (e.g., loss of a student, loss of a school staff member).
- Compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that reference school and community wellness resources.
- Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.
- Provide our staff with resources for self-care, including resiliency strategies.
- Continue to communicate with parents and guardians, via a variety of channels, about information that will be helpful as we transition back to school, including:
 - Destigmatization of COVID-19.
 - Understanding normal behavioral responses to crises.
 - General best practices of talking through trauma with children.
- Positive self-care strategies that promote health and wellness.
- 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.

INSTRUCTION

Zeeland Christian School plans to implement the following measures to ensure continuity of instruction for all students before Reopening for In-Person instruction:

Governance

The Zeeland Christian School Leadership Team, along with a broad group of stakeholders, has created a Return to Learning plan to:

- Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations.
- Revise the school's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness.
- Share the school's remote learning plan with all involved stakeholders.

Instruction

Before reopening, we plan to:

- Activate hybrid learning programs at scale to deliver standards-aligned curricula and high-quality instructional materials. Integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation.
- Make expectations clear to school leaders and teachers around hybrid or remote instruction that include:
 - Best practices for blended or remote learning
 - Grade-level proficiencies
 - Modes of student assessment and feedback
 - Differentiated support for students
 - The inclusion of social-emotional learning
 - Guidance around daily instructional time and workload per different grade bands to ensure consistency for students.
- Set an instructional vision that ensures that:
 - Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.

- Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
- Every students' academic and social-emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.
- Support staff to implement grade-level curriculum that is aligned to Michigan PreK-8 standards.
 - Support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction.
- Revise students' NPSP and ISP plans in coordination with general and special education teachers to reflect the child's evolving needs based on assessment data and parent feedback, and design accommodations and match services accordingly. We will then plan to:
 - Commence intervention and support services. Plans must include all programs and learning environments.
 - Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction. Consider students' needs around accessibility and provide assistive technologies, where possible.
- Inventory all intervention programs and services available to students on the school and district level and identify any gaps.
- Remain connected with MDE about policies and guidance.
- Develop a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

Communications and Family Supports

We plan to:

- Use communication systems needed to reach every family and student in their home language through multiple modes to share:
 - Expectations around their child's return to school;
 - Clear information about schedules and configurations, if hybrid;
 - Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies; and
 - Plans for each of the different school opening scenarios.

- Provide resources that demonstrate ZCS values parents as partners in their child’s education. Offer family supports that provide families with:
 - Training about how to access and use the school’s chosen digital systems and tools
 - Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child
 - Opportunities to build their digital literacy
 - Strategies to support their child’s learning at home.

Professional Learning

We plan to:

- Provide adequate time for staff and educators to engage in:
 - Intentional curriculum planning and documentation to ensure stability of instruction, whether the school building is open or closed.
 - Identify students who did not engage in remote learning and develop a plan to provide additional supports, if needed. Share data and concerns about each student’s growth and needs with students’ assigned teacher(s) for the 2020-21 school year.
 - Identify students who potentially need additional support.
 - Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning.
- Create a plan for professional learning and training, with goals to:
 - Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use.
 - Build school leaders’ and teachers’ capacity to design and develop blended and remote learning experiences that are equitable and engaging.

When We Reopen for In-Person or Hybrid Instruction.

Instruction

We plan to:

- Ensure that every student:
 - Has access to standards-aligned, grade-level instruction, including

- strategies to accelerate student learning;
 - Is assessed to determine student readiness to engage in grade-level content; and
 - Is offered scaffolds and supports to meet their diverse academic and social-emotional needs.
- Conduct checkpoints with school leaders around curriculum pacing and ongoing monitoring of student progress, specifically honing in on the growth of students who need acceleration.
- Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.
- Conduct a review of each students' NPSP ISP in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services, including OT, PT, and Speech while school was closed.
- Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs.
- Set expectations for staff and teachers to integrate high-quality digital tools and resources that are appropriate and sustainable at each grade level, to increase teachers' and students' familiarity with online learning in case of a return to remote instruction.
- Determine and activate structures outside of the regular school day, such as summer learning options, extended day, and after-school programming, to potentially be leveraged to support students in need of additional support.
- Support staff to communicate regularly with families about their child's progress and the targeted plans for students in need of additional support.
- If hybrid, activate plans to monitor and assess the following:
 - Connectivity and Access: Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.
 - Attendance: Develop systems to monitor and track students' online attendance on a daily basis.
 - Student Work: Teachers will assess the quality of student work and provide feedback to students and families.
- Students will self-assess the quality of work, reflect on teacher feedback, and learning progress.

OPERATIONS

Before Reopening for In-Person Instruction

Facilities

Before reopening, we plan to:

- Audit necessary materials and supply chain for cleaning and disinfection supplies.
- Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.
 - Advocate for ISDs to coordinate with LEMPs.
- Audit any additional facilities that the school may have access to that could be used for learning.
- Provide school-level guidance for cleaning and disinfecting all core assets. Frequently touched surfaces should be cleaned several times a day.
- Alert school-based custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and/or CDC. It is expected that this guidance will be updated in real-time based on the status of community spread across local geographies.
- Provide advanced training for custodial staff.
- Custodial staff should continue deep cleaning over the summer.
- Audit all school rooms with a focus on:
 - How many classrooms are available
 - The size of each classroom
 - Additional spaces that are available (e.g., gym, lunchroom, auditorium)
 - The ventilation in each classroom
- Audit school security protocols to decide if any process changes need to be implemented.
- School security staff should follow CDC protocols if interacting with the general public.
- Maintain facilities for in-person school operations, including:
 - Check HVAC systems to ensure that they are running efficiently.
 - Air filters should be changed regularly.
 - Custodial staff should distribute wastebaskets, tissues, and CDC-approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during travel between sites.

- Signage about frequent handwashing, cough etiquette, and nose blowing should be widely posted, disseminated, and encouraged through various methods of communication.
- Custodial staff should follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.
- School leaders should conduct and document a facility walk-through with the custodial services team to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.
- Procure level-1 facial coverings, including those with a transparent front, for PreK-5 teachers, low-income students, and students with special needs.
- Procure level-1 surgical masks for cleaning and janitorial staff.

Budget, Food Service and Staffing

We plan to:

- Implement new student arrival protocols. This system includes how students arrive at and depart from school (e.g., school bus, dropped off via car, walk, public transportation).
- Conduct staff and student outreach to understand who is coming back.
 - For staff, this should include a breakdown of the staff – administrators, educators, support staff, full-time nurses, part-time nurses, school counselors, etc.
 - Develop a staffing plan to account for teachers and staff who are not returning or are at risk (i.e., those who are 65 years or have an underlying medical condition and decide not to return).
 - For students, this should include those with preexisting conditions who may need a remote learning environment.
- Assess the need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs.
- Recruit, interview, and hire new staff.
- Consider redeploying underutilized staff to serve core needs.
- Where possible, identify and modify staff positions that would enable high-risk staff to provide remote services.
- Communicate any student enrollment or attendance policy changes with school staff and families.

- Provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely.
- Coordinate services with related service providers in the school and community, to identify and address new student and adult needs.
- Inventory how many guest/substitute teachers are available.
- Build and send back to school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures.
- Verify that student and staff handbooks and planners are available digitally.
- Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints.
- Work with school leaders to orient new school staff to any operational changes.
- Create master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind.
- Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.

Technology

Before school reopens, we plan to:

- Provide training and support for educators to adapt remote learning for the classroom.
- Mr. Fischer and Mrs. Sloterbeek will continue in their I.T. roles and provide the additional support needed for teachers and students. With the possibility of additional support for parents as well.
- Where practical given demands on parents or guardians, consider identifying family technology liaisons to support communication regarding the use of technology and serve as a “help desk.”
- Develop procedures for return and inventory of school-owned devices as part of a return to school technology plan. The procedures should include:
 - Safely bagging devices collected at school
 - Sanitizing the devices prior to a repair or replacement evaluation
 - Ordering accessories that may be needed over the summer

- Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement
- Identify an asset tracking tool.
- Develop a technology support plan for families.
- Continue to monitor device usage and compliance with online learning programs.
- Provide support programs to ensure that students and families can access online teaching and troubleshoot problems with access.
- Ensure that students can submit assignments and be evaluated accordingly.
- Schedule ongoing staff training on platforms and tools.
- Review and update (as needed) relevant technology policies, including data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology.
- Ensure every student has access to the appropriate technology and connectivity needed to continue learning.

When Reopening to In-Person Instruction

When school reopens, we plan to:

Technology

- Organize and centralize online resources that were created, published, or distributed by teachers and others during the closure period.
- Compile technology-facing lessons learned for inclusion in the school's updated remote learning plan.
- Review issue tracking and inventory results frequently as a way of understanding the quality and progress of technology processes.
- Continue infrastructure evaluations until all issues are resolved.
- Identify chronic technology issues that arose during the school closure period and use them to begin the development of a long-term technology maintenance plan.

If School Is Required to Close For In-Person Instruction

Facilities

If we are instructed to close for in-person instruction, we plan to:

- Activate school cleaning and disinfection protocols according to the CDC School Decision Tree. Custodial staff should wear surgical masks when performing cleaning duties.
- Maintain facilities for the resumption of school operations.

Technology

If we are instructed to close for in-person instruction, we plan to:

- Deploy digital learning devices and move to virtual learning.
- Communicate consistent procedures for return and inventory of school-owned devices as part of a return to school technology plan. The procedures should include:
 - Safely bagging devices collected at school;
 - Sanitizing the devices prior to a repair or replacement evaluation;
 - Conducting prepared maintenance routines to remove malware and fix standard issues, including screen, keyboard, or battery replacement.
- Ensure that school and community access points and wired network devices are functional.

NOTE – Given the size and layout of our building, we are unable to follow the strongly recommended guideline relating to spacing, movement, and access, “Space desks six feet apart in classrooms. Class sizes should be kept to the level afforded by necessary spacing requirements.” Despite this guideline not being feasible, we will still promote as much social distancing as possible within our classrooms, as well as adding additional screening for students before they come to school, not required by the Roadmap, to promote safety for students and staff alike.

III. Phase 5 of Michigan Safe Start Plan (In-Person Instruction with Loosened Safety Protocols).

When our region is in Phase 5 of the Safe Start Plan, that means that the Governor’s

office has determined that: (1) new cases and deaths continue to decrease for an additional period of time; (2) the number of active cases has reached a point where infection from other members of the community is less common; (3) with widespread testing, positivity rates often fall much lower than earlier phases; and (4) rapid case investigation, contact tracing, and containment strategies cause new cases to continue to fall. It also means that in-person instruction may occur with the minimum required safety protocols.

As described below, even though the threat is diminished, Zeeland Christian School will continue to implement some plans and protocols related to safety, mental/social-emotional health, instruction, and operations.

SAFETY

Personal Protective Equipment

We plan to adhere to the following standards on PPE:

- Facial coverings should always be worn by staff when within six feet of another person 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 should not wear one. Any staff member that is incapacitated or unable to remove the facial covering without assistance should not wear a facial covering.
 - PreK-5 and special education teachers should consider wearing clear masks.
 - Homemade facial coverings should be washed daily.
 - Disposable facial coverings should be disposed of at the end of each day.
- Facial coverings should always be worn in hallways and common areas by 6-8 students in the building except for during meals. Any student that is unable to medically tolerate a facial covering should not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance should not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. If social distancing and cohorting are practiced and enforced, facial coverings for students in grades PreK-5 are encouraged but not required.
 - Homemade facial coverings should be washed daily.
 - Disposable facing coverings should be disposed of at the end of each day.

- Facial coverings should be considered for PreK students and students with special needs in hallways and common areas.
 - Facial coverings are not recommended for use in classrooms by children ages 3 and 4.
 - Facial coverings should never be used on children under age 2.
- Facial coverings should be considered for K-5 students and students with special needs in classrooms, especially if students and teachers are not placed in cohorts.
- Facial coverings will be recommended but not required in classrooms by grades 6-8 students. Any student who cannot 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.
- Gloves are not required except for custodial staff or teachers cleaning their classrooms.

Hygiene

We plan to follow the following hygiene standards:

- Provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques).
- Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer.
- Educate 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 using proper hand hygiene techniques.
- Students should wash their hands or use hand sanitizer after changing any classroom; teachers in the classroom should wash their hands or use sanitizer every time a new group of students enters their room.
- Systematically and frequently check and refill soap and hand sanitizers.
- Students and teachers should have scheduled handwashing with soap and water every 2-3 hours.
- Limit the sharing of personal items and supplies, such as writing utensils.
- Keep students' personal items separate and in individually labeled cubbies, containers, or lockers.
- Limit the use of classroom materials to small groups and disinfect between uses or provide adequate supplies to assign for individual student use.

- Procure portable handwashing and/or hand sanitizing stations to set up throughout the school.

Spacing, Movement, and Access

We plan to use these guidelines on spacing, movement, and access:

- In classrooms where tables are utilized, space students as far apart as feasible.
- Teachers should try to maintain six feet of spacing between themselves and students as much as possible.
- Post signage to indicate proper social distancing.
 - Floor tape or other markers should be used at six-foot intervals where line formation is anticipated.
 - Provide social distancing floor/seating markings in waiting and reception areas.
 - Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.
 - Post signs on the doors of restrooms to indicate proper social distancing.
- As able, “specials” (like art, music, and library) should be brought to the classrooms instead of having students move to different locations.
- Hallways should be divided with either side following the same direction.
- Have staff monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.

Screening Students, Staff, and Guests

We plan to adopt the following protocols for screening students, staff, and guests:

- Every school should identify and designate a quarantine area and a staff person to care for children who become ill at school.
- Students who become ill with symptoms of COVID-19 at school 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.
- Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC

guidelines.

- Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building.
- 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.
- Any parents or guardians entering the building should wash or sanitize hands prior to entry.
- Parents or guardians are not allowed in the school building except under extenuating circumstances, as determined by school officials. Only one parent or guardian per child should be allowed to enter except under extenuating circumstances,, as determined by school leadership.
- Parents or guardians are encouraged to check their children's temperature at home every morning using oral, tympanic (ear), or temporal scanners; students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if no other explanation is available.
- Parents or guardians are encouraged to ask their children or monitor for symptoms of COVID-19, including cough, congestion, shortness of breath, or gastrointestinal symptoms every morning. Any positives should prompt parents or guardians to keep the student home from school.

Testing Protocols for Students/Staff and Responding to Positive Cases.

We plan to use the following testing protocols and responses to positive cases:

- Students who develop fever or become ill with symptoms of COVID-19 at school should wear a mask and be transported by their parent/guardian, emergency contact, or ambulance, if clinically unstable, for off-site testing.
- Staff who develop fever or become ill with symptoms of COVID-19 at school should wear a mask and should be transported for off-site testing.
- Parents and guardians should be notified of the presence of any laboratory positive or clinically diagnosed cases in the classroom and/or school to encourage closer observation for any symptoms at home.
- Symptomatic students and staff sent home from school should be kept home until they have tested negative or have been released from isolation according to CDC guidelines.
- In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts should be made to contact any close contacts (those who spent

more than 15 minutes within six feet to the student or staff member) so that they can be quarantined at home. Classmates should be closely monitored for any symptoms. At this time, empiric testing of all students in the class is not recommended. Only those that develop symptoms require testing.

- Parents or guardians are encouraged to check student's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 greater must stay home and consider COVID-19 testing if no other explanation is available.
- Parents or guardians are encouraged to monitor for symptoms of COVID-19 every morning. Any positives should prompt the parent or guardian to keep the student home from school and seek out testing.

Responding to Positive Tests Among Staff and Students

We plan to respond to positive COVID-19 tests of staff and students as follows:

- Notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
 - The Local Health Department will initiate contact tracing, 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. Local health officials, depending on the situation, may identify other contacts who require quarantine. School can help the local health department by collecting data and contact information of those exposed.
 - Note: School should provide staff with guidance on 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).
- Employees with a confirmed case of COVID-19 should only return to the workplace after they are no longer infectious. Local health officials will provide instruction about a return to work, using the most current guidelines from the CDC for this determination.

- If possible, smaller areas such as individual classrooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles.

Food Service, Gathering, and Extracurricular Activities

We plan to handle food service, gatherings, and extracurricular activities as follows:

- Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks.
- Students, teachers, and cafeteria staff wash their hands before and after every meal.
- All gatherings, including those that occur outdoors (e.g., graduations), should comply with current and future executive orders that set caps on congregations of people.
- If field trips occur, they should comply with transportation guidelines within this document, including mandatory facial covering.
- Classrooms should be used for eating in place, taking into consideration food allergies.
- If possible, school-supplied meals should be delivered to classrooms with disposable utensils.
- If possible, school should offer livestreams of chapels and other school-sanctioned events.
- Students and teachers should wash their hands before and after every event.
- After-school programs may continue with the use of facial coverings.

Athletics

We plan to handle athletics as follows:

- Indoor spectator events are limited to 50 people. Large scale outdoor spectator or stadium events are limited to 250 people. Spectators not part of the same household must always maintain six feet of distance from one another.
- Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gatherings. All participants should confirm that they are healthy and without any symptoms prior to any event.
- All equipment must be disinfected before and after use.

- In cooperation with ZPS, buses must be cleaned and disinfected before and after every use, as detailed in the subsequent “Busing and Student Transportation” section.
- Each participant should use a clearly marked water bottle for individual use. There should be no sharing of this equipment.
- Handshakes, fist bumps, and other unnecessary contacts should not occur.

Cleaning

We plan to adhere to the following cleaning protocols:

- Frequently touched surfaces, including lights, doors, benches, and bathrooms, should undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.
- Libraries, computer labs, arts, and other hands-on classrooms should undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution. Efforts must be made to minimize the sharing of materials between students as able.
- Student desks should be wiped down with either an EPA-approved disinfectant after every class period.
- Playground structures should continue to undergo normal routine cleaning, but using an EPA-approved disinfectant is unnecessary.
- Athletic equipment can be cleaned with either an EPA-approved disinfectant before and after each use.
- 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 uses such products.

Busing and Student Transportation

In cooperation with ZPS, we plan to adhere to the following protocols for busing and student transportation:

- Strongly encourage the use of hand sanitizer before entering the bus. Hand sanitizer should be supplied on the bus.
- The bus driver, staff, and all students in grades PreK-12, if medically feasible, should wear facial coverings while on the bus.
- Clean and disinfect transportation vehicles regularly. Children should not be present when a vehicle is being cleaned.

- Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, armrests, door handles, seat belt buckles, light and air controls, doors, and windows, and grab handles) prior to morning routes and prior to afternoon routes.
- Clean, sanitize, and disinfect equipment, including items such as car seats and seat belts, wheelchairs, walkers, and adaptive equipment being transported to schools.
- Create a plan for getting students home safely if they are not allowed to board the vehicle.
- If a student becomes sick during the day, they should not use group transportation to return home and should follow the protocols outlined above.
- If a driver becomes sick during the day, they should follow protocols for sick staff outlined above and should not return to drive students.
- Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
- Weather permitting, consider keeping windows open while the vehicle is in motion to help reduce the spread of the virus by increasing air circulation, if appropriate and safe.
- Medically Vulnerable Students and Staff. We plan to take the following actions for our medically vulnerable students and staff:
- 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 updating their care plans as needed to decrease their risk for exposure to COVID-19.
- 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.

MENTAL/SOCIAL EMOTIONAL HEALTH

Before School Reopen

Zeeland Christian School plans to offer students the following mental and social-emotional supports:

- Designate Aaron Kaufman, ZCS Social Worker, and Julie Postmus, ZCS School Counselor, as our School's mental health liaison. Mr. Kaufman and Mrs. Postmus

will work across the school, local public health agencies, and community partners.

- Implement a mental health screening for all students. We will share details related to the screening outside of this Plan, but the screening will be conducted by a trained professional, if possible, compliant with HIPAA and FERPA policies; and screening instructions (offered verbally to younger students) will provide age-appropriate and transparent disclosure of protocols to protect confidentiality while adhering to mandated reporting guidelines.
- Establish and communicate guidelines to all staff regarding the identification and rapid referral of at-risk students to appropriate building-level support teams.
- Appropriate staff have received in recent years or will receive before school starts in the fall training/professional development, resources and implementation support on a variety of topics, including social-emotional learning, trauma-informed best practices, identification of students at risk, proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.
- Establish a comprehensive crisis management plan that leverages available internal and external/community-based resources, which can be activated in the unfortunate event it is needed (e.g., loss of a student, loss of a school staff member).
- Compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that reference school and community wellness resources.
- Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.
- Provide our staff with resources for self-care, including resiliency strategies.
- Continue to communicate with parents and guardians, via a variety of channels, about information that will be helpful as we transition back to school, including:
 - Destigmatization of COVID-19.
 - Understanding normal behavioral responses to crises.
 - General best practices of talking through trauma with children.
 - Positive self-care strategies that promote health and wellness.
- 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.

INSTRUCTION

Zeeland Christian School plans to implement the following measures to ensure continuity of instruction for all students:

Before School Reopens for In-Person Instruction

Governance

The Zeeland Christian School Leadership Team, with a broad group of stakeholders, has created a Return to Learning plan to:

- Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations.
- Revise the school's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness.
- Share the school's remote learning plan with all involved stakeholders.

Instruction

Before reopening for in-person instruction, we plan to implement the following protocols for instruction:

- Set an instructional vision that ensures that:
 - Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
 - Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
 - Every students' academic and social-emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.
- Support staff to implement grade-level curricula that are aligned to Michigan PreK - 8 standards.
 - Support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction.
- Revise students' NPSP and ISP in coordination with general and special education teachers to reflect the child's evolving needs based on

assessment data and parent feedback, and design accommodations and match services accordingly. We will:

- Commence intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE.
- Establish structures for general and support services teachers to collaborate on delivery methods for assessments and instruction as outlined in NPSP and ISP. Consider students' needs around accessibility and provide assistive technologies, where possible.
- Inventory all intervention programs and services available to students on the school and district level and identify any gaps.
- Develop a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

Communications and Family Supports

- Use communication systems needed to reach every family and student in their home language through multiple modes to share:
 - Expectations around their child's return to school;
 - Clear information about schedules and configurations, if hybrid;
 - Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies;
 - Plans for each of the different school opening scenarios.
- Provide resources that demonstrate staff values parents as partners in their child's education. Offer family supports that provide families with:
 - Training about how to access and use the school's chosen digital systems and tools;
 - Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child;
 - Opportunities to build their digital literacy;
 - Strategies to support their child's learning at home.

Professional Learning

- Provide adequate time for staff and educators to engage in:
 - Intentional curriculum planning and documentation to ensure the stability of instruction, whether school building is open or closed;

- Identify students who did not engage in remote learning and develop a plan to provide additional supports, if needed. Share data and concerns about each student's growth and needs with students' assigned teacher(s) for the 2020-2021 school year;
- Identify students who potentially need additional support; and
- Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning.
- Create a plan for professional learning and training, with goals to:
 - Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education;
 - Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use; and
 - Build school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging.

When School Reopens for In-Person Instruction

Instruction

- Ensure that every student:
 - Has access to standards-aligned, grade-level instruction, including strategies to accelerate student learning;
 - Is assessed to determine student readiness to engage in grade-level content; and
 - Is offered supports to meet their diverse academic and social-emotional needs.
- Conduct checkpoints with school leaders around curriculum pacing and ongoing monitoring of student progress, specifically honing in on the growth of students who need acceleration.
- Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.
- Conduct a review of each students' NPSP and ISP in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services, including OT, PT, and Speech while the school was closed.
- Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students'

needs.

- Set expectations for staff and teachers to integrate high-quality digital tools and resources that are appropriate and sustainable at each grade level, to increase teachers' and students' familiarity with online learning in case of a return to remote instruction.
- Determine and activate structures outside of the regular school day, such as summer learning options, extended day, and after-school programming, to potentially be leveraged to support students in need of additional support.
- Communicate regularly with families about their child's progress and the targeted plans for students in need of additional support.
- If hybrid, activate plans to monitor and assess the following:
 - Connectivity and Access: Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.
 - Attendance: Develop systems to monitor and track students' online attendance on a daily basis.
 - Student Work: Teachers will assess the quality of student work and provide feedback to students and families.
- Students will self-assess the quality of work, reflect on teacher feedback, and learning progress.

OPERATIONS

Before School Reopens for In-Person Instruction

Facilities

To maintain the safety of our building, grounds, and facilities, we plan to:

- Audit necessary materials and supply chain for cleaning and disinfection supplies.
- Coordinate with Local Emergency Management Programs (LEMP) for support with the procurement of cleaning and disinfection supplies.
 - Advocate for ISDs to coordinate with LEMPs.
- Audit any additional facilities that the school may have access to that could be used for learning.
- Provide school-level guidance for cleaning and disinfecting all core assets, including the school building and playgrounds. Frequently touched surfaces should be cleaned several times a day.

- Alert school-based custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and/or CDC. It is expected that this guidance will be updated in real-time based on the status of the community spread across local geographies.
- Convene custodial and facilities staff to review and make actionable the school's guidance regarding cleaning and disinfection.
- Provide advanced training for custodial staff.
- Custodial staff should continue deep cleaning over the summer.
- Audit all school rooms with a focus on:
 - How many classrooms are available;
 - The size of each classroom;
 - Additional spaces that are available
 - The ventilation in each classroom.
- Audit school security protocols to decide if any process changes need to be implemented.
- School security staff should follow CDC protocols if interacting with the general public.
- Maintain facilities for in-person school operations, including:
 - Check HVAC systems at each building to ensure that they are running efficiently.
 - Air filters should be changed regularly.
 - Custodial staff should distribute wastebaskets, tissues, and CDC-approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during travel between sites.
 - Signage about frequent handwashing, cough etiquette, and nose blowing should be widely posted, disseminated, and encouraged through various methods of communication.
 - Custodial staff should follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.
- School leaders should conduct and document a facility walk-through with the custodial services team to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.
- Procure level-1 facial coverings, including those with a transparent front, for PreK-5 teachers, low-income students, and students with special needs.
- Procure level-1 surgical masks for cleaning and janitorial staff.

Budget, Food Service, Enrollment and Staffing

To support students' access to nutrition services and instructional programs/materials as well as to address staffing, enrollment, and budget issues, we plan to:

- Conduct staff and student outreach to understand who is coming back.
 - For staff, this should include a breakdown of the staff – administrators, educators, support staff, nurses, school counselors, etc.
- Build and send back to school communications to all relevant stakeholders (i.e., parents or guardians, school staff) and include updates across all **workflows**.
- Implement new student arrival protocols. This should include how students arrive at and depart from school (e.g., school bus, dropped off via car, walk).
- Assess the need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs.
- Work with relevant local bargaining units to assess how job responsibilities may shift in light of COVID-19 and how new or additional responsibilities will be accounted for.
- Recruit, interview, and hire new staff.
- Consider redeploying underutilized staff to serve core needs.
- Where possible, and in partnership with local bargaining units, identify and modify staff positions, that would enable high-risk staff to provide remote services.
- Communicate any student enrollment or attendance policy changes with school staff and families.
- Provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely.
- Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs.
- Inventory how many guest/substitute teachers are available.
- Verify that student and staff handbooks and planners are printed and ready for distribution and/or are available digitally. Create a master list of any changes to distribute at the first staff meeting.

- Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.
- Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.
- Work with school leaders to orient new school staff to any operational changes.
- Create master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind.
- Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.

Technology

We plan to take the following actions related to technology:

- Provide training and support for educators to adapt remote learning for the classroom.
- Mr. Fischer and Mrs. Sloterbeek will continue in their I.T. roles and provide the additional support needed for teachers and students. With the possibility of additional support for parents as well.
- Where practical given demands on parents or guardians, consider identifying family technology liaisons to support communication regarding the use of technology and serve as a “help desk.”
- Develop procedures for return and inventory of school-owned devices as part of a return to school technology plan. The procedures should include:
 - Safely bagging devices collected at school
 - Sanitizing the devices prior to a repair or replacement evaluation
 - Ordering accessories that may be needed over the summer
 - Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement
- Identify an asset tracking tool.
- Develop a technology support plan for families.
- Continue to monitor device usage and compliance with online learning programs.
- Provide support programs to ensure that students and families can access

- online teaching and troubleshoot problems with access.
- Ensure that students can submit assignments and be evaluated accordingly.
 - Schedule ongoing staff training on platforms and tools.
 - Review and update (as needed) relevant technology policies including data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology.
 - Ensure every student has access to the appropriate technology and connectivity needed to continue learning.
 - Organize and centralize online resources that were created, published, or distributed by teachers and others during the closure period.
 - Compile technology-facing lessons learned for inclusion in the school's updated remote learning plan.
 - Review issue tracking and inventory results frequently as a way of understanding the quality and progress of technology processes.
 - Continue infrastructure evaluations until all issues are resolved.
 - Identify chronic technology issues that arose during the school closure period and use them to begin the development of a long-term technology maintenance plan.

Transportation

In cooperation with ZPS, we plan to adhere to the following transportation protocols:

- Inventory buses, contractors, including any vehicles used for transporting students to/from school or to other school events, and students riding buses. Address questions, such as:
 - How many buses are or could be made available in the district?
 - How much variation is there in the size and maximum capacity of buses in the district?
 - How have the buses been currently or historically used (i.e., transportation to/ from school, transportation for multiple schools, athletic events, food service delivery)?
 - How many drivers will be returning? How many are in the training pipeline? What is the plan to address any shortage of drivers?
- Assess whether any bus contractors have been impacted by COVID-19 (i.e., closed or opt-out from current routes).
- Inventory bus drivers to understand the extent of high-risk populations.

- Finalize bus procedures for bus drivers and students that are informed by public health protocols.
- Encourage close collaboration between transportation and IEP teams to monitor changes to students' IEPs and implement accordingly.

IV. Phase 6 of Michigan Safe Start Plan (In-Person Instruction with Loosened Safety Protocols).

When our region is in Phase 6 of the Safe Start Plan, that means that the Governor's office has determined that: (1) we are post-pandemic; (2) there are few, if any, active COVID-19 cases locally; (3) community spread is not expected to return; and (4) there is sufficient community immunity and availability of treatment. In-person instruction is permitted with only one required COVID-19 safety protocol.

As described below, during this post-pandemic period, Zeeland Christian School will be implementing very few COVID-related protocols related to safety, mental/social-emotional health, instruction, and operations.

SAFETY

Personal Protective Equipment

[None required or recommended]

Hygiene.

We plan to continue adhering to the following hygiene guidelines:

- Provide adequate supplies to support healthy hygiene behaviors (e.g., soap, hand sanitizer 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.
- 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

[No safety protocols required or recommended]

Screening Students

[No safety protocols required or recommended]

Responding to Positive Tests Among Staff and Students

- 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

[No safety protocols required or recommended]

Athletics.

[No safety protocols required or recommended]

Cleaning

[No safety protocols required or recommended]

Busing and Student Transportation

[No safety protocols required or recommended]

Medically Vulnerable Students

[No safety protocols required or recommended]

V. Special Education Assurances.

Zeeland Christian School acknowledges and agrees that our special education students have a right to equally access their education, and will adhere to the requirements of Executive Order 2020-142, including:

When we provide in-person instruction to students without disabilities, we will also provide in-person instruction to our students with disabilities, consistent with their NonPublic Service Plans (NPSP) and Individualized Student Plans (ISP).

When school is closed to in-person instruction, we 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 age three through 16. This assurance includes the provision of auxiliary services under section 1296 of the Revised School Code, MCL 380.1296.

While any state of emergency or disaster-related to the COVID-19 pandemic continues, we 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.

To the extent practicable and necessary, we will make individualized determinations whether and to what extent compensatory services may be needed for students with disabilities in light of the school closures during the 2019–2020 school year.

Submitted By: Tim McAboy, Head of School

Name of School: Zeeland Christian School

Address of School: 343 W Central Ave. Zeeland, MI
49464

District Code Number:
70350

Web Address of the School:
www.zcs.org

Name of Intermediate School District: Ottawa Area Intermediate School
District

Approved by Zeeland Christian School Board