

COVID-19 Preparedness and Response Plan

(Executive Order 2020-142 District Preparedness Plan Template)

Revised 7:00AM
07/10/20

Name of District: Farmington Public School

Address of District: 32500 Shiawassee St. | Farmington, MI 48336

District Code Number: 63200

Web Address of the District: <https://www.farmington.k12.mi.us/fps>

Name of Intermediate School District: Oakland Schools

Name of Authorizing Body (if applicable):

Preparedness Plan Introduction

Governor Whitmer's [Executive Order 2020-142](#) "provides a structure to support all schools in Michigan as they plan for a return of pre-K-12 education in the fall. Under the order, school districts must adopt a COVID-19 Preparedness and Response Plan laying out how they will cope with the disease across the various phases of the [Michigan Safe Start Plan](#). In turn, the accompanying Michigan Return to School Roadmap offers a guide to the types of safety protocols appropriate during each phase. There's no one-size-fits-all solution: What works in Lansing may not work in Sault Sainte Marie. Districts will retain the flexibility to tailor their instruction to their particular needs and to the disease conditions present in their regions." (EO-2020-142)

Each district (public, public school academy (PSA), nonpublic, and intermediate school district (ISD) that educates pre-K-12 students) shall submit a single completed Assurance Document and Preparedness Plan to its Board in time for approval by August 15 or seven days before the first day of school, whichever comes first. This template, when completed, serves as a single Assurance Document and Preparedness Plan.

The Preparedness Plan will be collected by the Intermediate School District for public school districts, the authorizing body for public school academies, or the chief/designated school administrator for nonpublic schools for transmission to the State Superintendent of Public Instruction and State Treasurer by August 17, 2020. Additionally, this Preparedness Plan must be posted on the district's/PSA's, or nonpublic school's public website home page no later than August 17, 2020. A single application should be filed by the district rather than multiple applications for individual schools within a district.

Preparedness Plan Assurances

The District agrees to meet all of the following requirements of Executive Order 2020-142

- ✓ The District assures that when it provides in-person instruction to its students without disabilities, the district must also provide in-person instruction to its students with disabilities, consistent with their individualized education programs (IEPs).
- ✓ The District assures that when schools are closed to in-person instruction, districts must strive in good faith and to the extent practicable, based upon available resources, technology, training, and curriculum, as well as the circumstances presented by COVID-19, to provide equal access to any alternative modes of instruction to students with disabilities from birth through age 26. This assurance includes the provision of auxiliary services under section 1296 of the Revised School Code, MCL 380.1296.
- ✓ The District assures that while any state of emergency or disaster related to the COVID-19 pandemic continues, it shall comply with guidance from the United States Department of Education, including its Office of Civil Rights and Office of Special Education and Rehabilitative Services, and the Michigan Department of Education concerning the delivery of alternative modes of instruction to students with disabilities in light of the impact of COVID-19.
- ✓ The District assures that it shall, to the extent practicable and necessary, make individualized determinations whether and to what extent compensatory services may be needed for students with disabilities in light of the school closures during the 2019–2020 school year.
- ✓ The District assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan* it will close its buildings to anyone except: (a) District employees or contractors necessary to conduct minimum basic school operations consistent with a Preparedness Plan, including those employers or contractors necessary to facilitate alternative modes of instruction, such as distributing materials and equipment or performing other necessary in-person functions. (b) Food-service workers preparing food for distribution to students or their families. (c) Licensed child-care providers and the families that they serve, if providers follow all emergency protocols identified by the state.
- ✓ The District assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan* it will suspend athletics, after-school activities, inter-school activities, and busing.
- ✓ The District assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan* it will provide for the continued pay of school employees while redeploying staff to provide meaningful work in the context of the Preparedness Plan, subject to any applicable requirements of a collective bargaining agreement.
- ✓ The District assures that in **Phases 1, 2, or 3** of the *Michigan Safe Start Plan* it will provide for the continuation of food distribution to eligible students.
- ✓ The District assures that during **Phase 4** of the *Michigan Safe Start Plan* it will prohibit indoor assemblies that bring together students from more than one classroom.
- ✓ The District assures cooperation with the local public health department if a confirmed case of COVID-19 is identified, and agrees to collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present in school.

Preparedness Plan

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](#) (“Return to School Roadmap”) from the COVID-19 Task Force on Education and Return to School Advisory Council.

In accordance with Executive Order 2020-142 a plan must include all the following parts:

- A. The policies and procedures that the District will follow when the region in which the district is located is in **Phase 1, 2, or 3** of the *Michigan Safe Start Plan*.
 1. Describe how the district will offer **alternative modes of instruction** other than in-person instruction and a summary of materials each student and the student’s parents or guardians will need to meaningfully access the alternative modes of instruction included in the Preparedness Plan. If the Preparedness Plan relies on electronic instruction, the Preparedness Plan must consider how the district will aid students who lack access to computers or to the internet. This is also in the Continuity of Learning and COVID-19 Response Plan submitted in April. You may want to update and link to this plan in your response below.

Required Instructional submission

Instructional Framework:

Farmington Public Schools has been committed to **ENHANCING** the core instruction of the classroom in an effort to **ENGAGE ALL** learners and **EMPOWER** them by building equitable learning environments. To this end, FPS will focus on the following instructional framework in order to create a consistent **teaching and learning** focus regardless of where and when teaching and learning occurs. This framework has been mapped to the National Standards for Quality Online Learning to ensure the framework is applicable to Learning at a Distance and Hybrid instruction.

FPS Instructional Framework <i>Based on Marzano Teacher Evaluation Elements</i>		National Standards for Quality Online Learning
Standards-Based Planning	<ul style="list-style-type: none"> • Making learning targets visible and accessible to the learner. 	<ul style="list-style-type: none"> • The online teacher creates, selects, and organizes appropriate assignments and assessments to align curricular content with associated standards-based learning goals.
Conditions for Learning	<ul style="list-style-type: none"> • Establishing and maintaining effective relationships. • Providing effective feedback for all learners. 	<ul style="list-style-type: none"> • The online teacher uses different types of tools to interact in online courses in order to nurture learner relationships, encourage learner interactions, and monitor and motivate learner engagement. • The online teacher helps learners reach content mastery through instruction and quality feedback using various formats.
Standards-Based Instruction	<ul style="list-style-type: none"> • Developing complex and engaging tasks that provide an opportunity for student voice, choice, and interaction. 	<ul style="list-style-type: none"> • The online teacher uses digital pedagogical tools that support communication, productivity, collaboration, analysis, presentation, research, content delivery, and interactions. • The online teacher is able to incorporate subject-specific and developmentally appropriate digital learning resources into online learning modules.
Professional	<ul style="list-style-type: none"> • Promoting teacher leadership and collaboration 	<ul style="list-style-type: none"> • The online teacher is a reflective practitioner. • The online teacher continuously pursues knowledge

Farmington Public Schools is a diverse learning community. As a result, an overarching lens through which the instructional framework will be enacted is one of equity. To this end, we will consistently ask the following questions:

- How do we provide rigorous instruction while ensuring instruction is accessible and adjusted to meet the needs of a diverse set of learners?
- In what ways are students placed at the center of instruction--supporting agency, choice, and voice?
- How are different perspectives given a position within the curriculum and dialogue?

Instructional content development will be guided by a refined curriculum. FPS engaged in a curriculum refinement process, during the summer, with the following guiding principles:

- Provide a credible curriculum to ensure students are prepared for the next year whether we are in a remote, hybrid or face to face learning environment.
- Clarify standards priority in order to support teachers with strategic pacing and maximize instructional time for what is important.
- Account for prior grade level/course gaps in understanding.

To this end, priority standards at each level are being reviewed and revised as needed. Priority standards connect to concepts that are most critical to moving into the next grade or course. Decisions are also being made as to what prior grade level priority standards should be integrated or used as scaffolds to the current grade level content in order to respond to prior grade level learning gaps. Focusing on a defined set of standards will maximize student access and time to learn, creating an appropriate pace for the learning work.

PHASE 1- 3 Instructional Plan

In the event of Phases 1-3, Farmington Public Schools is prepared to offer a **Learning at Distance** approach (K-12 full remote learning). Farmington Public School's Learning at a Distance approach:

- provides students with continued academic engagement with a student-centered instructional focus.
- provides students with continued connection with peers and staff as we build a positive digital learning environment culture.
- maintains a sense of structure in the absence of a "school" day by providing weekly schedules and clearly defined structures and routines.
- Integrates technology (learning management systems) for dynamic instructional delivery and student engagement.

Farmington Public Schools will engage students in on and offline tasks as part of our *Moving Learning Forward Plan*. Each teacher will use Canvas as a digital classroom platform for content development and delivery and communication with students and parents/guardians. Staff will consistently communicate weekly lesson plans to support students and parents in planning forward their participation. Staff will monitor learning (formatively and summatively) and provide feedback to critical learning artifacts. Staff will strategically develop synchronous and asynchronous learning activities.

As part of this plan, parents/students will need a device to access email and engage with web-based tools. Farmington Public Schools has an “In Home” Device plan that provides parents/students an opportunity to receive a device. Additional paper-based materials will be developed by teachers to support learner needs appropriately and to mitigate challenges for students accessing online learning. This plan is being carried out with all students across all programs. Canvas, FPS’s learning management system, will support a common K-12 digital classroom environment. The adoption of an LMS will provide greater accessibility by providing more streamlined communication and executive functioning tools to help learners manage and engage in their learning.

As in any learning environment, norms are an important part of managing classroom culture and climate. It serves to frame our behaviors and how we interact during learning. Teachers will be working with students to create norms for interacting online and participating in the routines and structures put in place so they can create a productive and safe learning environment for all students. Teachers-student connections are an important piece of managing classroom culture and climate. Each week, staff are expected to make connections to individuals and groups of students to support T-S/S relationships and instruction. Weekly schedules provide for live meet times and office hours for student to student interactions and opportunities for community building. The development of a community of learners will aid in student motivation and continued participation in the learning. This community provides for continuity of learning as students potentially transition between in-person and remote periods of instruction and support continued participation in the learning.

The Moving Learning Forward plan engages teachers in lesson design that starts first with the essential standard and its associated learning targets. Teachers then consider the match between task design and what students are expected to know and be able to do, placing students at the center of each lesson’s design. In support of this, the learning plan design will start with knowing the priority standards and the associated learning targets for the lesson series. Learning plans will be built with a **learning cycle** in mind. Learning cycles asks one to consider how content understanding will grow over time and how students move to independence with and application of content. Elements of gradual release and student-centered exploration will provide a foundation for learning plan design.

During this design process, teachers develop CORE and/or EXTENSION tasks.

Core Tasks are

- aligned with the Priority Standards being targeted
- the most important for students to engage in.
- designed to fit into the “instructional time expectations” for the grade level.

Extension Tasks

- provide additional time to grapple with a priority standard (additional dips)
- extend learning on an essential standard (enrichment for those interested)
- provide additional enrichment or reinforcement (for intervention or enrichment)
- are optional or required depending on student needs, interests and time available.

CORE and EXTENSION tasks support a range of student learning needs and provide flexibility for students with limited time availability and adult support. Teachers consider how they will layer synchronous (real-time) activities with asynchronous (not real-time) online and offline activities to build their weekly lesson plans. Teachers will consider paper-based materials to support learner needs appropriately and to mitigate challenges for students with access to online learning.

All teachers plan ways in which students share their thinking and learning using a variety of possible artifacts. Teachers provide feedback on student learning to individuals and to the group and work within their PLC to monitor learning in order to support instructional planning. The following expectations regarding monitoring student learning are a part of this plan.

Monitoring student learning will:

- focus on learning and engagement.
- include feedback that is supportive of engagement and moving learning forward.
- involve PLCs discussing their observations of student learning to inform instructional planning.
- utilizes formative and summative assessments.
- considers the level of parent support and guidance needed.

Restorative Practice Coaches, Guidance Counselors, Psychologists, and Social Workers are continuing to engage students individually or in small groups to support their social and emotional well-being. Grade banded Social-Emotional Learning activities will be shared with families and staff as a part of this plan in addition to sending out a periodical community survey to gauge where people are. SEL will be part of the classroom curriculum. A community Social-Emotional website has also been developed.

The following students supports will be in place:

- The FPS Multi-Tiered Systems of Support (MTSS) processes and procedures are still a critical part of our teaching and learning model in order to provide Tier 1, 2, and 3 instructional support.
- Special Education Services are also continuing under this plan to support engagement in the core Learning at a Distance plan by collaborating with general education teachers and providing supplementary aids and services such as accommodations and modifications as needed.
- The special education staff will address the IEP goals and objectives of students to the greatest extent practicable. They will work closely with parents to support the individualized needs of their students.
- All ancillary services will be provided according to the IEP.
- When safety requirements can be met, FPS will consider consolidating programming for select SE students for in-person instruction in a central location to minimize transportation routes and ensure building administration is in place for supervision. Social distancing, facial coverings and other safety protocols will be in place.
- Staff will address 504 plans to ensure supports are provided to meet individual needs.
- 504 and IEP plans will continue to be reviewed annually.
- Students can still be referred to Child Find.

- EL instructional services and supports will remain in place during the Learning at a Distance period.

The below chart outlines key priorities and decisions made as part of the Learning at a Distance plan:

Priority	Decision
Comply with Preparedness Planning requirements as part of the Executive Order.	Develop a Learning at a Distance (remote learning) approach.
Provide increased learning expectations with opportunities to monitor student learning and assessment.	Engage in curriculum refinement work in order to <ul style="list-style-type: none"> • Provide instructional focus by identifying clear learning targets and accommodate for possible prior year learning gaps. • Establish consistent and credible learning outcomes.
	Adopt a Learning Management System with features <ul style="list-style-type: none"> • for teachers to monitor learning and offering feedback • for students to provide audio, video, and written responses.
	Provide time for teachers in their workday to monitor learning in the absence of in-person monitoring that is a natural part of traditional instruction.
	Return to traditional grading practices.
Provide parents and students ease of access to instructional content and a user-friendly dashboard.	Adopt a Learning Management System that provides <ul style="list-style-type: none"> • one parent dashboard that includes all their students • a student dashboard that includes all their classes • one student a calendar and to-do list to manage their work across t all their classes.
Providing opportunities for students to interact and engage as a Community of Learning.	Increase the number of Live Meets into the elementary and secondary remote learning schedules.
	Increase the instructional minutes' guidance for elementary and secondary.
	Adopt a Learning Management System with an embedded video conferencing features that includes break out rooms and other features.
	Create district-wide Live Meet times for secondary students to avoid conflicts occurring between classes.
Provide teachers with tools to build their capacity as they navigate different teaching and learning approaches.	Adopt a Learning Management System that provides more robust features for teacher collaboration and content development.
	Provide professional development through a choice menu of required and optional professional learning in August and throughout the year (including asynchronous and synchronous sessions).
	Utilize district coaches and coordinators to support PLT's and individual teachers with lesson design and content development and LMS support
	Provide for each building to have an LMS Teacher Lead for on-site support.
	Pull back on work not aligned with supporting instruction during the 2020-21 school year.

Additional (not required) Instructional Submission:

PHASE 4 Instructional Plan:

In the event of Phase 4, Farmington Public Schools will start the fall with a **Learning at Distance** approach but is also planning for a possible **Hybrid** approaches to support an eventual transition and/or by legislation or executive order to do **in-person** instruction.

The health and safety of our students and staff is our top priority. We recognize that, under certain conditions, we may not be able to return to a full face-to-face instruction approach, there may be opportunities for the district to phase in smaller groups of students for some face-to-face instructional opportunities prior to engaging in a full hybrid model for all K-12 students.

There are several considerations when planning for a phase in approach to face-to-face instruction including:

- Social distancing: Can we provide optimal opportunities for students and staff to social distance throughout the school day?
- Stability of our workforce: Can we accommodate staff absences and keep some consistency for our students and families?
- Mitigation and monitoring risk: Can we mitigate the risk for our students and staff while also controlling the conditions that allow for monitoring, tracing and tracking exposure (for example, our ability to cohort students safely)?
- Instructional Integrity: How can we maintain instructional integrity in the context of adapted routines and structures to mitigate risk?
- Availability of activities: We recognize that students and families would like some level of “normalcy” for the child in a face-to-face setting. Can we offer opportunities such as recess and lunch safely?

The district is planning to phase in face-to-face instruction with certain populations. While we recognize we cannot guarantee a risk-free environment, we want to ensure that the conditions above (social distancing, contact tracing, and cohorting) are in place to reduce the risk of exposure to COVID-19 to the greatest extent possible.

In the hybrid structure, students are broken into two groups: Group A and Group B, and attend in-person instruction on different days.

- Student Group A attends in-person instruction on Monday and Wednesday.
- Student Group B attends in-person instruction on Tuesday and Thursday.
- Off days are Learning at a Distance days (remote instruction).
- Friday is a Learning at a Distance Day for both groups.

Phase 5 safety expectations with increased requirements are also put into place during Phase 4. (see other components of the Preparedness plan.)

The intent behind the alternating in-person dates between Group A and Group B is to

- offer a stronger learning cycle of content introduction and meaning-making.
- reduce the period of time students have between in-person sessions from week to week.
- provide time to respond in the event a student tests positive for COVID
 - by creating a greater window of time to communicate.
 - reduce additional interactions with positive students.

The daily/evening cleaning protocols are able to support this schedule.

The instructional components of our Learning at a Distance approach will support us in the event of a hybrid approach.

The below chart outlines key priorities and decisions made as part of the Hybrid Structure:

Priority	Decision
Comply with Preparedness Planning requirements as part of the Executive Order ...	Develop adapted routines and structures to support the possibility of in-person instruction while mitigating risk including but not limited to facial coverings, sanitizing and disinfecting, screening protocols, and other safety measures.
	Enact all required and strongly recommended components of the MI Safe School Road Map (phase 4).
	Developing, in cooperation with the local health department, a crisis plan in response to a positive COVID test of a staff member or student.
Providing opportunity for in-person instruction while also keeping the safety of staff and students in mind.	Reduce class size by grouping students as part of a Hybrid Structure. Creating Group A and B with opportunities for both in-person and learning at a distance.
	Placing adapted procedures and routines including facial coverings, sanitizing and disinfecting, screening protocols, and other safety measures.
	Space in-person instruction with learning at a distance to provide for time to communicate with families in the event of a positive COVID test.
Integrate in-person and remote learning best practices to support student learning.	Space in-person instruction with learning at a distance instruction. In-person instruction focuses on tasks that require higher levels of teacher facilitation or cognitive demand. Learning at a Distance providing an opportunity for continued meaning-making, demonstrating understanding, and engaging students in self-reflection.
	Purchase an LMS to support content delivery and communication providing continuity of learning across in-person and remote learning.
Grow teacher capacities as they navigate different teaching and learning approaches and tools .	Provide professional development through a choice menu of required and optional professional learning in August and throughout the year (including asynchronous and synchronous sessions).
	Utilize district coaches and coordinators to support PLT's and individual teachers with lesson design and content development and LMS support
	Provide for each building to have an LMS Teacher Lead for on-site support.
	Pull back on work not aligned with supporting instruction during the 2020-21 school year.

In the event of Phase 5, Farmington Public Schools reviewed our adapted routines and structures in Phase 4 and identified adjustments that will be made to support **daily in-person** instruction. (see other components of the Preparedness plan.)

The below chart outlines key priorities and decisions made as part of the Phase 5 Plan:

Priority	Decision
Comply with Preparedness Planning requirements as part of the Executive Order	Develop adapted routines and structures to support the possibility of in-person instruction while mitigating risk including but not limited to facial coverings, sanitizing and disinfecting, screening protocols, and other safety measures.
	Enact all required and strongly recommended components of the MI Safe School Road Map (phase 5). Continue to enact select required and strongly recommended items from Phase 4.
	Developing, in cooperation with the local health department, a crisis plan in response to a positive COVID test of a staff member or student.

Farmington Public School Virtual Learning Path:

FPS is offering a virtual program called the **FPS Virtual Learning Path**. If a student enrolls in

the VLP they are requesting a virtual learning experience full time (for either a semester or the full year). The VLP will be staffed by FPS teachers. The FPS teacher may not be a staff member at the student's home-building.

- Secondary FPS teachers will use Edgenuity (a third-party vendor) instructional modules that have been scoped and sequenced to reflect the FPS curriculum. This instruction will be delivered using Edgenuity's platform. Using Edgenuity will allow us to offer a larger variety of courses as part of the VLP.
- Elementary FPS teachers will develop content and deliver instruction using the district's learning management system. This instruction will be supported by two adaptive programs (Lexia for reading, Dreambox for mathematics). The Elementary FPS Virtual Learning Path mirrors what students would experience in our Learning at a Distance approach.
- VLP students can participate in home-building activities to help ensure they stay connected.
- VLP students will not move in and out of remote learning in the event that the district is able to do in-person instruction.

Early Childhood Programs:

Early childhood education programs anticipate to run in person child care programming, with lower class sizes in classroom cohorts, and will continue to monitor guidance as it relates to Great Start Readiness, Head Start, and licensing.

Elementary Instructional Supports:

In order to support elementary students as they potentially transition between remote, hybrid or in-person instruction, Farmington Public Schools is utilizing three digital platforms to support tier 1 and 2 instruction:

- Lexia (reading foundation skills and comprehension)
- Dreambox (mathematics)
- Footprints Digital Bookshelf (virtual guided group instruction)

Health and Safety Note:

This District Plan was developed in conjunction with Oakland County Health Department 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.

- B.** The policies and procedures that the District will follow when the region in which the District is located is in **Phase 4** of the Michigan Safe Start Plan. Those policies and procedures must, at a minimum, include:

1. **Face coverings** (p. 22)

- a. Please describe how the district will implement **requirements** for facial coverings that at a minimum require the wearing of face coverings, except during meals and unless face coverings cannot be medically tolerated, for:
- i) All staff and all students in grades preK-12 when on a school bus.
 - ii) All staff and all students in grades preK-12 when in indoor hallways and common areas.
 - iii) All staff when in classrooms.
 - iv) All students in grades 6 and up when in classrooms.
 - v) All students in grades kindergarten through grade 5 unless students remain with their classes throughout the school day and do not come into close contact with students in another class.

Farmington Public Schools is purchasing: 1.9 million surgical masks that will be made available to any student or staff member who needs one daily.

The District's Facilities Management Department will deploy an inventory of surgical masks to all buildings based on student enrollment and/or personnel count. Staff and students will be expected to wear masks regardless of cohorting of students. Each building will devise a process of distributing masks to those who need them each day. Teachers will engage students in conversations about wearing masks as part of being a safe community of learners. FPS will provide resources to teachers to support these conversations.

2. **Hygiene**

Please describe how you will implement the **requirements** for hygiene protocols from the *Return to School Roadmap* (p. 22-23).

Farmington Public Schools is purchasing: hand soap, hand sanitizer, hand towels, household paper towels, and signage that will promote frequent and proper handwashing.

The District intends to encourage frequent handwashing through public health awareness training and signage throughout the school. When handwashing cannot be done due to the time in which a student must attend class, he/she can use hand sanitizing stations that have been installed throughout our schools and offices.

Pre-K through 12 staff and students will be expected to engage in hygiene behaviors including hand washing and not touching their faces. Teachers will engage students in conversations about hygiene as part of being a safe community of learners. FPS will provide resources to teachers to support these conversations.

3. **Cleaning**

Please describe how you will implement the cleaning **requirements** for cleaning protocols from the *Return to School Roadmap* (p. 27).

Farmington Public Schools is purchasing: USEPA approved disinfectant for custodial services and disinfectant for use in classrooms and by instructional staff to use between classes.

The following cleaning procedures will be enacted: FPS intends to use an integrated approach to cleaning and disinfecting surfaces to ensure the health and safety of its students and staff. During the school day, Custodians will be responsible for disinfecting high touch surfaces, i.e., light switches, door handles, stair handrails, elevator buttons, lavatories and drinking fountains using an EPA hospital grade

disinfectant with a 10 minute dwell time.

Instructional staff including administrative support personnel will be provided a disinfectant with a five minute dwell time to address classroom surfaces including student desks, chairs, phones and computers between student use. Meanwhile, after normal operating hours of schools and offices, Custodians will conduct routine cleaning and disinfecting hard surfaces in classrooms and offices. Using a Clorox 360 electrostatic machine, Custodians will augment their manual disinfecting protocol with the use of this equipment in larger spaces like auditoriums, lunchrooms, athletic facilities, and media centers. During these processes, staff will be expected to wear a face covering, face shield and gloves, as required.

4. Athletics

Please describe how you will implement the **requirements** for athletics protocols from the *Return to School Roadmap* (p. 27).

Currently, optional summer conditioning is permitted with daily safety protocols required. These include daily screening questionnaires by QR code for student athletes and coaches, temperature checks at the field, and social distancing during workouts. At this point, the status of fall sports is unknown. While the MHSAA has released its desire to resume competition, sports may not be permitted based on the status of the virus.

Student-athletes or coaches who have been exposed to the virus, are exhibiting symptoms of Covid-19 or report a positive test (even if asymptomatic) are immediately sent home and cannot return until they have secured a negative test.

5. Screening

Please describe how you will implement the **requirements** for screening protocols from the *Return to School Roadmap* (p. 24).

Farmington Public Schools is purchasing: 26 temperature taking kiosks.

PK-12 students and instructional staff can expect to complete a pre-entry screening questionnaire at home. Upon entry of a school or administrative building, students and staff will be required to walk through a single-point of entry and at a temperature-taking kiosk. Anyone detected to have an elevated body temperature will be placed in isolation in the school health clinic or another space designated for medical isolation until a parent and/or guardian is contacted and retrieves the students or the staff member is able to leave the work location.

6. Testing

Please describe how you will implement the **requirements** for testing protocols from the *Return to School Roadmap* (p. 25).

Evaluations will be conducted on an individual basis, in person, at specified locations that have been set up specifically for testing. Testing areas will have plexiglass as a barrier between the student and evaluator. There will be a cutout at the bottom, center of the plexiglas so that materials can be passed between the student and staff. FPS screening process will be followed. Both will wear gloves, as they will have to manipulate testing materials. Staff and students will wear masks throughout the testing process, and in some instances, the masks will be clear so that the evaluator can read facial expressions and see mouth formation for pronunciation. Testing that can be done virtually will be done in that format.

7. Busing and Student Transportation

Please describe how you will implement the **requirements** for busing and student transportation protocols from the *Return to School Roadmap* (p. 28).

Cleaning and disinfecting will occur prior to and following each bus route when students are not present. Windows will be open during cleaning and while driving, when possible, to increase air circulation. All students and staff will wear masks on buses if medically feasible. Hand sanitizer will be used upon entry to the bus. Routes will run as normal. Students who can not ride the bus home will follow the dismissal and parent/guardian pick up procedures.

C. Describe the policies and procedures that the district will follow when the region in which the district is located is in Phase 5 of the Michigan Safe Start Plan.

Farmington Public Schools will follow Phase 4 policies and procedures with the following adjustments:

- Reduce required social distancing recommendations to allow for all students to come back to daily in-person instruction as a result of no community spread risk in Phase 5.

1. Indicate which highly recommended protocols from the *Return to School Roadmap* the district will include in its Preparedness Plan when the region in which the district is located is in **Phase 5** of the *Michigan Safe Start Plan*.

FP will honor all highly recommended protocols when the region is in Phase 5.

2. Indicate which highly recommended protocols from the *Return to School Roadmap* the district will not include in its Preparedness Plan when the region in which the district is located is in **Phase 5** of the *Michigan Safe Start Plan*.

There are no highly recommended protocols that the district will not include in the Preparedness plan when the region is in phase 5.

D. After considering all the protocols that are highly recommended in the *Return to School Roadmap*, please indicate if a school plans to exclude protocols that are highly recommended for any of the categories above in **Phase 4.**

There are no highly recommended protocols that the district will not include in the Preparedness plan when the region is in phase 4.

Final Steps for Submission

Each district shall submit a single completed Assurance Document and Preparedness Plan to its Board of Education (in the case of a PSA, the Academy Board of Directors; in the case of a nonpublic school, the chief or designated school administrator) in time for approval by August 15 or seven days before the first day of school, whichever comes first.

Date of Approval by the District Board of Education, PSA Board of Directors, or nonpublic school chief/designated school administrator:

Link to the Board Meeting Minutes or Signature of Board President, or signature of nonpublic school chief/designated school administrator:

Link to the approved Plan posted on the District/PSA/nonpublic school website:

The Preparedness Plan will be collected by the Intermediate School District for public school districts, the authorizing body for public school academies, or the chief/designated school administrator for nonpublic schools for transmission to the State Superintendent of Public Instruction and State Treasurer by August 17, 2020. Additionally, this Preparedness Plan must be posted on the district's/PSA's, or nonpublic school's public website home page no later than August 17, 2020.

Name of District/PSA/Nonpublic Leader Submitting Plan:

Date Received by the ISD/Authorizing Body/Chief or designated School Administrator:

Date Submitted to State Superintendent and State Treasurer: