

COVID-19 Preparedness and Response Plan

(Executive Order 2020-142 District Preparedness Plan Template)

Revised 7:00AM
07/10/20

Name of District: Mayville Community Schools

Address of District: 6250 Fulton

District Code Number: 79090

Web Address of the District: www.mayvilleschools.org

Name of Intermediate School District: Tuscola

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.

The district plans to use a hybrid model of instruction using online learning platforms as the primary mode of instruction (i.e. Google Classroom, Edgenuity, Michigan Virtual, Mcgraw-Hill, CKLA-Amplify Reading, Eureka Math online resources, Focus Instructional Model and Zearn Math Digital Learning). For those students that do not have a device, the district will provide devices in grades 3-12. Devices will be provided for students in grades K-2 that do not have access to them at home, to the extent feasible. Students without devices or internet access will have access to instructional materials through a weekly instructional packet. Instructional materials (i.e. paper, pencils, etc.) will be made available to families that do not have them. All students will have access to grade-level/course textbooks/resources as needed to complete their work. Students will not be penalized for inability to fully participate provided families stay engaged with school personnel in developing personalized and realistic education plans for their child. The district will do everything it can to meet student/family needs and allow for full participation. We will provide “Hot Spots” at various locations throughout the district.

Teachers/Staff will be expected to make at least a minimal weekly contact with students and have two-way communication. This may be done through the use of technology (i.e. virtual meeting, email, skyward) or through weekly phone calls. For students with technology access teachers will also communicate multiple times each week through the instructional platform(i.e.

Google Classroom, Edgenuity, Michigan Virtual, Mcgraw-Hill, CKLA-Amplify Reading, Eureka Math online resources, and Zearn), with an emphasis on continuing to build relationships and maintain connections. If students do not have access to technology, teachers will provide instructional packets that focus on essential content, building relationships, and maintaining connections. We will encourage relationships between students through technology (virtual meetings, email), by phone or text, or by having students write letters to classmates.

For students with technology access, content will be delivered through the online platform, (i.e. Google Classroom, Edgenuity, Michigan Virtual, Mcgraw-Hill, CKLA, Focus Instructional Model, and Eureka Math online resources). Teachers will be accessible for instruction (virtual meetings/office hours) at least once per week and instruction through pre-made videos/lessons multiple times per week. For those students without technology, the main mode of delivery will be through hard copy instructional materials. This will be supplemented with phone conferencing to support instruction. The instructional materials will be provided during meal distribution. Instructional materials will be mailed or delivered to the student if they do not participate in meal distribution.

For students with technology access, teachers will monitor student access and assignment completion on a regular basis within the instructional platform (i.e. Google Classroom, Edgenuity, Michigan Virtual, Mcgraw-Hill, CKLA-Amplify Reading, Eureka Math online resources, Focus Instructional Model and Zearn). Teachers will provide feedback to students on assignments through the instructional platform as they are completed. Teachers will differentiate instruction within the platform to meet each student's needs. For students without technology access, instructional materials will be collected each week during meal distribution. Teachers will review the instructional materials and provide feedback to the student during their weekly communication (phone call, virtual meeting, or email). Feedback from the teacher will include differentiated work as needed, along with examples to support student learning. An example of this may be providing a student that is struggling with double-digit subtraction additional practice and several written examples with the steps. A phone call would also be used as a follow-up if needed. If the student is not doing meal distribution or pick-up, packets may be mailed in to be returned (envelopes and postage would be provided by the district).

The plan will be communicated through our School Messenger communication platform. Parents will receive an email with the plan attached, and/or a voice message and/or text message directing them to our district website where they can access. The plan will be posted in a prominent location on our district website, and a link will also be posted on our district Facebook page.

For our students in dual enrollment courses, we will be working with the provider to determine next steps. We will ensure that the students have the appropriate materials and support to complete these courses. The students will be given credit or no-credit. For students enrolled in CTE programs we will work with the CTC Principal/Director to ensure our students have the ability to complete these courses. When needed, the district will ensure the student has the necessary resources.

If a student has access to technology, teachers will use the instructional platform to monitor student wellness, engagement, and completion of assignments. They will also keep a log of communication with students and families. If a student does not have access to technology, teachers will keep track of which students are completing the weekly instructional packets.

They will also need to keep a log of all communication with students and families. Inconsistent completion and/or communication with a parent or student will be raised to the principal or counselor level to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections (31N Coordinator, DHHS, ISD supports etc.)

The district will provide staff to determine current mental health needs of our students. Based on their recommendations we will have counselors (school counselor, 31N Coordinator, ISD supports) to reach out to individual students and families to determine what they may need. The counselors will help connect the family to outside agencies, if needed, to help meet their needs. Teachers will monitor and assess the needs of students and families through their weekly communications. If a need is identified, the teacher will elevate that need to the principal or counselor to make the necessary follow-up. The principal will hold weekly meetings with teachers and other key staff to identify any additional students or families in need. Our staff most likely will be in their buildings which will give students and families better access for materials and support.

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.

The expectations for the wearing of face coverings and how to obtain clean face coverings will be included in all district to parent and staff communications.

- **Students and parents will be recommended to watch a safety video from the CDC website on the wearing of and expectations for maintenance of face coverings.(Aug. 13 - Aug. 30)**
- **Building, grounds, and transportation signage will be prominent throughout all school facilities and clearly identify who is required to wear face coverings in each designated area of the building, grounds, or bus. (Completed by Aug. 25)**
- **Face coverings will be ordered and provided to every student and staff member if they do not have their own. (Delivery taken by Aug. 15)**
- **Clear face coverings will be provided to K-5 teachers with the requirement to wear the clear mask during instruction. Any other teacher at any grade level may also request a clear face covering if they so choose. (Delivery taken by Aug. 25)**
- **Individuals (staff or students) who claim medical exemption will need to meet with the**

District Principal/Superintendent to provide rationale and documentation. (Begins Aug. 15 and continues throughout the school year)

- Exempted individuals will be recorded in a master database and issued a wristband to display indicating this exemption.
 - K-5 students will not be required to wear a face covering once they are situated in the classroom unless the classroom activity places them in close (2 feet or less) proximity to other students.
 - Students who are capable of wearing a face covering and refuse to do so in an area where a face covering is required will be issued a face covering by a school official (teacher, paraprofessional, administrator, playground aid, etc.) and asked to put the face covering on. The instance will be documented as a log entry in Skyward.
 - Students showing patterns of non-compliance will be removed from the school building and placed into remote instruction until the student agrees to comply with this safety protocol. Parents will be notified of each instance of non-compliance by the administration. Continue removals from the school building will result in permanent placement into remote instruction with the student being banned from coming to the school site.
 - Staff who are capable of wearing a face covering and refuse to do so will be addressed by the school administrator and could face progressive disciplinary measures up to and including termination.
 - MCS will not allow visitors at schools. Parents who wish to come to our school offices will be required to call and set up an appointment prior to arriving.
 - Allowable Guests to the school building (itinerant staff, substitute teachers, etc) will be issued a disposable face covering upon signing in at the main office and will be instructed to wear the face covering at all times. Instances of non-compliance will result in the guest being escorted from the building by the building administrator.
- Any individuals not wearing face coverings, will be reported to building administration.

2. Hygiene

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

Michigan Return to School Roadmap

- Adequate supplies of soap, hand sanitizer with at least 60% alcohol, paper towels, tissues, and signs reinforcing proper handwashing techniques will be provided to support healthy hygiene behaviors
- Staff will teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.
- Supplies (paper towels, soap, hand sanitizer, tissues, trash receptacles) will be checked daily and restocked in the classroom.
- Teachers will contact the office immediately if supplies run out during the school day.
- Each classroom will have a hygiene protocol with timelines that are posted and communicated via web pages, bulletin boards, etc. It will include
 - Hand-washing
 - Room and materials cleaning schedule
- Teacher will teach students the following to students on the first day of school and reinforce weekly or more often as needed (this may be done via video)
 - proper handwashing on the first day of school and reinforce weekly or more often if needed
 - how to cough and sneeze into their elbows, or to cover with a tissue and dispose of it in the trash

- **Proper mitigation strategies including hand washing and sneezing will be communicated to families via, web page, bulletin boards, etc. Parents and caregivers will be asked to review and reinforce with their students.**
 - **Post signage related to cleaning and hygiene strategies in each room, restroom, throughout the hallways by August 26**
 - **Monitor hygiene supplies and refill as needed three times daily**
 - **Communicate hand sanitizing stations as deemed necessary during walk-through with building leader by August 13**
- **Sharing school supplies will be limited, and each student will have their own supply box for materials.**

A list of these supplies will be generated as appropriate for each grade level and or specific middle school or high school course and posted to the school website.

3. Cleaning

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

- 1. District Level Administrators and Building Operations will meet to review all guidance related to cleaning and disinfecting of buildings and to review the Building Operations the MI Safe Schools: Michigan's 2020-21 Return to School Roadmap.**
- 2. An inventory related to all cleaning supplies that are in compliance with the EPA-approved related to COVID will be taken and orders will be made to address increased cleaning protocols.**
- 3. Cleaning stations will be identified around the building that hold materials for usage in different wings. (I.e. gym storage room, custodial rooms).**
- 4. All classrooms will be provided spray bottles with EPA-approved disinfectant, paper towels, face shield and gloves in order to address new cleaning protocols. Staff must wear gloves, a mask and face shield when cleaning.**
- 5. Each building custodial team and administrator will tour their building and identify areas of frequent usage throughout the building. A map will be created and kept secure in the custodian room and office to ensure compliance when custodial substitutes are in the building.**
- 6. Custodial staff will walk the building wiping all high frequency usage areas at 6:00 a.m., 10:00 a.m., 1:00 p.m., 5:00 p.m and following any evening activities in the building. Staff will note the time and date and initials on a chart that is kept daily.**
- 7. All special classrooms i.e. art, band, gym and media centers will have EPA-approved cleaning supplies stored in the classroom away from students. The teacher of record for the area will wipe down all frequently used materials after each class has exited with EPA-approved disinfectant. This will occur prior to the entrance of the next class.**
- 8. Classroom teachers will wipe down the students desks everytime students exit the room at the elementary or after every period at the secondary level with EPA-approved disinfectant. All classrooms will have the appropriate EPA-approved disinfectant in their rooms.**
- 9. A training on cleaning materials and protocols will be provided to the staff through Safe Schools during professional development days. This training will show the use of PPE when cleaning, protocols for the classroom and storage of cleaning materials.**
- 10. Playground structures will continue the normal procedures.**
- 11. Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products.**
- 12. Staff must wear gloves, masks, and face shields when performing all cleaning activities.**
- 13. K-5 rooms will have ultraviolet lights installed with a non-motion activated sensor when**

room is entered.

14. K-5 sneeze shields for all student desks.

15. With approval from MDE and our BOE are looking to add a HVAC air filtration system.

4. Athletics

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

The district plan will Comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).

1. Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant should confirm that they are healthy and without any symptoms prior to any event.
2. All equipment must be disinfected before and after use.
3. Inter-school competitions may be held provided that facial coverings are worn if school transportation is provided. Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent “Busing and Student Transportation” section.
4. Outdoor 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.
5. Each participant must use a clearly marked water bottle for individual use. There should be no sharing of this equipment.
6. Handshakes, fist bumps, and other unnecessary contact must not occur.
7. 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.

5. Screening

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

A copy of our screening and exposure plan will be submitted to the County Health Department. This plan will be reviewed monthly with the District Pandemic Response Team and the Health Department along with the status of any referrals from the prior month.

- Each school building will identify a remote and secluded room, no smaller than 100 square feet to serve as an isolation area. This room will be outfitted with appropriate PPE including an internet-connected computer, log sheets.
- Each building will have an identified and trained staff person to serve as the “quarantine officer”. These duties will take precedence over any other responsibilities and therefore this individual must have the flexibility to leave their regular assignment at a moment’s notice.
- From the time of identification of potential infection, the student will not be left unattended by the quarantine officer and a log sheet of activity will be maintained until the student or staff member is safely removed from the building.
- Parent communication will be made immediately with clear and concise directions on where and how to pick up the student and where to report for testing.
- A designated person (office staff) will contact the student/family each day after removal

- until test results are provided and verified before the student/staff can return to school.
- During the time of quarantine, the student/staff will be asked to self-identify the location and individuals they came into contact with for the past 48 hours to the best of their recollection. Priority will be placed on those individuals that they were in contact with for a sustained 15 minutes or more.
- The health department will be contacted after parents have been contacted to assist in contact tracing and notification of vulnerable individuals.
- All school staff will be required to conduct a health safety self-assessment at home prior to coming to work and verifying through a Google form that they are safe to work. This will include taking their temperature and reporting this daily on the Google form.
- Staff who are unable to work due to displaying COVID-19 symptoms will be required to report this to the school through the Google form as well as the administration designee. The designee will monitor this form daily and follow up with any symptomatic person to direct where, when, and how to get tested and to report those results back to the school as soon as available.

Positive tests for staff members will result in a required quarantine/isolation away from school for 10-14 days. Days of quarantine/isolation for COVID-19 positive results will NOT count against employee sick time allocations. (Refer to the Huron/Tuscola Health Department Covid19 Return to School tool kit provided).

6. Testing

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

Testing Protocols for Students and Staff and Responding to Positive Case

Requirements from the Michigan Return to School Roadmap

- All Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff. (Refer to the Huron/Tuscola Health Department Covid19 Return to School tool kit provided).

District and Building Implementation Plan:

- Note: These tasks depend heavily on recommendations from our county health department. (Refer to the Huron/Tuscola Health Department Covid19 Return to School tool kit provided).

Requirements from the Michigan Return to School Roadmap

- All schools must cooperate with the local public health department if a confirmed case of COVID-19 is identified, and in particular, must collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at the school. (Refer to the Huron/Tuscola Health Department Covid19 Return to School tool kit provided).

District and Building Implementation Plan:

- Note: These tasks depend heavily on recommendations from our county health department. (Refer to the Huron/Tuscola Health Department Covid19 Return to School

tool kit provided).

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).

- **Contact will be made to all transportation employees of the district to ensure that they have received a copy of the criteria and understand how to implement the plan in the MI Safe Schools: Michigan's 2020 Return to School RoadMap.**
- **A weekly meeting will be held with the district transportation supervisor to review the criteria required for level IV and discuss concerns or issues arising.**
- **The Transportation Supervisor will address the cleaning, sanitizing and professional development that is needed for the fleet.**
- **Signage will be added to each bus to address the use of face masking of all students and drivers, use of hand sanitizers and cleaning protocols.**
- **Hand sanitizer and supplies will be ordered and mounted at the entrance of each bus.**
- **An ordering plan and schedule to obtain cleaning supplies in compliance with the CDC that can be utilized in the cleaning of the bus between routes and the wiping down of frequent areas of contact has been developed.**
- **Busses will be properly cleaned after the departure of the last child from each run once the bus has returned to the transportation garage. Logs will be maintained for a period of 90 days.**
- **Face masks will be available at the entrance of the bus in the event that a student does not come to the bus equipped with the necessary item.**
- **Communication will be sent out to families related to the mandatory nature of wearing a face mask on the bus and that all staff and students, if medically feasible, must wear it in order to be transported, unless "It is determined on a case by case basis that it is not safe for the bus driver to wear a facial covering."**
- **Communication documents will be developed to enable the drivers of the buses to know what the safety plans are for any specific students and who for medical reasons will not be wearing a face mask.**
- **Professional development will be required for all bus drivers related to the changes including the appropriate usage of face masks and policies regarding the requirement of their usage on the bus, hand sanitizing, and cleaning protocols to address the cleaning and disinfecting of the bus before and after every route. A check sheet with time and date of each cleaning will be provided to staff to complete each time the bus is cleaned.**
- **Bus drivers, weather permitting, will keep windows open on the bus both in route and when stopped. As safety allows the windows on the bus will remain open.**

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.

Same as Phase IV. Consultation with our legal counsel before any changes from our Phase IV plan.

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*.

Same as Phase IV. Consultation with our legal counsel before any changes from our Phase IV plan.

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*.

Same as Phase IV. Consultation with our legal counsel before any changes from our Phase IV plan.

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**.

(Indicate Yes or No here)

No. However, we will have a consultation with our legal counsel.

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: August 11, 2020

Link to the Board Meeting Minutes and/or Signature of designated school administrator:

Barry Markward

Link to the approved Plan posted on the District website: www.mayvilleschools.org

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 Submitting Plan:

Mayville Community Schools

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

Date Submitted to State Superintendent and State Treasurer:

Huron/Tuscola Health Department Covid-19 Return to School tool Kit

COVID-19 School Checklist

Follow the instructions of the [MI SAFE SCHOOLS: Michigan's 2020-2021 Return to School Roadmap](#) for the Phase your region is in.

COVID-19 Screening

For School Staff and Administration

Per EO 2020-145: Conduct a daily entry self-screening protocol for all employees or contractors entering the workplace, including, at a minimum, a questionnaire covering symptoms and suspected or confirmed exposure to people with possible COVID19.

A hard copy of an example workplace-screening tool is found in [Appendix A](#).

You can also use a virtual screener. One option from the state is <https://misymptomapp.state.mi.us/login>

For Students

It is recommended you screen students daily before arrival to school. The school should determine the screening method to use depending upon local schools conditions.

Due to the time and interruption to education doing this on site prior to school entry this would cause, the health department and the CDC does not currently recommend universal symptom screenings (screening all students grades K-12) be conducted by schools. Parents or caregivers should be strongly encouraged to monitor their children for signs of infectious illness every day prior to sending students to school.

It is recommended to set up an agreement or form ([Appendix B](#)) for parents outlining the responsibility of the parent and the responsibility of the school. A recommendation for what parents should ask is outlined below:

Student Screening

Before leaving for school, please make sure of the following screening. If your child has any of the following symptoms, that indicates a possible illness that may decrease the student's ability to learn and put them at risk for spreading illness to others.

Section One: Symptoms

- Temperature 100.4 degrees Fahrenheit or higher when taken by mouth
- Sore throat
- New uncontrolled cough that causes difficulty breathing (for students with chronic allergic/asthmatic cough, a change in their cough from baseline)
- Diarrhea, vomiting, or abdominal pain
- New onset of severe headache, especially with a fever

Section Two: Close Contact/Potential Exposure

In the past 14 days has your child:

- Had close contact (within 6 feet of an infected person for at least 15 minutes) with a person with confirmed COVID-19: OR
- Had close contact (within 6 feet of an infected person for at least 15 minutes) with person under quarantine for possible exposure to COVID-19; OR
- Had a travel history

If the answer is **YES** to any of the questions in Section One, but **NO** to all the questions in Section Two, keep your child(ren) home from school until the following are fulfilled: for fever: at least 24 hours have passed with no fever, without the use of fever-reducing medications; sore throat/ cough: improvement (if strep throat: do not return until at least 2 doses of antibiotic have been taken); diarrhea, vomiting, abdominal pain: no diarrhea or vomiting for 24 hours; severe headache: improvement in headache.

If the answer is **YES** to any of the questions in Section One **AND YES** to any of the questions in Section Two Call your healthcare provider right away to get evaluated and tested for COVID-19. If you don't have one or cannot be seen, go to www.mi.gov/coronavirustest or call 2-1-1 to find a location to have your child(ren) tested for COVID-19.

If the answer is **YES** to any of the symptom questions, but **NO** to any close contact/potential exposure questions, your student may return based on the guidance for their symptoms (see "[Managing Communicable Diseases in Schools](#)"):

- Fever: at least 24 hours have passed with no fever, without the use of fever-reducing medications
- Sore throat: improvement (if strep throat: do not return until at least 2 doses of antibiotic have been taken);
- Cough/Shortness of breath: improvement
- Diarrhea, vomiting, abdominal pain: no diarrhea or vomiting for 24 hours
- Severe headache: improvement

Cloth Face Coverings Help Prevent the Spread of COVID-19

According to the Governor's Legal Counsel, face coverings are not required under Executive Order 2020-147 because classrooms are not an enclosed public space. That said, under EO 2020-142 when schools enter phase 4 and under their preparedness plan, they would have to follow rules in 2(b)(1)(a-e).

In phase 5, schools will have to comply with their local plans that have been approved by their Board of Education – we anticipate most districts will indeed have some sort of facial covering requirements.

Phase	Environment	Staff	Early Childhood (ages 2-5)	Grades K-5	Grades 6-12
Phases 1-4	Classrooms/ Small Groups	Required, except during meals	Should be considered*	Should be encouraged*	Required, except during meals

	Common spaces	Required, except during meals	Should be considered*	Required, except during meals	Required, except during meals
	Transportation	Required	Required	Required	Required
	Outside with social distancing	Not required	Not required	Not required	Not required
Phase 5	All environments	Requirements move to recommendations.			

* Although cloth face coverings are not required in these settings, they should be encouraged if tolerated.

Note: plastic face shields are not a replacement for cloth face coverings, but may be used in conjunction with cloth face coverings in any of the above settings. In settings in which cloth face masks are *not required*, plastic face shields may be worn alone, and may offer some degree of risk mitigation.

Managing COVID-19 in the School

As long as there are cases of COVID-19 in the community, there will be no way to prevent all risks of COVID-19 spread in schools. The goal is to keep the risk as low as possible and keep schools/school activities as safe as possible. If students did not go to school, they would be at risk of COVID-19 illness from their interactions in the community. Yet going to school is very important to the development and well-being of our children. It gives them proper education, social and emotional skills, safety, reliable nutrition, physical/speech and mental health therapy, and opportunities for physical activity, among other benefits[1]. Our goals are to ensure that the benefits of in-person education far outweighs any risks.

Designated COVID-19 Point of Contact

Designate a staff person to be responsible for responding to COVID-19 concerns (e.g., school nurse) as well as a secondary person to help with difficult situations and cover absences. All school staff and families should know who this person is and how to contact them.

Gatherings, Visitors, and Field Trips

- Pursue virtual group events, gatherings, or meetings, if possible, and promote social distancing of at least 6 feet between people if events are held. Limit group size to the extent possible.
- Limit any nonessential visitors, volunteers, and activities involving external groups or organizations as possible – especially with individuals who are not from the local geographic area (e.g., community, town, city, county).

- Pursue virtual activities and events in lieu of field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights, as possible.
- Pursue options to convene sporting events and participation in sports activities in ways that minimizes the risk of transmission of COVID-19 to players, families, coaches, and communities.

Identifying Small Groups and Keeping Them Together (Cohorting)

While keeping students 6 feet from one another is one of the preferred mitigation strategy, it may be difficult to achieve in the school setting. If this is the case, schools can cohort students and staff. Another important tool to help contain the spread of COVID-19 in schools is cohorting students and staff. Cohorts are important because it limits how many students and teachers will be exposed to COVID-19 should someone at school be contagious. Cohorts may be by classroom and/or groups within the classroom.

It is recommended to keep the cohort together as much as possible throughout the whole day. The cohort would eat together, have recess together on the playground, and so forth. Older students can stay with a cohort through their core classes. Limit mixing between cohorts as much as possible. Ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff (all day for young children, and as much as possible for older children).

Staggered Scheduling

- Stagger arrival and drop-off times or locations by cohort or put in place other protocols to limit contact between cohorts and direct contact with parents as much as possible.
- When possible, use flexible worksites (e.g., telework) and flexible work hours (e.g., staggered shifts) to help establish policies and practices for social distancing (maintaining distance of approximately 6 feet) between employees and others, especially if social distancing is recommended by state and local health authorities.

What happens when someone at school gets COVID-19?

School and local health department learn of a student or staff member diagnosed with COVID-19

If you become aware of a case of COVID-19 in a student or staff member, notify the health department right away. The health department will notify your contact person when they become aware of a case. Only a select few at the school will know the identity of the person. Those few individuals are critical to helping the health department figure out who were close contacts to the case and determine what areas of the school need special attention for disinfection and cleaning. Other than those few individuals, the person's identity is kept confidential in respect of their privacy as well as following regulations of FERPA (for schools) and HIPAA (for the health department).

Identify Close Contacts

A person with COVID-19 is considered contagious starting 2 days (48 hours) before they started having symptoms. If they never have symptoms, they are considered contagious starting 2 days (48 hours) before their COVID-19 nasal/throat swab test was performed. Close contacts to a person with contagious COVID-19 are at risk of getting sick. They must be identified and be quarantined.

What is a close contact?

For COVID-19, a close contact is most often someone that has been within 6 feet (about 2 arms' length) of an infected person for at least 15 minutes, with or without a face covering. Every case is different, however, and the health department has to look at how COVID-19 is spread and how we get infected when figuring out close contacts. The health department helps determine close contacts every day and routinely investigates contacts to many types of contagious diseases.

Examples of Close Contacts in the Schools

Many things affect what a close contact is and this needs to be determined on a case by case basis with help from the local health department. However, at a minimum, the following examples should apply to most situations.

Assuming all COVID-19 prevention methods have been followed (everyone has been consistently and properly using face coverings, washing hands frequently, cleaning frequently touched items often, maintaining physical distancing as best as possible, not sharing items, etc.), a close contact might be:

- If the contagious individual were a teacher: adults tend to be more contagious. If the contagious teacher was not keeping at least 6* feet away from students while teaching (i.e., walking around while lecturing, doing a lot of one on one, face to face instruction), the entire class might need to be on quarantine.
 - If the teacher is not wearing appropriate face covering, the spread of droplets and aerosol is greater.
- Classmates sitting or often within 6* feet of the contagious individual, either in the classroom or on the bus, unless it only occurred one time and was less than 15 minutes.
 - This would typically be the one to two rows of students sitting closest to the contagious individual.
- Lunchmates of student if sitting within 6* feet of contagious individual.
 - This is a higher risk time as face coverings cannot be worn.
- Playmates on the playground or in gym within 6* feet of the contagious individual unless interactions are consistently kept very brief, no common items are shared, and locker room time is not shared.
- Sports teammates within 6* feet of the contagious individual unless interactions are consistently kept very brief, no common items are shared, and locker room time is not shared.
- Opposing teammates in sporting events that shared time on the field or court with the contagious individual unless it can be confirmed that there were no potential interactions within 6* feet between the contagious individual and specific teammates from the opposing team and no contact with shared items
- Classmates or others that had interactions with the contagious individual lasting over 15 minutes in confined areas such as bathrooms, office room, where distancing of 6* feet is difficult.
- Any other person outside of school that had similar exposure to a contagious individual is considered a close contact.

*Public health authorities may determine that distances beyond 6 feet can still result in high-risk exposures based on other considerations and circumstances in each particular case.

It will be very helpful for parents to keep note of where their student is going and who they are spending time with outside of school. This will help greatly in finding close contacts should someone become infected. You may also understand from this list the importance of assigned seating and keeping students from mingling together as much as possible in order to keep the spread of disease to a minimum. We know kids don't like assigned seats or losing freedoms but please help encourage them and remind them why this is important.

Local Health Departments Quarantine Close Contacts

Quarantine separates people who were exposed to a contagious disease to see if they become sick. This is important because people who are infected with COVID-19 are very contagious two days before they have any symptoms of being sick, so unless they are kept separated from other people, they will spread the illness without even knowing it. Since close contacts are not yet known to be infected, the contacts to those contacts do not need to be in quarantine and do not need to be identified or contacted. The large majority of close contacts do not get COVID-19, but, because it is very contagious, we must be cautious.

Example of a contact of a contact:

Bob sits next to Fred in class. Fred gets sick with COVID-19. Bob needs to be in quarantine but is healthy at this time. Bob plays on the football team. No one on the football team has been near Fred. Therefore, the football team doesn't need to be notified about Fred being sick or worry about Bob being on quarantine at this time. Odds are, Bob will not get sick and will be back to school and football in a couple of weeks.

Cleaning and Disinfecting

Close off areas used by a sick person and do not use these areas until after cleaning and disinfecting

Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible. Ensure safe and correct use and storage of cleaning and disinfection, including storing products securely away from children.

Review "[Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes](#)" developed by the CDC, also found in [Appendix C](#).

Communications

Ensure the local health department is aware of the case. They may ask you to complete this form ([Appendix D](#)) to help with contact tracing. The health department will then contact those individuals and tell them to quarantine.

School Scenarios with Action Steps

Student/Staff person is confirmed or symptomatic^ pending results or a close contact.

Scenario 1:	Scenario 2:	Scenario 3:	Scenario 4:
A student/staff person within the school is confirmed to have COVID-19 (tests positive for COVID-19 with a nasal/throat swab).	A student/staff person within the school is symptomatic and lab result for COVID-19 are pending.	A student/staff person within the school is symptomatic and no testing for COVID-19 are done.	A student/staff person within the school is a close contact to a confirmed COVID-19 case.

<p>The student/staff person AND all household members of the student/staff person are immediately excluded from school.</p> <p>The confirmed positive student/staff person must isolate at home. The student/staff person must be excluded from school until</p> <ul style="list-style-type: none"> · 24 hours with no fever (without the use of fever-reducing medication) and · Symptoms have improved and · 10 days since symptoms first appeared. <p>Household members and the quarantined student/staff person who are close contacts are excluded for 14 days after their last date of close contact.</p>	<p>FOR ALL STAFF and STUDENTS ONLY IF the test returns positive, see scenario 1.</p> <p>The student person is excluded from school until results of the test are available.</p> <p>If test results are negative and the ill student close contact to someone with COVID-19, they must still finish their quarantine.</p> <p>If test results are negative and the ill student had no known exposure to COVID-19, the student/staff person may return based on the guidance for their predominate symptoms (see “Managing Communicable Diseases in Schools”).</p> <p>Household members and student/staff person who are close contacts of the <i>pending</i> case with no history of COVID-19 exposure (prior to lab results) should be monitored for symptoms while waiting for test results. They do not need to be excluded from school. If symptoms</p>	<p>For ALL STAFF and for STUDENTS only IF They Answered YES to any Questions in Section 2# of Screener:</p> <p>The student/staff person is excluded from school until:</p> <ul style="list-style-type: none"> · 24 hours with no fever (without the use of fever-reducing medication) and · Symptoms have improved and · 10 days since symptoms first appeared. <p>For STUDENTS If They Answered NO to all of the Questions in Section 2 of the Screener:</p> <p>The student may return based on the guidance for their diagnosis/predominate symptoms (see “Managing Communicable Diseases in Schools”).</p> <p>Household members and student/staff person who are close contacts: if the individual had close contact with a confirmed case of COVID-19 and suspicion for COVID-19 are high, they may need to be excluded from school. Consults with your health department.</p> <p>Otherwise, household members and student/staff person who are close contacts do not need to be excluded from school. If symptoms develop, they should call their medical provider to be tested for COVID-19.</p>	<p>The student/staff person must quarantine for 14 days since last date of close contact.</p> <p>Household members, classmates, and teachers of the quarantined student/staff person may continue to attend school and should monitor for symptoms. They do not need to be excluded from school. If symptoms develop, they should call their medical provider to be tested for COVID-19.</p>
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	develop, they should call their medical provider to be tested for COVID-19.		
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^Symptoms for students: fever, feeling feverish, cough, difficulty breathing, sore throat, diarrhea, vomiting, abdominal pain, severe headache

^Symptoms for staff: New or worsening: fever, feeling feverish, cough, difficulty breathing, sore throat, muscle aches, vomiting, diarrhea, new loss of taste or smell ([Source](#); Should we be screening employees, Content of screening questions)

****Questions in Section 2: Had close contact (within 6 feet of an infected person for at least 15 minutes) with a person with confirmed COVID-19: OR Had close contact (within 6 feet of an infected person for at least 15 minutes) with person under quarantine for possible exposure to COVID-19; OR had recent travel history in last 14 days.***

****Close contact with a confirmed COVID-19 case is defined as being within 6 feet of a person who has tested positive for at least 15 minutes with or without a mask. Public health authorities may determine that distances beyond 6 feet can still result in high-risk exposures based on other considerations and circumstances in each particular case.***

Household member of a student within the school is confirmed or symptomatic pending results or a close contact.		
Scenario 1:	Scenario 2:	Scenario 3:
Household member of a student within the school has been confirmed to have COVID-19.	Household member of a student within the school is symptomatic, pending results, and has had close contact with a known case.	Household member of a student within the school has had close contact to a known case of COVID-19.

<p>Students who live in the same house as the COVID-19 positive person are excluded from school while the household member is in isolation (10 days). The student must quarantine for 14 days after the last date of close contact while they are contagious.</p>	<p>Students who live in the same household of the family member are excluded from school until test results are in.</p> <p>If the household member is positive, see scenario 1. If the household member is negative, student may be able to return to school unless household member is determined to be a probable case of COVID-19.</p>	<p>Student can remain in school but should be monitored. They do not need to be excluded from school.</p> <p>If COVID -19 symptoms develop in the household member, students should be excluded from school, and should be treated as in Scenario 1 pending results.</p>
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**Close contact with a confirmed COVID-19 case is defined as being within 6 feet of a person who has tested positive for at least 15 minutes with or without a mask. Public health authorities may determine that distances beyond 6 feet can still result in high-risk exposures based on other considerations and circumstances in each particular case.*

How Does COVID-19 Spread?

COVID-19 can spread by droplets (most likely), aerosols (less likely), and objects (least likely).

Respiratory Droplets

Respiratory droplets are small particles that enter the air when we cough, sneeze, laugh, yell, and talk. They are little flecks of spit. Respiratory droplets tend to settle out of the air after traveling several feet from the person that released them. Respiratory droplets can also spread directly by kissing or sharing personal items like drinks, vape pens, silverware, or other things that go from one person’s mouth to another. We can reduce the spread of droplets to each other by wearing face coverings, avoiding large crowded groups, and staying more than 6 feet apart from each other.

Aerosols

Aerosols are even smaller particles that are created when we breathe, talk, sing, sneeze, or cough. They are lighter and can stay in the air much longer than respiratory droplets but dry up more quickly. We can reduce the spread of aerosols by increasing outdoor air ventilation or filtering air that is being recirculated.

Objects

Objects can spread the COVID-19 virus when respiratory droplets or aerosols settle on them, leaving germs behind or if someone has the COVID-19 virus on their hands from touching their nose or mouth than touches an object. COVID-19 appears to stay on object for up to one to three

days. We can reduce the spread of COVID-19 through objects by frequent handwashing, not touching our face, frequent cleaning and disinfection, and use of automatic or touchless controls.

How Do We Get Infected With COVID-19?

You can catch COVID-19 by more ways than being less than 6 feet away from an infected person for 15 minutes. Important things that have to be considered when deciding whether someone could be at risk for getting COVID-19 are the intensity, frequency, and duration of exposure to someone contagious with COVID-19. Did you get exposed to enough virus that your immune system couldn't fight it off and you end up getting sick?

Intensity of Exposure

The intensity of exposure refers to how much virus you were exposed to. Was the sick person actually contagious when you were exposed to them? Were they coughing and sneezing without a mask on versus having no symptoms with a mask on? Did you kiss them? Did you share personal items like a drink or a vape pen? Did you sit right next to and have a face-to-face conversation with them or were you 6 feet away with your back to them? You can see how some situations can cause you to be exposed to a lot more virus than other situations. The more virus you are exposed to, the more likely you are to get sick.

Frequency of Exposure

The frequency of exposure refers to how often you had contact with someone who was contagious. If you had a brief face-to-face conversation with a teacher each day for several days while the teacher was contagious with COVID-19, those exposures may add up to be enough to overwhelm your system and lead to an infection.

Duration of Exposure

The duration of exposure refers to how long were you exposed. If you were in a classroom with someone contagious for COVID-19 for 6 hours a day while they were contagious for several days, yet your seat was not within 6 feet of them, you may still have had a long enough duration of exposure to that person, particularly to aerosols and objects in that classroom.

Personal Health

Your personal health, like how good your immune system is, also plays a part in whether or not you will get infected, as does whether you were using all the COVID-19 risk reduction methods possible.

When a Student Should Stay Home and Will Be Sent Home

Students should not go to school or any school activities or sports if having symptoms of COVID-19. If they start having symptoms of COVID-19 while at school, they will need to be sent home. The complete list symptoms are listed on the CDC website at <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> . The CDC recommends a shorter list be used for screening students to unnecessary exclusions of students who do not have COVID-19. Screening students for illness and return to school decisions should include

1. Symptom Screen: Students with any of the following symptoms should be excluded from school:

- Temperature 100.4 degrees Fahrenheit or higher when taken by mouth
- Sore throat
- New uncontrolled cough that causes difficulty breathing (for students with chronic allergic/asthmatic cough, a change in their cough from baseline)
- Diarrhea, vomiting, or abdominal pain
- New onset of severe headache, especially with a fever

2. Evaluation for COVID-19 Exposure Risks: To determine needed follow up and return to school for students with any of the above symptoms, determine if they have any of the following risks for COVID-19 in the prior 14 days:

- Had close contact with a person with confirmed COVID-19
- Had close contact with person under quarantine for possible exposure to COVID-19
- Had travel history

If the student has one of the symptoms above and ANY of the exposure risks, the parent or guardian of the student will be instructed to call their health care provider, or if they do not have a health care provider, to follow up with a local clinic or urgent care center. The parent or guardian can also call 2-1-1 or go to www.mi.gov/coronavirustest to find the closest location to have the student tested for COVID-19

For Students that Have Symptoms of COVID-19 AND have ANY of the High Risk Exposures:

If the findings from the health care provider and testing find:

Child has symptoms of COVID-19 and tests positive for COVID-19 with a nasal/throat swab*:

- Keep out of school until it has been at least 10 days from the first day they had symptoms AND they have had 24 hours with no fever and have improving symptoms
- There is no need to get a “negative test” or a doctor’s note to clear the child or staff to return to school if they meet these criteria

***if they have symptoms, they must stay out of school until test results are available**

Child has symptoms of COVID-19 and no testing for COVID-19 was done:

- Keep out of school until it has been at least 10 days from the first day they had symptoms AND they have had 24 hours with no fever and have improving symptoms.

Child has symptoms of COVID-19 and tests negative for COVID-19*:

- If they were exposed to COVID-19 within past 14 days (i.e., a close contact to a case of COVID): They must complete their full 14-day quarantine.
- Otherwise, they may return based on the guidance for their symptoms (see “[Managing Communicable Diseases in Schools](#)”)

*if they have symptoms, they must stay out of school until test results are available

For Students that Have Symptoms of COVID-19 AND have NONE of the High Risk Exposures:

- Keep out of school until they have met the guidance for their symptoms (see “[Managing Communicable Diseases in Schools](#)”)

For Staff (see also Appendix A)

Symptoms recommended for employee screening per the MI Symptom Screener include any of the following that are new/different/worse from baseline of any chronic illness:

One of:

- Feverish
- Cough
- Shortness of breath

OR Two of:

- Muscle aches without another explanation
- Chills
- Sore throat
- Headache
- Vomiting or Diarrhea
- Loss of taste or smell

Any adult working in the schools with any of these symptoms should be excluded from work and encouraged to follow up with their healthcare provider. They should not return until it has been:

- At least 10 days since symptoms first appeared and
- At least 24 hours with no fever without fever-reducing medication and
- Symptoms have improved

(Employers should not require sick employees to provide a COVID-19 test result or healthcare provider’s note to validate their illness, qualify for sick leave, or return to work.)

Child or staff that has been exposed to COVID-19 but has no symptoms:

- **Must be in quarantine (exclude from school) for 14 days from the last day they were exposure**

See “Back to School during a Pandemic” for an infographic on the information found in this section.

International Travel

Since the COVID-19 transmission is still high at a global level, all international travelers should stay home for 14 days after returning from travel, monitor their health, and practice social distancing. Students who are excluded from school should be afforded the opportunity, as soon as feasible when they are well enough to participate in classwork, to make up any missed classwork without penalty in order to reduce mental or physical anxieties about missed academic opportunities.

CDC Materials

Handwashing is your Superpower!

Wash your Hands!

Stop the Spread of Germs that can make you and others sick!

Stop the Spread of Germs

Please Wear a Cloth Face Covering

Wear a Cloth Face Covering to Protect You and Your Friends

Symptoms of Coronavirus (COVID-19)

Help Protect Yourself and Others from COVID-19

Slow the Spread of COVID-19

Do it for Yourself and Your Friends

What Your Test Results Mean

[VIDEO: How to Wear a Cloth Face Covering](#)

[1] Source: American Academy of Pediatrics (AAP). June 25, 2020. COVID-19 Planning Considerations: Guidance for School Re-entry <https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>