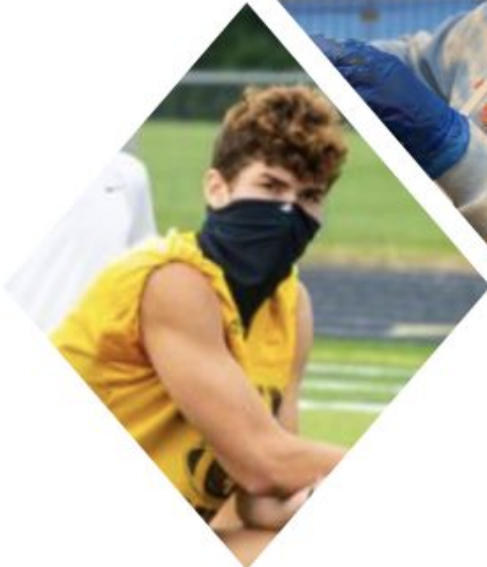


SALINE AREA SCHOOLS

CONNECTED LEARNING PLAN



VERSION 1.0 | AUGUST 21, 2020

Saline Area Schools (SAS) is looking forward to welcoming students, staff and families back on Tuesday, September 8 for the 2020-2021 school year. Using the experiences gained from the emergency distance learning in the Spring, we are stronger than ever with a plan to actively engage all SAS learners. The District is committed to creating equitable and rigorous learning experiences, connecting above and beyond academics, and providing the services that meet the needs of all of our students.

The **SAS Connected Learning Plan** is just that - CONNECTED. We know that this year will be a traditional year; Saline is ready for the challenge of keeping all students and families connected to a robust learning experience. With this goal in mind, **the SAS Connected Learning Plan** is designed to move fluidly between remote learning and in-person learning to be responsive to the health and safety recommendations of the state and our local area while keeping students fully engaged.

Guiding Principles

1. *Safe learning and working environments for students and staff*
2. *Clear, consistent communication*
3. *High quality, rigorous instruction for all students*
4. *Ensuring equity and access for all students and meeting the resource needs of all families*
5. *Social emotional wellness for students, families, and staff*



Components of the SAS Connected Learning Plan

1. [Planning Process](#)
2. [Connected Learning Pathways](#)
 - a. [Roadmap for Returning to Learn](#)
 - b. [Expectations for Teaching and Learning Experiences](#)
3. [Learning Models - Sample Building Schedules](#)
4. [Communication Structure and Routines](#)
5. [Safety and Hygiene](#)
6. [Social Emotional Wellness](#)
7. [Special Populations](#)
 - a. [Special Education Supports](#)
 - b. [Students with 504 and Other Medical Plans](#)
 - c. [EL Supports](#)
8. [Operations](#)
9. [Transportation](#)
10. [Food Services](#)
11. [Technology Access](#) and [Help Desk](#)
12. [Family Support](#)
13. [Other Considerations](#)

 **Planning Process**

In May of 2020, SAS assembled a Distance Learning Action Team (DLAT) composed of a wide variety of district and school level staff to reflect on the Spring 2020 Emergency Distance Learning Plan. As a part of this process, the team established next steps, gathered resources, and made recommendations for the 2020-21 school year in anticipation of a distance learning scenario. Within the Action Team, a number of focus groups were created to address several key areas:

- Logistics
- Social Emotional Wellness
- Teaching and Learning
- Special Populations
- Staff Expectations
- Student and Family Expectations

The Action Team’s recommendations, along with survey feedback from the broader staff and community stakeholders, as well as local health officials were synthesized to design this plan.

 **Connected Learning Models**

The Connected Learning Plan will feel fundamentally different from the emergency learning that took place in spring of 2020. During the distance learning model and on alternating days during the hybrid model, students will have access to scheduled synchronous (real time teaching + learning) and asynchronous (teaching + learning on your own schedule) instruction with live teacher-hosted sessions, including robust content, ongoing feedback and assessment cycles and consistent opportunities for peer collaboration.

All Connected Learning Models include

- Clearly communicated expectations for success
- A combination of synchronous and asynchronous learning opportunities
- Required participation
- Feedback and assessment on defined learning outcomes
- Reported grade level proficiency (Y5-3rd/Young Adult); reported grades (4-12th)
- Special program considerations

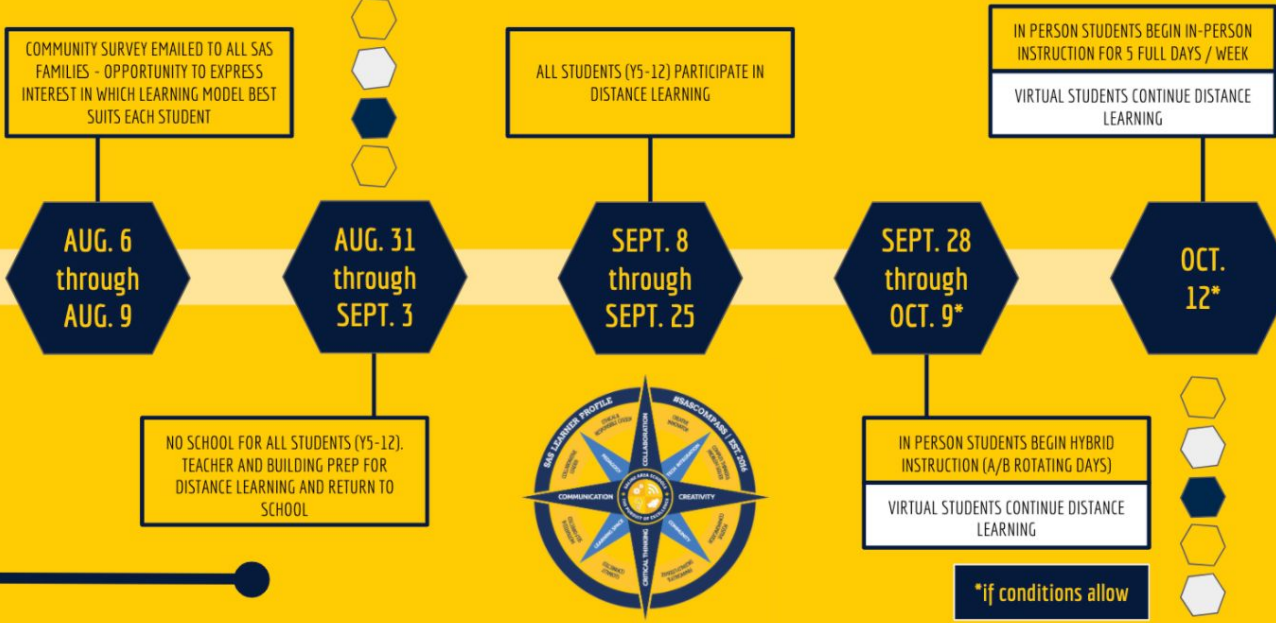
Learning Model Terms

Remote Learning	All students are learning virtually, off-campus, with SAS teacher-created courses.
Virtual Learning	Students who have chosen the fully online option (with SAS teacher-created courses) for Trimester 1. These students will not report in person during the 1st Trimester.
Hybrid	Students who will eventually return to school “in-person” Once we return, hybrid students are considered “in-person” while at SAS, and “remote” when they are not scheduled to be in the school buildings.
Online Learning	Students who are taking online courses via Edgenuity, Michigan Virtual, etc.



Roadmap for Returning to Learn

TIMELINE



FAMILY OPTIONS | LEARNING MODELS

OPTION 1 | HYBRID LEARNING

Saline Area Schools families opt into a gradual in-person learning instructional model, following the provided timeline.

PROGRAM KEY FEATURES:

- Begins with online instruction on September 8 using the same key features from the Virtual Learning model (in option 2)
- Moves to Hybrid (A/B day) instruction on Sept. 28th in order to space out the buildings and practice health and safety procedures in a smaller setting
- Moves to In-Person instruction on October 12 and beyond (if local conditions allow while following all safety guidelines as mapped out in Governor's roadmap)

OPTION 2 | VIRTUAL LEARNING

Saline Area Schools families opt into a fully remote learning experience for their child(ren). Fully remote learning spaces must be reserved by August 9, 2020 and families, but opting in, are committing to fully remote learning for the first trimester.

PROGRAM KEY FEATURES:

- Consistent, rigorous online instruction from SAS teachers
- Daily contact from teachers
- All online work will be assessed
- Seesaw LMS at Elementary
- Google Classroom at Secondary (except Summit classes at SMS)

NOTE: LEARNING MODELS ARE WHILE WE ARE IN PHASES 4 OR 5 OF THE PANDEMIC. IF WE GO BACK TO PHASES 1-3 or LOCAL COVID CONDITIONS DICTATE, ALL STUDENTS WILL PARTICIPATE IN REMOTE LEARNING.



Expectations for Teachers, Students, and Families

SAS is committed to supporting both the social emotional wellness of staff, students and students' families AND fostering robust academic opportunities for learners. Given the unprecedented times, the District recognizes the importance of working as a collective team - partnering with students and families - in order to ensure the best experience for all. With this in mind, the District offers these expectations as a foundation for success.

Teacher Expectations	Student Expectations	Family Expectations
As determined by building/grade level: <ul style="list-style-type: none"> ● follow a synchronous/asynchronous schedule. ● communicate weekly plans and learning and performance expectations clearly ● provide learning opportunities in which all students can engage ● provide opportunities for family feedback regarding student workload, learning needs, and emotional state. 	As developmentally appropriate: <ul style="list-style-type: none"> ● follow class expectations and guidelines ● participate in synchronous learning experiences ● communicate absences as needed if synchronous participation is not possible ● use asynchronous flex time for extended learning experiences and/or work completion ● work toward grade level standard mastery ● communicate learning needs 	As developmentally appropriate: <ul style="list-style-type: none"> ● establish a protected learning space at home. ● reinforce wake/sleep/eating schedules that complement a standard school schedule ● support child's progress and success with class expectations ● ensure/support child's participation in synchronous and asynchronous learning experiences ● communicate student absences as needed if synchronous participation is not possible
*STAFF NEW TICKET SYSTEM	*STUDENT HELP DESK	*PARENT HELP DESK
<i>*links will be available on or before August 31, 2020</i>		

Student/Parent/Staff Onboarding Week - August 31 - September 3

During this student/parent/staff onboarding week, there will be NO students in our buildings. We aim to accomplish all of the following during this week:

- * Teachers work in teaching teams to prepare for virtual instruction
- * Prep the buildings for a return to hybrid learning (when local conditions permit)
- * Provide additional PD to support the transition to online learning
- * Work on practicing the safety routines that we will follow when students return to the buildings (when local conditions permit)
- * Meet with Parents/Students both in-person (in safe, small group/individual settings) and/or virtually to help our students and parents to acclimate to online learning to start the year.
- * Device and materials pick-up



Learning Models - Sample Schedules

Y5s - 5th Grade	6th-8th Grade	9th-12th Grade (includes Career Tech Ed)
Distance/Hybrid Learning Schedules In-Person Learning Schedules	Distance/Hybrid/In-Person Learning Schedules	Distance/Hybrid/In-Person Learning Schedules



Communication Structure and Routines

SAS Official Communications

Official communications from Saline Area Schools are being shared with school families via School Messenger. They are also being posted to our [Return to Learn Page](#).

Let's Talk!

[Let's Talk!](#) is an online communication platform for SAS families - community members can ask questions about specific schools, departments and interest topics. Assigned SAS staff members collaborate to provide a timely response.

Social Media

You are encouraged to like/follow the SAS District accounts on [Facebook](#) and [Twitter](#).

Saline Area Schools Department Contact Information		
DEPARTMENT	CONTACT	CONTACT INFORMATION
Athletics High School + Middle School	Andrew Parrish Athletic Director	parrisha@salineschools.org
Community Education Childcare + Community Programming	Brain Puffer Director	pufferb@salineschools.org
Curriculum Instructional Services	Steve Laatsch Asst. Superintendent	laatschs@salineschools.org
District Health Services Nursing + Medical + Communicable Disease	Karan Hervey District Nurse	hervekar@salineschools.org
Food Services Student Nutrition + Meal Distribution	Larry D' Andrea Director	dandreal@salineschools.org
Student Services Special Education + Registration	Molly Garcia Director	garciam@salineschools.org
Superintendent District Oversight + Board of Education	Scot Graden Superintendent	gradens@salineschools.org
Technology Devices + Log In + Tech Support	Troy Wissink Director	wissinkt@salineschools.org
Transportation Bus Routes	Rex Clary Director	claryr@salineschools.org

Managing COVID-19 in the School Setting

As long as there are cases of COVID-19 in the community, it will be extremely difficult to prevent all risks of COVID-19 spread in schools. Our goal is to *reduce* the risk and to keep the school environment as safe as possible through **prevention, monitoring and mitigating strategies** as outlined in the Return to School Roadmap and based on recommendations from the CDC, MDHHS (Michigan Department of Health and Human Services) and the Washtenaw County Health Department. **The following information has been developed within the scope of Phase 4 of the Return to School Roadmap.** Movement to other phases will change our approach and SAS families will be continually updated.

Prevention: Social Distancing and Minimizing Exposure

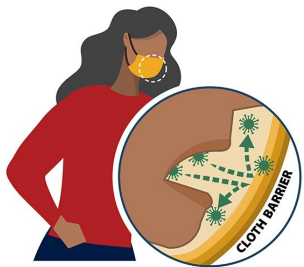
Social Distancing (CDC)

SAS will implement ways to promote social distancing and minimize exposure in the school environment. Some examples include:

- Limiting movement of students in the building/cohorting students and limiting the mixing of cohorts.
- Discontinuing activities that bring large groups together and incorporating virtual options for community meetings, assemblies, parent meetings, performances etc.
- In lieu of field trips, student assemblies, special performances, school-wide parent and community events, Saline Area Schools will pursue virtual alternatives.
- Offering options for lunch (eating outside when possible, in classroom or limiting number of classes in the cafeteria).
NOTE: We are aware that students with food allergies *may* need to eat in their classrooms. Special preparations and precautions will be implemented in these situations.
- Posting signage throughout our buildings to promote/remind students and staff to maintain social distancing.
- Spacing classroom furniture to adhere to distancing recommendations outlined in the Return to School Roadmap.
- Spacing/cohorting students during transportation and increasing ventilation through open windows when possible.
- Installing physical barriers such as plexiglass at reception areas or where social distancing is difficult to maintain.
- Increased cleaning and disinfection of frequently touched surfaces per CDC guidance.
- Nonessential visitors, volunteers and activities that collaborate with external organizations will be limited.
- Athletic and extracurricular activities will pursue options that minimize the risk of transmission of COVID-19 to participants, families, coaches and community members in collaboration with the Michigan High School Athletic Association (see Other Considerations section).

Prevention: Facial Coverings











Facial Coverings/Masks (CDC)



COVID-19 **spreads** mainly from person to person through respiratory droplets. Respiratory droplets are small particles that enter the air when we cough, sneeze, laugh, yell, and talk. 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 food, drinks, vape pens, silverware, or other things that go from one person's mouth to another. In addition to social distancing, we can reduce the spread of droplets to each other by wearing face coverings. In addition, **recent studies** show that a significant portion of individuals with COVID-19 lack symptoms (are "asymptomatic") and that even those who eventually develop symptoms (are "pre-symptomatic") can transmit the virus to others before showing symptoms. To reduce the spread of COVID-19, CDC recommends that people wear facial coverings in public settings when around people outside of

their household. The CDC's recommendations for facial coverings will be updated as new scientific evidence becomes available. (Source: CDC). The Return to School Roadmap reinforces these recommendations.

Chance of Transmission | With and Without Facial Coverings

	ASYMPTOMATIC COVID-19 CARRIER	CHANCE OF TRANSMISSION
HIGHEST <i>(no facial coverings)</i>		
HIGH <i>(one person with facial covering)</i>		
MEDIUM <i>(one person with facial covering)</i>		
LOW <i>(two people with facial covering)</i>		
LOWEST <i>(two people with facial coverings + 6 feet social distance)</i>		

Facial Covering Requirements

PHASE	ENVIRONMENT	STAFF	EARLY CHILDHOOD	GRADES K-5	GRADES 6-12
PHASES 1-4	CLASSROOMS / SMALL GROUPS	Required, except during meals	Required, except during meals	Required, except during meals	Required, except during meals
	COMMON SPACES	Required, except during meals	Required, except during meals	Required, except during meals	Required, except during meals
	TRANSPORTATION	Required	Required	Required	Required
	OUTSIDE WITH SOCIAL DISTANCING	Not required when social distancing	Not required when social distancing	Not required when social distancing	Not required when social distancing
PHASE 5	ALL ENVIRONMENTS	Requirements shift to recommendations			

SAS will implement the use of facial coverings as follows:

- All students & staff will **wear facial coverings** in the school setting. (Y5-12 *also includes ECSE and Young Adult Program)
- Any staff member or student that is incapacitated or unable to remove a facial covering without assistance, will not be required to wear one.
- Any staff member or student that cannot medically tolerate a facial covering should contact the District Nurse for further guidance.
- Note: Plastic face shields are not a replacement for cloth face coverings, but may be used in **conjunction** with cloth face coverings in certain 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. (Source: Michigan Association of Public Health, CDC)
- We are requesting that each student/family provide a facial covering for their child. In addition, we recommend that every family supply an extra facial covering to be kept at school or in the student's backpack in the event one is lost or soiled throughout the school day. However, extra supplies of facial coverings will be available for students who need them.
- We will review proper face covering etiquette with students and staff which includes [how to safely wear and remove a face covering](#).
- We will remind students and staff to wash their reusable facial coverings daily. ([How to Wash Your Mask](#), CDC)
- Additional PPE (personal protective equipment) will be provided for staff members depending on their role and level of risk of exposure.

Prevention: Cleaning, Disinfecting and Hand Hygiene

COVID-19 is mostly spread by respiratory droplets released when people talk, cough, or sneeze. Coronaviruses on surfaces and objects naturally die within hours to days. Warmer temperatures and exposure to sunlight will reduce the time the virus survives on surfaces and objects. The virus may spread to hands from a contaminated surface and then to the nose or mouth, causing infection. Therefore, personal prevention practices such as [handwashing](#), and environmental [cleaning and disinfection](#) are important.

SAS 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. [When and How to Wash Hands, CDC](#)
- Provide and maintain adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques).
- Identify times for scheduled handwashing every 2-3 hours throughout the school day
- Post signage reinforcing proper hand washing steps
- Procure additional hand sanitizing stations where needed
- Limit sharing of personal items and classroom materials
- Follow CDC guidelines for cleaning and disinfecting in the school setting including classrooms, common areas, busses and frequently touched surfaces
- Cleaning/Disinfecting:
 - Student desks will be wiped down with either EPA approved disinfectant or diluted bleach solution after every class period if cohorts change within the classroom. Frequently touched surfaces must be wiped down every 4 hours no matter if the cohort changes or not.
 - Staff must wear recommended PPE including a face shield, surgical facial covering, and gloves when cleaning/disinfecting
 - All supplies will be provided for staff members to store safely within their classroom
 - Students will not be present when disinfectant products are being used

Prevention & Monitoring: COVID-19 SCREENING

Screening of staff and students for illness is a prevention tool that is helpful when used *in conjunction* with social distancing, facial coverings and hygiene/cleaning strategies. SAS will follow the guidance of the CDC and the Michigan Association for Local Public Health (MALPH) when developing screening protocols for our district. A summary of the current recommendations follows:

1. Per the CDC [Screening K-12 Students for Symptoms of COVID-19](#) guidance: We learn more about COVID-19 every day, and as more information becomes available, the CDC will continue to update and share information. As our knowledge and understanding of COVID-19 evolves, this guidance may change. However, based on the best available evidence at this time:

- 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.
 - Students who are sick should not attend school in-person.
2. Per The Michigan Association for Local Public Health (MALPH) guidance: Parents or caregivers should be required to monitor their children for signs of infectious illness every day **prior to sending students to school**. The health department and CDC **do not recommend that on site screening be conducted by schools** due to the time and interruption to education this would cause.

NOTE: One limitation of symptom screenings according to the CDC is that they will fail to identify some students who have SARS-CoV-2 infection (the virus that causes COVID-19). Symptom screenings are not helpful in identifying individuals with SARS-CoV-2 infection who are asymptomatic or pre-symptomatic. Others may have symptoms that are so mild, they may not notice them. In fact, children are more likely than adults to be asymptomatic or to have only mild symptoms (Source: CDC, [Screening K-12 Students for Symptoms of COVID-19: Limitations and Considerations](#))

SAS will:

- Per [EO 2020-145](#), require that all staff members, visitors or contractors (these visits will be limited) conduct a daily [COVID-19 Workplace Screening Form](#) covering symptoms and suspected or confirmed exposure to individuals with possible COVID-19.
- Require that parents screen their student daily before arrival to school (refer to flowchart below).
 - The purpose of daily self-screenings is to allow students return to school safely while preventing the spread of COVID-19 in the school and greater community. A key piece of this mitigation **relies on the integrity of the daily screenings** of our students. We encourage you to answer the screening questions honestly and keep your student home when they are ill. This is a community partnership.
- Increase surveillance of illness in the school setting and exclude students per the current CDC and Washtenaw County Public Health recommendations. Temperature checks will be administered when there is a suspicion of illness in the school setting.
- Identify quarantine areas within each building for any student or staff member who becomes ill during the school day per the Return to School Roadmap. Staff working in these areas will be provided proper PPE in accordance with CDC guidance and areas will be cleaned/disinfected per CDC recommendations. Symptomatic students and staff in quarantine areas will wear surgical facial coverings.

Mitigating the Spread of COVID-19: Positive Cases, Contact Tracing, Reporting, and School Scenarios

COVID-19 guidance and scenario information based on information from the Washtenaw County Health Department Return to School Toolkit

SAS will:

- Continue to work closely with the Washtenaw County Health Department to manage COVID-19 in the school setting and to help mitigate its spread. This includes regular meetings and communication with WCHD. SAS will cooperate with the WCHD regarding all confirmed COVID-19 cases and in the identification of close contacts.
- Notify families of any positive cases of COVID-19 in the classroom and/or school to encourage closer observation of symptoms in their own student.
- Follow all HIPPA and FERPA guidelines.

What happens when someone at school is diagnosed with COVID-19?

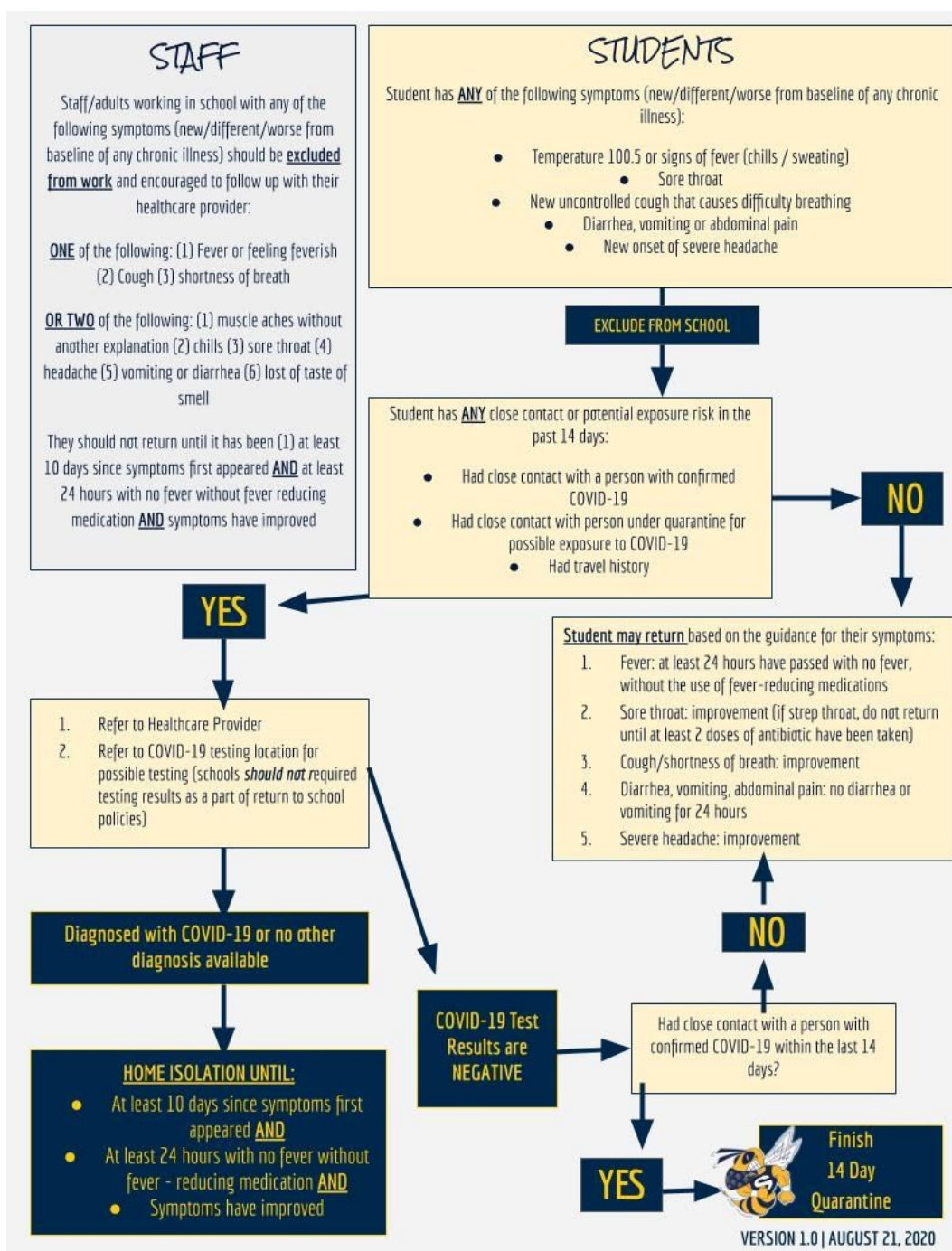
- If we become aware of a case of COVID-19 in a staff member or student, we will notify the Washtenaw County Health Department immediately. The WCHD will notify our district contact persons (Karan Hervey, District Nurse and Scot Graden, Superintendent) when they become aware of a case. Only select personnel from SAS will know the identity of the individual with COVID-19. These individuals will help the health department identify all close contacts to the case (referred to as contact tracing) and determine if areas of the school

require cleaning and disinfection above normal protocols. The identity of the case is otherwise kept confidential, following FERPA (for schools) and HIPAA (local health department) regulations.

Who would be considered 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 (cumulative), with or without a face covering**. Every case is different and many factors are considered to determine close contacts (timeline, setting, consistent use of preventative measures, etc). The health department helps determine close contacts in each situation. Close contacts to a person with COVID-19 are at risk of getting sick and therefore must be identified and quarantined.

SCHOOL SCENARIOS WITH ACTION STEPS



What is the guidance (next steps) if someone tests positive for COVID-19 or is identified as a close contact?

SCENARIO #1	SCENARIO #2	SCENARIO #3	SCENARIO #4
<p>A student/staff person within SAS is confirmed to have COVID-19 (tests positive)</p>	<p>A student/staff person within SAS is symptomatic lab result fo COVID-19 is pending</p>	<p>A student/staff person within SAS is symptomatic and no testing for COVID-19 is done</p>	<p>A student/staff person within SAS is a close contact to a confirmed COVID-19 case</p>
<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"> ● 10 days since symptoms first appeared AND ● 24 hours with no fever (without the use of fever-reducing medication) AND ● Symptoms have improved <p>Household members and student/staff 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/staff is excluded from school until the result of the test is available.</p> <p>If the test result is negative and the ill student/staff had close contact to someone with COVID-19, they must still finish their quarantine.</p> <p>If the test result is negative and the ill student/staff had no known exposure to COVID-19, they must still finish their quarantine.</p> <p>If the test result is negative and the ill student/staff had no known exposure to COVID-19, the student/staff person may return based on the guidance for their predominant symptoms.</p> <p>Household members and students/staff who are close contacts of the pending 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 develop, they should call their medical provider to be tested for COVID-19</p>	<p>For ALL STAFF and for STUDENTS (only if they answered YES to any of the questions in the screener) :</p> <ul style="list-style-type: none"> ● 10 days since symptoms first appeared AND ● 24 hours with no fever (without use of fever-reducing medication) AND ● Symptoms have improved <p>For STUDENTS ONLY if they answered NO to all of the questions in the screener:</p> <ul style="list-style-type: none"> ● The student may return based on the guidance for their diagnosis/predominate symptoms <p>Household members and student/staff 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. Consult your local health department. 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 the 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>

What about situations where a household member of a student is affected by COVID-19 or is 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 with a 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 with that household member during their isolation period.</p> <p>*Quarantine may be longer than 14 days, if household members cannot isolate from each other.</p>	<p>Students who live in the same household with 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 the 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>
<p><i>*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 facial covering. 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.</i></p>		

 **Social Emotional Wellness**

Saline Area School is committed to serving the whole child. We believe the socio-emotional learning needs of students is paramount to their success. Students and staff alike may have experienced varying degrees of trauma related to the COVID-19 global pandemic. Saline Area Schools believe that supporting the needs of both students and staff creates the best environment for meaningful learning. This goal is accomplished through targeted professional development and collaboration, and various systems of support for students. Program experts in social/emotional learning are located in each building.

- SEL/behavior/DEI: humanize [diagram](#) & [explanation](#)
- [Hierarchy of needs](#)
- [Additional resources](#)
- [Saline High School Social Emotional Wellness Resources](#)
- [School Mental Health Screening Toolkit](#)

 **Special Populations**

 **Special Education Supports**

Saline Area Schools continues to support students with special needs throughout the pandemic and into the 2020-2021 school year. Using a Multi-Tiered System of Support (MTSS), Saline’s educators will implement programs and services that address the academic, social/emotional, behavioral, and wellness needs of all students. Whether a student receives synchronous or asynchronous instruction, academic

support through whole-class and small group instruction will be provided. If indicated, individual students will receive more intensive support (Speech/Language, Occupational Therapy, Physical Therapy, Social Work) through an in person delivery model. All schools will use resources to collect data regarding progress and adjust programs and supports accordingly. Support staff including paraeducators, school counselors, social workers, psychologists, and resource teachers will work flexibly and in coordination with general education and special education teachers to address specific student needs.

- Here is a [comprehensive resource](#) list for educators and families.



504 Plans and Students with Medical Health Plans

In both virtual and in-person instruction, students with 504 plans will continue to receive all accommodations specified in their current plans. When necessary, 504 review meetings will be held virtually. All teachers and support staff will have access to each assigned student's 504 plan.



EL Supports

Children who speak a language other than English in their home or have a different native language are given the opportunity to enrich their learning experience with a highly qualified teacher and Tutors of English language Learners (ELL). Individual and group support is provided to enable ELL students to access the general education curriculum and make progress toward their individual learning goals. English language support and services will continue during all of the learning models. Families are supported and encouraged to work collaboratively with the EL Teacher and Tutors.



Operations Return To Learn Procedure Phase 4-6.

Heating, Ventilation & Cooling procedures in place for the Return to Learn Roadmap Phase 4-6.

- The HVAC operation schedule has been modified to increase outside air ventilation as much as the HVAC system can accommodate and still maintain acceptable indoor conditions during occupied hours in all Saline Area School Facilities. Extreme humidity or extreme exterior temperatures will decrease the flow of outside air into occupied spaces.
- Flushing sequence will be implemented to operate HVAC systems with maximum outside air flows for two hours before occupied times.
- Filter changes will be done per the manufacturer recommendations and each filter will have a filter rating of MERV 13 (Minimum Efficiency Reporting Values=its ability to capture particles between .3-10 microns) or better per ASHARE recommendations.
- Saline Area Schools has been following the [ASHARE EPIDEMIC TASK FORCE](#) guidelines to make sure our facilities are safe for students & staff returning to learn.
- When available in the classroom exterior windows should remain open to allow for fresh air exchange while maintaining building security.



Transportation

- All passengers on board the vehicle, including any district staff and all students K-12 must wear facial coverings.
 - Students who refuse to wear facial coverings will not be allowed to ride.
 - 3 strike policy if facial covering is off while on the bus.

- Hand Sanitizer will be supplied and provided on each school bus. The use of hand sanitizer by SAS Staff and students is required upon entering the vehicle.
- SAS School bus drivers will not be taking students' temperatures before boarding the school bus.
- SAS staff will clean & disinfect transportation vehicles before and after each route.
- No students will be allowed on the bus during the cleaning process.
- All frequently touched surfaces will be cleaned before AM & PM routes.
- Weather permitting, all windows will be left in the down position to help increase air circulation if appropriate & safe.
- Cohort Models

Food Services

- All students and staff must sanitize their hands using a hand sanitizer with minimum 60% alcohol or washing hands with soap and water for 20 seconds or more.
- Students must wear facial coverings to pick up a school lunch whether they eat in their classroom, cafeteria or other space.
- Staff will have to space themselves at a minimum of 6ft social distance when eating.
- Staff may need to utilize multiple classrooms or spaces in order to accommodate social distancing.

Technology Access

Devices	All SAS students will either be provided with a device, or be loaned a device if needed for the 20-21 school year. More specifically, Y5-2 grades will be assigned an iPad, 3-5 grades will be assigned a Chromebook, 6-12 grades will be offered a Chromebook. These devices will be collected by the last day of school.
Internet Access	Public high-speed wifi is provided for free in the parking lot at some of our buildings. Please click here to see the locations. The Hornet Homeroom will also be available onsite in every building. Students who don't have internet access because they can't afford it can apply to the partnership grant with FSAS at: SalineLive.org
Help Desk	SAS families will be provided a hotline to call in or an email address to request tech support. Remote sessions with a Tech will be set up on request.

Family Support

Before / After Care

[Registration Link](#)

In addition to Hornet Homeroom, our normally scheduled Before and After School Care program will be operating as usual.

- All safety protocols listed in this plan will be followed by the Community Education staff.
- Registration fees are in addition to Hornet Homeroom fees.

Hornet Homeroom *NEW!

[Registration Link](#)

Hornet Homeroom is designed to supplement school-based virtual learning, with no teachers or lessons provided onsite. This program will provide a safe and socially distanced setting for students in grades K-5 to access their online instruction while parents are at work. Homeroom staff will

oversee the learning environment and ensure students are engaged in their online lessons. Between classes, students will participate in socially distant day camp-like activities.

- Hornet Homeroom will include separate student tables for each student distanced by 6 feet or more.
- Prior to attending, each parent will share their child's schedule and video conference links with the program director.
- The Hornet Homeroom schedule will be arranged around each child's specific school elearning requirements.
- Staffed by Saline Area Schools employees (non-teachers)
- Facial coverings required at all times



Other Considerations

Athletics - Saline Area Schools Athletics (high school and middle school) will follow all executive orders, county health guidelines, and MHSAA direction to implement its athletic program. Fall sports practices started on the week of August 10th.

- The sport of Football has been postponed to the Spring.
- The sports of Volleyball and Girls Swimming & Diving will start based on the reopening of indoor facilities.
- Tennis, Golf, Cross Country are permitted to start competition on their traditional dates of August 19 and 21.
- Soccer, Field Hockey, Girls Swimming and Diving, and Volleyball may practice but not compete until further guidance is provided by the MHSAA.

All participating athletes are required to complete a pre-screening form prior to each day of practice or competition. Face coverings may be removed during activity but should be utilized when entering and exiting facilities. Facilities will be cleaned daily with athletic equipment sanitized during natural breaks of practice. No water bottles are to be shared and athletes will provide their own towels. Additionally, locker rooms will remain closed until further guidance is provided on reopening. Hand sanitizer and disinfecting wipes will be provided at all venues. The MHSAA will provide guidance on spectator limitations and game attendance. Electronic tickets will be utilized and no transactions will take place at the venue. The MHSAA and NFHS have provided sport-specific guidance that will be implemented for each SAS sport, practice, and competition.

GLOSSARY OF TERMS

Asynchronous: teachers prepare lessons and activities for students to complete on their own time, at their own pace.

Case Investigation: The identification and investigation of patients with confirmed and probable diagnoses of COVID-19.

Cleaning: removes germs, dirt, and impurities from surfaces or objects. Works by using soap/detergent, water and friction to physically remove dirt and germs from surfaces. Cleaning before disinfecting reduces spreading infection more than disinfecting alone.

Close Contact: A person who was within 6 feet of a person infected with COVID-19 for more than 15 minutes with or without a facial covering. Examples include caregivers, those sharing a living space, having direct physical contact with them (touched, hugged or kissed them), and sharing eating or drinking utensils. People may also be close contacts if they were somehow exposed to droplets from an infected person (sneezed or coughed on).

Contact Tracing: A strategy for slowing the spread of disease in which public health workers communicate with infectious people to identify their contacts. They then follow up with those contacts to provide guidance on how to quarantine themselves and what to do if they develop symptoms of disease.

Coronavirus (COVID-19): An illness caused by a virus (SARS-CoV-2) that can spread from person to person. The virus that causes COVID-19 is a new coronavirus that has spread throughout the world.

Disinfecting: refers to using chemicals, for example, EPA-registered disinfectants, to kill germs on surfaces. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection.

EL: English Learner

Facial Covering Type: Cloth: Cloth face coverings are made from material that are meant to cover your nose and mouth and to be secured under the chin. They are not considered personal protective equipment (PPE). These are effective in reducing the spread of the virus.

Facial Covering Type: N95 or N95 Respirator: Filters particles that meet a certain standard for air filtration, meaning that it filters at least 95% of airborne particles. These are recommended only for use by healthcare personnel who need protection from both airborne and fluid hazards (e.g., splashes, sprays). Also known as a respirator.

Facial Covering Type: Surgical Masks: Surgical face coverings were originally intended to be worn by health professionals and are considered PPE. These are effective in reducing the spread of the virus.

Hybrid: a mix

Isolation: The practice of separating people infected with the virus (those who are sick with COVID-19 and those with no symptoms) from people who are not infected. People who are in isolation (usually for 10 days) must stay home until it's safe for them to be around others. In the home, anyone sick or infected must separate themselves from others by staying in a specific "sick room" or area and using a separate bathroom (if available).

LMS: Learning Management System (teacher website) referred to as an LMS, this is an interface where teachers post messages, distribute lessons and documents, and take attendance. SAS utilizes Seesaw and Google Classroom for this purpose.

OH: Office Hours/Check-in: Open time for students to make appointments with teachers, review material, or teachers to pull small groups

Quarantine: The practice of keeping someone who might have been exposed to COVID-19 away from others. Quarantine helps prevent spread of disease that can occur before a person knows they are sick or if they are infected with the virus without feeling symptoms. People in quarantine must stay home (usually 14 days), separate themselves from others, monitor their health, and follow directions from their state or local health department.

Sanitizer: reduces germs on surfaces to levels considered safe for public health (usually 99.99%). Products must be EPA registered.

SEL: Social Emotional Learning

Synchronous: teachers and students are in a classroom setting or in a video conferencing environment together, at a specific time, learning the same content.

SOURCES

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