



**[Noor International Academy]
COVID-19 Preparedness and Response Plan]**

Exhibit A

Continuity of Learning and COVID-19 Response Plan ("Plan") 2019-2020

Continuity of Learning and COVID-19 Response Plan (“Plan”)

In accordance with Executive Order 2020-35 a Plan must include all of the following parts:

The goal of a Continuity of Learning Plan and COVID-19 Response Plan is to ensure that each District or Public School Academy is providing, to the best of its ability, each student with alternative modes of instruction to help them stay on pace in their learning. This application recognizes that there is no “one-size-fits-all” solution; multiple means of engaging students and supporting families may be necessary that may vary by grade level, school building, or student population served.

For the purposes of the Plan, “district” refers to school districts and public school academies.

Date Submitted: **April 16, 2020**

Name of District: **Noor International Academy**

Address of District: **37412 Dequindre Rd, Sterling Heights, MI 48310**

District Code Number: **50913**

Email Address of the District Superintendent: nhamadeh@hesedu.com

Name of Intermediate School District: **Macomb ISD**

Name of Authorizing Body (if applicable): **Central Michigan University**

Question #1

Please describe the methods the district will use to provide alternative modes of instruction other than in-person instruction and a summary of materials each pupil and the pupil’s parents or guardians will need to access meaningfully the alternative modes of instruction included in the Plan. If the Plan relies on electronic instruction, the Plan must ensure to the extent feasible that pupils have access to a connected device capable of accessing the electronic instruction and must not penalize a pupil for the pupil’s inability to fully participate. “Alternative modes of instruction” means modes of pupil instruction, other than in-person instruction, that may include, without limitation, partnerships with other districts or intermediate districts or community colleges or institutions of higher education, use of vendors, use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a hybrid of multiple modes of learning that still promote recommended practices for social distancing to mitigate the spread of COVID-CD.

Noor International Academy has been, and will continue to use an online based platform, Google Classroom, for remote learning during the 2019-2020 school year. However, in 2020-2021 we will move to Schoology as our new online

platform. Students who do not have access to remote learning will be provided individual hard copy packets upon request. The district has provided Chromebooks to all K-6 students to help support them with remote learning. For students who do not have access to the Internet, our Family Engagement Liaisons have reached out to these families and are working with local businesses, such as Comcast and AT&T, to get access to the Internet for a very low fee. Other needs that come up throughout the remote learning process will be identified, addressed, and supported through the building principal, with support, guidance and resources from various departments within the district. All students will have access to grade-level/course instructional materials and text as needed to complete their work either remotely and/or hard copy format.

The district has also included alternative modes of learning to students to ensure that differentiation of instruction is provided to students given that every student has different needs. These tools include:

1. Technology Platforms: other technology platforms that students are more comfortable with: Classroom Dojo, Ed Modo, and or Remind. These tools are used for ongoing communication about lessons, engagement, and resources to promote learning.
2. Communication: using PowerSchool and district created Gmail accounts for staff and students, instructional information and support is being provided and communicated. For students who struggle with using technology as a means of learning, teachers are providing instructional packets instead. These packets are created and individualized for student's base upon written request to the teacher and or school principal.
3. High School Dual Enrollment: Our partnership with community colleges and university will continue for semester 2 as instruction and/or materials are being provided by virtually through Blackboard and or Canvas platform. The district will continue to pay for these courses and resources for students who have elected this as their learning platforms. Additionally, students are able to elect not to continue in these courses with no academic penalty
4. Social Media Sites: these sites are used within the district to provide ongoing communication to students and parents outside of the Google classroom platform:
 - i. Remind ([@niapa](#))
 - ii. Facebook ([@noorintacademy](#))
 - iii. Instagram ([@noorintacademy](#))
 - iv. Class Dojo

With the implementation of Google classroom as the main platform for remote learning the following will be taking place:

1. Teachers will be posting threaded discussions for students every day to think and respond to. Assignment will also be given to students on a weekly basis that are in direct alignment to grade level state standards.
2. 'Live/pre-recorded sessions will be held on a weekly basis with students and the teacher. Times and dates to the live/pre-recorded sessions will be shared with the classroom teacher
3. Students will also be receiving learning links to help support the lesson. These links include: Khan Academy (<https://www.khanacademy.org/>), IXL (<https://www.ixl.com/>), Reading A-Z (<https://www.readinga-z.com/>), Mystery Science (<https://mysteryscience.com/>), Math XI (<https://www.mathxl.com/>), and many others will be uploading pre-recorded videos of direct instruction.
4. Parents are highly encouraged to sit through a live session and or engage with their children on threaded discussions and or assignments given by classroom teachers.
5. New learning will focus on those concepts most important for the content area or course for the remainder of the year.
6. Teachers will be available for students and families when needed. We highly encourage email notifications so the classroom teacher can provide a date and time to meet virtually to answer questions and or provide additional support.
7. Technology support is available throughout the school day and beyond. When students are struggling with the Chromebook or have questions in relations to Google classroom, questions are submitted to the technology department (via by the teacher on behalf of the student/parent).

ELL and Special Education Services

All students, including the specials population will be provided with Chromebooks and equal opportunities to have equal access as per their individualized plans and applicable laws and regulations.

Noor International Academy is providing alternative modes of instruction for English Language Learners (ELL) and using multiple online resources to address the individualized needs. ESL teachers and interventionists will continue to facilitate English Language Development (ELD) sessions via Google Classroom. Paraprofessionals have been collaborating and will continue to work closely but virtually with teachers to provide additional layer of learning opportunities to students to accelerate their learning process with the guidance of the teachers.

Students with Individualized Educational Plans (IEPs) will also be provided with alternative and accommodated instruction that meets each student's IEP goals. Using mixed learning platforms to match student needs (i.e. online, videos, and packets), the Academy will ensure that students with IEPs get the full level of support and services they need to be successful. Resource room teachers have developed their own Google classroom to ensure that every student with an IEP gets the one on one interaction and support needed. Paraeducators and paraprofessionals are supporting the delivery of instruction and provision of services in collaboration with resource room teachers and grade level content teachers. All services that are contracted through third party vendors to support occupational and physical therapy for students who are in need will continue to stay active but move to an online platform. Speech and language therapy will continue to take place with students on our Google classroom platform. School psychologists will continue to work with students via phone/online methods. Social workers are communicating with families and students either/or by phone, ClassDojo messages, email, and through Google Classroom to support them with any resources or social-emotional supports they may need during this time. Social workers are using Google Classroom as an online platform, uploading lessons and activities, videos and links for students to work on and meeting through Google Meet to review the lessons posted. Students with transition services are provided with the services through Google Hangout sessions. Parents are informed about the hangouts.

The priority is providing students and families with support. Making phone calls to student families and connecting families with resources to make sure their basic needs are being met which is crucial at this time. Parent consent was retrieved via phone to speak with the student via phone or Google hangout to do a check in or provide social-emotional support and build on their social skills during these strenuous times.

Question #2

Please describe the methods the district will use to keep pupils at the center of educational activities, including outreach to continue building relationships and maintain connections, and to help pupils feel safe and valued.

Ongoing communication and collaboration between the district and families is critical to support the whole child. Noor International Academy is committed to ensuring collaboration between the district, families, and community is happening on a day to day basis through the use of various social media platforms (Remind, Facebook, Instagram) and local community centers.

Teachers maintain daily connections with students and keeping an open line of communication. The district's Deans of Students, counselors and social workers have created their own Google classrooms where students can login to their platform to share their concerns and get input if they need it or feel insecure of the current pandemic situation.

The Academy also has created the following to allow open dialogue for students and families to share their fears with the current pandemic by:

1. Communication: our family engagement liaisons, teachers, support service staff, and administrative staff communicate with parents on a daily basis.
 - a. Specials services: as mentioned above counselors and social workers are always available to meet with students virtually.
2. Education: teachers will be providing a consistent model of teaching and learning on a weekly basis. Routine is very important for students and

teachers have developed a grade level schedule to help support a consistent model for teaching and learning for students.

Questions #3

Please describe the district's plans to deliver content in multiple ways so that all pupils can access learning.

Noor International Academy is prepared to deliver content in many ways to ensure that students have access to learning. These methods have been and will continue to be provided through the district's website, district social media sites, robocalls, and news media outlets. The Academy will:

1. ***MI Grade Level Content Standards***: teachers will teach essential content standards and scaffold to ensure they hit all core teaching standards by the end of the year
2. ***Instruction***: teachers will be flexible within delivering instruction given the resources students have in the current situation. While remote learning (via Google classroom) is the district main goal for learning through the pandemic, hard copies and or packets can be created for students who request them. All formative and or summative assessment will have flexible in terms of deadlines and grading.
3. ***Ongoing Professional Development***: teachers have been and will continue to be provided with professional development with remote learning. An initial PD session was scheduled and executed back in March 2020 on

Google classroom. Ongoing support from mentors, technology department, instructional coaches, and principal is always available.

4. ***Family Engagement***: family engagement liaisons and teachers will promote and engagement parent involvement through the remote learning process. Family engagement liaisons are bilingual and have the ability to communicate to parents in their native tongue. This allows the district to reach out to all families within the district to get them engaged in the learning process.

For students who have IEP'S and or 504 Plans, the district will provide meaningful learning opportunities and supports by:

1. Limited scaffolding for students
2. Continuous communication beyond the minimum
3. Breaking up assignments into more manageable parts
4. Extended time to students to complete assignments
5. Individual (one on one) live Google classroom sessions to provide one on one support per student with IEP/504 Plan
6. If online learning is too difficult for students, we will supply paper and pencil learning format and hold online sessions to walk students through the materials
7. More project base learning (can be) supplied to students who need it. All content learning standards will be integrated within the project

Question #4

Please describe the district's plans to manage and monitor learning by pupils.

Teachers and administrators will continue to monitor all students through a variety of ways to ensure all students have access and are continuing the educational learning from home, either remotely and or packet format. Universal Academy has no intention of penalizing any student who is not able to fully participate with online learning.

The current formative and summative assessments that are being given to students are:

1. Content based focused on the MI State Standards
2. Focus on supplemental lessons on a week to week basis
3. Identify student needs and or supplemental support (if needed)

Aside from formative and summative assessments, teachers will continuously monitor learning through the following ways:

1. Using Google classroom as our district platform for online learning, many reports on participation, posting, and submitting assignments can be generated on a daily or weekly basis for teachers and support staff to see the level of participation per student.
2. Daily and ongoing feedback will be provided to students by the teacher on their postings, assignments, and or projects students posted on the Google classroom site.
3. PowerSchool, student data management system, will be used to track who has been participating and submitting in assignments.
4. Progress reports will be generated from PowerSchool and send remotely to students and parents through the district Gmail account
5. Parent Portal applications will be active for parents to continuously check in on their child(s) status in each of their classes.
6. In the fall 2020, Students will be assessed in the NWEA where applicable. We will use the assessment results to identify gabs and adjust instruction and tutorial support as part of the MTSS process to provide differentiated instruction based on individual student needs and the curriculum expectations.

For students with special needs, we will be following state guidelines to utilize best efforts to manage and monitor IEP goals. Resource room teachers and grade level teachers will be communicating with families who children have IEP's to keep an open dialogue and provide ongoing support to ensure each child is successful. ESL teachers (and paraprofessionals) will be working with teachers to support students and families who need language accommodations.

Grading System:

1. Elementary students: using a 'green check' system, all teachers will provide a green check in our gradebook system to identify the following:
 1. Student complete the work and
 2. Student understood and mastered the learning content for that specific assignments.For students who did not receive a green check (either for not completing it or didn't master the learning standard) teachers reach out to each one of those students (online or by phone) to check in with each student. The student(s) is given additional time to complete the assignment without penalty.
 - a. For students who are NOT online and receiving paper pencil instructions, teachers are calling these students to have a phone call

discussion and or photo texting the work back to the teacher for grading.

- By the end of the semester, teachers will reflect on the mastery level of students based upon the gradebook to decide whether or not the student should advance to the next grade level. Information from fall testing and winter testing will also be used to reflect on the learning levels from the fall leading into the spring. In summary, families should expect that:
 - Grades cannot get worse between now and the end of the year.
 - fourth card marking grades will be the same as they were on March 12, 2020 or BETTER,
 - Grades can improve between now and the end of the year based on the learning opportunities offered during this time.
 - Students who are at risk of being retained would have already been informed several times through several means including progress reports, mailed letters, phone calls, class dojo messages, and academic probation meetings with teacher, counselor and/or administration.
 - Retentions will be decided on a case by case basis during retention review meetings in the summer after the conclusion of summer school remediation.
 - Final report cards will be distributed in June. Students attending summer remediation will receive their final report cards by end of July.
 - a. For students who have IEPs/504 Plans, all factors or their IEP/504 Plan will be honored and followed. In areas where the Academy feels have not been given with fidelity, notes are placed within the assignment (under score inspector) notifying teacher/resource room teacher/admin that the assignment was completed with limitations. These are taken into account for the benefit of each student with IEP/504 plan. The goal is to ensure each student with an IEP/504 plan is implemented with fidelity to ensure the Academy maximizes learning for all students.

The goal for the Academy is to ensure all students advance to the next grade level by doing our part and ensuring that students are engaging in the lesson and mastering their grade level content.

1. Middle/High school: will continue to use the district wide grading system with letter grades for each formative/summative. Teachers will assign

work to students in direct alignment to grade level content and grade the work. Once the work is graded (based on completion and mastery of learning content), teachers will import the grades in gradebook. For students who do not turn in the work or completed it not to satisfaction, teachers reach out to each one of those students to provide additional time or re-complete the assignment until mastery is shown. Once mastery has been shown the teacher will re-enter the grade the child earned based on mastery without penalty for the first attempt.

- a. For students who are NOT online and receiving paper pencil instructions, teachers are calling these students to have a phone call discussion and or photo texting the work back to the teacher for grading.
- b. By the end of the semester, teachers will reflect on the mastery level of students based upon the gradebook to decide whether or not the student should advance to the next grade level. Information from fall testing and winter testing will also be used to reflect on the learning levels from the fall leading into the spring.
- c. For students who have IEPs/504 Plans, all factors or their IEP/504 Plan will be honored and followed. In areas where the Academy feels have not been given with fidelity, notes are placed within the assignment (under score inspector) notifying teacher/resource room teacher/admin that the assignment was completed with limitations. These are taken into account for the benefit of each student with IEP/504 plan. The goal is to ensure each student with an IEP/504 plan is implemented with fidelity to ensure the Academy maximizes learning for all students.

In summary, middle school families should expect that:

- Grades cannot get worse between now and the end of the year.
- Quarter 3 grades will be based on the student's grades as of March 12, 2020 (63% and higher is passing). However, Grades can improve between now and the end of the year based on the learning opportunities offered during this time.

- Students who currently have a failing grade for quarter 3 should use the upcoming learning opportunities to improve their quarter 3 grade to a status of passing.
- Students who are currently failing quarter 3, and make no effort to improve that grade, may fail quarter 3 and ultimately fail semester 2. These students may not be eligible for summer remediation program due to lack of effort and essential skills and content.
- Student retention will be decided on a case by case basis during review meetings in June. Students who are at risk of being retained would have already been informed several times of their at risk status through several means including progress reports, mailed letters, phone calls, class dojo messages, and academic probation meetings with teacher, counselor and/or administration.
- Final report cards will be distributed in June. Students attending summer remediation program will receive their report cards in July.

In summary, high school families should expect that:

- Grades cannot get worse between now and the end of the year.
- Credit recovery and curriculum recovery can and should be completed during this time.
- Credit recovery classes/culminating assessments must be completed and passed to earn credit.
- Grade Point Averages will not change as a result of semester 2.
- Students who are currently failing and make no effort to improve that grade, may continue to fail and ultimately be retained. These students may not be eligible for summer remediation program due to lack of effort and essential skills and content.
- Student retention will be decided on a case by case basis during review meetings in June. Students who are at risk of being retained would have already been informed several times of their at risk status through several means including progress reports, mailed letters, phone calls, class dojo messages, and academic probation meetings with teacher, counselor and/or administration.
- Final report cards will be distributed in early June. Student participating in summer school credit recovery programs will receive their report cards in July.

The goal for the Academy is to ensure all students advance to the next grade level by doing our part and ensuring that students are engaging in the lesson and mastering their grade level content.

Participation

Student participation is highly encouraged and recommended to all students. While the Academy understands the current pandemic situation, flexibility and patience is key to getting student engagement. For students who are not participating with online learning and or paper pencil learning the following are taking place at the Academy to address this lack of participation:

1. Teachers are calling home to ensure parents and students understand the requirements of their participation to ensure the students learns their grade level content standards so they can advance to the next grade level.
2. Administration team is working with teachers on providing support by following up with parents and students to ensure they are engaging within online/paper pencil learning by:
 - a. Utilizing social media and sending messages to all stakeholders about the requirements of online/paper pencil learning
 - b. Calling home to parents and students
 - c. Sending written notices to the home (if needed and mailed) letting them know their lack of participation may affect their overall grade level content and they may not be ready to advance to the next grade level.
3. Teachers in elementary are putting in ‘blanks’ in gradebook for elementary students who are not participating with online learning which is quickly alerts parents via text message generated in Parent Portal (parent gradebook view). For middle/high school teachers, they are putting in “0” in gradebook as we normally would which then would alert parents via text message to parents letting them know their child received a “0”.

Again, the aim is not to penalize students, given the current pandemic has led to fear and nervousness. The Academy continuously works with the community to

ensure they understand the importance of education through the pandemic and will support them. Family Engagement Liaisons have play a key role in touching base with parents/students who are not participating with online learning either by phone and or through social media.

Question #5

Please attach a budget outline estimating additional expenditures associated with the Plan and sources of revenue to pay for those expenditures.

*The Academy has in its budget sufficient funding in 31a which allows for below budgeted items to be expensed. The below general fund expenditures are also within the allocated budget. The Board of Directors will also be reviewing and amending the budgets for the 2019-20 in the month of May 2020 to ensure the Academy remains in compliance with the Uniform Budgeting and Accounting Act.

COVID-19 Continuity Learning Plan Expenditures				
Noor International Academy				
Type of Expenditure	Quantity	Funding	Purchase Type	Cost
Chromebooks	99	31A	New	\$20,394
Headsets	171	31A	New	\$3,249
Chromebooks	72	NA	In Stock	\$0
Shipping & Handling	342	General Funds	New	\$1,100
TOTAL				\$24,743

Questions #6

Please describe the manner in which district administrators, board members, teachers, and any representatives of teachers collaborated in development of the Plan.

All stakeholders have collaborated in developing the Continuing of Learning and COVID-19 Response Plan. This includes, but not limited to, parents, students, Board, Academy Superintendent, administrative staff, teaching staff, support staff, special services staff, and paraprofessionals.

The manner in which the collaboration took place are as follows:

1. A Google classroom live session and other online video collaboration sessions were created by the building principal to host a live session with teachers, support staff, and many others to get feedback on various component of the plan and their thought process on remote learning and how it should function.
2. Administrative team meetings along with the Superintendent of Schools were held to collaborate and discuss various components of the Plan.
3. The board was presented with a draft of the plan for review and feedback.

Question #7

Please describe the methods the district will use to notify pupils and parents or guardians of the Plan.

The plan will be shared with parents and pupils as followed:

1. The Plan will be posted on the district website (www.universalpsa.org)
2. The Plan will be posted on the following district social media site:
 - i. Remind (@niapa)
 - ii. Facebook (@noorintacademy)
 - iii. Instagram (@noorintacademy)
 - iv. Class Dojo

If needed (per request of parents) a translated copy will be provided to parents and students. The plan will also be given to teachers within the district to upload to their Google classroom accounts for students and parents to see and download as well. A copy will be emailed and/or mailed if requested.

Question #8

Please provide an estimate of the date on which the district will begin implementation of the Plan, which must be no later than April 28, 2020.

March 16, 2020

Question #9

Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act 160 of 1996, as amended, MCL 388.511 to 388.524, and Career and Technical Preparation Act, 258 PA 2000, as amended, MCL 388.1901 to 388.1913, in completing the courses during the 2019-2020 school year.

Students in dual enrollment courses have been contacted and offered the option of continuing in their courses given the move to distance learning at the college level, or withdrawing from the course without academic penalty. For students that choose to continue in the dual enrollment option, we will ensure that the students have the

appropriate materials and support to complete those courses. The school counselor will continue to work closely but virtually with students to provide support per individual needs.

Question #10

Please describe how the district will continue to provide or arrange for continuation of food distribution to eligible pupils.

Noor International Academy will be offering through the MDE waiver period, food service meals (breakfast and lunch) to ALL enrolled and non-enrolled students within the district. These meals, served under the Unanticipated School Closure – School Food Service Program (SFSP) program, are made available at no cost to anyone. The meals are ‘grab and go’ breakfast and lunches and will be distributed at Noor International Academy (37412 Dequindre Rd., Sterling Heights, MI 48310) in the staff/student parking lot.

The first schedule ‘grab and go’ lunches is tentatively scheduled for Wednesday, April 22, 2020 from 11:00 AM until 2:00 PM. Thereafter, the district will maintain a weekly food distribution on Wednesday’s of each week subject to change depending on demand and supply status and potential unforeseen conditions. The district will continue to be a hub for food distribution as allowed under the SFSP. The district will provide training to all of employees who are hired by the educational management company and will require any individual who enters the building for essential work to complete a temperature check and a daily building screening form to ensure the safety for all and to lower the COVID-19 incidents. Non-essential staff and/or unauthorized/unscheduled individuals will not be permitted in the school building.

Safety Action Plans in Accordance to CDC guidelines, the below terms and screening form guidelines, Serve Safe and HES Wellness Policy:

- All food service and support staff must be cleared by HES HR to access the school building.
- All food service and support staff will be trained on food safety and Covid19 CDC and HES guidelines prior to handling meals. All food service and support staff must check their temperature and fill out an online daily **COVID-19 Essential Workplace Screening Tool** as may be required by the Academy and/or HES before entering the building at which they are authorized to report.
- The supervisor and/or designated administrator must check the completion of the daily **COVID-19 Essential Workplace Screening Tool** on daily basis at the beginning of the day before the staff are in the building to ensure their cleared to be in the building.
- All food service and support staff **MUST** observe social distancing by staying at least 6 feet apart, preferable at least 10 feet apart from one another No exceptions.

- All food service and support staff MUST have face masks and gloves at all times while in the building.
- All food service and support staff MUST report any flu like symptoms like chills, body aches, dry cough, fever, diarrhea, vomiting, loss of taste, headache, difficulty breathing, runny nose, and/or sore throat to building principal, nurse aide and supervisor as soon as possible. The supervisor and/or designated administrator must promptly report the incident to HR@hesedu.com.
- All food service and support staff must wash hands for 20 seconds before and after handling food. All food service and support staff must use gloves before handling any food items.
- Food service and support staff will be assigned areas in the kitchen and cafeteria to uphold the social distancing guidelines.
- Staff who are experiencing symptoms of COVID-19 or who are residing with someone of who have been exposed to someone who is COVID-19 positive may not report to work, must stay home to quarantine or self-isolate for 14 consecutive days. It is recommended that you consult your primary health care provider for further medical advisement and care.

DAILY SCHOOL BUILDING SCREENING FORM

This Screening Protocol is a component of the Academy’s Continuity of Learning and COVID-19 Response Plan pursuant to the Governor’s Executive Order 2020-35 and 2020-114. This form must be completed each day that an individual enters the Academy. If any of the questions is answered with “YES”, a copy must be promptly scanned and emailed to HR.

COVID-19 Essential Workplace Screening Tool

Employee Name:

Date:	Time In:
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1. Current Temperature*
 - 100.4 F or higher
 - 100.3 F or lower
2. In the past 24 hours, have you experienced any of the symptoms: (*Fever; Continuous Cough; Shortness of Breath; Loss of Taste or Smell.*)*
 - No
 - Yes

3. In the past 14 days have you been exposed to a person with COVID-19: *(An immediate family member or member of your household has tested positive for or exhibited symptoms of COVID-19; or you were notified by a public health official that you were in close contact with someone testing positive for COVID-19)**
- No
 - Yes
4. In the past 14 days, have you experienced TWO or more of the following symptoms: *(Chills; Unexplained Muscle Pains; Sore Throat; Headache)**
- No
 - Yes
5. If you answered yes to any of the questions above or your temperature is 100.4 F or higher it is considered a suspected case of COVID-19.
- If you qualify as a suspected case as described above or your temperature is 100.4° F or higher, you will not be permitted to enter the premises. Immediately notify your Supervisor **and** contact Human Resources. Self-isolate at home and seek immediate medical care and advice.
 - If quarantined, by a public health official, remain so until released by the public health official otherwise, remain home until cleared to work by a licensed medical professional.
6. If you answered “No” to all of the above, please check and sign below prior to entering.*
- I will wear a face covering while in any public spaces when unable to social distance

Signature: _____

*Required Response

COVID-19 Visitor Screening Tool

Department Visiting:

Visitors Name:	Appointment Date:	Time In:
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7. Current Temperature*

- 100.4 F or higher
- 100.3 F or lower

8. In the past 24 hours, have you experienced any of the symptoms: (*Fever; Continuous Cough; Shortness of Breath; Loss of Taste or Smell.*)*

- No
- Yes

9. In the past 14 days have you been exposed to a person with COVID-19: (*An immediate family member or member of your household has tested positive for or exhibited symptoms of COVID-19; or you were notified by a public health official that you were in close contact with someone testing positive for COVID-19*)*

- No
- Yes

10. In the past 14 days, have you experienced TWO or more of the following symptoms: (*Chills; Unexplained Muscle Pains; Sore Throat; Headache*)*

- No
- Yes

11. If you answered yes to any of the questions above or your temperature is 100.4 F or higher the visitor will not be permitted access to the building.

12. If the visitor answered "no" to all of the above:

- Allow access to the facility and notify the visitor that they are required to wear a face covering while in any public spaces within the premises.

Completed By: _____ Date: _____
Signature (Visitor/Employee): _____ Date: _____

Question #11

Please confirm that the district will continue to pay school employees while redeploying staff to provide meaningful work in the context of the Plan, subject to any applicable requirements of a collective bargaining agreement.

The district subcontracts with an educational service provider, Hamadeh Educational Services, Inc. (HES) that hires employees to provide complete management services to the Academy. The Academy will continue to pay its management company throughout the end of the school year as it continues to provide services and pay all its employees while it may redeploy its staff to provide meaningful work in the context of the plan as subject to the employment terms and to the terms outlined by the Governor's Executive Order *No. 2020-35*.

Question #12

Provide describe how the district will evaluate the participation of pupils in the Plan.

The district understands that families maybe going through a lot during this unprecedented time and therefore will share the plan to all pupils and families and gently encourage engagement in hopes of engaging 100% of students in the learning process. Several means of communication will be in place including virtual, social media, phone calls, and/or mail.

Using Google Classroom as our platform, the district will evaluate the participation of pupils through various means: one in particular is that the district is continuing to take attendance via PowerSchool to account for who and how many students are activity engaged Monday through Friday with online learning. Attendance is reported out on a daily basis to the school administration team. Students who are not present for online learning, a district robocall is sent out to parents letting them know their child(s) are not present for online learning and marked as absent.

A second mode of evaluating the participation of pupils is through the district's online learning platform, Google classroom. Many reports of participation, logging in information, posting, and submitting assignments via Google classroom can be exported and used as a means of collecting participation reports per classroom. Teachers setup their classroom rosters of students and get them connected in to their Google classroom through a class code. Students who are not active within each teacher's Google classroom, a phone call, email, and or technology support is setup for students/parents to get support on ensuring they are signed into their respective classrooms.

For seniors, students will complete a culminating project based activity to conclude the graduation requirements by mid May 15, 2020. The district is waiving the outstanding required community service hours for this school year during these unprecedented times through the end of the 2019-20 school year. Upon completion of the project, students will be considered as meeting all graduation requirements

and will earn their diploma. Students who are missing credit, will work closely with teachers/counselors to complete credit recovery course(s) to complete the graduation requirements and to receive their diplomas.

Grading System:

1. Elementary students: using a 'green check' system, all teachers will provide a green check in our gradebook system to identify the following:
 1. Student complete the work and
 2. Student understood and mastered the learning content for that specific assignments. For students who did not receive a green check (either for not completing it or didn't master the learning standard) teachers reach out to each one of those students (online or by phone) to check in with each student. The student(s) is given additional time to complete the assignment without penalty.
 - a. For students who are NOT online and receiving paper pencil instructions, teachers are calling these students to have a phone call discussion and or photo texting the work back to the teacher for grading.
 - b. By the end of the semester, teachers will reflect on the mastery level of students based upon the gradebook to decide whether or not the student should advance to the next grade level. Information from fall testing and winter testing will also be used to reflect on the learning levels from the fall leading into the spring.
 - c. For students who have IEPs/504 Plans, all factors or their IEP/504 Plan will be honored and followed. In areas where the Academy feels have not been given with fidelity, notes are placed within the assignment (under score inspector) notifying teacher/resource room teacher/admin that the assignment was completed with limitations. These are taken into account for the benefit of each student with IEP/504 plan. The goal is to ensure each student with an IEP/504 plan is implemented with fidelity to ensure the Academy maximizes learning for all students.

The goal for the Academy is to ensure all students advance to the next grade level by doing our part and ensuring that students are engaging in the lesson and mastering their grade level content.

1. Middle/High school: will continue to use the district wide grading system with letter grades for each formative/summative. Teachers will assign work to students in direct alignment to grade level content and grade the work. Once the work is graded (based on completion and mastery of learning content), teachers will import the grades in gradebook. For students who do not turn in the work or completed it not to satisfaction, teachers reach out to each one of those students to provide additional time or re-complete the assignment until mastery is shown. Once mastery has been shown the teacher will re-enter the grade the child earned based on mastery without penalty for the first attempt.

- a. For students who are NOT online and receiving paper pencil instructions, teachers are calling these students to have a phone call discussion and or photo texting the work back to the teacher for grading.
- b. By the end of the semester, teachers will reflect on the mastery level of students based upon the gradebook to decide whether or not the student should advance to the next grade level. Information from fall testing and winter testing will also be used to reflect on the learning levels from the fall leading into the spring.
- c. For students who have IEPs/504 Plans, all factors or their IEP/504 Plan will be honored and followed. In areas where the Academy feels have not been given with fidelity, notes are placed within the assignment (under score inspector) notifying teacher/resource room teacher/admin that the assignment was completed with limitations. These are taken into account for the benefit of each student with IEP/504 plan. The goal is to ensure each student with an IEP/504 plan is implemented with fidelity to ensure the Academy maximizes learning for all students.

The goal for the Academy is to ensure all students advance to the next grade level by doing our part and ensuring that students are engaging in the lesson and mastering their grade level content.

Question #13

Please describe how the district will provide mental health supports to pupils affected by a state of emergency or state of disaster prompted by COVID-19.

The district social worker and teachers will work hand in hand to provide mental health support and focus on Social Emotional Learning (SEL) practices during the school closing. The nurse aid will assist with supporting students by making phone calls to pupils affected by the state of emergency. All staff that are in communication with pupils will report possible needs for mental health support to the principal, nurse aide and social worker. Teachers will report to the social worker any concerns that students may have and their need for additional support, particularly if they're experiencing crisis with incidents of COVID-19 so they may receive the needed support by the social worker as well as the counselor. School psychologists will continue to work with students via phone/online methods.

Social workers are communicating with families and students either/or by phone, ClassDojo messages, email, and through Google Classroom to support them with any resources or social-emotional supports they may need during this time. Social workers are using Google Classroom as an online platform, uploading lessons and activities, videos and links for students to work on and meeting through Google Meet to review the lessons posted. Students with transition services are provided with the services through Google Hangout sessions.

The priority is providing students and families with support. Making phone calls to student families and connecting families with resources to make sure their basic needs are being met which is crucial at this time. Parent consent was retrieved via phone to speak with the student via phone or Google hangout to do a check in or provide social-emotional support and build on their social skills during these strenuous times.

Other means of supporting students include:

1. Check In's: social work staff will continue to check in on students via phone or Google classroom
2. Support Resources: social work staff will provide supplemental support resources to students and families in need.
3. Restorative Circles: Deans of students and social workers will host (based on need and request) a restorative circle for students to allow students to have a voice and share their concerns in relations to the pandemic.
- 4.

Question #14

Please describe how the district will support the efforts of the intermediate district in which the district is located to mobilize disaster relief child care centers as described in Executive Order 2020-16 or any executive order that follow it.

Macomb ISD has identified available space in Child Care Centers across Macomb to respond to the need for disaster relief child care. Noor International Academy will support the efforts of Macomb ISD in any way the district can. The district's GSRP based Early Childhood program is closed, but is providing remote learning for them

Question #15

Does the district plan to adopt a balanced calendar instructional program for the remainder of the 2019-2020 school year? Does the district plan to adopt a balanced calendar instructional program for the 2020-2021 school year?

The district's online learning program will go through the remainder of the school year. The last day of school for students will be June 18, 2020; we will not be adopting a balanced calendar for 2019-2020. The Academy continues to plan for the fall learning for all students. In referencing a balanced calendar for the 2020-2021 school year, the Academy is considering pursuing the adoption of a balanced calendar pre-Labor day start. We will continue to monitor changes during these unprecedented times and facilitate flexibility to adapt with the changing requirements by the State and authorizer.

Name of District Leader Submitting Application: **Nawal Hamadeh, Superintendent of Schools**

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website:

Exhibit B
School Expenditures

Noor International Academy PPE Supplies Budget				
#	Product	Unit Price	Quantity	Total
1	Face Shield (PG-2)	5.59	50	\$ 279.50
2	Cloth Face Mask 3-PLY/ Washable	3.69	210	\$ 774.90
3	Disposable masks 3-PLY/ BOX (07.20.2020)	0.34	1000	\$ 340.00
4	Gloves (M-L-XL)	15	22	\$ 330.00
5	Gloves (Small)	8.67	5	\$ 43.35
6	Signs & Printing	0	100	\$ 200.00
7	Disposable Protective Gowns	11.99	10	\$ 119.90
8	Hand Sanitizer	39.48	16	\$ 631.68
9	infrared thermometer sensor	1459	2	\$ 2,918.00
10	COVID-19 Spray Sanitization Daily Services	1900	10	\$ 19,000.00
11	COVID-19 Spray Sanitization Equipment	1706.67	1	\$ 1,706.67
12	Chemical For Sanitization Equipment	56.09	40	\$ 2,243.60
13	Wipes	2.77	700	\$ 1,939.00
14	Garbage Bin 32 Gallon	28.7	15	\$ 430.50
15	HVAC UV lights	1000	6	\$ 6,000.00
16	Roll Towel Dispenser	15	13	\$ 195.00
17	Roll Towel	32.16	15	\$ 482.40
18	Steriphene Sanitization Spray	3.66	15	\$ 54.90
19	Desk Barrier	31	210	\$ 6,510.00
	Total			\$ 44,199.40
	Funded:	Note regarding Covid-19/PPE related allocations: Please note that the some amounts included in this budget under "General Funds" will be shifted as appropriate when additional ESSER funding from federal and state sources are allocated. The ESSER Fund does not contain a supplanting prohibition. As a result, ESSER funds may take the place of State or local funds for allowable activities.		
	ESSER Grant : \$ 4,364.64			
	General Budget: \$ 39,834.76			

Note regarding Covid-19/PPE related allocations: Please note that the some amounts included in this budget under "General Funds" will be shifted as appropriate when additional ESSER funding from federal and state sources are allocated. The ESSER Fund does not contain a supplanting prohibition. As a result, ESSER funds may take the place of State or local funds for allowable activities.

Exhibit C

**Noor International Academy
& Hamadeh Educational Services
Safe Start**

COVID-19 Preparedness and Response Plan Policies

**NOOR INTERNATIONAL ACADEMY
&
HAMADEH EDUCATIONAL SERVICES
Safe Start
COVID-19 Preparedness and Response Plan Policies
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Noor International Academy (NIA) & HAMADEH EDUCATIONAL SERVICES (HES) SAFE START COVID-19 Preparedness and Response Plan Policies

INTRODUCTION

The following COVID-19 Preparedness & Response Plan has been established for Noor International Academy and Hamadeh Educational Services in accordance with the requirements in the MI Safe Schools Roadmap, MI Safe Start Plan, EO 2020-142 and also in accordance with *Guidance on Preparing Workplaces for COVID-19*, developed by the Occupational Health and Safety Administration (“OSHA”). This Plan may be updated as this situation evolves or as state or local orders, or federal guidance, related to COVID-19 are issued or amended.

PERSONAL PROTECTION EQUIPMENT

A. Facial Covering Requirements – Staff

- Facial coverings must always be worn by staff except for meals.
- Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
- If homemade - must be washed daily.
- If disposable discard each day.
- Any staff member without a facial covering will be provided one.
- Any staff member who cannot medically tolerate a facial covering must not wear one. EMPLOYER reserves the right to request supporting documentation of the medical necessity.
- PreK-5 and special education teachers should consider wearing clear masks.

B. Facial Covering Requirement – Students

- Facial coverings must always be worn in hallways and common areas by Prek-6 students in the building except for during meals.
- Any student that is unable to medically tolerate a facial covering must not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Noor International Academy and HES reserve the right to request supporting documentation of the medical necessity.

- Homemade facial coverings must be washed daily.
- Disposable facing coverings must be disposed of at the end of each day.
- Facial coverings must be worn in classrooms by all students' in grade 6.
- All students in grades K-5 must wear facial coverings unless students remain with their classes throughout the school day and do not come into close contact with students in another class.

C. Facial Covering Requirements – Bus

- Facial coverings must be worn by Pre K-6 students, staff, and bus drivers during school transportation.
- Any staff or student that is unable to medically tolerate a facial covering must not wear one.
- Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.

D. Enhanced Hygiene

- Noor International Academy and HES will provide 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).
- Noor International Academy and HES 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.
- Employees are instructed to wash their hands frequently, to cover their coughs and sneezes with tissue or the inside of their elbow, and to avoid touching their faces. Employees will be provided with access to places to frequently wash hands or to access hand sanitizer, including upon entry. Signs regarding proper hand washing methods will be posted in all restrooms and throughout each facility. Hand shaking is prohibited to ensure good hand hygiene.
- Employees are discouraged from using other staffs' phones, desks, offices, or other work tools and equipment, when possible. If sharing such items or spaces is unavoidable, then wipe down any and all items and spaces prior to sharing with another person.

BASIC INFECTION PREVENTION MEASURES

A. Cleaning and Disinfecting Building and Classroom

- Frequently touched surfaces including light switches, doors, benches, bathrooms, must undergo ***cleaning at least every four hours*** with either an EPA-approved disinfectant or diluted bleach solution.
- Libraries, computer labs, arts, and other hands-on classrooms must undergo cleaning ***after every class period*** with either an EPA-approved disinfectant or diluted bleach solution.
- Student desks must be wiped down with either an EPA-approved disinfectant or diluted bleach solution ***after every class period***.
- Playground structures must continue to undergo normal routine cleaning but using an EPA-approved disinfectant is unnecessary.
- 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.
- Staff must wear gloves, surgical mask, and/or face shield when performing all cleaning activities.

B. Busses and Student Transportation: The following policies will be followed:

- Students and bus driver are required to use of hand sanitizer before entering the bus.
- Hand sanitizer must be supplied on the bus.
- The bus driver, staff, and all students in grades Pre K-6, if medically feasible, must wear facial coverings while on the bus. *Note: there may be situations where it is not safe for the bus driver to wear a facial covering. Decisions about these situations should be made on a case-by-case basis with local public health officials.*
- Bus driver will clean and disinfect transportation vehicles before and ***after every transit route***. Children must not be present when a vehicle is being cleaned.
- Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.
- Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily.

- Create a plan for getting students home safely if they are not allowed to board the vehicle.
- If a student becomes sick during the day, they must not use school transportation to return home.
- If a driver becomes sick during the day, they must follow protocols for sick staff outlined below and must not return to drive students.
- Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
- Weather permitting, consider keeping windows open while the vehicle is in motion, if appropriate and safe.

SCREENING

- A. Staff should conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home.
- B. Employees and Visitors will be required to submit a self-health questionnaire before being allowed entry in the building. (Appendix A). The self-health questionnaire can be submitted electronically or completed in person at the entry. Any individual answering yes to any of the questions regarding symptoms or exposure will not be allowed into the building. All questionnaires will include the date and time of the response.

SPACING MOVEMENT AND ACCESS

- A. Space desks six feet apart in classrooms. Class sizes will be kept to the level afforded by necessary spacing requirements.
- B. In classrooms where large tables are utilized, students will be spaced as far apart as feasible.
- C. As feasible, all desks will be arranged facing the same direction toward the front of the classroom.
- D. Teachers will maintain six feet of spacing between themselves and students as much as possible.
- E. Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials.
- F. Signage will be posted to indicate proper social distancing.

- G. Floor tape or other markers will be used at six-foot intervals where line formation is anticipated.
- H. Social distancing floor/seating markings will be provided to the extent possible in waiting and reception areas.
- I. Additional signs will be posted on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.

TESTING PROTOCOLS FOR STUDENTS AND STAFF

- A. We will cooperate with the Public Health department regarding any protocols they require.
- B. The school has identified and designated a quarantine area and a staff person to care for students who become ill at school.
- C. Students who become ill with symptoms of COVID-19 will be placed in an identified quarantine area with a surgical mask in place until they can be picked up.
- D. Identified school staff who are caring for these children must wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which case an N95 mask is required.
- E. Symptomatic students and staff sent home from school remain home until they have tested negative or have completely recovered according to CDC guidelines. (*Remain at home until symptom/fever free for 72 hours (3 full days) without the use of fever-reducing or other symptom altering medicines (e.g., cough suppressants)*).
- F. Staff who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported/sent home or off-site for testing.

RESPONDING TO POSITIVE CASES

- A. The Academy principal will notify and cooperate with the local public health department if a confirmed case of COVID-19 is identified, and in particular, it will collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at the school.
- B. The Academy and HES will notify staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the ADA and other applicable federal and state privacy laws.
- C. The Local Health Department will initiate contact tracing, following regular public health practice. Schools will help the local health department by collecting data and contact information of those exposed.

- D. HES and the Academy will rely on the local health officials to provide instruction about return to work, using the most current guidelines from the CDC for this determination. *(If positive but symptom free - ten (10) days have passed since the date of his or her first positive test, **and** he/she has not had a subsequent illness. If positive with symptoms at least 72 hours (3 full days) have passed since recovery; **and** at least ten (10) days have passed since symptoms first appeared).*
- E. Cleaning staff must wear a surgical mask, gloves, and a face shield when performing cleaning of these areas.
- F. If possible, smaller areas such as individual classrooms will be closed for 24 hours before cleaning to minimize the risk of any airborne particles.
- G. Families will be notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home
- H. The HES and Academy will provide staff with guidance on confidentiality laws and statutes that protect student and staff health information. Student communicable disease related information is protected health information. (Even if a family/ student acknowledges and publicly discloses a positive test, school staff and officials will not participate in discussions or acknowledge a positive test).

FOOD SERVICE, GATHERINGS AND EXTRACURRICULAR ACTIVITY

- A. Indoor assemblies that bring students together from more than one classroom will be prohibited.
- B. Large scale assemblies of more than 50 students are suspended.
- C. Meals should be eaten outdoors (weather permitting) or in classrooms. When using the cafeterias must be used, meal times will be staggered to create seating arrangements with six feet of distance between students when required.

EMPLOYEE TRAINING REQUIREMENTS

- A. HES and Noor International Academy will coordinate and provide training to employees related to COVID-19.
- B. At minimum, HES and Noor International Academy will provide the following training:
 - Workplace infection-control practices.
 - The proper use of personal protective equipment.
 - Steps the employee must take to notify Employer of any symptoms of COVID-19 or a suspected or confirmed diagnosis of COVID-19.

- How to report unsafe working conditions.
- C. Training will be implemented as soon as practicable after employees return to work. Online training, if available, will be completed within one day of return to work.

ADMINISTRATIVE

- A. Sick Leave Policies: Employees will be permitted to take paid leave consistent with the Families First Coronavirus Response Act and HES and Noor International Academy's applicable Operation and Personnel Management (OPM) policies. Questions regarding leave shall be directed to Human Resources. Any on-site employee who appears to have a respiratory illness may be separated from other employees and sent home.
- B. Remote Work: Telework will be considered for all employees who are not essential to operations, and whose job duties reasonably allow them to telework during virtual learning times. Telework is not guaranteed. All remote work must be coordinated and authorized by the HES President, Mrs. Nawal Hamadeh or HES Vice President, Dr. Hamadeh. Business-related travel is restricted to essential travel only.
- C. HES and Noor International Academy will follow CDC and OSHA guidance with respect to prevention and mitigation measures. Various posters will be posted within the workplace to inform employees of recommended prevention and mitigation measures. HR will check the OSHA and CDC websites regularly for updates about recommended hygiene and mitigation measures. Finally, HES and the Academy will adopt any additional infection-control measures that are reasonable in light of the work performed at the worksite and the rate of infection in the surrounding community.
- D. Employees are encouraged to avoid in-person meetings. When possible, conduct meetings via phone or other electronic methods such as Zoom. When required, in-person contact should be limited to appointment only, with PPE and appropriate social distancing.
- E. HES HR and the Academy shall maintain the following records:
- Employee training
 - A record of daily entry self-screening protocol for all employees or visitors entering the building, including, at a minimum, a questionnaire covering symptoms and suspected or confirmed exposure to people with possible COVID-19.

When an employee is identified with a confirmed case of COVID-19, any required notifications that are made.

Staff and Visitor Daily Screening Questionnaires

Hamadeh Educational Services

COVID-19 Essential Workplace Screening Tool

Employee Name:

Date:	Time In:
-------	----------

13. Current Temperature*

- 100.4 F or higher
- 100.3 F or lower

14. In the past 24 hours, have you experienced any of the symptoms: (*Fever; Continuous Cough; Shortness of Breath; Loss of Taste or Smell.*)*

- No
- Yes

15. In the past 14 days have you been exposed to a person with COVID-19: (*An immediate family member or member of your household has tested positive for or exhibited symptoms of COVID-19; or you were notified by a public health official that you were in close contact with someone testing positive for COVID-19*)*

- No
- Yes

16. In the past 14 days, have you experienced TWO or more of the following symptoms: (*Chills; Unexplained Muscle Pains; Sore Throat; Headache*)*

- No
- Yes

17. If you answered yes to any of the questions above or your temperature is 100.4 F or higher it is considered a suspected case of COVID-19.

- If you qualify as a suspected case as described above or your temperature is 100.4° F or higher, you will not be permitted to enter the premises. Immediately notify your

Supervisor **and** contact Human Resources. Self-isolate at home and seek immediate medical care and advice.

- If quarantined, by a public health official, remain so until released by the public health official otherwise, remain home until cleared to work by a licensed medical professional.

18. If you answered “No” to all of the above, please check and sign below prior to entering.*

- I will wear a face covering while in any public spaces when unable to social distance

Signature: _____

*Required Response

Hamadeh Educational Services
COVID-19 Visitor Screening Tool

Department Visiting:		
Visitors Name:	Appointment Date:	Time In:

1. Current Temperature*
 - 100.4 F or higher
 - 100.3 F or lower

2. In the past 24 hours, have you experienced any of the symptoms: (*Fever; Continuous Cough; Shortness of Breath; Loss of Taste or Smell.*)*
 - No
 - Yes

3. In the past 14 days have you been exposed to a person with COVID-19: (*An immediate family member or member of your household has tested positive for or exhibited symptoms of COVID-19; or you were notified by a public health official that you were in close contact with someone testing positive for COVID-19*)*
 - No
 - Yes

4. In the past 14 days, have you experienced TWO or more of the following symptoms: (*Chills; Unexplained Muscle Pains; Sore Throat; Headache*)*
 - No
 - Yes

5. If you answered yes to any of the questions above or your temperature is 100.4 F or higher the visitor will not be permitted access to the building.

6. If the visitor answered "no" to all of the above:
 - Allow access to the facility and notify the visitor that they are required to wear a face covering while in any public spaces within the premises.

Completed By: _____ Date: _____

References

Occupational Safety and Health Administration website: www.osha.gov

Centers for Disease Control and Prevention website: www.cdc.gov

National Institute for Occupational Safety and Health website: www.cdc.gov/niosh

Governor Whitmer's Executive Order 2020-114:

https://content.govdelivery.com/attachments/MIEOG/2020/06/05/file_attachments/1467520/EO%202020-114.pdf

Helpful CDC Guidance:

<https://www.cdc.gov/coronavirus/2019-ncov/community/guidance-business-response.html>

CDC Handwashing Fact Sheet:

<https://www.cdc.gov/handwashing/pdf/hand-sanitizer-factsheet.pdf>

CDC Fact Sheet and Poster on Preventing the Spread of Germs:

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention-H.pdf>

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf>

CDC Fact Sheet on What to Do if You Are Sick:

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/sick-with-2019-nCoV-fact-sheet.pdf>

CDC Poster for Entrance Reminding Employees Not to Enter When Sick:

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/stayhomefromwork.pdf>

CDC Guidance on Reopening Businesses:

<https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html>

Exhibit D

**Noor International Academy
& Hamadeh Educational Services
Safe Start**

GSRP COVID-19 Preparedness and Response Plan Policies

Policies for Re-Opening in Response to the COVID-19 Pandemic

Using guidelines from CDC and LARA (Licensing and Regulatory Affairs Michigan) Hamadeh Educational Services has developed new policies for children, families and staff for re-opening. This is in response to the COVID-19 pandemic. This includes guidance required by Michigan licensing rules, COVID-19 public health and executive orders and national, state, and local recommendations for best practices during this health emergency.

Our program communicates with Wayne County Health Department and Wayne RESA and we collaborate with them for health planning, re-opening, and operating procedures. COVID-19 information and guidance are fluid and changes almost daily and therefore this document may change frequently. This is uncharted territory for us so we will begin procedures and will most likely need to adapt and be flexible as we go.

These policies are designed to protect the health and safety of our families and staff and will allow us to continue face to face care in a safe, clean, healthy environment.

Current staff will be trained prior to re-opening and new staff will be trained in policies and procedures prior to start of work in everyday preventive actions to prevent the spread of respiratory illness. These actions include:

- Training as needed to include information on special health care needs, medications, infectious disease, and review of COVID-19 signs and symptoms
- Focusing on hand washing. Staff and Children [Wash hands](#) often with soap and water. If soap and water are not readily available, use an alcohol-based hand sanitizer with at least 60% alcohol.
 - Staff: At start of work day and between classrooms
 - Children: At arrival, after sensory activity, after gym/playground
 - After touching door handles, tables, light switch, tablet etc.
 - Before, during, and after preparing food
 - Before eating food
 - Before and after caring for someone who is sick with vomiting or diarrhea
 - Before and after treating a cut or wound
 - After [changing diapers or cleaning up a child who has used the toilet](#)
 - After blowing your nose, coughing, or sneezing
- Staff will supervise young children if hand sanitizer is used.
- Staff will [clean and disinfect frequently touched surfaces](#) such as door knobs, light switches, hand railings and drinking fountain.
- Staff and Visitors must cover mouth and nose with a [cloth face covering](#) inside the building. Staff working with at least a 6- foot radius may choose not to wear the cloth face covering.
- Children will not be required to wear a mask. Parents may request for their child to wear a mask.

Sick children and staff are required to stay home.

- At enrollment staff will communicate to parents the importance of keeping children home when they are sick.
- Staff is encouraged to be vigilant for symptoms in themselves and to stay in touch with administration if or when they start to feel sick.

- Children and staff who come to the child care center sick or become sick while at the facility will be sent home as soon as possible.
- Sick children and staff will be kept separate from well children and staff until they can be sent home.
- At this time, daycare licensing (LARA) recommends that children who had a fever, be fever free for 72 hours before returning to care (even if other symptoms are not present).
- If a staff member or child exhibits multiple symptoms of COVID-19, you suspect possible exposure, or an individual tests positive for COVID-19, the individual must stay home until:
 - Fever-free for at least 72 hours without the use of medicine that reduces fevers AND
 - Other symptoms have improved AND
 - At least 10 days have passed since your symptoms first appeared.

Plan for someone who is or becomes sick

A cot in a corner of the main office will be used to isolate a sick child. A staff member will remain with child until picked up by parent or guardian. The child will be encouraged to wear a disposable face mask until picked up.

A staff member who becomes ill while at work will be sent home immediately. Cleared staff member will cover the classroom immediately to maintain ratio.

Monitor and Plan for Absenteeism among Staff

- A substitute will cover classes in the event ill staff needs to be sent home.

Monitoring Symptoms of COVID 19 in Children

Staff member will screen children upon arrival.

Fever is the Key indicator for young children. Children who have a fever of 100.40 F (38.00C) or above or other signs of illness will not be admitted to the facility. Cough and/or diarrhea in addition to fever is suggestive of coronavirus.

Parents will be encouraged to be on the alert for signs of illness in their children and to keep them home when they are sick. At drop off parents will be asked:

- If their child has been in close contact with a person who has COVID-19. (If yes, the family should self-quarantine for 14 days.)
- If their child has felt unwell (If yes, the child must go home with parent)
 - persistent cough,
 - temperature,
 - difficulty breathing,
 - cold,
 - diarrhea and/or vomiting
 - rash
- Staff member will also visually check the child for signs of illness, including flushed cheeks, rapid or difficulty breathing, fatigue, rash or extreme fussiness.

Teachers will continue to monitor symptoms throughout the day and monitor temperatures when children appear ill or “not themselves.”

Monitoring Symptoms of COVID-19 in Staff

When staff members arrive:

- **Before reporting to work each day, staff will complete the online COVID-19 symptoms screening questionnaire at [Michigan.gov/containcovid](https://michigan.gov/containcovid)**
- Perform temperature checks on staff at arrival.
- Screen for cough, shortness of breath, difficulty breathing, change in smell or taste, and diarrhea.
- Staff arriving with fever above 100.4 F (38 C) or other symptoms must be sent home.
- Staff must report contact with anyone outside of work who has had a documented case of COVID-19. Staff will be instructed to self-quarantine if they have been exposed to COVID-19.

Communication Protocol to Report Symptoms or a Positive Test

Families and staff should report possible illness if anyone in their household shows symptoms or has tested positive for COVID-19, including the child or family members if they or their children experience possible symptoms or have a positive test.

Office staff should be notified the same day this occurs so preventative action can be taken immediately.

The office staff will contact the local health department and daycare licensing consultant for the next steps and the determination on whether to close the classroom or facility is based on guidance from the health department. Parents will be notified immediately by phone if COVID-19 is present in the facility. Confidentiality of the person who has tested positive will be respected.

Social Distancing Strategies

We will continue to work with our local health officials to determine a set of strategies appropriate for our community's situation. We will continue using preparedness strategies and consider the following social distancing strategies:

- Child care classes will include the same group each day, and when possible, with the same teachers.
- Siblings of the same age will be kept together when possible.
- Group size for Preschoolers will be kept at 16 or less
- Smaller child use areas will be created when using large spaces to keep children from gathering outside of their group. Seating at tables and during activities and meal times will be spaced out so children can sit apart.
- All preschool activities and events will be canceled or postponed until further notice.
- Daily group activities that may promote transmission will be altered or halted:
 - Use of water and **sensory tables** will be halted. Each child will have their own individual bag of sensory material.
 - Family style **meals** will be halted.
 - The mixing of children will be limited and **playground** times will be staggered.
 - When **common spaces** remain in use the space will be disinfected between groups.
 - At **nap time**, children's naptime mats are spaced out as much as possible, ideally 6 feet apart. Mats will be placed head to toe in order to further reduce the potential for viral spread.

- Parents will provide a pair of clean **indoor shoes** for each child to be kept at the center for indoor use only.
- **Playground equipment** will be disinfected between class groups or not used at all. Teachers will take indoor activities outside to the fresh air as much as possible.

New Parent Drop-Off and Pick-Up Procedures

- Children will wash hands with soap and water upon arrival. Hand sanitizer with at least 60% alcohol will be provided next to parent sign-in sheets. Hand sanitizer will be kept out of children's reach.
- Sign-in stations will be placed outside or just inside the door. Sanitized pens are provided for each parent.
- **Only staff and children can enter classrooms.**
 - A staff member will walk child in the classroom, and at the end of the day, walk child back to his parent at the door
- Ideally, the same parent or designated person should drop off and pick up the child every day.

Nonessential Visitors

When possible, all maintenance/repair workers will be scheduled after childcare hours. Classroom volunteers will be halted until further notice.

Methods to Ensure Hygiene

Hand Washing:

Children and staff will wash hands all day long with soap and water for at least 20 seconds. This is especially important after blowing your nose, coughing, sneezing; going to the bathroom; and before eating or preparing food.

Staff will wash hands upon entering building and upon entering classrooms.

Intensify cleaning and disinfection efforts:

- Common areas will be disinfected all day long (for example, sinks, bathrooms, doorknobs, tabletops, and shared items). Dirty surfaces will be first cleaned with soap and water and then disinfected with a bleach and water solution. Bathrooms will be sanitized (cleaned and disinfected) daily with an EPA approved cleaner.
- Each classroom will follow a daily and weekly schedule for cleaning and disinfecting as directed by the CDC.
- EPA-registered disposable wipes will be used between users for commonly used surfaces such as keyboards, desks, and remote controls and phones.

Clean and Sanitize Toys

- Toys that cannot be cleaned and sanitized will not be used. This includes cloth dolls, stuffed animals and dress up clothes.
- Toys that children have placed in their mouths or that are otherwise contaminated by body secretions or excretions will be set aside until they are cleaned with water and detergent, rinsed, sanitized with a bleach and water solution or cleaned in a dishwasher.
- Machine washable cloth toys be used by one individual child at a time or not be used at all.

- Set aside toys that need to be cleaned and placed in a dish pan with soapy water or put in a separate container marked for “soiled toys.”
- Children’s books, like other paper-based materials such as mail or envelopes, are not considered a high risk for transmission and do not need additional cleaning or disinfection procedures.

Clean and Disinfect Bedding

- Each child’s bedding will be kept separate and stored in individually labeled bins, cubbies, or bags. Cots and mats are labeled for each child and disinfected daily. Bedding provided by the parent will be kept at the center and will be sent home weekly to be cleaned.

Items from Home

- None essential items will be prohibited
- Parents will be asked to provide a pair of indoor shoes at the facility.

Use of Face Masks

Child care providers do not need to wear N95 or surgical masks, smocks, or face shields, however, all staff will be provided a cloth face mask to use at designated times during the day.

Staff Participating in Drop Off or Pick UP

Staff will wear a mask or other suitable face covering (Cloth material that can withstand the test of trying to blow out a candle through the material).

Classroom staff

Must wear a mask or other suitable covering performing the following tasks:

- While serving children food and for the duration of the entire meal service
- Assisting children with basic care tasks such as toileting, changing diapers, changing clothes.
- Anytime the teacher is face to face with a child for more than a few seconds.
- When ill and waiting for a replacement teacher.

Classroom staff, at their discretion, may choose to wear a face mask or other suitable covering at other times of the day.

Administration

Must wear a mask performing the following tasks:

- Engaged in onsite activities involving visitors and parents, including tours, registration, payments, enrollment paperwork, etc.
- Before entering a classroom.
- If two or more staff are sharing a work space less than 6 feet apart.
- While tending to sick children who are waiting to be picked up by parent or guardian.

Children

Are not required to wear a mask. Daycare licensing does not recommend the use of masks if maintaining consistent groups.

Children two years of age and older, who are being sent home sick, will be encouraged to wear a mask awaiting pickup by parent or guardian.

Parents

Parents must wear a mask or other suitable face covering:

- At Drop off and Pick up
- Anytime they enter the office or building and for the duration of the visit.

Visitors and Workers (Utility, repair, etc.)

Visitors and Workers must wear a mask or other suitable face covering before entering the building and for the duration of the entire visit.

Use of Gloves

It is recommended by daycare licensing that providers wear gloves in a manner consistent with existing licensing rules (for example, gloves should be worn when handling contaminants, changing diapers, cleaning or when serving food). Staff members should wash hands before putting gloves on and immediately after gloves are removed. Gloves are not recommended for broader use.