HOPE Community Academy
Emergency Preparedness Plan – COVID-19

Introduction

2021–22 Planning Guidance for Minnesota Public Schools

Spring 2020 brought unprecedented changes to society and our education system. As we plan for the 2021–22 school year, the Minnesota Department of Education (MDE) is working with the Minnesota Department of Health (MDH) to monitor the COVID-19 pandemic and determine how to keep our students, families and staff healthy and safe. We have developed guidance for three scenarios for the school year, detailed in this document. School districts and charter schools should plan for all three scenarios, based on MDH planning guidance, so our schools can be ready for whatever the public health situation may require. Schools should offer distance learning to enrolled students who may be medically vulnerable or otherwise unable or unwilling to return to in-person or hybrid learning.

Guiding Principles

- Practice servant leadership
- Treat everyone with respect and dignity
- Do the right thing, especially when it is difficult
- Ask how your actions are reinforcing or removing structural inequity
- Promote the common good over narrow special interests
- Be accessible, transparent, and accountable
- Include voices from communities who will be most impacted

Priorities

Minnesota does best when state agencies and community partners collaborate to achieve common goals. We will solve problems in education, health care, environment and energy, housing, jobs, transportation, and so much more by focusing on these key priorities:

- Children and Families
- Equity and Inclusion
- Thriving Communities
- Fiscal Accountability and Measurable Results
- Minnesota's Environment

Purpose

Ensure that every student in the state of Minnesota receives an equitable education and has equal access to learning and instruction during the COVID-19 pandemic.

Two Scenarios for 2021–22

Since the beginning of Distance Learning in March 2020, MDE has honed and modified the recommended guidance to better meet the academic, social-emotional, and mental health needs of our students. Simultaneously, MDE developed, and subsequently, released summer learning

guidance that included a hybrid-model option in addition to distance learning. As we consider options for the system and structure for the 2021-22 school year, we can use what we learned from the distance learning model and what we are learning in the hybrid-model to ensure that our students continue to receive a high-quality education and our staff have what they need to support their students.

What: Two scenarios for the 2021-22 school year

- Scenario 1: In-person learning
- Scenario 3: Distance learning only

In-person Learning
In this planning scenario, schools should create as much space between students and teachers as is feasible during the day, but will not be held strictly to enforcing 3 - 6 feet of social distancing during primary instructional time in the classroom. Activities and extracurricular programming should continue to follow the COVID-19 Sports Guidance for Youth and Adults (PDF). This scenario may be implemented assuming state COVID-19 metrics continue to stabilize and/or improve.

Distance Learning
This scenario may be implemented if local, regional, or statewide COVID-19 metrics worsen significantly enough to require the suspension of in-person learning.

Distance Learning defined – Students engaging in distance learning have access to appropriate educational materials and receive daily interaction with their licensed teacher(s).

It is important to note that distance learning does not always mean e-learning or online learning. It is critical to provide this learning in a format that can be equitably accessed by all students.

MDE expects that students who participate in distance learning have full access to appropriate educational materials. Districts and charters must maintain educational continuity for schools and programs. As a district or charter, you must ensure equity in your plans. School districts and charters must ensure equal access to ALL students.

As your district or charter prepares to implement a distance learning model, the Federal and State requirements must be followed. This means that students need to be able to participate in their learning equitably and have access to all relevant services and supports. Considerations include, but are not limited to:

- Ensuring all students in the school or district will have equal access to the learning and required materials, including technology.
- If using an online learning system, ensure it can effectively support the district or school's unique learning and teaching needs, including the ability to provide differentiated instruction as well as one-on-one support for students who need it. Regardless of where the learning is happening, supports identified on a student's Individualized Education Program (IEP) or 504 Plan must be provided (more detail below). Individual Learning Plans for English Language Learners must also be followed.

- Consider student privacy when developing your distance learning plan. See the U.S. Department of Education's Protecting Student Privacy page, and their list of related resources.
- Providing training to staff, students, and parents/guardians on implementation of your distance learning model and the district or school's expectations.
- Programming options for school nurses, school counselors, school psychologists, school social workers, paraprofessionals, other school specialists and cultural liaisons.
- Tracking the attendance of both students and staff.
- Ensuring the distance learning model in use is secure and will not allow for the release of protected student or staff information

Communication

The Safety Committee will work closely with the Minnesota Department of Health to use existing strategies to share information with staff, parents, and the community. The department will focus on sharing consistent messages and may deliver information quickly through a variety of methods. The major communication strategies include:
- Mass emails/phone calls/voicemails
- Letters to staff and families
- School's website and social media

COVID 19 Vaccination

Getting vaccinated against COVID-19 is one of the most important steps you can take to protect yourself and your community. It is the leading public health strategy to end the COVID 19 pandemic. People who are fully vaccinated against COVID-19 are at low risk of symptomatic or severe infection. People who have a condition or are taking medications that weaken their immune system may not be fully protected even if they are fully vaccinated. They should continue to take all precautions recommended for unvaccinated people until advised otherwise by their healthcare provider.

Visit vaccines.gov to find out where to get vaccinated against COVID-19.

People are not considered fully vaccinated until it has been:
- 2 weeks after their second dose of the Pfizer-BioNTech or Moderna COVID-19 vaccine or
- 2 weeks after a single-dose of Johnson & Johnson's Janssen COVID-19 vaccine.

Section 1 – COVID–19

A) Reporting Potential Exposure
B) Positive COVID 19 Case
C) Process for Exposed Staff and Students
D) Negative Test Result
E) Social distancing and face covering

Section 2 – Operations

A) Building/Facility
B) Cleaning and Disinfection Protocols
C) Temperature Check
D) Health Office Expectations and COVID–19 Screening Process
E) In–Person Learning
F) Food Distribution for Distance Learning
G) Transportation
H) Technology

Section 3 – Student and Family Engagement/Support

A) Students Experiencing Homelessness or Housing Instability
B) Equity

Appendices

A) *Face Coverings Policy*
B) *Restroom Cleaning Checklist*
C) *Classroom Cleaning Schedule*
D) *Hope Community Academy Information Security Overview*

Section 1 – COVID–19 Preparedness Plan – Worker Protection

    a)   Reporting Potential Exposure
    b)   Positive COVID 19 Case
    c)   Process for Exposed Staff and Students
    d)   Negative Test Result
    e)   Social distancing and face covering

(a) Reporting Potential Exposure

Parents/guardians of students with symptoms of COVID–19 should call the main office and inform the school. The school nurse will follow up with the student's family to determine the next steps.

(b) Positive COVID–19 Case

Students who test positive for COVID–19 should quarantine until they meet all three requirements below:

1. Their cough, shortness of breath, and/or other symptoms have improved
2. It has been at least 10 days since they first felt sick or tested positive
3. They have no fever for at least 24 hours, without the use of fever reducing medication

NOTE: Per Minnesota Rule 4605.7070, it is required that the school report positive cases of COVID–19 to the Minnesota Department of Health. For documentation purposes, HR will require proof of test results.

In the event of a positive COVID–19 test result, the Safety Committee will make the decision to move learning online temporarily.

(c) Process for Exposed Staff and Students

The following process outlines the information that individuals are required to know and steps to take if they have been exposed to COVID–19.

The following bullet points are the process if someone has been exposed or potentially exposed:

- HR and the School Nurse will work with the individuals who tested positive to determine the people they have been in contact with, as well as determine the people who were in the building on the same day(s). Tracing will go back two days prior to the date symptoms started or two days prior to the date of the positive test result.

- "Close contact" is defined as someone who has been within 6 feet of an infected person for 15 minutes or more, within a 48–hour time frame.

- Per CDC guidelines: fully vaccinated people should still get tested if they came into close contact. If the vaccinated individual is asymptomatic (do not show symptoms), they do not need to quarantine at home. They can continue to attend work/school in-person and participate in other activities.
    - If the test returns as positive, those individuals must quarantine at home for 10 calendar days before returning to school.

- Unvaccinated individuals who came into close contact should immediately get tested for COVID-19. If their first result comes back negative, they should get tested again three to five days after receiving the negative result.

- Health information is protected under the Health Insurance Portability and Accountability Act (HIPAA). The school is unable to share the names of those people with COVID-19 or COVID-19 like symptoms.

(d) Negative Test Result

Students with similar symptoms to COVID-19, but tested negative, can return to school 24 hours after their symptoms have improved.

(e) Social Distancing / Face Coverings

HOPE is requiring all staff/volunteers/visitors in the building to social distance and wear a face covering as outlined in the Face Covering Policy approved by the School Board.

Information has been provided by Stay Safe MN and the Centers for Disease Control (CDC). It contains guidance on knowing how COVID-19 spreads and how to protect yourself. It covers:

Everyone should:
- Wash your hands
- Avoid close contact (inside your home and outside your home)
- Cover your mouth and nose with a mask when around others
- Cover coughs and sneezes
- Clean and disinfect
- Monitor your health daily

In accordance with state law and public health guidance, the policy of HOPE Community Academy is that all students, staff, and other people present in schools, district offices, all buildings leased or owned by the School District, or riding on school transportation vehicles, are required to wear a face covering. As provided below, this policy provides for some exemptions and allows for temporary removal in limited circumstances.

Face coverings protect others in case the wearer does not know he or she is infected with COVID-19. Face coverings are only one part of the state's Public Health Guidelines and HOPE Community Academy intends to use face coverings in combination with other infection control

measures, including social distancing, personal hygiene, screening, and cleaning practices.

Full Face Coverings policy, including definitions, exemptions, alternatives and enforcement, can be found in the Appendix section.

Appendix A – Face Coverings Policy

Section 2 – Operations

a) Building/Facility
b) Cleaning and Disinfection Protocols
c) Temperature Check
d) Health Office Expectations and COVID-19 Screening Process
e) In-Person Learning
f) Food Distribution
g) Technology

(a) Building/Facility

Social distancing when in the building; 3 – 6 feet part

Student hours: 7:30 AM – 3:45 PM

Student drop off time: 7:30 AM *(students dropped off either by parents, BUS or Vans is at 7:30 AM. No students should be in the building before 7:30)*

Student pick up time: 3:15 PM *(parent pick up starts at 3:15 PM. Parents are not allowed into the building for dismissal pick up any earlier than 3:15)*

Student pick up during the day: Parents are to report to the office. The office will notify the teacher to send the student down to the office for day pick up.

Visitors and Parents – Please direct any visitors and or parents to door 1/ cafeteria doors (currently door 4). All visitors and parents must report to the main office to check in. Staff are not allowed to let visitors/ parents into the building from any other exterior doors, this is for the safety and wellbeing for all staff and students.

Essential Visitors ONLY – One parent, no other children from home. Parents come to the building for parent-teacher conferences, a school board meeting, etc.

Posters and signs
- 3 – 6 ft apart with arrow signs in hallways
- 3 – 6 ft apart and reminder to wear mask in classroom; signs by all classroom doors
- Hand washing sign reminder in all restrooms
- Face Mask require signs at main entrance doors – signs at doors 1, 3, 4, & 7

- If you have symptom do not enter – signs at doors 1, 3, 4, & 7

<u>Ventilation System for Airflow</u>
- Switching out current filter Merv-8 to Merv 13; MERV (Minimum Efficiency Reporting Value) Filter's ability to stop and capture different size particles such as bacteria and most droplet nuclei. Merv-13 is the minimum and maximus that HOPE's HVAC units could handle.

<u>Plexiglass for Cafeteria tables</u>
- Plexiglass to put on cafeteria tables

(b) Cleaning and Disinfection Protocols

The custodian team has a cleaning schedule that includes sanitizing high touch surfaces in public areas as well as the classrooms. Specific cleaning products should continue to pass environmental and cleaning standards.

Appendix B – Restroom Cleaning Checklist

<u>Workroom/ Conference room/Media Center/Cafeteria</u>
- Hygiene kit includes hand sanitizer, disinfecting, facial tissues, & information packet.

<u>Classroom</u>
- Hygiene kit in the classroom includes hand sanitizer, disinfecting wipes & facial tissues.
- MS, 4th, 5th & Specialist classrooms need spray bottles with soap & water & paper towels
- 3rd and 9th grade students are to spray and wipe with a paper towel their desk, barriers and chair after lunch everyday
- MS students are to spray and wipe with a paper towel their desk, barriers and chair after each class everyday

Appendix C – Classroom Cleaning Schedule

<u>Building Supplies and Additional Cleaning Plans/Information:</u>
Hygiene Supplies – Store in Custodian Closet. Inventory check daily; report on chart
- Hand Soap
- Hand sanitizers
- Paper towels
- Disinfecting wipes
- Facial tissues

(c) Temperature Check

All visitors must report to the office and have their temperature checked.

(d) Health Office Expectations and COVID-19 Screening Process

School Health Office Procedures for Students

Students should be isolated immediately if experiencing or developed the following symptoms:
- Fever of 100.4 degree or higher
- New cough or existing cough has worsened
- Difficult time breathing or shortness of breath
- Loss of taste or small

Students should be observed throughout the day for the symptoms:
- Sore throat
- Nausea
- Vomiting
- Diarrhea
- Chills
- Muscle pain
- Extreme fatigue
- New or worsened headache
- New nasal congestion/running or stuffy nose

Students experiencing any of the symptoms above should be removed from their classroom immediately and escorted to the designated isolation room.

The School Nurse will perform an evaluation to determine the next step for the student. If the School Nurse suspects the student of possible contracting COVID-19, the School Nurse will notify the student's family and the Safety Committee. The student will remain in the isolation room until they can be picked up. The isolation room cannot be used until the room is properly disinfected. If it is determined that the student can return the class, the School Nurse will notify their classroom teacher.

Be aware of students/staff at higher risk of complications and advice getting medical attention early when flu symptoms present (people with underlying chronic conditions).

(e) In-Person Learning

School has created an intentional handwashing schedule, will teach handwashing and appropriate hand sanitizer use, and will reinforce handwashing during key times (i.e.: after lunch, recess, etc.)

Each grade level will teach students how to use hand sanitizer and schedule a specific time for each class to wash their hands. Each teacher will reinforce handwashing every morning during morning meetings and when needed during the school day, such as after lunch and recess.

Student Arrival and Dismissal

All students will be required to have a temperature check upon arrival at school (if drop off) or at their bus stop (if take the bus).

At dismissal time, students will go directly to their assigned bus line. Staff will be assisting with monitoring in the hallways and all exit doors.

<u>Care for Those Who Arrive Ill and Do Not Pass Screening</u>

All students are required to have a temperature check at their bus stop. Those that do not pass the screening will be asked to return home.

<u>Transport Ill Student or Staff Member Home or to Medical Care if Needed</u>

HOPE will communicate to parents of symptoms to look for at home before sending students to school. Clear expectations will be provided to parents including current contact and emergency contact information needs to be updated. Parents will be contacted first. Emergency contact will be contacted if parents cannot be reached. The same procedure will be followed for staff members.

In certain circumstances where it is determined an emergency, the school will call 911.

(f) Food Distribution for Distance Learning

HOPE Community Academy Food Service for Distance and In Person Learners

<u>Distance Learners</u>

- Home delivery to families who are distance learning every Tuesday (Starts Tuesday, Sept 14, 2021).
    - Five days meal plan includes breakfast and lunch.

<u>In-Person Learners</u>

- Breakfast: Students will have their breakfast in the cafeteria.
- Lunch:
    - Barriers on each seat on the cafeteria tables.
    - Grade level paras will monitor their students.
    - Mask needs to be worn until students are seated down on the table, then it can be taken off. Once students are done eating, the mask will need to be back on.

(g) Technology

Technology needs for students will be taken care of on Wednesday from 8:00AM – 3PM

<u>Information Security</u>

Information security is the process and methodologies implemented by an organization to protect information systems, electronic or digital data not limited to confidential, private, and sensitive information from unauthorized access, use, misuse, disclosure, destruction, modification, or disruption.

Currently Hope Community Academy has technologies and solutions in place to mitigate potential cyberattacks and threats.

Appendix D – Hope Community Academy Information Security Overview

Section 3 – Student Support

(a) Students Experiencing Homelessness or Housing Instability

Identified homeless students will be closely monitored throughout distance learning. Identified families will continue to receive services and support. The school social worker is the designated staff and point of contact for these families. The social worker will coordinate homeless-specific responses at the school-level. The social worker is working with and reaching out to local community resources to help meet the needs of these families. For example, local food banks and pantries that provide food specific to Southeast Asian communities; finding assistance programs and helping parents apply for emergency relief programs that will pay for rent and utility bills due to loss of employment over school and day care closures; asking for donations from large corporations who are willing to donate household items and hygiene products; engaging with the local shelters to provide internet access for students to engage in online learning.

Transportation options will be utilized to deliver food to their existing shelters or location, academic materials, paper packets, and other resources will be delivered to ensure daily school engagement. The school social worker will be in contact with families who have the greatest needs (by calling families weekly or as needed) to assess, plan for, and respond.

The social worker has subscribed to the mailing lists of various organizations and COVID-19 Updates from the City of St. Paul, with MDE and MDH, to ensure the most up to date information during the health crisis. All resources the social worker becomes aware of through these communications and through the Minnesota Department of Economic Development, will be shared with key staff and through individual family contact by the counseling department as needed.

(b) Equity

Minnesota defines educational equity as the condition of justness, fairness and inclusion in our systems of education so that all students have access to the opportunities to learn and develop to their fullest potential. The pursuit of educational equity recognizes the historical conditions and barriers that have prevented opportunity and success in learning for students based on their races, incomes, and social conditions. Eliminating those structural and institutional opportunities requires

systemic change that allows for distribution of resources, information and other support depending on the student's situation to ensure an equitable outcome.

Equity is a priority to reach all children, especially children of color, indigenous children, immigrant children, low-income families and communities, and children who have disabilities must continue to be prioritized. Further, access to mental health services and support, hands-on student education and support, broadband and devices, and consistent instructional expectations continue to be concerns for many students. Responding to these challenges will take innovation and public-private collaboration. Our educators stand ready to meet this need. Safely providing opportunities for in-school learning and other activities will provide engagement, support, and access for our students, families and communities.