



***Focus
Reimagined
2020-2021***

Safe School Opening Procedure Manual



INTRODUCTION

On March 16, 2020, the State of Ohio was ordered by Governor Mike DeWine and Director of Public Health, Amy Acton to engage in a stay at home order as a result of a massive outbreak of the Coronavirus, also known as COVID-19. Prior to that date, in February 2020, the Focus schools began preparations for a possible school closing due to COVID-19 and so the schools were able to continue the educational experiences for all Focus students during the stay at home order.



INITIAL LETTER SENT TO PARENTS AND ALL STAKEHOLDERS

Dear Parents, Adult Students, Guardians, Foster Care Givers,

As more information is released from the Centers for Disease Control and Prevention (CDC) about the Coronavirus and its potential impact on our country, we want you to be aware that we are staying up-to-date on the latest information and we're reviewing all of our emergency safety plans to keep all staff and students safe at all times.

We know an outbreak in our region could impact schools, so we are preparing for many what-if scenarios to minimize disruption while keeping students and staff safe. In the meantime, our Administrative Team is being educated on the signs and symptoms of the coronavirus—many of which are similar to the common cold: runny nose, headache, cough, sore throat, fever. We encourage you to visit the [CDC website](#) to learn more about prevention and treatment.

Just as with other illness, we are asking you to do your part to help prevent the spread of disease. The CDC recommends these everyday preventive steps:

- Avoid close contact with people who are sick.
- Avoid touching your eyes, nose, and mouth.
- Stay home when you are sick. This is worth repeating...PLEASE stay home when you are sick.
- Cover your cough or sneeze with a tissue, then throw the tissue in the trash.
- Wash your hands often with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing, or sneezing. If soap and water are not readily available, use an alcohol-based hand sanitizer with at least 60% alcohol.
- Clean and disinfect frequently touched objects and surfaces using a regular household cleaning spray or wipe.

We are committed to the health and safety of our community and we will continue to closely monitor the situation and provide updates, as necessary.

If you have any questions or concerns, please feel free to contact me at 614-394-3710.

Respectfully,

A handwritten signature in cursive script that reads "Kathy Williams".

Kathy Williams
Executive Director



FOLLOW UP LETTER SENT TO PARENTS

Dear Parents, Adult Students, Guardians, Foster Care Givers,

We hope this letter finds you well and we wanted to take a moment to update you on the information we have received in regard to school closings for the state of Ohio, which includes the Focus schools. According to Governor DeWine's latest update, all Ohio schools will be closed for the remainder of this school year. Although our buildings are closed for normal business, we are very much open to help you, your student, and your family if you need anything at all.

We are still making every attempt to allow students to complete work online, using our website: focuslearn.org

Once in the website, click on the appropriate school at the top of the page- North, West or East. From there, on the left in the middle of the page you will see "Calamity Day Classes". Click on that link and it will take you to the directions for finding classes to work on.

We are also able to provide you with hard copy packets and will deliver/pick up any work that you might need to receive credits.

If you need help with anything else, on the same page of the website, find the black bar near the top of the page, click on the third section "Staff" and all email addresses for staff members can be found there. We encourage you to contact a staff member for assistance. If you still need help, you can email the Director of the Schools:

Focus North: Tiffany Kocher tiffany.kocher@focuslearn.org (614) 450-0893

Focus West: Kerry Hill kerry.hill@focuslearn.org (614) 545-2000

Focus East: Rob Paulauskas joseph.paulauskas@focuslearn.org (330) 614-1340

And finally, I am always available to you if you need anything at all:

Superintendent: Kathy Williams kathy.williams@focuslearn.org (614) 394-3710

In the public efforts to contain the virus, the following steps are still being recommended with one addition:

Wear a mask when you are in a public setting. A homemade mask is fine to use and directions for easily making them can be found online such as this:
www.youtube.com/watch?v=1r2C1zGUHbU



Additional suggestions:

- Avoid close contact with people who are sick.
- Avoid touching your eyes, nose, and mouth.
- Stay home when you are sick. This is worth repeating...PLEASE stay home when you are sick.
- Cover your cough or sneeze with a tissue, then throw the tissue in the trash.
- Wash your hands often with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing, or sneezing. If soap and water are not readily available, use an alcohol-based hand sanitizer with at least 60% alcohol.
- Clean and disinfect frequently touched objects and surfaces using a regular household cleaning spray or wipe.

We know this unusual time can be overwhelming and we want to reassure you that **you are not alone**! We can help with referrals if you need anything and we are here if you just need to talk or feel alone. We are a phone call away.

If you have any questions or concerns, please feel free to contact me at 614-394-3710.

Respectfully,

Kathy Williams
Executive Director



GUIDELINES ADHERED TO DURING MARCH 16, 2020 – JUNE 6, 2020

- Districts and schools should make a good-faith effort to provide education through alternative means within their available capabilities to support continued learning outside of school. Districts and schools may create e-learning plans, including digital and distance learning options. Be sure to find ways to provide schoolwork to students without internet access.
- Allow as many employees as possible to work from home by implementing policies in areas such as teleworking and video conferencing. The administration of each school should determine the appropriate level of access to the school during the closure.
- Work with state and national partners, like the [Ohio Department of Education Office of Integrated Students Supports](#). Schools may continue to support students by providing breakfast and lunch in non-congregate settings. Review the Ohio Department of Education's [School Breakfast and Lunch document](#) for more information about receiving reimbursement for meals served during the closure. Find alternatives for providing essential medical and social services for students.
- Districts offering instruction to all students, including via alternate delivery models like online learning or distance learning, are required to provide students with disabilities special education services. If a student with a disability cannot access the alternate delivery models being offered to general education students, the district should consult with the student's parents and/or caregivers to determine the needs of the student and identify the most appropriate means for meeting those needs.
- Schools should take this opportunity to review the status of each student in grade 12 to determine the extent to which the student has met [graduation requirements for the class of 2020](#). Schools are recommended, to the extent possible, to create plans to help each student complete these requirements during the remainder of the school year, both during the closure period (as practicable) and at such time as school may resume.
- Continue to provide information to help staff and students' families understand COVID-19 and the steps they can take to protect themselves. Discourage older students and staff from gathering or socializing on school grounds or sites outside school, such as a friend's house.



REOPENING PLAN INFORMATION

Communications

In preparation to effectively communicate to students, families, community and staff, Focus Learning Academies and Focus North High School have developed the following communication efforts based on research, planning, implementation, and evaluation models.

Communications Procedure

- **Who:** School administration will issue information relevant to parents and students. If parents or students have any questions or concerns, they will contact the school's academic advisor or the school director via email to accommodate communications past normal business hours.
- **What:** Relevant information pertaining to the school's health and safety, from local, state, or federal government will be distributed appropriately.
- **When:** Information will be released in a timely manner based on the urgency of the messaging as it pertains to the health and safety of staff and students. Updates will be communicated on an as needed basis.
- **How:** Information will be sent out primarily through the schools all call system with additional communications via:
 - The School Website
 - Email
 - Social Media
 - Print Copy Mailings

Communications will be provided based on families/students' primary language and accommodating persons with hearing and/or visual impairment.

Focus Learning Academy and Focus North High School will work with community agencies, local and state government, health officials, and higher education to provide factual health and safety information.

Communications to Parent(s)/Guardian(s):

Parent/Guardian will be provided the following information:

- Notification of school start date.
- New health and safety protocols to be used in school.
- Education/distant learning and alternatives to school building closure plan.

**Communications to Students:**

- Display posters and messaging in all buildings on health and safety measures.
- Display posters and messaging of child abuse and neglect.
- Provide information on suicide prevention.
- Display school contact information for social workers.

Communications to the Public

- Post reminders at entryways not to enter the school if experiencing signs of illness.
- Provide information on district exclusion rules on the district's webpage and in other communications.



FACILITIES

The more people a student or staff member interacts with, and the longer that interaction, the higher the risk of COVID-19 and other viruses spread. The risk of COVID-19 spread increases in school settings as follows:

COVID-19 is mostly spread by respiratory droplets released when people talk, cough, or sneeze. It is thought that the virus may spread to hands from a contaminated surface and then to the nose or mouth, causing infection. Therefore, personal prevention practices (such as handwashing, staying home when sick) and environmental cleaning and disinfection are important principles that are covered in this document. Fortunately, there are several actions school administrators can take to help lower the risk of COVID-19 exposure and spread during school sessions and activities.

Focus will implement several strategies to encourage behaviors that reduce the spread of COVID-19 and other viruses.

- Staying Home when Appropriate
 - Focus will educate staff and families about when they/their child should stay home and when they can return to school.
 - This includes having a fever, symptoms like a cold, sore throat, lack of taste, nausea, or vomiting
- Actively encourage employees and students who are sick or who have recently had close contact with a person with COVID-19 to stay home. Develop policies that encourage sick employees and students to stay at home without fear of reprisal, and ensure employees, students, and students' families are aware of these policies. Focus will offer virtual learning via google classroom and zoom when needed.
- A thermal temperature kiosk will be positioned at the entrance to the school. Each person entering the school will be required to approach the kiosk to have their temperature taken. If a temperature is noted, the person will be
- Hand Hygiene and Respiratory Etiquette
 - Focus will teach and reinforce handwashing with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students and staff.
 - If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol will be used (for staff and older children who can safely use hand sanitizer).
- Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.
 - If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).



Cloth Face Coverings

Focus will teach and reinforce use of cloth face coverings and the school will provide face coverings as much as possible. Face coverings may be challenging for students to wear in all-day settings such as school. Face coverings should be worn by staff and students (particularly older staff members) as feasible and are most essential in times when physical distancing is difficult. Individuals should be frequently reminded not to touch the face covering and to wash their hands frequently. Information should be provided to staff, students, and students' families on proper use, removal, and washing of cloth face coverings.

- Note: Cloth face coverings should not be placed on:
 - Anyone who has trouble breathing or is unconscious
 - Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance
- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. Cloth face coverings are not surgical masks, respirators, or other medical personal protective equipment.

Adequate Supplies

- Focus will support behaviors by providing adequate supplies, including soap, hand sanitizer with at least 60 percent alcohol in each classroom and common areas, paper towels, tissues, disinfectant wipes, cloth face coverings (as feasible) and no-touch/foot-pedal or open container trash cans.

Signs & Messaging

- Focus will post signs in highly visible locations (e.g., school entrances, restrooms, lunchrooms) that promote everyday protective measures and describe how to stop the spread of germs (such as by properly washing hands and properly wearing a cloth face covering.)
- Reinforce school policy and procedures for how to stop the spread of germs in school announcements, all-calls, newsletters, and school websites & social media accounts.

Maintaining Healthy Environments

- Cleaning and Disinfection
 - Clean and disinfect frequently touched surfaces (e.g., door handles, sink handles, drinking fountains) within the school at least daily or between use as much as possible. Use of shared objects (e.g., physical education equipment, art supplies, games) should be limited when possible, or cleaned between use.
 - Develop a schedule for increased, routine cleaning and disinfection.
 - Daily classroom checklist for teachers prior to leaving for the day
 - Weekly checklist for custodial staff members.
 - Monthly deep-clean checklist for custodial staff.



- Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from minors and students.

Shared Objects

- Discourage sharing of items that are difficult to clean or disinfect.
- Keep each student's belongings separated from others' and in individually labeled containers, cubbies, or areas when applicable.
- Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., assigning each student their own art supplies, equipment) or limit use of supplies and equipment by one group of students at a time and clean and disinfect between use.
- Avoid sharing electronic devices, books, and other learning aids.

Ventilation

- Focus Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, for example by opening windows and doors.
- Do not open windows and doors if doing so poses a safety or health risk to students/staff using the facility.

Water Systems

- To minimize the risk of diseases associated with water, an analysis was performed to ensure that all water systems and features (e.g., sink faucets, drinking fountains) are safe to use after the prolonged facility shutdown. Drinking fountains should be cleaned and sanitized but encourage staff and students to bring their own water to minimize use and touching of water fountains.

Modified Layouts

- Space seating/desks at least 6 feet apart when feasible.
- Turn desks to face in the same direction (rather than facing each other), or have students sit on only one side of tables, spaced apart.

Physical Barriers and Guides

- Install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks).
- Provide physical guides, such as tape on floors or sidewalks and signs on walls, to ensure that staff and students remain at least 6 feet apart in lines and at other times.

Communal Spaces

- Restrict communal use/shared spaces such as lunchrooms and gym areas, otherwise stagger use and clean and disinfect between use.
- Add physical barriers, such as plastic flexible screens, between bathroom sinks especially when they cannot be at least 6 feet apart.

Food Service

- Serve individually plated meals in classrooms instead of in a communal dining hall or cafeteria, while ensuring the safety of children with food allergies.



- Use disposable food service items (e.g., utensils, dishes). If disposable items are not feasible or desirable, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher. Individuals should wash their hands after removing their gloves or after directly handling used food service items.
- If food is offered at any event, have pre-packaged boxes or bags for each attendee instead of a buffet or family-style meal. Avoid sharing food and utensils.

Staff Training

- Train staff on all safety protocols.
- Conduct training virtually or ensure that social distancing is maintained during training.

Sharing Facilities

- Encourage any organizations that share or use the school facilities to also follow these considerations.

Notify Health Officials and Close Contacts

- In accordance with state and local laws and regulations, school administrators should notify local health officials, staff, and families immediately of any case of COVID-19 while maintaining confidentiality in accordance with the *Americans with Disabilities Act (ADA)*.
- Inform those who have had close contact with a person diagnosed with COVID-19 to stay home and self-monitor for symptoms.



COMPUTER AND ELECTRONIC CLEANING PROCEDURES

This information provides guidance to users on how to properly clean computers and related equipment. All areas of high touch should be cleaned and disinfected frequently, preferable after each use. When cleaning electronic equipment, it is important to follow all manufacturer recommendations. The guidelines below were adapted from Yale “[COVID-19 Cleaning Computers and Electronics for All Users](#)”, CDC: [Cleaning & Disinfecting Schools](#), Apple “[How to Clean your Apple Products](#)”, and Microsoft “[Clean and Care for your Surface](#)”.

General Cleaning Tips

- Only lint-free cloths, microfiber cloths, or screen wipes should be used.
- Avoid excessive wiping or cleaning solutions to prevent damage.
- Do not use aerosol sprays, bleach, or abrasive cleaners.
- Ensure moisture does not get into any openings.
- Cleaning solutions should always be sprayed on cleaning cloths, not directly onto the device.

Approved SARS-CoV-2 Disinfectants Safe for Computers, Accessories, and Electronics

- Using a 70-90% alcohol solution, wipe all hard, nonporous surfaces of the device.
- Follow all contact times found on the label of the cleaning solutions. It may be necessary to reapply several times to achieve appropriate contact times. Alcohol-based cleaners typically require a contact time of between 1 and 2 minutes., meaning that the surface must remain visibly wet from the solution for a total of 4 minutes.
- Do not use bleach or bleach-based solutions on devices.
- Not all Clorox are approved for SARS-CoV-2; see [Clorox Disinfecting Products Kill Claims and Contact Times](#) for complete Clorox information.
- The screens of displays should not be cleaned unless absolutely necessary.
- For a full list of acceptable disinfectants, please refer to the EPA’s [List N: Disinfectants for Use Against SARS-CoV-2](#) and make sure to follow all manufacturers’ instructions.

Steps to Properly Disinfect Any Hard, Non-Porous Surfaces

1. Spray disinfectant onto a clean cloth.
2. Wipe all high-use areas of the device (keyboard, mouse, plastic around the monitor, etc.) until visibly wet.
3. Ensure that the area remains visibly wet for at least 1 minute (more if using non-alcohol-based disinfectants). If not, rewipe the area until 1 minute in total has been met.
4. Always follow all manufacturers’ instructions.



MOBILE DEVICE USE POLICY

Focus Learning Academies and Focus North High School Mobile Device Program

Focus Learning Academies and Focus North High School Mobile Device Program is to provide equipment to staff and students to meet the needs of today's learning environments. The information within this document applies to all staff and students at Focus Learning Academies and Focus North High School.

Mobile Device Pledge

1. I will take care of my mobile device(s).
2. I will never leave my mobile device(s) unattended.
3. I will never loan my mobile device(s) to others.
4. I will not make any modifications to the outside of my mobile device(s) and/or remove it/them from the case that was provided with the device(s).
5. I will not disassemble any part of my device(s) or attempt to make any repairs.
6. I understand that my device(s) is/are for educational purposes only.
7. I understand that my device(s) is/are subject to inspection at any time without notice and remains the property of Focus Learning Academies and Focus North High School.
8. If my device(s) is stolen or vandalized, I will immediately file a police report.
9. I will be responsible for all damage or loss caused by neglect or abuse.
10. I agree to return the mobile device(s) and power cord(s) in good working condition at required check-ins.
11. I understand that my use of the mobile device is subject to all policies and regulations, the Student Handbook, Student Code of Conduct, and any individual campus and teacher procedures.
12. I understand that I will not be allowed to check out a mobile device unless a signed Technology Acceptable Use Policy and Internet/Network Safety Regulation for Students and Staff has been filed agreeing to all policies.

Repair

Mobile devices that are broken or fail to work properly must be referred to your campus director in a timely manner. The staff member/student will give the device to the them who will then deliver the device to the technology department. Any repairs that are due to misuse or intentional damage may incur a fee for replacement/repair of the device. The staff member/student may be responsible for those fees.



PHYSICAL HEALTH CONSIDERATIONS

Focus will inventory and request necessary supplies for the health room and for other general building use.

- Proper PPE (gloves, masks, gowns)
- Touch-free or safe touch thermometers
- Sanitizers/cleaners, hand soap, tissues

The goal is to make sure that all stakeholders have timely access to appropriately sized PPE materials throughout the day. At a minimum, face masks should be made available for any health room staff, employees working with a stakeholder with pre-existing conditions, or any stakeholder that is exhibiting symptoms.

Review health office/facility to minimize infection.

- Identify, provide resources for, and properly label a room for all stakeholders who present as possibly having COVID-19 or any other communicable disease. This room is designed as a waiting room for any stakeholder that is waiting for a ride home after being identified as a possible risk to others in the building. This room needs to be furnished appropriately and disinfected frequently to protect all that use this room. This room will be restricted to authorized staff.
- Determine if this area is suitable for any stakeholders that might need more invasive medical treatments while at school. Minimizing contact of potential ill stakeholders is vital to the safety of this group of students.
- Ensure that the furniture is easy to clean and that all useable furniture is designed and used as a no-touch model.
- Set up scheduled examination of all equipment in the room to adequately determine the viability of sterilization techniques to minimize infection possibility of stakeholders. Order new equipment as needed.

Communicate with families.

- Contact all parents/guardians with students on health plans and determine viability moving forward working to minimize infection possibilities.
- Prepare and share a list of medical/dental/vision resources with families as often as the district sees fit.
- Design assisted directions for filling out and utilizing Medicaid (or other medical resources)



- Keep all stakeholders informed of any situational changes as the year progresses as it pertains to the school's medical response to COVID-19
- Verify and share with all stakeholders where they can get COVID-19 tested around the school.
- Obtain as much updated literature to help all stakeholders with self-screening and proper handling of all situations in which COVID-19 can be present.

Prepare daily/weekly health reports to the superintendent or district administration team.

- Provide daily notes with health room is used for a stakeholder in a situation that COVID-19 believed to be present in the building.
- Provide weekly notes about the health room being used in general and any updates needed on facility needs at the building level.



STAFF PPE APPROVAL FORM

Please use this form to order more personal Protective Equipment for your and/or your classroom. Turn this form into your director immediately for fulfillment.

Please expect a 24-48-hour turnaround time, so please order in advance.

Name: _____

Date: _____ Building: _____

Items Needed

Face Mask (Indicate Quantity): _____

Gloves (Indicate Quantity): _____ Size(s) Requested: _____

Hand Sanitizer (Indicate Quantity): _____ Facial Tissues (Number of Boxes): _____

Other Disinfecting Materials (Please list and explain the need): _____

Signature: _____ Date: _____

*******ADMINISTRATIVE USE ONLY*******

Director Name: _____

Date Received: _____ Date Fulfilled: _____

Notes: _____

Signature: _____ Date: _____



OFF SITE LEARNING OPPORTUNITIES (OSEO)

Academics

School Guidance in Response to COVID-19

Focus Learning Academies and Focus North High School are committed to meeting the academic and social-emotional needs of our students. This document serves as guidance on how our schools will proceed in response to COVID-19 to ensure that the needs of our students are addressed regardless of where learning will take place. We are committed to delivering a high-quality education with a focus on student engagement, personalized feedback, social-emotional health, and essential learning of the Ohio Standards.

Hybrid Learning with Distance Guidelines

Teacher Preparation

- All core content, career and technical education, and elective instructors will create and post assignments in Google Classroom.
- Professional Development will be provided for all teaching staff to ensure understanding and requirements for providing instruction using this platform.
- An Academic Support Team is being created to provide additional individualized support to teachers on an as needed basis.

Content Delivery

- Our school uses an individualized model where all students work at their own pace. Therefore, each student will utilize Google Classroom to access the academic and elective content to progress through the curriculum. This platform will be used regardless of in person or distance learning.
- Teacher's will be present in the classroom to provide assistance and instruction for in person schooling.
- Teacher's will hold office hours each school day during distance learning days to assist students while they are not physically in the building.

Feedback

- Teacher's will provide feedback per normal routine during in-person learning.
- Teacher's will provide feedback and use formative assessment to support students while they work from home. This feedback should be personalized, qualitative, and provided to each student on a weekly basis.
 - Examples
 - Conferences with individuals/small groups using class meetings, videos, and phone calls.
 - Providing private comments within the Google Classroom platform.
 - Screencastify to provide voice feedback to completed work.
 - Individual emails to students.



Student Engagement and Attendance

- Students will be expected to attend school as indicated on the provided school calendar and attendance will be taken following existing protocols for in-person learning.
- During distance learning, the students will be expected to engage in the learning process while they are not in the building. If a student is not engaging, the teachers will make at least three attempts via different modalities to contact and encourage engagement. If these attempts are unsuccessful, then the student will be referred to administration.

Assessment/Grading

- Assessment and grading play a vital role in the learning process. It is imperative that understanding is continually monitored, and teachers have a pulse on students' mastery of the content.
- Formative assessments will be utilized during in-person and distance learning.
- Summative assessments will be given during in-person instruction to eliminate the concern of inaccuracy and validity.

Teacher Meetings

- Department meeting's will be held monthly to monitor student data and share best practices for instruction.
- Director led staff meetings will be held monthly.

Special Designed Instruction

- Specially designed instruction for students will be provided according to the IEP for in person instruction.
- Specially designed instruction for students with disabilities should be provided using a good faith effort during distance learning. Services should be provided as close to the same amount of time as found in the IEP although those services may not be delivered in the same manner as when students attend school.
- When planning SDI, teachers will try to provide an equitable amount of time for the student to engage in their goals as found in their IEP.
- SDI time may be embedded within already planned activities, lessons or opportunities that are being provided by another teacher. Collaboration and the inclusion model may serve as one way to also provide your service.
- Teachers will work collaboratively with the other teachers, Intervention Specialists, and therapists to align the communication to the parents. The intervention specialist should serve as the main point of contact for a stand- alone service. Intervention Specialists will remain responsible for communicating information directly related to the IEP.
- Intervention Specialists will check in with each student on their caseload a minimum of once per week to ensure they have a personal connection, are participating, have the necessary accommodations, are able to access and make progress in their general education instruction and learning activities, and are moving towards work completion.



These check-ins may be a part of the cumulative time of the specially designed instruction listed in the IEP.

Fully Online Remote Learning Plan

Focus will implement the Remote Learning Plan at any point in the 2020-21 school year in which onsite, campus-based instruction is deemed not feasible due to health department or Governor's directives, outbreaks in the school or immediate community, other situations in which campus closure is necessary as determined by the school administration.

Student instructional needs determined and documented:

- Upon enrollment or re-enrollment all students will meet with the Academic Advisor to discuss scheduling using Google Meets, or phone. At this time there will be a discussion regarding previous transcripts and test scores.
- If available all students who enroll or re-enroll will complete the Map Growth Reading and Math Assessment remotely online. Students can access the NWEA testing at test.mapnwea.org. A staff member will monitor the testing session and communicate with students via Google Meets, email, or phone. This assessment will give a baseline to help determine students' instructional needs. If a student is re-enrolling then the student/teacher relationship has already been established which will allow the teacher to be able to meet the instructional needs of the students on an individualized basis.
- Once a student receives their schedule from the Academic Advisor via email, phone, mail, or a designated pick-up time the students will be also be given their school e-mail address and the access codes to join their Google Classroom courses. Once the student has joined the Google Classroom course the teachers will communicate with students through this platform, google meets, email, or phone. During these initial discussions between teachers and students the teachers will discuss course expectations and any important information to help the students be engaged and successful in the course. At Focus Learning Academies and Focus North HS students receive individualized instruction along with being able to work at their own pace.
- If a student has an IEP or 504 this is documented in DASL, and the student is assigned to an Intervention teacher. Intervention teachers will then work with the General Ed. teacher to meet the requirements and the instructional needs of the students. Intervention teachers will communicate with their students on weekly basis.
- Communication between students and teachers will be documented in DASL

The school's attendance requirements, including how the school will document participation in learning opportunities:

- All enrolled students are required to be actively working on their class assignments Monday through Thursday.



- Teachers, Academic Advisors, Student and Family Advocates, and Retention Specialists will be involved with monitoring attendance and participation in learning activities.
- Online/hybrid learning students will be considered present for a school day based on the combination of online hours logged, offline assignments completed (timed modules completed), and participation in direct learning sessions. A school day will be defined as an *average* of 5.5 hours per day of participation, reconciled weekly on Monday for the prior week. School personnel will follow Board-adopted truancy policies when a student fails to participate or attend online/hybrid sessions.
- Parents of minor students will be contacted when students fail to report to synchronous learning sessions or to submit assignments for 48 hours unless an excused absence is reported. When a student fails to participate for 72 hours, the student will be unenrolled.
- Teachers will be utilizing Google Classroom in which students will be completing and turning in their assignments using this platform.
- Teachers will hold office hours via Google Meets, e-mail, phone, and chat with students to keep them engaged and participating in the learning opportunities.
- When a student has completed and submitted the activity or assignment the teacher will document a grade and/or comment in Progress Book.

A statement describing how student progress will be monitored:

Student's progress will be monitored by using Google Classroom or by paper packets that have been provided and returned. Teachers will provide feedback on assignments and stay in communication with students.

A description as to how equitable access to quality instruction will be ensured:

- A survey is being conducted to determine student accessibility to the internet and devices.
- Students who have access to the internet and devices will complete the curriculum provided by teachers using the Google Classroom platform. Students also have access to core content online textbooks that can be used as a resource.
- Some Chromebooks will be available to students who do not have access.
- If a student has a device but not an internet connection a list of free wireless hotspot locations will be provided.
- Another alternative is that students will be given paper copies of the assignments. These paper copies can be mailed, delivered, or picked up (during specific days and times).

A description of the professional development activities that will be offered to teachers:

- Prior to the start of the 2020-2021 school year teachers will be provided professional development on how to utilize Google Classroom to create on-line courses. Teachers will be trained on how to use ScreenCastify, Kami, Explain Everything, Kahoot, along with time to find content related resources such as Google Forms and Google Activities.



- Prior to the start of the 2020-2021 school year teachers will be provided Covid-19 training during Pre-service on August 4, 5, and 6th.
- Teachers will be given an iPad and provided training on how to record and video lessons to be posted on Google Classroom.
- Prior to the school year teachers will meet in content areas to determine power standards and create unit outlines that will be used as the framework for the units on Google Classroom.
- Monthly, the Directors and Director of Academic Development will meet with teachers to provide ongoing professional development for remote learning.
- The school will have an Academic Support Team which will help at the building level for any questions, concerns, and provide support to teachers so that academic growth can be maintained for all students during remote learning.

Feedback

- Teacher's will provide feedback and use formative assessment to support students while they work from home. This feedback should be personalized, qualitative, and provided to each student on a weekly basis.
 - Examples
 - Conferences with individuals/small groups using class meetings, videos, and phone calls.
 - Providing private comments within the Google Classroom platform.
 - Screencastify to provide voice feedback to completed work.
 - Individual emails to students.

Special Designed Instruction

- Specially designed instruction for students with disabilities should be provided using a good faith effort during distance learning. Services should be provided as close to the same amount of time as found in the IEP although those services may not be delivered in the same manner as when students attend school.
- When planning SDI, teachers will try to provide an equitable amount of time for the student to engage in their goals as found in their IEP.
- SDI time may be embedded within already planned activities, lessons or opportunities that are being provided by another teacher. Collaboration with the inclusion model may serve as one way to also provide your service.
- Teachers will work collaboratively with the other teachers, Intervention Specialists, and therapists to align the communication to the parents. The intervention specialist should serve as the main point of contact for a stand- alone service. Intervention Specialists will remain responsible for communicating information directly related to the IEP.
- Intervention Specialists will check in with each student on their caseload a minimum of once per week to ensure they have a personal connection, are participating, have the necessary accommodations, are able to access and make progress in their general



education instruction and learning activities, and are moving towards work completion. These check-ins may be a part of the cumulative time of the specially designed instruction listed in the IEP.



SOCIAL-EMOTIONAL LEARNING FRAMEWORK

The Focus Learning Academies and Focus North High School developed a Social-Emotional Learning Framework for the safety and the well-being of its students, staff, and families. Therefore, this school-wide initiative promotes a nurturing and supportive culture where both students and staff can effectively develop and strengthen their social-emotional learning skills.

Components: Social Emotional Learning (SEL) is essential to creating a safe and thriving environment that children, youth and adults can acquire the skills necessary to manage emotions, apply the knowledge to make responsible decisions, display positive attitudes, feel and show empathy towards others. The Focus Schools adopted five key competencies identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL) that all young people and adults need to learn to be successful in school and life. The five components are self-awareness, self-management, responsible decision making, social awareness, and relationship skills that are widely accepted across the country and now embedded into the Focus SEL model.

Focus Social-Emotional Framework

- Students
 - ✓ Communication
 - ✓ Wellness Check Survey
 - ✓ Teams of Support
 - ✓ Outside Intervention/Resources
 - ✓ Opportunity to Help Others
- Staff
 - ✓ Communication
 - ✓ Wellness Check Survey
 - ✓ Teams of Support
 - ✓ Training/Professional Development
 - ✓ Teams of Support
 - ✓ Opportunities to Help Others
- Families
 - ✓ Communication
 - ✓ Wellness Check Survey
 - ✓ Teams of Support
 - ✓ Opportunity to Help Others



At Focus, we value our staff, students, and their families; therefore, to regain a safe and thriving environment we must establish areas of concentration to support the social-emotional model within our schools.

Student

- Students will be made aware of Focus Reimagined Safe School Opening Procedures.
- Students will take a wellness check survey upon re-enrolling and enrolling.
- Students will have access to the T.O.S; administrative staff, family student advocate, and outside agencies.
- Student will have an opportunity to help others by participating in school-wide community service projects that will help students develop empathy for others.

Staff

- Focus schools will provide training and professional development for all staff concerning
- mental health and emotional support.
- Staff will be updated on policy change and the Focus Reimagined Guidelines.
- Staff will complete a wellness check survey at the beginning of the school year.
- Staff will report his/her social-emotional wellness weekly report assignment.
- Staff will report any behavior issues on the weekly report.

Families

- Focus Schools will support students and their families as they transition from a difficult season to safe school culture.
- Support and encourage their child to buy in to the new school culture.
- Encouraged to complete an optional wellness check survey.
- Encouraged to participate in the local school community service projects, team-building projects, and workshops.

Multi-tiered teams of support

The Focus Schools SEL Framework provides tiered Teams of Support (T.O.S) that will benefit students, staff, and parents/guardians. Ongoing communication is a critical component of successfully implementing a social-emotional model. Research suggests that groups of seven to fifteen participants are ideal for decision-making and problem-solving teams.

Administrator/Director

Tier 1 (Communication & Wellness Check Surveys) The wellness check survey will quantify the holistic overview of the social-emotional well-being of the school.



- Promote, educate, and gain buy-in from staff for the school-wide SEL initiative.
- Oversee the distribution of wellness check surveys for all re-enroll and enrolled students, staff, and parents/guardians.
- Ensure ongoing communication with students, parents/guardians, and staff throughout the school year.

Family Student Advocates

Tier 2 (Individualized- Intervention/ Support)

- Determine student areas of social and emotional intervention based on wellness check surveys or recommendations.
- Support two-communication between T.O.S and family members in both formal and informal settings
- Encourage students and family members to participate in local workshops on SEL and related topics impacting school culture.

Community and Business Agencies

Tier 3 (Professional Referral)

- Students needing extra support or extreme measures will be referred to a school psychologist and/or outside agency for special interventions.
- Provides expert information about mental health and identify appropriate strategies and interventions.
- Communicate with the school Directors and FSAs throughout the year.



HUMAN RESOURCES

What to Do If You Are Sick

If you have a fever, cough, or [other symptoms](#), you might have COVID-19. Most people have mild illness and can recover at home. If you think you may have been exposed to COVID-19, contact your healthcare provider immediately.

- Keep track of your symptoms.
- If you have an [emergency warning sign](#) (including trouble breathing), get medical attention right away.
- Complete the following [Self-Checker](#) to help you make decisions and seek appropriate medical care.

Steps to Help Prevent the Spread of COVID-19 If You Are Sick

If you are sick with COVID-19 or think you might have COVID-19, follow the steps below to care for yourself and to help protect other people in your home and community.

Stay Home Except to Get Medical Care

- **Stay home.** Most people with COVID-19 have mild illness and can recover at home without medical care. Do not leave your home, except to get medical care. Do not visit public areas.
- **Take care of yourself.** Get rest and stay hydrated. Take over-the-counter medicines, such as acetaminophen, to help you feel better.
- **Stay in touch with your doctor.** Call before you get medical care. Be sure to get care if you have trouble breathing, or have any other emergency warning signs, or if you think it is an emergency.
- **Avoid public transportation, ridesharing, or taxis.**

Separate Yourself from Other People

- **As much as possible, stay in a specific room** and away from other people and pets in your home. If possible, you should use a separate bathroom. If you need to be around other people or animals in or outside of the home, wear a cloth face covering.
 - Additional guidance is available for those living in [close quarters](#) and [shared housing](#).
 - See [COVID-19 and Animals](#) if you have questions about pets.

Monitor Your Symptoms

- [Symptoms](#) of COVID-19 fever, cough, or other symptoms.
- Follow care instructions from your healthcare provider and local health department. Your local health authorities may give instructions on checking your symptoms and reporting information.
- **When to Seek Emergency Medical Attention**



- Look for emergency warning signs for COVID-19. If someone is showing any of these signs, seek emergency medical care immediately
 - Trouble breathing
 - Persistent pain or pressure in the chest
 - New confusion
 - Inability to wake or stay awake
 - Bluish lips or face
- **Call 911 or call ahead to your local emergency facility:** Notify the operator that you are seeking care for someone who has or may have COVID-19.

Call Ahead Before Visiting Your Doctor

- **Call ahead.** Many medical visits for routine care are being postponed or done by phone or telemedicine.
- **If you have a medical appointment that cannot be postponed, call your doctor's office,** and tell them you have or may have COVID-19. This will help the office protect themselves and other patients.

If You Are Sick Wear a Cloth Covering Over Your Nose and Mouth

- You should wear a [cloth face covering](#), over your nose and mouth if you must be around other people or animals, including pets (even at home)
- You do not need to wear the cloth face covering if you are alone. If you cannot put on a cloth face covering (because of trouble breathing, for example), cover your coughs and sneezes in some other way. Try to stay at least 6 feet away from other people. This will help protect the people around you.
- Cloth face coverings should not be placed on young children under age 2 years, anyone who has trouble breathing, or anyone who is not able to remove the covering without help.
- **Note:** During the COVID-19 pandemic, medical grade facemasks are reserved for healthcare workers and some first responders. You may need to make a cloth face covering using a scarf or bandana.

Cover Your Coughs and Sneezes

- **Cover your mouth and nose** with a tissue when you cough or sneeze.
- **Throw away used tissues** in a lined trash can.
- **Immediately wash your hands** with soap and water for at least 20 seconds. If soap and water are not available, clean your hands with an alcohol-based hand sanitizer that contains at least 60% alcohol.

Clean Your Hands Often

- **Wash your hands** often with soap and water for at least 20 seconds. This is especially important after blowing your nose, coughing, or sneezing; going to the bathroom; and before eating or preparing food.



- **Use hand sanitizer** if soap and water are not available. Use an alcohol-based hand sanitizer with at least 60% alcohol, covering all surfaces of your hands and rubbing them together until they feel dry.
- **Soap and water** are the best option, especially if hands are visibly dirty.
- **Avoid touching** your eyes, nose, and mouth with unwashed hands.
- [Handwashing Tips](#)

Avoid Sharing Personal Household Items

- **Do not share dishes**, drinking glasses, cups, eating utensils, towels, or bedding with other people in your home.
- **Wash these items thoroughly after using them** with soap and water or put in the dishwasher.

Clean All “High Touch” Surfaces Everyday

- **Clean and disinfect** high-touch surfaces in your “sick room” and bathroom, wear disposable gloves. Let someone else clean and disinfect surfaces in common areas, but you should clean your bedroom and bathroom, if possible.
- **If a caregiver or other person needs to clean and disinfect** a sick person’s bedroom or bathroom, they should do so on an as-needed basis. The caregiver/other person should wear a mask and disposable gloves prior to cleaning. They should wait as long as possible after the person who is sick has used the bathroom before coming in to clean and use the bathroom.
- High-touch surfaces include phones, remote controls, counters, tabletops, doorknobs, bathroom fixtures, toilets, keyboards, tablets, and bedside tables.
- **Clean and disinfect areas that may have blood, stool, or body fluids on them.**
- **Use household cleaners and disinfectants.** Clean the area or item with soap and water or another detergent if it is dirty. Then, use a household disinfectant.
 - Be sure to follow the instructions on the label to ensure safe and effective use of the product. Many products recommend keeping the surface wet for several minutes to ensure germs are killed. Many also recommend precautions such as wearing gloves and making sure you have good ventilation during use of the product.
 - Most EPA-registered household disinfectants should be effective. A full list of disinfectants can be found [here](#).
 - [Complete Disinfection Guidance](#)

When Is It Safe to Be Around Others After Being Sick with COVID-19?

- Deciding when it is safe to be around others is different for different situations. Find out when you can [safely end home isolation](#).

For any additional questions about your care, contact your healthcare provider or state or local health department.



How to discontinue home isolation

People with COVID-19 who have stayed home (home isolated) can leave home under the following conditions.

- If you have not had a test to determine if you are still contagious, you can leave home after these three things have happened:
 - You have had no fever for at least 72 hours (that is three full days of no fever without the use of medicine that reduces fevers)
 - **AND** other symptoms have improved (for example, when your cough or shortness of breath have improved)
 - **AND** at least 10 days have passed since your symptoms first appeared

If you have had a test to determine if you are still contagious, you can leave home after these three things have happened:

- You no longer have a fever (without the use of medicine that reduces fevers)
- **AND** other symptoms have improved (for example, when your cough or shortness of breath have improved)
- **AND** you received two negative tests in a row, at least 24 hours apart. Your doctor will follow all CDC guidelines.

If you have not had a test to determine if you are still contagious, you can leave home after these two things have happened:

- At least 10 days have passed since the date of your first positive test
- **AND** you continue to have no symptoms (no cough or shortness of breath) since the test.

If you have had a test to determine if you are still contagious, you can leave home after:

- You received two negative tests in a row, at least 24 hours apart. Your doctor will follow CDC guidelines.

Note: If you develop symptoms, follow guidance above for people with COVID-19 symptoms.

In all cases, follow the guidance of your doctor and local health department. The decision to stop home isolation should be made in consultation with your healthcare provider and state and local health departments. Some people, for example those with conditions that weaken their immune system, might continue to shed virus even after they recover.

Find more information on [when to end home isolation](#).

For any additional questions about your care, contact your healthcare provider or state or local health department.



How are quarantine and isolation different?

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

Isolation is used to separate people infected with the virus (those who are sick with COVID-19 and those with no symptoms) from people who are not infected. People who are in isolation should stay home until [it is safe for them to be around others](#). In the home, anyone sick or infected should separate themselves from others by staying in a specific “sick room” or area and using a separate bathroom (if available).

How are quarantine and isolation similar?

Both quarantine and isolation:

- involve separation of people to protect the public
- help limit further spread of COVID-19
- can be done voluntarily or be required by health authorities

How do I know if I need to be in isolation or quarantine?

If you...	Steps to take...
If you live in a community where COVID-19 is or might be spreading (currently, that is virtually everywhere in the United States)	Watch Your Health Be alert for symptoms. Watch for fever, cough, shortness of breath, or other symptoms of COVID-19. <ul style="list-style-type: none">• Take your temperature if symptoms develop.• Practice social distancing. Maintain 6 feet of distance from others and stay out of crowded places.• Follow CDC guidance if symptoms develop.
If you feel healthy but: <ul style="list-style-type: none">• Recently had close contact with a person with COVID-19	Stay Home and Monitor Your Health (Quarantine) <ul style="list-style-type: none">• Stay home until 14 days after your last exposure.• Check your temperature twice a day and watch for symptoms of COVID-19.• If possible, stay away from people who are at higher-risk for getting very sick from COVID-19.



<p>If you:</p> <ul style="list-style-type: none">• Have been diagnosed with COVID-19, or• Are waiting for test results, or• Have cough, fever, or shortness of breath, or other symptoms of COVID-19	<p>Isolate Yourself from Others (Isolation)</p> <ul style="list-style-type: none">• Stay home until it is safe to be around others.• If you live with others, stay in a specific “sick room” or area and away from other people or animals, including pets. Use a separate bathroom, if available.• Read important information about caring for yourself or someone else who is sick, including when it is safe to end home isolation.
<p>If you:</p> <ul style="list-style-type: none">• Recently traveled from somewhere outside the United States or on a cruise ship or river boat	<p>Follow CDC Guidance for:</p> <ul style="list-style-type: none">• Returning from international travel returning from cruise ship or river voyages

Know the facts about coronavirus disease 2019

Diseases can make anyone sick regardless of their race or ethnicity.

Fear and anxiety about COVID-19 can cause people to avoid or reject others even though they are not at risk for spreading the virus.

For most people, the immediate risk of becoming seriously ill from the virus that causes COVID-19 is thought to be low.

Older adults and people of any age who have serious [underlying medical conditions](#) may be at higher risk for more serious complications from COVID-19.

Someone who has completed quarantine or has been released from isolation does not pose a risk of infection to other people.

For up-to-date information, visit CDC's coronavirus disease [situation summary page](#).

There are simple things you can do to help keep yourself and others healthy.

- Wash your hands often with soap and water for at least 20 seconds, especially after blowing your nose, coughing, or sneezing; going to the bathroom; and before eating or preparing food.
- Avoid touching your eyes, nose, and mouth with unwashed hands.
- Stay home when you are sick.
- Cover your cough or sneeze with a tissue, then throw the tissue in the trash.



You can help stop COVID-19 by knowing the signs and symptoms:

- Fever
- Cough
- Shortness of breath

Seek medical advice if you:

- Develop symptoms
AND
- Have been in close contact with a person known to have COVID-19 or live in or have recently traveled from an area with ongoing spread of COVID-19. Call ahead before you go to a doctor's office or emergency room. Tell them about your recent travel and your symptoms.

Prevent and Reduce Transmission Among Employees

Monitor federal, state, and local public health communications about COVID-19 regulations, guidance, and recommendations and ensure that workers have access to that information. Frequently check the [CDC COVID-19 website](#).

Actively encourage sick employees to stay home:

- Employees who have [symptoms](#) should notify their supervisor and stay home.
- Sick employees should follow [CDC-recommended steps](#). Employees should not return to work until the criteria to [discontinue home isolation](#) are met, in consultation with healthcare providers.
- Employees who are well but who have a sick family member at home with COVID-19 should notify their supervisor and follow [CDC recommended precautions](#).

Consider conducting daily in-person or virtual health checks (e.g., symptom and/or temperature screening) of employees before they enter the facility, in accordance with state and local public health authorities and, if available, your occupational health services:

- If implementing in-person health checks, conduct them safely and respectfully. Employers may use social distancing, barrier or partition controls, or personal protective equipment (PPE) to protect the screener. However, reliance on PPE alone is a less effective control and is more difficult to implement, given PPE shortages and training requirements.
 - See the “Should we be screening employees for COVID-19 symptoms?” section of [General Business Frequently Asked Questions](#) as a guide.
- Complete the health checks in a way that helps maintain social distancing guidelines, such as providing multiple screening entries into the building.
- Follow guidance from the [Equal Employment Opportunity Commission](#) regarding confidentiality of medical records from health checks.
- To prevent stigma and discrimination in the workplace, make employee health screenings as private as possible. Do not make determinations of risk based on race or



country of origin and be sure to maintain confidentiality of each individual's medical status and history.

Identify where and how workers might be exposed to COVID-19 at work. Employers are responsible for providing a [safe and healthy workplace](#). Conduct a thorough [hazard assessment](#) of the workplace to identify potential workplace hazards related to COVID-19. Use appropriate combinations of controls from the [hierarchy of controls](#) to limit the spread of COVID-19, including engineering controls, workplace administrative policies, and personal protective equipment (PPE) to protect workers from the identified hazards (see table below):

- Conduct a thorough hazard assessment to determine if workplace hazards are present, or are likely to be present, and determine what type of controls or PPE are needed for specific job duties.
- When engineering and administrative controls cannot be implemented or are not fully protective, employers are required by OSHA standards to:
 - Determine what PPE is needed for their workers' specific job duties,
 - Select and provide appropriate PPE to the workers at no cost, and
 - Train their workers on its correct use.
- Encourage workers to wear a cloth face covering at work if the hazard assessment has determined that they do not require PPE, such as a respirator or medical facemask for protection.
 - CDC recommends wearing a cloth face covering as a measure to contain the wearer's respiratory droplets and help protect their co-workers and members of the public.
 - Cloth face coverings are not considered PPE. They may prevent workers, including those who do not know they have the virus, from spreading it to others but may not protect the wearers from exposure to the virus that causes COVID-19.
- Remind employees and customers that [CDC recommends wearing cloth face coverings](#) in public settings where other social distancing measures are difficult to maintain, **especially** in areas of significant community-based transmission. Wearing a cloth face covering, however, does not replace the need to practice social distancing.
- See the [OSHA COVID-19](#) webpage for more information on how to protect workers from potential COVID-19 exposures and [guidance for employers](#), including steps to take for jobs according to exposure risk.

Separate sick employees:

- Employees who appear to have [symptoms](#) upon arrival at work or who become sick during the day should immediately be separated from other employees, customers, and visitors, and sent home.
- Have a procedure in place for the safe transport of an employee who becomes sick while at work. The employee may need to be transported home or to a healthcare provider.



Take action if an employee is suspected or confirmed to have COVID-19 infection:

In most cases, you do not need to shut down your facility. If it has been less than 7 days since the sick employee has been in the facility, close off any areas used for prolonged periods of time by the sick person:

- Wait 24 hours before cleaning and disinfecting to minimize potential for other employees being exposed to respiratory droplets. If waiting 24 hours is not feasible, wait as long as possible.
- During this waiting period, open outside doors and windows to increase air circulation in these areas.

If it has been 7 days or more since the sick employee used the facility, additional cleaning and disinfection is not necessary. Continue routinely cleaning and disinfecting all high-touch surfaces in the facility.

Follow the CDC [cleaning and disinfection recommendations](#):

- Clean dirty surfaces with soap and water before disinfecting them.
- To disinfect surfaces, use [products that meet EPA criteria for use against SARS-Cov-2](#), the virus that causes COVID-19, and are appropriate for the surface.
- Always wear gloves and gowns appropriate for the chemicals being used when you are cleaning and disinfecting.
- You may need to wear additional PPE depending on the setting and disinfectant product you are using. For each product you use, consult, and follow the manufacturer's instructions for use.

Determine which employees may have been exposed to the virus and may need to take additional precautions:

- Inform employees of their possible exposure to COVID-19 in the workplace but maintain confidentiality as required by the [Americans with Disabilities Act \(ADA\)](#).
- Most workplaces should follow the [Public Health Recommendations for Community-Related Exposure](#) and instruct potentially exposed employees to stay home for 14 days, telework if possible, and self-monitor for [symptoms](#).
- [Critical infrastructure](#) workplaces should follow the guidance on [Implementing Safety Practices for Critical Infrastructure Workers Who May Have Had Exposure to a Person with Suspected or Confirmed COVID-19](#). Employers in critical infrastructure also have an obligation to manage potentially exposed workers' return to work in ways that best protect the health of those workers, their co-workers, and the public.

Educate employees about steps they can take to protect themselves at work and at home:

- Encourage employees to follow any new policies or procedures related to illness, cleaning and disinfecting, and work meetings and travel.
- Advise employees to:
- Stay home if they are sick, except to get medical care, and to learn [what to do if they are sick](#).



- Inform their supervisor if they have a sick family member at home with COVID-19 and to learn what to do if someone in their home is sick.
- Wash their hands often with soap and water for at least 20 seconds or to use hand sanitizer with at least 60% alcohol if soap and water are not available. Inform employees that if their hands are visibly dirty, they should use soap and water over hand sanitizer. Key times for employees to clean their hands include:
 - Before and after work shifts
 - Before and after work breaks
 - After blowing their nose, coughing, or sneezing
 - After using the restroom
 - Before eating or preparing food
 - After putting on, touching, or removing cloth face coverings
- Avoid touching their eyes, nose, and mouth with unwashed hands.
- Cover their mouth and nose with a tissue when you cough or sneeze or use the inside of their elbow. Throw used tissues into no-touch trash cans and immediately wash hands with soap and water for at least 20 seconds. If soap and water are not available, use hand sanitizer containing at least 60% alcohol. Learn more about [coughing and sneezing](#) etiquette on the CDC website.
- Practice routine cleaning and disinfection of frequently touched objects and surfaces such as workstations, keyboards, telephones, handrails, and doorknobs. Dirty surfaces can be cleaned with soap and water prior to disinfection. To disinfect, use [products that meet EPA's criteria for use against SARS-CoV-2](#), the cause of COVID-19, and are appropriate for the surface.
- Avoid using other employees' phones, desks, offices, or other work tools and equipment, when possible. Clean and disinfect them before and after use.
- Practice social distancing by avoiding [large gatherings](#) and maintaining distance (at least 6 feet) from others when possible.

For employees who commute to work using public transportation or ride sharing, consider offering the following support:

- If feasible, offer employees incentives to use forms of transportation that minimize close contact with others (e.g., biking, walking, driving, or riding by car either alone or with household members).
- Ask employees to follow the CDC guidance on how to [protect yourself when using transportation](#).
- Allow employees to shift their hours so they can commute during less busy times.
- Ask employees to [clean their hands](#) as soon as possible after their trip.

Employees: How to Cope with Job Stress and Build Resilience During the COVID-19 Pandemic



Whether you are going into work or working from home, the COVID-19 pandemic has probably changed the way you work. Fear and anxiety about this new disease and other [strong emotions](#) can be overwhelming, and workplace stress can lead to [burnout](#). How you cope with these emotions and stress can affect your well-being, the well-being of the people you care about, your workplace, and your community. During this pandemic, it is critical that you recognize what stress looks like, take steps to build your resilience and manage job stress, and know where to go if you need help.

Recognize the symptoms of stress you may be experiencing.

- Feeling irritation, anger, or in denial
- Feeling uncertain, nervous, or anxious
- Lacking motivation
- Feeling tired, overwhelmed, or burned out
- Feeling sad or depressed
- Having trouble sleeping
- Having trouble concentrating

Know the common work-related factors that can add to stress during a pandemic:

- Concern about the risk of being exposed to the virus at work
- Taking care of personal and family needs while working
- Managing a different workload
- Lack of access to the tools and equipment needed to perform your job
- Feelings that you are not contributing enough to work or guilt about not being on the frontline
- Uncertainty about the future of your workplace and/or employment
- Learning new communication tools and dealing with technical difficulties
- Adapting to a different workspace and/or work schedule

Follow these tips to build resilience and manage job stress.

- Communicate with your coworkers, supervisors, and employees about job stress while maintaining social distancing (at least 6 feet).
 - Identify things that cause stress and work together to identify solutions.
 - Talk openly with employers, employees, and unions about how the pandemic is affecting work. Expectations should be communicated clearly by everyone.
 - Ask about how to access mental health resources in your workplace.
- Identify those things which you do not have control over and do the best you can with the resources available to you.
- Increase your sense of control by developing a consistent daily routine when possible — ideally one that was similar to your schedule before the pandemic.
 - Keep a regular [sleep schedule](#).



- Take breaks from work to stretch, exercise, or check in with your supportive colleagues, coworkers, family, and friends.
- Spend time outdoors, either being physically active or relaxing.
- If you work from home, set a regular time to end your work for the day, if possible.
- Practice [mindfulness techniques](#).
- Do things you enjoy during non-work hours.
- Know [the facts](#) about COVID-19. Be informed about how to [protect yourself and others](#). Understanding the risk and sharing accurate information with people you care about can reduce stress and help you make a connection with others.
- Remind yourself that each of us has a crucial role in fighting this pandemic.
- Remind yourself that everyone is in an unusual situation with limited resources.
- Take breaks from watching, reading, or listening to news stories, including social media. Hearing about the pandemic repeatedly can be upsetting and mentally exhausting.
- Connect with others. Talk with people you trust about your concerns, how you are feeling, or how the COVID-19 pandemic is affecting you.
 - Connect with others through phone calls, email, text messages, mailing letters or cards, video chat, and social media.
 - Check on others. Helping others improves your sense of control, belonging, and self-esteem. Look for safe ways to offer social support to others, especially if they are showing signs of stress, such as [depression and anxiety](#).
- If you feel you may be misusing alcohol or other drugs (including prescription drugs) as a means of coping, reach out for help.
- If you are being treated for a mental health condition, continue with your treatment and be aware of any new or worsening symptoms.

Know where to go if you need help or more information.

If you feel you or someone in your household may harm themselves or someone else:

- [National Suicide Prevention Lifeline](#)
 - Toll-free number 1-800-273-TALK (1-800-273-8255)
 - The [Online Lifeline Crisis Chat](#) is free and confidential. You will be connected to a skilled, trained counselor in your area.
- [National Domestic Violence Hotline](#)
 - Call 1-800-799-7233 and TTY 1-800-787-3224

If you are feeling overwhelmed with emotions like sadness, depression, or anxiety:

- [Disaster Distress Helpline](#)
 - Call 1-800-985-5990 or text TalkWithUs to 66746
- Check with your employer for information about possible employee assistance program resources.

If you need to find treatment or mental health providers in your area:



- [Substance Abuse and Mental Health Services Administration \(SAMHSA\) Find Treatment](#)

Mental Health Resources

- [CDC Coronavirus \(COVID-19\) Stress and Coping](#)
- [American Psychological Association](#)
- [National Alliance on Mental Illness](#)

COVID-19 Resources

- [NIOSH Workplace Safety and Health Topic](#)
- [CDC COVID-19](#)
- CDCINFO: 1-800-CDC-INFO (1-800-232-4636) | TTY: 1-888-232-6348 | Website: cdc.gov/info

Good Cause Executive Order – State of Ohio

Governor DeWine signed an [executive order](#) that expands the definition of good cause for missing work throughout the COVID-19 State of Emergency. Good Cause now includes the following situations:

- A medical professional recommends that an individual not return to work because that person falls into a category that is considered high-risk for catching COVID-19 by the Centers for Disease Control and Prevention and their employee cannot offer teleworking options.
- The employee is 65 years of age or older.
- There is tangible evidence of a health and safety violation by the employer that does not allow the employee to practice social distancing, hygiene, and wearing personal protective equipment.
- The individual has been potentially exposed to COVID-19 and subject to a quarantine period as prescribed by a medical or health professional.
- The individual must stay home to care for a family member who is suffering from COVID-19 or subject to a prescribed quarantine period by a medical or health professional.

Anthem Health Insurance Resources

Below are links to get resources provided by Anthem.

[COVID-19 19 Mental Health Resource Hub- For Everyone.](#)

Individual & Families under the eSchool Group plan.

[How your benefits through Anthem work.](#)

While at the Anthem link, if you will update your email address with them, you will receive updated resources and information as they become available

Temperature Log for Staff, Students, and Visitors

[illegible]



FISCAL

Focus will coordinate with appropriate stakeholders to enact sound fiscal practices and stewardship of taxpayer dollars. Action items include:

- Conducted a full inventory of equipment and other assets
 - Verified which students and families have district assets in their possession (computers, books) and remind them to return district property at the beginning of school and arrange recovery if student is not returning.
 - Verified which staff members have assets in their possession and remind them to return them at the beginning of the school year or immediately.
- Procured necessary health and safety supplies
 - Personal Protection Equipment (PPE)
 - Supplies for health room such as thermometers
 - Cleaning supplies, including supplies that are effective against COVID-19
- Reviewed and revised the LEA's technology plan.
 - Based plan on information collected regarding student home access to reliable internet and computers.
 - Procured hardware, software, licenses, learning management services to improve virtual learning environment.
 - Worked with government and business partners to increase the number of students with reliable internet access outside the school building.
- Examined vendor contracts.
 - Considered restructuring existing contracts if possible and made sure new contracts had contingencies for distance learning and possible school closures.
 - Requested emergency plans from vendors to reduce disruptions in services to students.
 - Ensured contracts require proper hygiene protocols for service providers or products entering the building.
- Carefully reviewed/reviewing new purchases independently and thoroughly.
- Applying for emergency relief funding when applicable
- Assessing, approving, and tracking expenditures related to recovery. Maintaining documentation of COVID-19-related expenses and keeping current on rules for the expenditures of federal funds.



Final Letter to Parents Pre-Opening:

Dear Parents, Guardians, Foster Care Givers and Adult Students,

In this time of confusion and misinformation, we want to remind you that Focus is here with you to help you and your student navigate the troubled waters that we are all facing. The administration of the school understands that it is extremely difficult to sort through all that is being suggested by so many different sources and so we want to give you some clear information about what you can expect from Focus, it's staff, it's facilities and its' plan for reopening in August, so that you have ample time to plan and make decisions.

We respect the fact that most people have a number one priority of safety amid the COVID 19 pandemic and we want to reassure you that the safety of our students, staff and family partners is our number one priority as well. Focus is committed to an overabundance of caution in our plan to reunite our students with a solid yet safe return to school in August. With that in mind, I'm providing you with an overview of what you can expect from Focus as you make decisions about school in the fall.

I've attached a school calendar for the 2020-2021 school year and as you can see, we will open for class on August 17th, 2020. We will use a hybrid form of instruction to allow for social distancing and to minimize large group gatherings. Specifically, that means we will require students to attend in person two days per week and attend online 2 days per week. We will assign each student a schedule and we encourage you to contact us if you have special needs regarding that schedule, especially if your student is medically fragile or more flexibility is needed.

Those students in physical attendance at the school will be closely monitored from the moment they enter the building. First, each person will be required to wear a face covering and we will provide those if needed. Second, each person will pass through our entry way which now has a thermal temperature monitor. If a student or staff member has a temperature, we will immediately assist them in moving to the health room where we will provide comfort needed and assist them in contacting a ride or otherwise getting them safely back home. Third, all movement in the building will be guided and monitored to safely get students socially distanced to class. Students themselves will be asked to assist with this process by using hand sanitizer provided, disinfecting wipes when leaving a classroom and helping each other remain distant. Fourth, we will provide individual bags of pencils, pens in sealed containers so that sharing of items is limited. And finally, once the student has completed the day's work, we will again ask them to exit practicing social distancing and use hand sanitizer on the way out of the building.

When a student is required to complete online class work, we will engage them with Google Classroom. This is a user friendly tool that our students will find easy to manipulate and each teacher will have office hours posted to offer assistance. Emails will be provided for contacting teachers, school directors and administration when problems arise. Google Classroom also has a built in contact system for online classroom help. And, of course, we always invite you to call us to ask for help, let us know if something is troubling you or if you just want to talk with us.



We will be holding and enrollment/reenrollment kick-off beginning July 27th and if you are reenrolling, you may only need to provide a new proof of residence and a signature. We will make every attempt to make this as painless as possible and more information on this will be coming.

Please remember, we are here for you and we will help you keep your student safe, engaged and moving toward graduation. I sincerely mean that I, personally, am available if you need anything from me and can be reached at 614-394-3710. It does take a village to raise a child and we are more than happy that we are a part of your village.

We stand together! We are #FocusStrong.

Respectfully,

A handwritten signature in dark ink that reads "Kathy Williams".

Kathy Williams
Executive Director