

*Riverview Community School District  
Riverview, Michigan*



*RCSD COVID-19 School Re-entry Task Force  
Committee Report and Recommendations  
July 28, 2020*

## **EXECUTIVE SUMMARY**

I am pleased to share the Riverview Community School District's COVID-19 School Re-entry Task Force Committee Report and Recommendations, and COVID-19 Preparedness and Response Plan for Fall 2020, which was designed to put the health and well-being of students, teachers and staff at the forefront, and provide flexibility of programming and instructional options for students and parents while maintain high academic expectations. Unless the Governor announces a change in her guidance for schools, and providing we are able to acquire necessary PPE and cleaning supplies, we will return for face-to face learning on September 8, 2020 and follow the schedule available on the district website and provided on *Schoology*.

The learning environments for MI Safe Start Phases 4 and 5 include face-to-face instruction, hybrid learning and virtual instruction, which are outlined as follows:

- Face-to-face instruction
  - Kindergarten through Grade 8
    - Students and staff will follow all PPE and social-distancing requirements. Class sizes will be determined by demand for full program and allowable spacing.
    - Students will report for full (minimum of five hours) days Monday through Friday.
    - Length of day to be determined to accommodate teacher prep.
    - Middle school student schedules reduced from seven classes per trimester to six classes per trimester.
    - Teacher and Paraprofessional may be expected to provide specials content due to scheduling and staffing restrictions and to reduce risk of exposure.
    - Start times, dismissal times, and schedule times will be staggered to reduce exposure from group to group.
  - High School
    - High school students will follow a college model for instruction.
      - Rotating full instruction for each course as defined below over two-week period.
        - Course Type A:
          - Week 1: M, W, Th
          - Week 2: M, Th
        - Course Type B:
          - Week 1: Tu, F
          - Week 2: Tu, W, F
      - Wednesdays are rotated.
      - May also be used for additional assistance as required for tier three intervention or special education.
    - Class sizes reduced to fifty percent to provide more efficient instruction when face-to-face, promote social distancing and reduce exposure.
    - Student schedules reduced from six classes per trimester to five classes per trimester.
    - If needed for individual program completion, students may select a sixth course to be conducted virtually.
    - Additional time slots (zero-hour, sixth-hour) for classes may be scheduled to allow additional flexibility in programming as needed.
    - Two shift possibility for teachers to allow for flexibility within schedule.
    - Students may select up to two courses to be conducted virtually to allow for greater flexibility within the schedule to allow for electives that would run best in-person (art, PE, band, choir)
    - CTE, Dual Enrollment, Enhanced Dual Enrollment will run as outlined by partner entity.
    - Schedule flexible to allow for family scheduling preferences.

- Hybrid learning
  - Optional for grades kindergarten through 5<sup>th</sup>.
  - Option availability dependent on interest. Must have enough interested students to run a full class.
  - Students will follow a rotating full instruction schedule as defined below over two-week period.
    - Group A:
      - Week 1: M, W, Th
      - Week 2: M, Th
    - Group B:
      - Week 1: Tu, F
      - Week 2: Tu, W, F
  - Wednesdays are rotated.
  - May also be used for additional assistance as required for tier three intervention or special education.
  - Class sizes reduced to fifty percent to provide more efficient instruction when face-to-face and reduce exposure.
  
- Virtual Learning
  - All classes online through Riverview Virtual Academy
  - Certified teacher assigned for evaluation and assistance.
  - Students required to take at least four courses per trimester.
  - Mentor teacher assigned for assistance and monitoring with weekly check-in.
  - All RVA guidelines, procedures, and protocols followed.

Parents will have the option to select online learning through the Riverview Virtual Academy instead of face-to-face learning, for all grades kindergarten through 12<sup>th</sup>. This option presents the lowest risk of exposure and will be least disruptive when transitioning between phases. I strongly encourage families to choose this option if possible.

With regard to fall athletics, Riverview Community School District will adhere to mandates from the Michigan High School Athletic Association for outdoor and indoor athletic programs.

I want to express my gratitude to the RCSD COVID-19 School Re-entry Task Force. This group of fifty-three teachers, administrators, parents and support staff has volunteered their time and effort to compile and evaluate information, explore and discuss alternatives and provide these recommendations to the Board and community.

I further want to express my gratitude to our district staff, parents, and students. I thank you for your patience and continued support as we navigate new requirements, interventions and programs. We will further need your patience and understanding as we implement the plan and make necessary adjustments along the way. Together we will get through these difficult times and provide for our children.

Dr. Russell E. Pickell  
 Superintendent  
 Riverview Community School District

## **BACKGROUND**

In response to the ongoing COVID-19 pandemic, Michigan Governor Whitmer initially closed schools through at least April 14th, with the issuance of Executive Order 2020-21 referred to as “Stay Home. Stay Safe.” on March 13, 2020. Riverview Community School District closed beginning on Friday, March 13, 2020, and initiated a remote Supplemental Learning and Support Program on Monday, March 16, 2020.

On April 2, 2020, Governor Whitmer issued Executive Order 2020-35 (COVID-19), effectively closing all K-12 Michigan schools for the remainder of the 2019-20 school year. While recognizing that in-person interaction between a student and a teacher is irreplaceable, Executive Order 2020-35 authorized schools to deliver approved "alternative modes of instruction" until the end of the 2019/20 school year pursuant to a Continuity of Learning and COVID-19 Response Plan (the "Response Plan") that must be approved by the school district's intermediate school district and implemented no later than April 28, 2020. Riverview Community School District' Continuity of Learning plan, which was built upon the prior Supplemental Learning and Support Program, was approved by Wayne RESA on April 10, 2020 and was implemented beginning on April 14, 2020 through the end of the 2019-2020 school year, slated to end on June 12, 2020. Riverview Community School District Continuity of Learning plan provides consistent opportunities for connecting with teachers along with the shift to instruction/new learning of essential content for each grade/course. The District's Continuity of Learning Plan and Learning Resources are posted on the District's website. The existing Executive Order and corresponding RCSD Continuity of Learning Plan is anticipated to continue through the end of the 2019-20 school year in June 2020.

Given the current CDC and MDHHS forecasts regarding the uncertain trajectory of the COVID-19 pandemic, and the potential for a resurgence of COVID-19 in Fall, 2020, a full return to school without significant health and safety precautions and potentially challenging physical/social distancing requirements is unlikely. In order to proactively plan for what remains an uncertain future, the District launched a COVID-19 School Re-entry Task Force to research and develop plans for a range of potential school re-entry scenarios and provide recommendations to the Riverview Community School District Board of Education for consideration.

On June 30, 2020, Governor Whitmer issued Executive Order 2020-145 (COVID-19) -Provision of PreK-12 Education for the 2020-2021 School Year. Executive Order 2020-145 (COVID-19) requires every school district and nonpublic school to develop and adopt a COVID-19 Preparedness and Response Plan (“Preparedness Plan”) that is informed by the Michigan Return to School Roadmap from the COVID-19 Task Force on Education and Return to School Advisory Council (“Return to School Roadmap”).

## **TASK FORCE**

**Schedule:** The Task Force was initially formed on May 12, 2020 and held the first meeting on May 19, from 1:30 - 3:30 PM. Subsequent meetings were held on consecutive Tuesdays through June 23, 2020 with an interim report to the Board of Education on June 23, 2020. Following the MI Safe Schools: Michigan's 2020-2021 Return to School Roadmap, the Task Force revised the district draft to comply with Executive Order 2020-145 and complete the COVID-19 Preparedness and Response Plan for Fall 2020 for Board approval at the July 28, 2020 Board meeting. Individual action teams met on alternate schedules as determined by each team.

**Purpose:** The purpose of the RCSD COVID-19 School Re-entry Task Force was to research, develop and provide recommendations for a range of potential school re-entry scenarios, based on CDC and MDHHS guidelines to mitigate COVID-19 risks and protect the safety and wellbeing of students, families and staff members while maximizing opportunities for student learning.

**Charge:**

1. Consider the ongoing guidance of the CDC, MDHHS, MDE, WCHD, the MI Safe Schools: Michigan’s 2020-2021 Return to School Roadmap, and other international, national, state and local health and educational authorities regarding COVID-19 and school re-entry and recovery phases.
2. Act in accordance with the Task Force Guiding Principles and District vision/purpose/goals.
3. Identify/Develop action teams for Re-entry Learning Plan (includes work group teams for: GSRP, Special Education, Elementary, Middle School, High School, RVA, Summer Enrichment Athletics/Extracurriculars); Operations (Custodial/Cleaning Protocols, Transportation, Procurement of Supplies); Food Service; Health/Wellbeing ([Figure 1 - COVID-19 Re-entry Task Force](#)).
4. Develop recommendations for each of the following re-entry scenarios by level/program (GSRP, Elementary, Middle, High School)

<p align="center"><b>MI Safe Start Phases 1-3</b> w/Full Distance Learning</p>	<p align="center"><b>MI Safe Start Phase 4-5</b> w/in-person instruction w/Added Safety Precautions</p>
<ul style="list-style-type: none"> <li>● In-person instruction is prohibited and/or delayed for the start of the 2020/21 school year</li> </ul>	<ul style="list-style-type: none"> <li>● Blend of in-person attendance and remote instruction</li> <li>● Days/hours</li> <li>● In-person schedules to limit the number of students in a classroom/address social distancing</li> </ul>
<p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li>● Any in-person options permissible for addressing individual/small group needs?</li> <li>● Synchronous/Asynchronous schedules</li> <li>● On-site/off-site staff options</li> <li>● Health protocols</li> <li>● Cleaning protocols</li> <li>● Transportation, if any</li> <li>● Food Service</li> <li>● Child Care programs, if any</li> <li>● Ability to quickly pivot between fully open / partially open and/or full distance learning.</li> </ul>	<p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li>● Virtual Learning Option(s) for families not comfortable sending students to school</li> <li>● Schedules at each level (including lunch, arrival, dismissal, transitions)</li> <li>● On-site/off-site staff options</li> <li>● Health protocols</li> <li>● Cleaning protocols</li> <li>● Transportation</li> <li>● Food Service</li> <li>● Child Care / After School programs</li> <li>● Ability to quickly pivot between fully open / partially open and/or full distance learning.</li> </ul>

*Table 1: Scenario Team Planning Considerations*

5. Consider stakeholder input including student, teacher, parent input, community members.
6. Update the Board of Education regarding the work of the Task Force.
7. Provide input into the continued development of the District’s Emergency Operations Plan
8. Other action teams/goals to be determined by the Task Force and/or Board of Education as necessary.

**Members:**

Diana Alexander	Jennifer Barczyk	Tim Barlage	Holly Bunch
Jennifer Campau	Lori Coleman	Tiffany Crysler	Jill Cunningham
Michelle Draper	Kimberly Degenkolb	Derrick DiBrano	Jeff Edwards
Amy Farkas	Rodney Flint	Abigail Genig	Sean Gill
Jason Gribble	Laura Grunwald	Megan Gwardinski	Joseph Hatzl
Sarah Henige	Marci Heulitt	Brandi Hicks	Glen Hoying
Violet Hoying	Gary Kennedy	Nicole Kornijenko	Tracy Kuderik
Jacqueline Kujawski	Natalie LeBeau	Bonnie Lopez	Angelyn Maxon
Gianina Meli	Nicole Munoz	Jill McQuiston	Ryan Newland
Brianna Niefert	Ryan Patrick	Tiffanie Plackowski	Christine Polgar
Ryan Poniedzielski	Amanda Rebeka	Aaron Robinson	Shelby Ruhlig
Brenda Said-Wright	Scott Sample	Matthew Scharboneau	Joshua Shirlen
Kristyn Skwiera	Erik Southward	Bethany Tomasek	Benjamin Zolynsky

Andrew Zulewski

**Early Childhood (ECP, GSRP, Dev Kind):**

Tim Barlage, Jennifer Campau, Sarah Henige, Violet Hoying, Jacqueline Kujawski, Tiffanie Plackowski, Kristyn Skwiera.

**Lower Elementary (K,1,2):**

Holly Bunch, Lori Coleman, Megan Gwardinski, Gianina Meli, Jill McQuiston, Brianna Niefert, Christine Polgar, Ryan Poniedzielski, Brenda Said-Wright.

**Upper Elementary (3,4,5):**

Diana Alexander, Michelle Draper, Laura Grunwald, Brandi Hicks, Tracy Kuderik, Natalie LeBeau, Angelyn Maxon, Ryan Newland, Bethany Tomasek.

**Middle School:**

Tiffany Crysler, Jill Cunningham, Derrick DiBrano, Amy Farkas, Abigail Genig, Sean Gill, Nicole Kornijenko, Bonnie Lopez, Nicole Munoz, Lina Singleton.

**High School:**

Kimberly Degenkolb, Rodney Flint, Marci Heulitt, Joseph Hatzl, Amanda Rebeka, Aaron Robinson, Shelby Ruhlig, Matthew Scharboneau, Joshua Shirlen, Andrew Zulewski.

**Athletics, Specials and Extracurriculars**

Amy Farkas, Glen Hoying, Ryan Patrick, Erik Southward, Benjamin Zolynsky.

**Summer Learning**

Derrick DiBrano, Amy Farkas, Abigail Genig, Bethany Tomasek.

**Remote Teaching and Learning Development**

Jennifer Barczyk, Amy Farkas, Scott Sample.

**Health and Wellbeing**

Jeff Edwards, Marci Heulitt, Gary Kennedy.

**Finance and Operations**

Gary Kennedy, Russell Pickell.

## **GUIDING PRINCIPLES**

1. Equitable access to learning is a right for each child.
2. In collaboration with parents, students, and teachers, schools will use data and evidence to prioritize resources for each child.
3. Teachers and staff will prioritize deep, meaningful relationships to create safe learning environments for each child.
4. Teachers and staff will empower the value, cultivation of relationships, and belonging of student and parent voice in all aspects of learning and emotional support for families.
5. Student and staff safety must be carefully prioritized within a focus on student learning.
6. Required and recommended social distancing and other health guidance of the WCHD, CDC and MDHHS must be accounted for within each plan.
7. Educational services and opportunities must be flexible in addressing a range of needs, including students who may have been most challenged to access and benefit from the spring 2020 Continuity of Learning plan.
8. The best solutions or approach at one level may not be best at all levels.
9. The assignment and utilization of staff (including instructional staff) may need to look the same and/or different than what has been typical under ordinary circumstances.
10. The best solutions are those that offer sustained access to quality instruction for all students with the least threat to safety and wellbeing.
11. Given the financial forecast and projections for school funding, the fiscal impact of solutions must be one of many considerations. Solutions must meet MDE requirements necessary to receive full state aid.
12. All solutions must include sufficient preparedness for quality remote learning to be deployed or increased quickly under any unanticipated development.
13. Athletics, fine and performing arts and extracurricular activities are important aspects of education to the extent such programs and activities do not pose unnecessary safety risks.
14. Solutions must have a means to flexibly bridge to another solution as circumstances evolve over time.
15. To the extent possible/practical, offering choices within options should be considered (i.e. remote learning options for families choosing not to send students to school for health or other reasons; staff members in higher risk categories).

## **FINANCIAL CONSIDERATIONS**

1. It has become increasingly clear that nearly every element of ensuring a safe return to school will have a price tag associated with it. Whether it be PPE requirements or other measures required to keep students and faculty safe, the costs will be significant.
2. The School Superintendents Association released a cost analysis estimating that the average district will face nearly \$2 million in additional expenses in order to reopen in the fall.
3. Officials estimate a shortfall of \$1.25 billion in this year's School Aid Fund, and \$1.1 billion in next year's budget. These estimates represent nearly \$700/pupil in reduced funding.

**DISTRICT STRATEGIC PLAN AND INITIATIVE ALIGNMENT:** This work is aligned with District Strategic Plan Goals:

**Target Goal – Student Support Services**

*Design and implement a documented practice whereby each student is known by an adult advocate who provides support and assistance through the establishment of a long-term relationship.*

**Strategic Action**

- Provide, coordinate, and evaluate the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.

**Target Goal - Teaching and Assessing for Learning**

*Develop and implement a systematic process for collecting, analyzing and using data from various assessments that focus on improving curriculum and instruction through professional development to increase student achievement.*

**Strategic Action**

- Provide and coordinate learning support services to meet the unique learning needs of students.
- Ensure all staff members participate in a continuous program of professional learning.
- Ensure professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.

**Target Goal – Facilities and Operations**

*Create, implement, document and revisit a systemic long-range strategic plan for facilities renovation, which promotes a 21<sup>st</sup> century learning environment.*

**Strategic Action**

- The district will maintain facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

**Target Goal - Technology and Instructional Technology Systems**

*Create, implement, and revisit a systemic long-range strategic plan for information resources and technology which promotes the integration of technology as a comprehensive component of learning and teaching throughout the district.*

**Strategic Action**

- The district will provide, coordinate, and evaluate the effectiveness of information resources and related personnel to support educational programs throughout the district.
- The district will provide a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.

**INSTRUCTIONAL TRANSFORMATION MATRIX ALIGNMENT:** This work is aligned with the following components and rankings of the Instructional Transformation Matrix.

**Classroom Roles and Settings - Infusion**

- *Teacher guides small groups or individuals.*
- *Limited Whole group instruction occurs.*
- *The setting is arranged for flexible work environments with varied seating types/ locations.*

**Motivation and Purpose – Infusion**

- *Students work toward intrinsic motivation with frequent encouragement from the teacher and peers.*
- *Teacher facilitates students individually based upon their abilities.*

**Content and Delivery-Transformation**

- *The LMS serves as a library of resources created and shared by the students to support individual and group work.*
- *Teacher and students consistently use the LMS to monitor and coordinate their learning and consult with the teacher and their peers.*

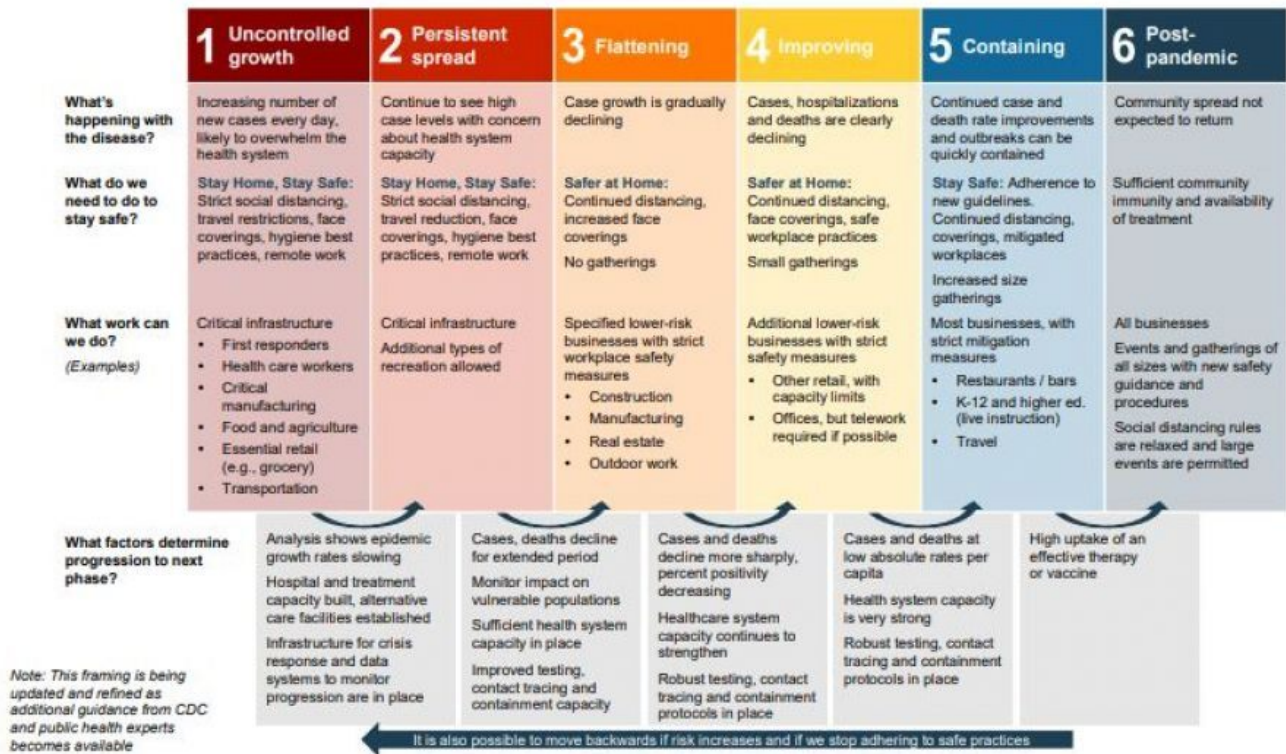
**Reflections and Feedback-Transformation**

- *Students and teacher establish the process towards mastery of objectives and build a learning contract.*
- *Teacher reviews the narrative of mastery of learning created by the student.*
- *Performance-based assessment of learning is frequently checked and revised.*



# EDUCATION AND CHILD CARE OPTIONS

## STATE OF MICHIGAN SAFE START PLAN



## **COMMITTEE RECOMMENDATIONS:**

### **General**

- To promote flexibility for families. If possible, multiple schedules should be present in buildings or throughout the district.
- Whether due to funding or COVID-19, these models will be in place for the entire year.
- Team meetings should take place to consider individual needs within an alternate schedule for students with IEP's.
- Special Education self-contained classrooms operating 4 to 5 days a week, if social distancing can be accommodated (as they may have small enough class sizes to do so every day). This population would benefit from more regular schooling in the building.
- Student populations may be shifted throughout buildings to accommodate scheduling preference or necessity.
- Students will not share lockers.
- The schedules presented are aligned and comply with all Executive Orders and/or CDC guidelines.
- In the proposed alternating day schedule, staff will be working full time in front of approximately half of the assigned class at a time. When students are at home they will be working independently, and not be expected to remote learn via *Zoom, Teams, or Schoology Conferences*. As a result, expectations for home practice, assignments, and independent work will increase and be expected for successful course completion.
- In the proposed alternating day schedule, teachers will be onsite full time.
- Champions will be available for wrap around care and care as in the past.

### **Personal Protective Equipment and Hygiene**

#### **MI Safe Start Phases 1-3**

- Schools are closed for in-person instruction.

#### **MI Safe Start Phases 4-5**

- Facial coverings must always be worn by staff except for meals.
- Facial coverings must be worn by preK-12 students, staff, and bus drivers during school transportation.
- Facial coverings must always be worn in hallways and common areas by preK-12 students in the building except during meals.
- Facial coverings must be worn in classrooms by all students grades kindergarten-12.
- Facial coverings are not recommended for use in classrooms by children ages 3 and 4.
- Facial coverings should never be used on children under age 2.
  - Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
  - PreK-5 and special education teachers shall wear clear masks.
  - Homemade facial coverings and clear masks must be washed daily.
  - Disposable facial coverings must be disposed of at the end of each day.
  - Note: Students with significant disabilities preventing the use of facial coverings are referred to forthcoming guidance from MDE.
- Students shall wash their hands or use hand sanitizer after changing any classroom; teachers in the classroom shall wash their hands or use sanitizer every time a new group of students enters their room.
- Teachers will teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.
- Staff and students will cough and sneeze into their elbows or cover with a tissue. Used tissues shall be thrown in the trash and hands washed immediately using proper hand hygiene techniques.
- Students and teachers will have scheduled handwashing with soap and water every 2-3 hours.
- Personal items and supplies such as writing utensils will not be shared among students.
- Students' personal items will remain separate and in individually labeled cubbies, containers, or lockers.

- Classroom materials will be disinfected between uses.

### **Spacing and Movement**

#### **MI Safe Start Phases 1-3**

- Schools are closed for in-person instruction.
- School buildings may continue to be used by licensed childcare providers, if providers follow all emergency protocols identified by the state.
- School employees and contractors are permitted to be physically present in school buildings for the purposes of conducting basic school operations, including remote live instruction, as determined by school administrators.

#### **MI Safe Start Phases 4-5**

- Desks and student stations shall be spaced six feet apart (center to center) in classrooms. Class sizes shall be kept to the level afforded by necessary spacing requirements.
- In classrooms where large tables are utilized, space students as far apart as feasible.
- As feasible, desks shall be arranged facing the same direction toward the front of the classroom.
- Teachers shall maintain six feet of spacing between themselves and students as much as possible.
- Family members, community members, or other guests are not allowed in the school buildings.
- Signage shall be posted to indicate proper social distancing.
- Floor tape or other markers shall be used at six-foot intervals where line formation is anticipated.
- Social distancing floor/seating markings will be indicated in waiting areas.
- Signs will be posted on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.
- Classroom windows shall be open as much as possible, weather permitting.
- As able, “specials” (STEAM, music) shall be brought to the classrooms instead of having students move to different locations.
- Staff will monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.
- When possible, physical education shall be held outside and social distancing of six feet should be practiced.
- Hallways shall be divided with either side following the same direction.

### **Screening Students**

#### **MI Safe Start Phases 1-3**

- Schools are closed for in-person instruction.

#### **MI Safe Start Phases 4-5**

- Schools will cooperate with Wayne County Health Department regarding implementing protocols for screening students and staff.
- Students who become ill with symptoms of COVID-19 shall be placed in an identified quarantine area with a surgical mask in place until they can be picked up. School staff caring for these children shall wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.
- Symptomatic students sent home from school shall be kept home until they have tested negative or have completely recovered according to CDC guidelines.
- Staff shall conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home.
- An electronic monitoring form for screening employees shall be used daily.

- Families are encouraged to check their child’s temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if symptoms of COVID-19 are present.
- Families are encouraged to monitor their children for symptoms of COVID-19. The presence of any symptoms, including cough or shortness of breath, should prompt the family to keep the student home from school and to follow up with a primary care provider.

**Testing Protocols for Students and Staff and Responding to Positive Cases**

**MI Safe Start Phases 1-3**

- Schools are closed for in-person instruction.

**MI Safe Start Phases 4-5**

- Students who develop a fever or become ill with COVID-19 symptoms at school shall wear a mask and be immediately transported by their parent or guardian, emergency contact, or ambulance if clinically unstable, for off-site testing.
- Staff who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported for off-site testing.
- Symptomatic students and staff sent home from school shall be kept home until they have tested negative for COVID-19 or have been released from isolation according to CDC guidelines.
- Families shall be notified of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home.
- In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts shall be made to contact any close contacts (those who spent more than 15 minutes less than six feet in close proximity to the student or staff member) so that they can be quarantined for 14 days at home. Students and staff should be closely monitored for any symptoms of COVID-19. Only those that develop symptoms require testing for COVID-19.
- If a confirmed case of COVID-19 is identified, the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at the school shall be appropriately reported to Wayne County Health Department.
  - Note: Guidance on confidentiality laws and statutes that protect student and staff health information shall be provided to staff. Student communicable disease related information is protected health information. (Even if a family/ student acknowledges and publicly discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test).
- Employees with a confirmed case of COVID-19 shall only return to the workplace after they are no longer infectious. Local health officials will provide instruction about return to work, using the most current guidelines from the CDC for this determination.

**Medically Vulnerable Students and Staff**

**MI Safe Start Phases 1-3**

- Schools are closed for in-person instruction.

**MI Safe Start Phases 4-5**

- All current plans (e.g. Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) shall be systematically reviewed for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19.
- Virtual learning with supports will be in place for students identified as high-risk for severe illness due to COVID-19.

## **Mental & Social-Emotional Health**

### **MI Safe Start Phases 1-5**

- Schools shall implement a mental health screening for all students. Screening shall be compliant with HIPAA and FERPA policies. Screening instructions (offered verbally to younger students) shall provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines.
- Guidelines shall be communicated to all staff regarding identification and rapid referral of at-risk students to appropriate building-level support teams.
- A comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of a school staff member) shall be established.
- A comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that reference school and community wellness resources shall be compiled, provided and regularly updated.
- Ongoing reporting protocols for school staff to evaluate physical and mental health status shall be established.
- Resources for staff self-care, including resiliency strategies shall be provided.
- Schools shall communicate with parents and guardians, via a variety of channels, return to school transition information including:
  - Destigmatization of COVID-19.
  - Understanding normal behavioral response to crises.
  - General best practices of talking through trauma with children.
  - Positive self-care strategies that promote health and wellness.

## **Instruction**

### **MI Safe Start Phases 1-3**

- Remote instruction for all students.
- Remote learning plans, revised based on feedback and input from school leaders, educators, families, and students, shall be distributed to all involved stakeholders in their home language with opportunities for ongoing feedback.
- Remote learning programs shall deliver standards-aligned curricula and high-quality instructional materials and integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation.
- Schools shall assess every student in grades preK-12 during the first few weeks of school, using a screener, diagnostic, or formative assessments that can be given online or conducted virtually, to understand where students are academically and inform instructional decisions for teachers, students, and families.
- Students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers shall reflect the child's needs based on assessment data and parent feedback. Accommodations and services shall reflect needs accordingly.
  - Commence online intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and career and technical education.
  - Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible.
- Supports for students who are transitioning to postsecondary shall be secured.
- Checkpoints with school leaders around curriculum and instruction and ongoing monitoring of student progress, specifically homing in on the progress of students in need of additional support shall be conducted.
- MDE policies and guidance shall be monitored and updated.

- A continuation of services plan for students needing occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers shall be developed.

#### **MI Safe Start Phases 4-5**

- Hybrid learning programs at scale to deliver standards-aligned curricula and high-quality instructional materials. Integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation shall be provided.
- Clear expectations shall be communicated to school leaders and teachers around hybrid instruction that include:
  - Best practices for blended learning;
  - Grade-level proficiencies;
  - Modes of student assessment and feedback;
  - Differentiated support for students;
  - The inclusion of social-emotional learning; and
  - Guidance around daily instructional time and workload per different grade bands to ensure consistency for students.
- Schools shall ensure that:
  - Every student has access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
  - Every student is assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
  - Every students' academic and social- emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.
- Supports for students who are transitioning to postsecondary shall be secured.
- Students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers to reflect the child's evolving needs based on assessment data and parent feedback, shall be revised as needed with designed accommodations and matched services.
- Structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, shall be established where possible.
- Continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers shall be developed.
- Student data to identify overall trends and gaps in student learning to design systemic supports and interventions shall be reviewed.
- Each students' IEP in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services including OT, PT, and Speech while school buildings were closed shall be reviewed.
- Additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs shall be provided.
- Expectations for schools and teachers to integrate high quality digital tools and resources that are appropriate and sustainable at each grade level, to increase teachers' and students' familiarity with online learning in case of a return to remote instruction shall be set.

#### Early Childhood (ECP, GSRP, Dev Kind) – St. Cyprian Complex

##### ECP:

- Classes will run as per special education guidelines. Program runs in an AM/PM schedule with small class sizes.
- Students will attend ½ days Monday through Thursday. Friday is used for prep and IEP's.

##### GSRP:

- Classes will run as they have in the past. Students will report for full days Monday through Thursday. Friday is utilized for prep, home visits, and deep cleaning.

- Start times, dismissal times, and schedule times shall be staggered to reduce exposure from group to group.

Dev Kind:

- Classes will run as they have in the past. Students will report for full days Monday through Friday.
- Length of day to be determined to accommodate teacher prep.
- Teacher and Paraprofessional may be expected to provide specials content due to scheduling and staffing restrictions and to reduce risk of exposure.
- Specials may be provided by other staff if feasible.
- Start times, dismissal times, and schedule times will be staggered to reduce exposure from group to group.
- Remote Learning
  - Remote learning as conducted from April 14, 2020 through June 12, 2020 will only be implemented during periods of intermittent shut down due to COVID-19 outbreaks for individual, groups, classrooms, or buildings.
  - Program will only be in place for identified individuals for the timeframe required.
  - Devices will be provided.
  - This is not a permanent option due to staff being fully engaged with learning and caseloads.

Considerations:

- Staffing – for social distancing, all classes will need to keep paraprofessionals to provide more small group settings.
- Meals will be served in classrooms staff is responsible for coverage of the students.
- Hand Sanitizer to be applied to children by parents prior to entering building. Hand sanitizer can be used in classrooms with adult monitoring.
- Drinking fountains will be changed to bottle fill and students shall bring individual water bottles.
- For nap time, bedding will be provided by school, stay at school and shall be washed weekly.
- Nonessential visitors, volunteers, and activities involving external groups or organizations shall be suspended.

Elementary (Grades K-5) – Forest, Huntington, Memorial Elementary:

Learning Programs:

- Virtual Learning
  - All classes online through Riverview Virtual Academy
  - Certified teacher assigned for evaluation and assistance.
  - Students required to take at least four courses per trimester.
  - Mentor teacher assigned for assistance and monitoring with weekly check-in.
  - All RVA guidelines, procedures, and protocols followed.
- Live Instruction Option A
  - Students and staff will follow all PPE and social-distancing requirements. Class sizes will be determined by demand for full program and allowable spacing.
  - Schedule
    - Students will report for full (minimum of five hours) days Monday through Friday.
    - Length of day to be determined to accommodate teacher prep.
    - Teacher and Paraprofessional may be expected to provide specials content due to scheduling and staffing restrictions and to reduce risk of exposure.
    - Provides maximum face to face instruction but potential exposure is highest.
    - Specials may be provided by other staff if feasible.

- Start times, dismissal times, and schedule times will be staggered to reduce exposure from group to group.
- Live Instruction Option B
  - Classes will be divided in half and follow schedule below.
  - Schedule
    - Rotating full instruction for each grade level as defined below over two-week period.
      - Group A:
        - Week 1: M, W, Th
        - Week 2: M, Th
      - Group B:
        - Week 1: Tu, F
        - Week 2: Tu, W, F
    - Wednesdays are rotated.
      - May be used for additional assistance as required for tier three intervention.
  - Face-to-face instruction per class reduced to fifty percent.
  - Class sizes reduced to fifty percent to provide more efficient instruction when face-to-face.
  - Schedule flexible to allow for family scheduling preferences.
  - Students will stay with the same teacher for all core classes.
  - Specials will be provided as staffing and scheduling permit.
- Remote Learning
  - Remote learning as conducted from April 14, 2020 through June 12, 2020 will only be implemented during periods of intermittent shut down due to COVID-19 outbreaks for individual, groups, classrooms, or buildings.
  - Program will only be in place for identified individuals for the timeframe required.
  - Devices will be provided.
  - This is not a permanent option due to staff being fully engaged with learning and caseloads.

Considerations:

- Arrival and dismissal would be staggered to reduce congestion during entry and screening.
- Classrooms will be marked for social distancing placement of student workstations.
- Programming and staff assignments will be determined by certifications of available staff.
- Course expectations, classroom structure, assessment strategies, and home expectations need to be modified by teaching staff to promote successful completion of course.
- Grab and go meals will be provided with meals being eaten in classrooms. Staff is responsible for coverage of the students during lunch.
- Hand Sanitizer will be provided throughout building and classrooms.
- Scheduling provides for family flexibility for everyday or alternate day for alignment to other family schedules.
- Recess schedule would be restructured to reduce exposure.
- Nonessential visitors, volunteers, and activities involving external groups or organizations shall be suspended.
- Proper PPE, as defined by CDC, MDHHS, MDE, WCHD and other international, national, state and local health and educational authorities, to be worn as directed.

Middle School:

Learning Programs:

- Virtual Learning
  - All classes online through Riverview Virtual Academy
  - Certified teacher assigned for evaluation and assistance.
  - Students required to take at least four courses per trimester.



- Mentor teacher assigned for assistance and monitoring with weekly check-in.
- All RVA guidelines, procedures, and protocols followed.
- Live Instruction Option A
  - Students and staff will follow all PPE and social-distancing requirements. Class sizes will be determined by demand for full program and allowable spacing.
  - Schedule
    - Students will report for full (minimum of five hours) days Monday through Friday.
    - Length of day to be determined to accommodate teacher prep.
    - Teacher and Paraprofessional may be expected to provide specials content due to scheduling and staffing restrictions and to reduce risk of exposure.
    - Provides maximum face to face instruction but potential exposure is highest.
    - Start times, dismissal times, and schedule times will be staggered to reduce exposure from group to group.
  - Student schedules reduced from seven classes per trimester to six classes per trimester, with adjustment to length of each course if necessary.
  - For the 2020-2021 school year STEM programming will merge with science programming.
  - Students may select up to two courses to be conducted virtually to allow for greater flexibility within the schedule to account for electives that would run best in-person (art, PE, band, choir)
- Remote Learning
  - Remote learning as conducted from April 14, 2020 through June 12, 2020 will only be implemented during periods of intermittent shut down due to COVID-19 outbreaks for individual, groups, classrooms, or buildings.
  - Program will only be in place for identified individuals for the timeframe required.
  - Devices will be provided.
  - This is not a permanent option due to staff being fully engaged with learning and caseloads.

Considerations:

- Additional entrances will be used at the beginning of the day to reduce congestion during entry and screening.
- Band and choir classes can be held in Auditorium if needed to allow for social distancing, and health guidelines.
- Classrooms will be marked for social distancing placement of student workstations.
- Programming and staff assignments will be determined by certifications of available staff. Online/live blends will be utilized as needed to ensure scheduling requirements are met.
- Course expectations, classroom structure, assessment strategies, and home expectations need to be modified by teaching staff to promote successful completion of course.
- Grab and go meals will be provided with meals being eaten in classrooms. Staff is responsible for coverage of the students during lunch.
- Hand Sanitizer will be provided throughout building.
- Where possible, students remain in the same room and teachers rotate (pods).
- Nonessential visitors, volunteers, and activities involving external groups or organizations shall be suspended.
- Proper PPE, as defined by CDC, MDHHS, MDE, WCHD and other international, national, state and local health and educational authorities, to be worn as directed.

High School:

Learning Programs:

- Virtual Learning
  - All classes online through Riverview Virtual Academy
  - Certified teacher assigned for evaluation and assistance.

- Students required to take at least four courses per trimester.
- Mentor teacher assigned for assistance and monitoring with weekly check-in.
- All RVA guidelines, procedures, and protocols followed.
- Live Instruction- College Model
  - Students and staff will follow all PPE and social-distancing requirements. Class sizes will be determined by demand for full program and allowable spacing.
  - Schedule
    - Rotating full instruction as defined below over two-week period.
      - Course type A:
        - Week 1: M, W, Th
        - Week 2: M, Th
      - Course type B:
        - Week 1: Tu, F
        - Week 2: Tu, W, F
    - Wednesdays are rotated.
      - Utilized for required State assessments.
      - Used for additional assistance as required for tier three intervention.
  - Face-to-face instruction per class reduced to fifty percent.
  - Class sizes reduced to fifty percent to provide more efficient instruction when face-to-face.
  - Student schedules reduced from six classes per trimester to five classes per trimester.
  - If needed for individual program competition, students may select a sixth course to be conducted virtually.
  - Additional time slots (zero-hour, sixth-hour) for classes may be scheduled to allow additional flexibility in programming as needed.
  - Two shift possibility for teachers to allow for flexibility within schedule.
  - Students may select up to two courses to be conducted virtually to allow for greater flexibility within the schedule to account for electives that would run best in-person (art, PE, band, choir)
  - CTE, Dual Enrollment, Enhanced Dual Enrollment will run as outlined by partner entity.
  - Schedule flexible to allow for family scheduling preferences.
- Remote Learning
  - Remote learning as conducted from April 14, 2020 through June 12, 2020 will only be implemented during periods of intermittent shut down due to COVID-19 outbreaks for individual, groups, classrooms, or buildings.
  - Program will only be in place for identified individuals for the timeframe required.
  - Devices will be provided.
  - This is not a permanent option due to staff being fully engaged with learning and caseloads.

#### Considerations:

- As directed in Executive Order 2020-35, high school requirements will be adjusted to account for impact of COVID-19 on academic programming.
- Band and choir classes can be held in Auditorium if needed to allow for social distancing, and health guidelines.
- Classrooms will be marked for social distancing placement of student workstations.
- Building schedule promotes less than 50% capacity on an hourly/daily basis.
- Programming and staff assignments will be determined by certifications of available staff. Online/live blends will be utilized as needed to ensure scheduling requirements are met.
- Course expectations, classroom structure, assessment strategies, and home expectations need to be modified by teaching staff to promote successful completion of course.
- Grab and go meals will be provided with meals being eaten in classrooms. Staff is responsible for coverage of the students during lunch.

- Hand Sanitizer will be provided throughout building.
- Nonessential visitors, volunteers, and activities involving external groups or organizations shall be suspended.
- Proper PPE, as defined by CDC, MDHHS, MDE, WCHD and other international, national, state and local health and educational authorities, to be worn as directed.

### **Athletics, Extracurricular Activities, Gatherings**

#### **MI Safe Start Phases 1-3**

- All athletics are suspended.
- All inter-school activities are discontinued.
- After-school activities are suspended.

#### **MI Safe Start Phases 4-5**

- Schools and teams shall comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).
- Students, teachers, and staff shall use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant shall confirm that they are healthy and without any symptoms prior to any event.
- Indoor assemblies that bring together students from more than one classroom are prohibited.
- All equipment shall be disinfected before and after use.
- Inter-school competitions may be held provided that, facial coverings are worn if school transportation is provided. Buses shall be cleaned and disinfected before and after every use
- Spectators are allowed provided that facial coverings are used by observers and six feet of social distancing can be maintained at all times. Attention must be given to entry and exit points to prevent crowding.
- Each participant shall use a clearly marked water bottle for individual use. There shall be no sharing of this equipment.
- Handshakes, fist bumps, and other unnecessary contact will not occur.
- Indoor weight rooms and physical conditioning activities that require shared equipment are suspended. Outdoor physical conditioning activities shall be allowed while maintaining social distancing. (Phase 4)
- Indoor weight rooms and physical conditioning activities are allowed. Social distancing of six feet between participants shall be maintained while indoors and sharing equipment shall be avoided. (Phase 5)
- Large scale indoor spectator events shall be suspended. Large scale outdoor spectator or stadium events shall be limited to 100 people, and people not part of the same household must maintain six feet of distance from one another. (Phase 4)
- Indoor spectator events shall be limited to 50 people. Large scale outdoor spectator or stadium events shall be limited to 250 people. Spectators not part of the same household must always maintain six feet of distance from one another. (Phase 5)
- Extracurricular activities may continue with the use of facial coverings.

### **Transportation**

Due to the variance of high school scheduling, size of the district, and number of riders, high school transportation of general education is discontinued.

#### **MI Safe Start Phases 1-3**

- All busing operations are suspended.
- Buses shall be utilized to provide food service and delivery of instructional materials where possible.

### **MI Safe Start Phases 4-5**

- The use of hand sanitizer before entering the bus shall be required. Hand sanitizer shall be supplied on the bus.
- Social distancing on the school bus shall be maintained. One child per row or one child per seat; this shall be determined by the size of the bus and the distance between seats and rows.
- Bus drivers shall adhere to employee screening protocol before they start their shift.
  - This can be a self-temperature check and answering the health screening questions, or a health screening procedure that the drivers go through at the bus garage.
- Bus driver, staff, and all students in grades preK-12 must wear facial coverings while on the bus.
- Transportation vehicles shall be cleaned and disinfected before and after every transit route. Children shall not be present when a vehicle is being cleaned.
- Frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) shall be cleaned and disinfected prior to morning routes and prior to afternoon routes.
- A plan for getting students home safely if they are not allowed to board the vehicle shall be created and communicated.
- Weather permitting, doors and windows shall be kept open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
- Weather permitting, and if appropriate and safe, windows will be kept open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation.
- Bus procedures for bus drivers and students that are informed by public health protocols shall be finalized and communicated.
- Changes to students' IEPs shall be collaborated closely with IEP teams to monitor and implement accordingly.
- Parameters and procedures for social distancing at bus stops shall be set.

### **Food Services**

#### **MI Safe Start Phases 1-3**

- Schools shall enact food distribution programs which ensures nutrition services and student meals and provide a list of alternative meal options to families.

#### **MI Safe Start Phases 4-5**

- Classrooms or outdoor areas shall be used for students to eat meals at school.
- If cafeterias must be used, mealtimes shall be staggered to create seating arrangements with six feet of distance between students.
- Serving and cafeteria staff will use barrier protection including gloves, face shields, and surgical masks.
- Self-serve, buffet-style options shall be eliminated; grab-and-go, ready-to-eat options will be implemented.
- Students, teachers, and food service staff shall wash hands before and after every meal.
- Recess will be conducted outside whenever possible with appropriate social distancing and cohorting of students. If more than one class is outside, students will wear facial coverings.
- Prepayment either online or envelopes shall be encouraged.

### **Custodial/Maintenance/Facilities**

#### **MI Safe Start Phases 1-3**

- Schools are closed for in-person instruction, and cleaning practices are adjusted to maintain school building functional order to prepare for the subsequent return of students.
- Necessary materials and supply chain for cleaning and disinfection supplies shall be maintained.

- School cleaning and disinfection protocols according to the CDC School Decision Tree shall be executed.
- Proper PPE, as defined by CDC, MDHHS, MDE, WCHD and other international, national, state and local health and educational authorities, shall be worn as directed.
- Schools will coordinate with Wayne-RESA for the use of school buildings for essential actions including elections, food distribution, and childcare, particularly for essential workers.

#### **MI Safe Start Phases 4-5**

- Frequently touched surfaces including light switches, doors, benches, bathrooms, shall be cleaned at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.
- Libraries, computer labs, arts, and other hands-on classrooms shall undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution.
- Student desks shall be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.
- Playground structures shall continue to undergo normal routine cleaning but using an EPA-approved disinfectant is unnecessary.
- Safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff uses products shall be conducted.
- Proper PPE, as defined by CDC, MDHHS, MDE, WCHD and other international, national, state and local health and educational authorities, shall be worn as directed.
- Necessary training for any changes in recommended cleaning guidelines issued by OSHA and/or CDC shall be provided. It is expected that this guidance will be updated in real-time based on the status of community spread across local geographies.
- Custodial and facilities staff shall review and make actionable district guidance regarding cleaning and disinfection.
- Ventilation in each classroom shall be audited and monitored.
- HVAC systems at each building shall be checked to ensure that they are running efficiently.
- Air filters shall be changed regularly.
- Signage about frequent handwashing, cough etiquette, and nose blowing, social distancing, and capacity shall be posted throughout buildings and facilities.
- Any necessary additional cleaning protocols for classrooms that house Students with Disabilities shall be implemented.

#### **Technology**

##### **MI Safe Start Phases 1-3**

- Information about the numbers, types, and condition of devices used in their homes to support remote learning shall be collected.
- A single point of contact in each school to plan and communicate with district technology teams shall be designated.
- Device and/or general technology support lead for each school shall be identified.
- District-wide procedures for return and inventory of district-owned devices as part of a return to school technology plan shall be developed. The procedures shall include:
  - Safely bagging devices collected at schools;
  - Sanitizing the devices prior to a repair or replacement evaluation;
  - Ordering accessories that may be needed over the summer; and
  - Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.
- An asset tracking tool shall be utilized.
- Device usage and compliance with online learning programs shall be monitored.

- Support programs to ensure that students and families can access online teaching and troubleshoot problems with access shall be provided.
- Ongoing staff training on platforms and tools shall be provided.
- Schools shall ensure every student has access to the appropriate technology and connectivity needed to continue learning.
- A technology support plan for families shall be developed.

#### **MI Safe Start Phases 4-5**

- Online resources that were created, published, or distributed by teachers and others during the closure period shall be collected, organized and placed on *Schoology*.
- Technology-facing lessons learned for inclusion in the district’s updated remote learning plan shall be organized.
- Tracking and inventory results shall be reviewed frequently as a way of understanding the quality and progress of technology processes.
- Where possible, live streaming of classrooms for students who are medically vulnerable shall be implemented.

### **Communication and Family Supports**

#### **MI Safe Start Phases 1-3**

- Communication systems reaching every family and student in their home language shall be implemented through multiple modes (e.g., text, call, email, home visit) to share:
  - Expectations around the duration of the closure and reopening;
  - Decisions about grade-level proficiencies, modes of assessment and feedback, daily instructional time, and estimated workload in collaboration with local bargaining units;
  - Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child; and
  - Training on accessing and using the school’s digital systems and tools, and workshops for families to build digital literacy.

#### **MI Safe Start Phases 4-5**

- Additional communication systems needed to reach every family and student in their home language shall be implemented through multiple modes (e.g., text, call, email, home visit) to share:
  - Expectations around their child’s return to school;
  - Clear information about schedules and configurations;
  - Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies; and
  - Plans for each of the different school opening scenarios.
- Resources and supports shall be provided that provide families with:
  - Training about how to access and use the school’s chosen digital systems and tools;
  - Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child;
  - Opportunities to build their digital literacy; and
  - Strategies to support their child’s learning at home.

### **Professional Development**

#### **MI Safe Start Phases 1-3**

- Professional learning and training through virtual modes for educators shall be provided to:
  - Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, trauma-informed best practices, identification of students at risk, proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma, and culturally responsive education;

- Share knowledge, continuously learn, and exchange ideas, successes and failures around remote learning;
- Share information and data about students' assessment results, progress, and completed assignments;
- Learn how to use the school's digital systems and tools appropriately and sustainably; and
- Build capacity around high-quality remote learning.
- Utilize structures, such as professional learning communities, for educators to collaborate on prototypes for a week's worth of instruction to establish consistency and an appropriate workload.

#### **MI Safe Start Phases 4-5**

- Adequate time for schools and educators shall be provided to engage in:
  - Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed;
  - Identify students who did not engage in remote learning and develop a plan to provide additional supports, if needed. Share data and concerns about each student's growth and needs with students' assigned teacher(s) for the 2020-2021 school year;
  - Identify students who potentially need additional support; and
  - Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning.
- A plan for professional learning and training shall be provided with goals to:
  - Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education;
  - Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use; and
  - Build school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging.

#### **Monitoring**

##### **MI Safe Start Phases 1-3**

- Plans to monitor and assess the following shall be implemented:
  - Connectivity and Access: Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.
  - Attendance: Develop systems to monitor and track students' online attendance on a daily basis.
  - Student Work:
    - Teachers will assess the quality of student work and provide feedback to students and families.
    - Students will self-assess the quality of work, reflect on teacher feedback, and learning progress.

#### **Budget, Enrollment, Staffing**

- Schools shall be supported in assessing student arrival protocols. This should include how students arrive at and depart from school (e.g., school bus, dropped off via car, drive themselves, walk, public transportation).
- Schools shall be supported in conducting staff and student outreach to understand who is coming back.
  - For staff, this should include a breakdown of the staff – administrators, educators, support staff, full-time nurses, part-time nurses, school counselors, etc.
  - Develop a staffing plan to account for teachers and staff who are not returning or are at risk (i.e., those who are 65 years or have an underlying medical condition and decide not to return).
  - For students, this should include those with preexisting conditions who may need a remote learning environment.

- Need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs shall be assessed.
- District shall work with relevant local bargaining units to assess how job responsibilities may shift in light of COVID-19 and how new or additional responsibilities will be accounted.
- Underutilized staff shall be redeployed to serve core needs.
- Where possible, and in partnership with local bargaining units, staff positions that would enable high-risk staff to provide remote services shall be identified and modified.
- Any student enrollment or attendance policy changes shall be communicated with school staff and families.
- Guidance shall be investigated and provided on use of CARES Act funding for key purchases (e.g., cleaning supplies).
- Services will be coordinate with related service providers, in the school and community, to identify and address new student and adult needs.
- An inventory on how many substitute teachers are available shall be conducted.
- Legal counsel shall be contacted to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.
- School leaders shall be engaged in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.
- School leaders shall be trained to orient new school staff to any operational changes.
- Master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind shall be created and refined as necessary.
- Food service staff shall be trained to ensure any necessary food handling changes are implemented based on local public health guidance.



## **RESOURCES**

- [3/26/2020: Mental Health Crisis Planning DRAFT](#)
- [CDC Guidance Docs](#)
- [NASP Guidance Docs](#)
- [NASN: Interim Guidance: Role of the School Nurse in Return to School Planning](#)
- [OSHA Guidance Docs](#)
- [OSHA - State Plans](#)
- [MDE COVID-19 Education Information and Resources](#)
- [Return to School Roadmap: Where Public Education and Public Health Meet - Opportunity Labs](#)
- [RE-ENTRY AND RECOVERY ARE NOT THE SAME THING: WHAT THE NEXT CHAPTER FOR SCHOOLS MAY LOOK LIKE - Instruction Partners, 4/13/20](#)
- [9 Ways Schools Will Look Different When \(And If\) They Reopen – NPR, 4/24/20](#)
- [Under pressure to reopen this fall, school leaders plot unprecedented changes – WA Post, 4/27/20](#)
- [School Resource Hub - Instruction Partners](#)
- [Chapters We See Ahead - Instruction Partners, 4/15/2020](#)
- [Consider Four Re-entry Scenarios - Instruction Partners, 4/30/2020](#)
- [A Plan To Safely Reopen America’s Schools And Communities - AFT](#)
- [Readiness and Emergency Management for Schools \(Technical Assistance Center\)](#)
- [Hanover Research Toolkit: Planning and Delivering Online Instruction for K-12 Students During COVID-19 School Closures](#)
- [Hanover School Reentry Checklist](#)
- [State of Michigan Six Phases of Michigan SAFE START PLAN, May 7, 2020](#)
- [Maryland's Recovery Plan for Education May 2020](#)
- [Missouri's Recovery Plan for Education, May 2020](#)
- [Montana School Re-entry After Pandemic Event, May 2020.pdf](#)
- [Lear Corporation: SAFE WORK PLAYBOOK An interactive guide for COVID-19 Pandemic Preparedness and Response](#)
- [CDC's Reopening Decision Tree for Childcare Programs](#)
- [CDC's Reopening Decision Tree for Schools](#)
- <https://www.niet.org/assets/Resources/3e1c3a0cca/school-year-planning-guide-2020-21.pdf>
- <https://returntoschoolroadmap.org/>
- <https://docs.google.com/document/d/130IVAVCcXRG059MZOZfhuhE0PQBhwjp7793OG7PYL8/edit>