Capstone Academy

Re-engaging Youth In Learning and Growth

Teaching and Learning Plan: Return to School - A Hybrid Approach 2020-2021

AUGUST 4, 2020

TABLE OF CONTENTS

SECTION 1 – INTRODUCTORY STATEMENTS

PREAMBLE

WHEREAS, the People of Michigan through their Constitution have provided that schools and the means of education shall forever be encouraged and have authorized the Legislature to maintain and support a system of free public elementary and secondary schools; and

WHEREAS, all public schools are subject to the leadership and general supervision of the State Board of Education; and

WHEREAS, the Legislature has authorized an alternative form of public school designated a "Strict Discipline Academy" (SDA) to be created to serve the educational needs of pupils and has provided that pupils attending these schools shall be eligible for support from the State School Aid Fund; and

WHEREAS, the Legislature has delegated to the governing boards of state public universities, community college boards, intermediate school district boards and local school district boards, the responsibility for authorizing the establishment of strict discipline academies; and

WHEREAS, pursuant to Section 1311b to 1311m of the Revised School Code ("Code"), the **Detroit Public Schools Community District Board of Trustees** (Authorizer) has considered and has approved the issuance of a contract to **Capstone Academy** ("the Academy") ;

WHEREAS, on March 10, 2020 the Governor of the state of Michigan issued a State of Emergency through Executive Order 2020-04, (replaced by EO 2020-33 on April 1, 2020), followed by several other Executive Orders including rescindments, extensions and additions to the main order, which among other mandatory provisions, and except for critical infrastructure workers, required all Michigan residents to "Stay Home, Stay Safe," and;

WHEREAS with later Executive Orders, including EO 2020-142, and those regarding masks and other workplace safety requirements, all of which uniquely and directly impact all edtec-managed charter public schools (**Capstone Academy**, Capstone Academy Charter Schools and Life Skills Center of Pontiac), hereafter referred to as the "Schools," and their respective sub-sites (**ACE Lincoln**, **ACE Calumet, ACE Woodward, ACE Jefferson, ACE Bowman**, Capstone Main, Capstone Mayfield, and Capstone JDF), especially when compared to other traditional regular school districts or public charter schools; and

WHEREAS the unique situations of each School site and sub-site is interdependent on each respective partner Agency, which also directly determines the extent that edtec teachers and support staff are able to provide either distance learning methods of teaching and learning, or on-site teaching and learning, or a combination of both;

GIVEN that the Schools, through their Boards of Directors in cooperation and agreement with their Educational Service Provider (edtec central and its management, support and educator teams), still wish to provide regular and supplemental learning opportunities to all of the students they collectively serve continuing on indefinitely from September 1, 2020 forward, whether or not the geographic regions in which schools are located are moved forward or backward in pandemic phase designation by the Governor, and *even if* the Governor should decide at a later date that all schools should again completely shut-down;

NOW THERFORE, pursuant to the desires of the parties, on behalf of the Schools' respective Academy Boards of Directors, edtec central submits this "Teaching and Learning Plan: Return to School - A Flexible Hybrid Approach," on behalf of:

ACE ACADEMY

School Sites
ACE–Calumet	ACE–Lincoln
ACE–Bowman	ACE–Woodward
ACE Jefferson	

CAPSTONE ACADEMY CHARTER SCHOOL

School Sites
Capstone-DBI John R (Main)
Capstone-DBI Mayfield (Annex)
Capstone-JDF (Wayne County)

LIFE SKILLS CENTER OF PONTIAC

GUIDING PRINCIPLES

Teaching and Learning Plan 20-21: Return to School - A Hybrid Approach ("TLP")

Keep Students at the Center

Intentional outreach to continue building relationships and maintain connections. Help students feel safe and valued. At minimum, plan to do the following:

- ❖ Plan for Student Learning: Build on each student's strengths, interests, and needs and use this knowledge to positively impact learning.
- ❖ Develop a Weekly Plan and Schedule: Offer routines and structures for consistency and to balance think time, work time, and play time for health and well-being.
- ❖ Contact Families: Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority. Provide translations as necessary.

Design Learning for Equity and Access
Plan and deliver content in multiple ways so all students can access learning.

- ❖ Teach Content: Set goals using knowledge of each student and of Michigan Merit Curriculum.
- ❖ Deliver Flexible Instruction: Consider how to deliver content depending on tools and resources accessible to each student. Delivery of instruction may include printed learning materials, phone contact, email, online instruction, or a combination to meet diverse student needs.
- ❖ Engage Families: Communicate with families about engagement strategies to support students as they access the learning. Families are critical partners. Provide translations as necessary.

Assess Student Learning
Manage and monitor student learning and plan what's next for learning including the potential need for summer and supplemental learning.
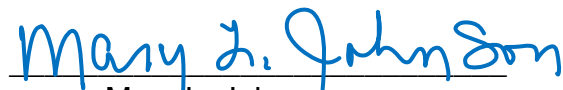
- ❖ Check Student Learning: Use a variety of strategies to monitor, assess, and provide feedback to students about their learning.
- ❖ Make Instructional Adjustments: Use formative assessment results to guide their reflection on effectiveness of instruction and to determine next steps for student learning.
- ❖ Engage Families: Communicate with and seek input from families about assessment results in order to inform next steps and the potential for supplemental summer learning. Provide translations as necessary.
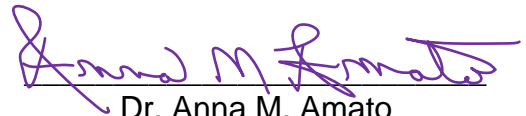
ASSURANCE

TLP Assurance

☑   Schools implementing this TLP assure that they will follow and abide by at all times, to the best of their ability and with good faith effort given the resources and revenue provided by the state (and potentially other governmental entities) for carrying out the provision of public education in the state of Michigan, all rules, regulations and laws applicable to public schools.

Mary L. Johnson
Board President
Capstone Academy
April 12, 2020

Dr. Anna M. Amato
Founder and President
edtec central, LLC
April 12, 2020

SECTION 2 – TLP COMPONENTS

The goal of this TLP is to ensure that each the Academy, to the best of its ability, provides each student with instruction to help them stay on pace in their learning. The TLP recognizes that there is no "one-size-fits-all" solution and multiple means of engaging students and supporting families will be necessary and may vary by grade level, student population, school building, sub-site and/or Agency.

Building on Executive Order 2020-35, (rescinded) and incorporating provisions contained in its successor Executive Order 2020-142 (and any related EOs) this TLP includes essential components for its implementation, with modification as applicable, in order to support a hybrid model of teaching and learning which necessarily enables highly flexible approaches that in turn, can be easily adapted to changing conditions.

Item 01 – Alternative Modes of Instruction

"Alternative modes of instruction" means modes of pupil instruction, other than in-person instruction, that may include, without limitation, partnerships with other districts or intermediate districts or community colleges or institutions of higher education, use of vendors, use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a hybrid of multiple modes of learning that still promote recommended practices for social distancing in response to COVID-19.

We have specifically designed a comprehensive and flexible Continuum of Delivery (COD) approach (see Schedule 1.0) to optimize student engagement and participation, regardless of which alternative modes or methods of instruction might be deployed, and irrespective of which pandemic phase might be in effect, based on three overarching considerations:

1) Our students in at-home situations utilize various technology tools from computers to cell phones to PC's; and

2) Our students remaining in residential and secure facilities have varying degrees of access to technology tools based on each Agency's unique situation and policies (primarily overall facility lay-outs, Agency staffing levels, internet access, and licensing and security requirements). Each Agency has differing capacities to facilitate interactions between students and outside persons when school staff cannot be present and are subject to their own executive orders, which may determine whether or not and under what conditions our teachers may teach in-person. (see EO-2020-156, July 23, 2020, as it relates to residential and juvenile detention facilities).

3) Some of our staff (team members) may be unable to return to in-person work or instruction, whether on a full-time, normal, pre-pandemic schedule or even on a part-time rotating schedule, based on high-risk, medical conditions.

To accommodate differences between our Schools, sub-sites, unique student populations and team members, this TLP, which applies to services and methods described throughout the COD, begins with the most **Basic** level (see Schedule 1.1) and progresses to the **Best of All** level (see Schedule 1.4).

Since March 16, and as envisioned when conceiving of what would be even better than a Best of All level (should there be an extended period of time where teachers and staff could not return to in-person instruction and work), team members have been spending focused time and effort on bringing the idea of Robot Teachers to fruition. In late July, 2020, the first Robot Teachers began being rolled out to our Schools' sites.

As more resources come to bear, including as other changes and outside forces emerge (e.g. new executive orders, opening up of the economy, etc.) we will continue to apply the best and most appropriate COD approach to a particular student or group of students, regardless of location.

Likewise, should changing conditions negatively impact overall resources, especially staffing levels (such as unavoidable reductions in either School staff or Agency staff due to COVID-19 cases and/or mandatory COVID-19 leave, especially in critical areas), we have the ability to deliver instructional services through our "Plus 1" solution, Robot Teachers. These make it possible to deliver live (and recorded) from a single teacher at one location (home or a remote office) to one or more other locations and to one or more groups of students across all School sites and sub-sites.

The School teams will continue utilizing several alternative modes of instruction available from afar in order to best meet the needs of our students during any times in-person instruction and/or in-person student attendance is not an option:

- ❖ Use of online learning through instructional platforms including but not limited to Edmentum Plato and Study Island.
- ❖ Utilizing telephone communications.
- ❖ Utilizing email to share pertinent instructional information, when allowable.
- ❖ Utilizing virtual instruction, online and offline videos, and TV.
- ❖ Utilizing podcasts and slideshows.
- ❖ Implementing project-based learning activities.
- ❖ Utilizing instructional work packets and work books.

Our teachers identify and implement modes of teaching and learning that work best for students with consideration given to their age and their overall familiarity with the tools needed to actively engage in the learning activity. TLP teams have researched multiple tools and options for bringing new and often free educational resources to the forefront, for use by students, teachers, and caregivers. Perhaps most importantly, all students have the opportunity to receive grade-level instructional packets on a regular basis, including packets that are customized to meet the needs of any student eligible for Special Education, whether remaining at home or attending school on site.

When considering the levels contained within the COD, steps have previously been taken to ensure that all students have access to the forms of electronic instruction that are needed for distance learning possibilities. Importantly, prior to the COVID-19 crisis we had already established 1-to-1 learning environments at all Schools and sub-sites.

Access to technology-delivered teaching and learning activities will be monitored throughout the TLP implementation by each respective School team, in order to ensure students continue to be able to participate without technical barriers, whether learning from home or within School facilities.

Item 02 – Keeping Pupils at the Center

The mission of **Capstone Academy**, in partnership with youth serving agencies, is to re-engage youth in the active pursuit of self-improvement, interpersonal growth and educational development. Within a climate where students, staff and stakeholders feel safe, secure and valued as individuals, Capstone Academy will encourage all students to excel to their highest potential, while providing them the support and tools needed to explore the infinite possibilities that learning and life has to offer.

In keeping with the School's mission, we remain committed to:

- ❖ Maintaining individualized learning plans to guide student progress.
- ❖ Maintaining a consistent but flexible schedule with reasonable routines.
- ❖ Maintaining consistent contact with students' parents, caregivers and guardians (as allowed).

Teachers will be expected to make contact with every student at least one time during the week, whenever in-person instruction is not possible. This will be done through contact functions available in the instructional platform and other forms of district-approved and secure media platforms such as Remind (text alerts) and GoToMeeting (on-line conferencing). In some cases, phone calls may be a better option to connect with students personally, as well as teleconferencing methods provided by an Agency or possible through GoToMeeting which has now been implemented across the entire Consortium.

In all cases, the focus will be on two-way communication, even in cases where only written communication may be possible due to restrictions and/or limitations of any particular sub-site or partner Agency's circumstances, or an individual student's particular circumstances whether learning from home or in residence at one of our partner Agencies.

Item 03 – Multiple Content Delivery Methods

Our Schools have the capability to deliver content in multiple ways in order to ensure that all students are able to access the learning in meaningful ways. edtec has designed a "four plus one" (4+1) delivery of service model within the framework of a dynamically-tiered continuum of delivery model (COD), to be used for continuity of learning regardless of pandemic phase. The 4+1 delivery modes were developed with the following student populations in mind:

NON IN-PERSON INSTRUCTION

1. For those students for whom the technology cannot be provided as determined by the safety and security team of the partner Agency, the main mode of delivery will be through hard-copy instructional packets. This will be supplemented with phone conferencing to support student engagement and progress. Instructional packets will be delivered weekly for all youth using a predetermined schedule (see Schedule 3.0). Schedules will be modified as may be needed, per a given School, Agency and/or sub-site.

2. As allowed by the partner Agency, and enabled for all at-home youth who will be provided technology access, content will be delivered through the existing online instructional platforms and supported by other video conferencing media tools, primarily GoToMeeting.

3. Robot Teachers, placed inside of all School sites and in areas where students can gather under an Agency's social distancing guidelines or when in school sections of a facility (i.e. classrooms), under the School's guidelines, for when teachers need to teach from afar.

Teachers will be available for synchronous instruction multiple times per week and asynchronous instruction through pre-made videos, at times convenient to students, parents and care-givers. In order to maximize the full and successful implementation of all levels of the COD model (including 4+1), edtec and the Schools will continue to:

❖ Leverage the instructional technology team to provide professional development so that teachers are ready and able to deliver content in multiple ways, including using Robot Teachers.
❖ Teach Content: Set goals using knowledge of each student, content area standards, and the Michigan Merit Curriculum.
❖ Deliver Flexible Instruction: Consider how to deliver content depending on tools and resources accessible to each student. Alternative modes of instruction may include use of online learning, telephone communications, email, virtual instruction, videos, TV, slideshows, project-based learning, use of instructional packets, or a combination of these to meet diverse student needs.

❖ Endeavor to Engage Families: Communicate with families about engagement strategies to support students as they access the learning. (Knowing that families are critical partners, we will provide translations as necessary.)

IN-PERSON INSTRUCTION

When in person instruction is allowed and possible, for teacher and students, teachers who can be inside facilities and/or school sites will provide instruction in the same manner as before the pandemic, as well as incorporating as they determine is best for their own students and subject areas, any of the new tools that have come into use during the shut-down period.

Item 04 – Monitoring and Managing Student Learning

Monitoring student learning through a variety of assessments is essential, whether students are being taught in-person or from a distance. Regular assessments already in use prior to the pandemic will continue to be utilized across all sites. High school seniors who for any reason are not able to attend in-person school, or if schools should once again be shut down by executive order, will receive extra attention and support throughout any year until they complete high school.

Despite the challenges of remote learning, whenever it might be used, teachers will still monitor student learning and check for understanding throughout the learning process. They will ensure that comprehensive, actionable feedback is provided to students in a timely manner. In order to meet these expectations, teachers will engage in the following, regardless of which teaching and learning approach is being used for any student:

❖ Purposeful planning within instructional teams using a common planning template when appropriate.
❖ Implementation of effective feedback practices and ongoing formative assessments to guide reflection on effectiveness of instruction and determine next steps for student learning.

   1. Instructional teams will meet to discuss successes, opportunities for growth, and instructional plans will be created and revised to better meet the needs of students.

   2. Special education teachers will work closely with teacher teams in order to modify course work and scaffold instruction in order to better meet the needs of all students.

   3. Special education teachers will actively monitor and assess the learning of children on their caseload in order to provide suitable accommodations based on individual needs, IEPs and 504 plans, and to the extent possible for students that cannot receive in-person instruction.

❖ Provision of regular updates regarding each student's academic progress. This may include:

   1. Every-other-week summaries of content covered, current level of student understanding, and suggestions for extending knowledge using evidence of learning.

   2. Communication of any pertinent assessment data along with an explanation of next steps (if necessary).

❖ Keeping communication channels open, while adhering to established schedules to the extent possible, for both in-home students and in-person instruction. For students unable to attend school in-person, best efforts will be kept in mind (see Schedule 3.0 and 4.0) to do all of the following:

1. Learning packets will be collected each week.

2. Teachers will review the learning packet and provide feedback to the student during their weekly phone call, virtual meeting, or email if access is available.

3. Learning packets with written feedback will be returned to the student the next week.

4. Feedback from the teacher will include differentiated work as needed, along with examples to support student learning. An example of differentiation may be providing a student that is struggling with double-digit subtraction additional practice and several written examples with the steps.

5. A phone call will also be used as a follow-up, if needed. When possible, virtual calls may be used.

Item 05 – Budgeting Premises

In order to ensure that our students have access to adequate technology during these extraordinary circumstances, our Schools' plan to utilize Title I funds in ways listed below, as outlined within the Memorandum regarding Flexible Title Funds for Technology from Deputy Superintendent Venessa Keesler, dated March 27, 2020:

❖ To purchase devices for teacher use to support student learning.
❖ To purchase student devices including iPads, Chromebooks, and Tablets.

We may utilize Title IIA Funds in the following ways:

❖ To fund training and professional learning for our teachers to better prepare them to virtually deliver instruction and connect with students.
❖ To fund virtually delivered professional development opportunities to support goals identified within the district improvement plans.
❖ To purchase devices needed to support the training opportunities offered to our teachers.
❖ To support student learning using technology by transferring funds to Title I.

We may utilize Title IV Funds in the following way:

❖ To support technology, which includes devices, access, and materials for students and teachers.

Finally, the Schools will utilize all additional revenues that become available through special and one-time revenue streams including ESSER Formula and Equity Grants, to support continuity of learning throughout the current academic year and beyond.

Applications relevant to these funds including assurances, budgets and other program requirements, have already been submitted to MDE (as required) for their approval, within the Michigan Electronic Grants System (MEGS).

See Section 3, Budget Outline for further details.

Item 06 – Stakeholder Collaboration

Our Consortium of schools values the opinions and ideas of all stakeholders. For this reason, we included each of the following groups as we worked to develop first the 2020 Continuity of Learning Plan, followed by this TLP 2021 (which was a natural progression while teaching and learning continued throughout the entire summer), in order to ensure continuity of learning for all students:

- ❖ Teachers
- ❖ Paraprofessionals
- ❖ Building Leaders
- ❖ Technology Team Partners
- ❖ Consortium-wide Leadership Team
- ❖ Social Workers
- ❖ Child Caring Institution (Agency) Clinical Staff and Administrators
- ❖ Local County Government Agencies and Officials
- ❖ Care Management Organizations
- ❖ Community-based Support Organizations
- ❖ School Board Members

Primarily, to involve stakeholders (going back to March 13, 2020), the leadership team organized and conducted numerous meetings and work sessions between and among various team members representing stakeholder groups. These interactions were conducted using a variety of methods including phone calls, teleconferencing, video conferencing, online chats, email exchange and in some cases, small, socially-distanced in-person meetings.

Item 07 – Notification to Pupils and Parents

To ensure all stakeholders are aware of the TLP and that returning to school occurs smoothly for all, we are implementing a clear, consistent, concise, and accessible communication plan. In addition to the regular schedules for contacting students and delivering and receiving student work, the communication plan includes several methods for notifying parents, caregivers and guardians about the TLP and to keep them connected and engaged throughout implementation.

Methods include, but are not limited to:

- ❖ Direct Person-to-Person Telephone Calls.
- ❖ Video Calls (when allowable and possible).
- ❖ Robo Calls.
- ❖ Regular US Mail (letters mailed to families).
- ❖ Email (when accessible and/or allowable).
- ❖ Remind (organization-wide communication platform).
- ❖ Regular Text Messages.
- ❖ Flyers and Newsletters.
- ❖ Social Media posting(s).
- ❖ Website posting(s).
- ❖ Home Visits (where possible/necessary and in accordance with social distancing requirements).

Helping students, parents and team members feel it is safe to return to school is a top priority. Allowing those parents and students who do not feel comfortable in returning to school for in-person instruction, the option to learn from home will be honored. Enabling high-risk teachers the ability to reach and connect to students through Robot Teachers is our "plus 1" method for making sure teaching and learning continues without interruption, for all.

Item 08 – Implementation Date

Across all Schools and sub-sites, the TPL will be implemented as of September 1 for teachers and staff, with a student start date of September 9, 2020.

For all at-home youth, we will continue implementing *Basic*, *Better*, *Better Yet* and *Best of All* modes of alternative instruction, as these best meet the needs of an individual, in progression and/or in combination. With the expansion of our program to 4+1, at-home students will also be able to connect to Robot Teachers and Robot Teacher classrooms, both live and after the fact, This will expand learning opportunities for all students.

For students residing in non-home settings, in-person instruction will occur as it did prior to the pandemic (assuming the pandemic phase designation allows for in-person teaching), and schedules will be fine-tuned as may be necessary to meet social distancing and other safety needs, and executive order requirements, applicable to each Agency and subsite.

For quarantined students, they may be served by any of the methods along the 4+1 COD model, again, depending on the unique needs of the student, any particular group of students, and/or the overall needs of any Agency.

Item 09 – Postsecondary Dual Enrollment Assistance

If ever applicable, and as possible depending on the particular School, Agency or subsite, edtec team members will take all steps necessary to support any student who qualifies for postsecondary dual enrollment courses under Public Act 160 of 1996, as amended, MCL 388.511 to 388.524, and the Career and Technical Preparation Act, 258 PA 2000, as amended, MCL 388.1901 to 388.1913.

Item 10 – Assuring Food Security for Pupils

For students enrolled in Schools located inside of partner Agency facilities, the Agency (as a licensed Child Caring Institution) is responsible for and will continue to provide all meals to youth.

For Schools serving at-home students, the School team will continue to ensure youth and their families are connected to community-based food distribution programs. The School team in Pontiac for instance, already assisted each student and family to connect with and make use of community-based food programs.

Through their regularly scheduled check-ins, School teams will also check to see if any food insecurity issues emerge for at-home youth. In such cases, a School liaison or social worker will follow up to reconnect families to food programs and/or other special COVID-19-related support programs in the community, as available and could be helpful to a student and their family.

Item 11 – Confirmation to Pay School Employees

We confirm that school employees across the edtec Consortium have thus far, and will continue to be, paid, while redeploying staff as may be needed in order to provide meaningful work in the context of the TLP.

Staff will have the option -- to the extent possible and assuring all students' needs across all sites are fully met – to teach and/or work remotely, to teach and/or work on a reduced "in-person" schedule, and to teach and/or work on a full "in-person" schedule.

Other ways we may redeploy staff whose roles may need to be modified include serving as:

- ❖ Community and partner liaisons.
- ❖ Beta-testers and researchers for technology-based teaching and learning resources.
- ❖ Internal trainers.
- ❖ Creators of teaching videos, special lessons and project-based instructional guides.
- ❖ Assessment reviewers.
- ❖ TLP monitors.
- ❖ Supporting tasks (sewing edtec-wide face masks).
- ❖ Supplemental pupil support (guided by teachers).
- ❖ Reviewing homework against answer keys.
- ❖ Other emergent needs.

Item 12 – Evaluating Pupil Participation in Teaching and Learning Activities

NON IN-PERSON INSTRUCTION

Teachers will continue to keep track of which students are completing the weekly instructional packets (see Schedule 4.0).

Teachers and support staff will use phone calls, as well as the built-in instructional platform communication systems (i.e., logging, surveying, and progress alert notifications) to monitor student wellness, engagement, and completion of assignments. Staff will also keep logs of communication contacts with students, parents and partner Agency caregivers.

Inconsistent completion and/or communication patterns will be raised to the School Leader level in order to develop a plan to reconnect with the student, including involving the parent and/or partner Agency caregiver, as needed.

Surveys and interviews will be used to obtain feedback from students with the goal of identifying and rating components of the COD from least effective to most effective, with an emphasis on identifying those elements students ranked as the best (in their view) and which they readily engaged in most often (based on logs and completion rates).

IN-PERSON INSTRUCTION

The same methods above and those in place prior to the pandemic will continue to be used by teachers and staff that are participating in in-person instruction and support work. Student focus groups will also be possible through use of Robot Teachers.

Item 13 – Assuring Mental Health Supports for Pupils

We are committed to providing ongoing mental health supports to pupils affected by our state of emergency throughout all phases of the pandemic.

We provide several modes of support to all students. Staff will also be provided a variety of resources that can be used with students to help explain the current reality, while easing fear and anxiety where possible, about COVID-19, how to practice safe hygiene habits, how to safely use a mask, how to social distance, and overall, how to stay healthy. Methods of teaching students and staff will include, but not be limited to:

❖ Lesson plans designed to educate and inform the students on COVID -19.
❖ Journaling prompts to allow an outlet for students to express their thoughts and concerns surrounding COVID -19.
❖ Connecting at-home students to virtual social workers and/or family counselors as may be appropriate.
❖ Working with partner Agency staff who likewise are providing mental health supports to all affected students residing in non-home placements.
❖ Professional development activities to teach staff the same information we want students to learn.
❖ Other support activities recommended and/or required under the Return to Work workplace safety rules.

Item 14 – Supporting the Intermediate School District

Our community-based Schools stand ready to mobilize disaster relief child care centers by opening classrooms if and when called upon for such support. We are aware of the coordinated efforts of the ISDs, which have the necessary contact information by which to reach us.

Please note however, that this TLP component is not applicable to any of our Schools or sub-sites which operate inside of other private, child-caring institutions.

Item 15 – Balanced Calendars

Since inception, all of edtec-managed Schools have continuously operated using a year-round schedule, sometimes defined by others as a "balanced calendar," because we include extra days in June and full-time summer school during July and August.

edtec also provides supplemental work packets during student breaks, and during intersessions and on some holidays, provides teachers and tutors directly to school sites.

School Calendars for each School have been adopted by their respective Boards while the Consortium-level calendar can be found at this common link:

SCHOOL CALENDARS (edtec Box.com weblink)

At times, it becomes necessary to modify all or even a school's individual calendar. Such changes are always approved by a School's Board of Directors.

SECTION 3 - RESOURCE ALLOCATION

Right now, Schools have wide flexibility for spending federal funds including special grants that have been recently approved by the current administration at the national level, and made available to the Consortium Schools through the Michigan Electronic Grants system.

For specific needs related to COVID-19 challenges and the best allocation of resources to ensure all students' needs are met, while staff, student and stakeholders are kept as safe as possible, the team has followed the guidance provided in MDE's memo dated March 27, 2020: "Flexibility in Title Funds for Technology, while also looking to guidance provided by OSHA, CDC and the state of Michigan's Workplace Safety guidelines.

Typical Costs
Items shown on a the most common per unit basis for planning and budgeting purposes.

	Unit Cost	Qty	Total	Costs	Per
GoToMeeting - Virtual Conferencing & Distance Learning.					
SaaS (Software as a Service). $220 per month, 12 months.	220	12	2,640	880	Academy
Network Support. Configuration, set-up and implementation. 50 hours @ $95/nr.	50	95	4,750	1,583	Academy
Training. $2000 per session, at least 2 sessions.	2,000	2	4,000	1,333	Academy
				3,797	**Academy**
Essential Workbooks. Reading, Math, ELA-Writing and Smart Skills. $60 per student.	60	1	60	**60**	**Student / Year**
Printing and Delivery. FedEx to a site. $250 per non-staff involved delivery, 2 per month.	500	12	6,000	**6,000**	**Site / Year**
Miscellaneous Supplies. Per student @ $50/student.	50	1	50	**50**	**Student / Year**
Miscellaneous Supplies. Per staff @ $100/staff.	100	1	100	**100**	**Per Staff / Year**
PPE allocation					
Masks. Student. $1 per mask per day, 2 per day, 220 days.	2	220	440	**440**	**Student / Year**
Masks. Staff. $1 per mask per day, 2 per day, 220 days.	2	220	440	**440**	**Student / Year**
Sanitation Supplies. $500 per site per month, 12 months.	500	12	6,000	**6,000**	**Site / Year**
3rd Party Cleaning. $200 per site, per shift, per day, 2 shifts / 220 days.	400	220	88,000	**88,000**	**Site / Year**
Robot Teacher. $2,500 per Robot.	2,500	1	2,500	**2,500**	**Robot / Site**

SECTION 4 - SCHEDULES

Schedule 1.0 – Dynamically-Tiered Instructional Delivery Model

Continuum of Delivery (COD)

	Description	Basic	Better	Better Yet	Best of All
Daily Duration	*How long will the school day be?*	½ Day	½ Day	Full Day	Full Day
Days Per Week	*How many days per week will we provide services and on what days during the week?*	4 M, T, W,R	4 M, T, W, R	5 with Project Friday Alternating every other Week M, T, W, R, F	5 with Project Friday Weekly M, T, W, R, F
Teacher Interaction	*How will the teacher interact with the youth?*	Written Feedback on returned packets 1 Weekly Phone Call	Written Feedback 2 Weekly Phone Calls	Written Feedback 3 Weekly Phone Calls 2x Weekly Virtual sessions	Written Feedback 2 Weekly Phone and 3x Weekly Virtual sessions
Student Work	*What work will the youth complete?*	Weekly Work Packets	Grade Level Packets Grade Level Workbooks	Grade Level Packets Grade Level Workbooks Online Computer Assignments	Grade Level Packets Grade Level Workbooks Online Computer Assignments Teacher Created and Led Project Based Learning
For secure and non-secure sites, all instructional models are designed with consideration given to availability of technology, adult supervision, required assistance and teacher interaction.					

Schedule 1.1 – Basic

<table>
<tr><td colspan="2" align="center"><h3>Basic</h3>The Basic tier instructional mode is the first level of content delivery and teacher interaction.
It is not technology inclusive or dependent.</td></tr>
<tr><td></td><td>Description</td></tr>
<tr><td>Daily Duration
What time will be identified for two-way communication?</td><td>Teachers will reach out to students via telephone between the hours of 8:00 AM and 11:30 AM.</td></tr>
<tr><td>Days Per Week
How many days per week will we provide services and on what days during the week?</td><td>Teachers will make scheduled phone calls four days per week Monday – Thursday with Friday reserved for make-up calls.</td></tr>
<tr><td rowspan="2">Teacher Interaction
How will the teacher interact and/or provide feedback?</td><td>Written Feedback on returned packets with 1 Weekly Support phone call.</td></tr>
<tr><td>Teacher Interaction is not real time; support call may happen after or before student completes packet sections.</td></tr>
<tr><td>Student Work
What work will the youth complete?</td><td>Grade level Work Packets delivered, collected and returned weekly.</td></tr>
</table>

Schedule 1.2 – Better

<table>
<tr><td colspan="2"><h3 style="text-align:center">Better</h3><p style="text-align:center">The Better tier instructional mode is the second level of content delivery and teacher interaction. It is not technology inclusive or dependent. Teacher interaction is increased and student materials include all materials from the Basic tier.</p></td></tr>
<tr><td></td><td>Description</td></tr>
<tr><td>Daily Duration
What time will be identified for two-way communication?</td><td>Teachers will reach out to students via telephone between the hours of 8:00 AM and 11:30 AM twice per week.</td></tr>
<tr><td>Days Per Week
How many days per week will we provide services and on what days during the week?</td><td>Teachers will make scheduled phone calls four days per week Monday – Thursday with Friday reserved for make-up calls.</td></tr>
<tr><td rowspan="2">Teacher Interaction
How will the teacher interact and/or provide feedback?</td><td>Written Feedback on returned packets with 2 Weekly Support phone calls.</td></tr>
<tr><td>Teacher Interaction is not real time; support call may happen after or before student completes packet sections.</td></tr>
<tr><td>Student Work
What work will the youth complete?</td><td>Individualized Grade level Work Packets delivered, collected and returned weekly. Self-paced, independent, commercially produced Grade level workbooks provided to all students, with teacher monitoring and tracking</td></tr>
</table>

Schedule 1.3 – Better Yet

<table>
<tr><td colspan="2" align="center"><h3>Better Yet</h3></td></tr>
<tr><td colspan="2" align="center">The Better Yet tier instructional mode is the third level of content delivery and teacher interaction.
It is technology inclusive.</td></tr>
<tr><td></td><td>Description</td></tr>
<tr>
<td>Daily Duration
What time will be identified for two-way communication?</td>
<td>Teachers will make contact daily between the hours of 8:00 AM and 3:00 PM via telephone and virtual computer-based platform. Students will participate in teacher led Project Based Learning every other Friday.</td>
</tr>
<tr>
<td>Days Per Week
How many days per week will we provide services and on what days during the week?</td>
<td>Teachers will make scheduled phone calls three days per week and will host virtual sessions twice per week.</td>
</tr>
<tr>
<td rowspan="2">Teacher Interaction
How will the teacher interact and/or provide feedback?</td>
<td>Written Feedback on returned packets with 3 Weekly Support phone calls 2 virtual instruction sessions.</td>
</tr>
<tr>
<td>Teacher will have the opportunity to interact in real time, virtually, as students complete assignments.</td>
</tr>
<tr>
<td>Student Work
What work will the youth complete?</td>
<td>Individualized Grade level Work Packets delivered, collected and returned weekly. Self-paced, independent, commercially produced Grade level workbooks provided to all students, with teacher monitoring and tracking.
Students will work on computers with teacher direction through the Plato/Study Island Platform.</td>
</tr>
</table>

Schedule 1.4 – Best of All

<table>
<tr><td colspan="2" align="center"><h2>Best of All</h2></td></tr>
<tr><td colspan="2" align="center"><i>The Best of All tier instructional mode is the fourth level of content delivery and teacher interaction.
It is technology inclusive.</i></td></tr>
<tr><td></td><td><i>Description</i></td></tr>
<tr>
<td>Daily Duration
<i>What time will be identified for two-way communication?</i></td>
<td>Teachers will make contact daily between the hours of 8:00 AM and 3:00 PM via telephone and virtual computer-based platform. Students will participate in teacher led Project Based Learning every other Friday.</td>
</tr>
<tr>
<td>Days Per Week
<i>How many days per week will we provide services and on what days during the week?</i></td>
<td>Teachers will make scheduled phone calls twice per week and will host virtual sessions three times per week.</td>
</tr>
<tr>
<td rowspan="2">Teacher Interaction
<i>How will the teacher interact and/or provide feedback?</i></td>
<td>Written Feedback on returned packets with 2 Weekly Support phone calls 3 virtual instruction sessions.</td>
</tr>
<tr>
<td><i>Teacher will have the opportunity to interact in real time, virtually, as students complete assignments.</i></td>
</tr>
<tr>
<td>Student Work
<i>What work will the youth complete?</i></td>
<td>Individualized Grade level Work Packets delivered, collected and returned weekly.
Self-paced, independent, commercially produced Grade level workbooks provided to all students, with teacher monitoring and tracking.
Students will work on computers with tea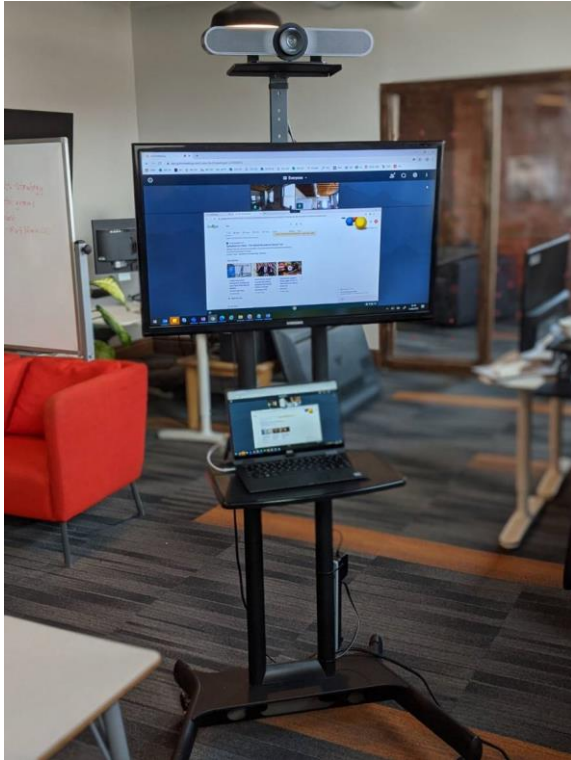cher direction through the Plato/Study Island Platform.
Students will complete inquiry-based teacher led projects.</td>
</tr>
</table>

Schedule 1.5 – "Plus One" Robot Teacher

edtec Schools "4+1" Solution: Robot Teacher Discussion
[Updated: 7/28/2020]

Overview

The goal of this document is to provide a high-level overview of virtual instruction at each of the edtec campuses. It will highlight key technologies and platforms to be used. Despite being offsite, we believe that a teacher can still have a presence in the classroom through a combination of web conferencing hardware and software

Essentially, the teacher will be at home on their school laptop and will connect to their class. GoToMeeting rooms will be set up to allow the teachers to see the classroom through a webcam, and speak through the classroom computer using speakers and microphone.

How will we use the Robot Teachers?

- ❖ The Teacher Robot will be used daily based on a schedule customized to fit the working schedule of the facility

Why are we using Robot Teachers?

- ❖ The Robot Teachers provide teacher presence in the classroom
- ❖ Robot Teachers utilize two-way communication, enabling teachers and staff on the other end to see, hear and speak to students
- ❖ Robot Teachers are mobile and can be placed in a classroom for small group instruction
- ❖ Robot Teachers can be placed in the living quarters for whole group instruction
- ❖ Robot Teachers offer a sustainable solution for teaching as long as distance learning is required and can be incorporated into the regular school year as well

How will we implement the Robot Teachers?

❖ Training

  ✓ edtec will train key personnel on using the Robot Teachers.
  ✓ Each Robot will have a training manual and a quick start guide.
  ✓ The facility staff will only need to turn the Robot Teacher on and log in to the GoToMeeting Room assigned to the Robot.
  ✓ Each Robot will come with a quick start guide to assist the staff in turning on the Robots and logging into the appointed meeting room.

❖ Location and Transport

  ✓ Based on input from the Agency and the school teams, the devices will be housed in a specific area for easy access.
  ✓ The Agency staff may need to transport the Robot Teachers to the assigned location for the day or to the designated location based on the schedule.
  ✓ The edtec team will provide a team member to assist in coaching and modeling the use of the Robot Teacher, onsite.

❖ Scheduling/Instruction

  ✓ Schedules will be unique based on the facility and/or Agency.
  ✓ Core Classes can be taught on the Robot Teachers.
  ✓ Enrichment classes can be taught on the Robot Teachers.
  ✓ Instruction will be varied and will incorporate several different instructional methods.
  ✓ Robot Teachers may also be sued during non-school hours and intersession breaks for extended tutoring, extra-curricular activities, and/or student clubs.

❖ Hybrid Instruction makes use of four various instructional methods:

  ✓ Robot Teachers
  ✓ Computer usage with online platforms
  ✓ Grade level workbooks
  ✓ Teacher-created learning packets

Schedule 2.0 – Educational Resources

Educational resources researched by education team members and saved to Padlet.

Title	My dazzling shelf of COVID-19 Resources	Padlet: Online Organizing Resource
Description	Online Resources for Teaching during the Shut Down	
URL	https://padlet.com/loislane7167/qxcd5dtifub6ah1	
Builder	Lois	
Created At	2020-04-15 13:43:37 UTC	

Subject	Body	Attachment
Description		
	This resource guide is a living document of all the available tools for SDA and alternative teachers dealing with COVID-19 virus impact. The resources have been selected to target the work in alternative settings with secondary students who need a more secure set of online tools.	https://padlet.com/loislane7167/qxcd5dtifub6ah1
Activities		
Live Streamed Activities	Livestream Activities Calendar	https://docs.google.com/spreadsheets/u/1/d/1d9vA4JUnr1xFafSY5n7iF75eCb3fX2Azy_6rZOOzH_8/htmlview?usp=sharing&sle=true&urp=gmail_link
Art at Home	A list of online resources for art.	https://docs.google.com/document/u/1/d/1EVMQiHHKugF4RQ071DzimkSKn1AuiBNOJ-i6xs1mBts/preview?usp=sharing&fbclid=IwAR2DmvKI-cPkrYwWcEagzAcimY3ftW7lW1_J30RKRG47ns5wsAKq5ahDFmc&sle=true
Applied Digital Skills		https://applieddigitalskills.withgoogle.com/s/en/home
30 Virtual Field Trips	Over 30 Virtual Field Trips with Links!	https://docs.google.com/document/d/1SvIdgTx9djKO6SjyvPDsoGlkgE3iExmi3qh2KRRku_w/preview?fbclid=IwAR1LpGrFNJZimcSJQXaMo1OA3tt7X5riZwiIiZzy3p5-49dfK8lNNmEHGDg&pru=AAABcQhJzPs*a7MaF31ETWAKCrhE9gQWSg
Ted Ed Video List	Ted Ed video list categorized by topics for easy integration.	https://docs.google.com/document/d/1lUzad8RFMU8cFwCLMeTv7bq1R3ctmdAo1MvZ-NOobpY/preview

Gifted and Talented Resources	Virtual Gifted and Talented Enrichment Support Materials	https://docs.google.com/document/d/1UbaobL2ymO4_MW4N0eVvdBEfMPLyGaH7KipH27Onmg0/edit?usp=sharing
Digital Citizenship Lesson	Digital Citizenship lessons for a 9 day unit.	https://docs.google.com/document/d/1N3rCdSyu4NmGmmdlVF4odhh3lg_KiywUI9BkrQiid6I/edit
Math Videos By Content	Math video links to YouTube videos by a math teacher. Each one is its own activity.	http://www.tarveracademy.com/blog/google-classroom-and-video-hangouts-tips-and-tutorials
90 Math Bell Ringers	90 Math Bell Ringers to start class.	http://www.tarveracademy.com/bell-ringers
Student Podcasts	This year, NPR held its first Student Podcast Challenge — a podcast contest for students in grades 5 through 12. As we listened to the almost 6,000 entries, we smiled, laughed, and even cried. Students opened their lives to us with stories about their families, their schools and communities and their hopes for the future.	https://www.npr.org/2019/06/08/729605772/eight-student-made-podcasts-that-made-us-smile?fbclid=IwAR1cFgc3sxh2icGTbyCKdc_Udm7kUfeooUU75eImeIaLF2OniAnR8Y8S2UY
Bunk History	Digital archive of a variety of media produced about current events, public history and government. Bunk shows connection both spatially and across historic eras.	https://www.bunkhistory.org/
VR Field Trips	It is time to EXPLORE the world!	https://docs.google.com/document/d/1ZAxvFV2_uSk44q75y4odr8XjuZ7KWUDvkSptHi6TVfE/preview?fbclid=IwAR3RsM3wqnziAadvjxRh8pF-gGv6q5gP6Cs5fKNA-MNkhWpZgFaCfzWyQ9Y
Active History	1 month free trial! When you get your email there is one extra step to consider ***To activate your account and receive your password, please REPLY to this message with the word 'PROCEED'.	https://www.activehistory.co.uk/_free_trial/4_thanks.php
ULTIMATE Activities GUIDE	eLearning activities can be fun AND promote quality learning. Here are lots of examples and templates to use!	https://ditchthattextbook.com/elearning-activities/

Video Conferencing and Screen Cast		
JIGSAW	E-teaching	https://jigsawinteractive.com/solutions/education/
Blue Jeans	Video Conferencing	https://pages.bluejeans.com/video-conferencing-trial.html?utm_source=google&utm_medium=cpc&personsource=paid_search&utm_content=TrialLP&utm_term=blues%20jeans&utm_campaign=NA%20-%20Branded%20Core&utm_adgroup=NA%20-%20Branded%20Core%20-%20BlueJeans%20MIsspellings
Google Meet Training	This is a series of Google Meet training videos.	https://www.controlaltachieve.com/2020/03/meet-videos.html
Screencast	If your school has temporarily closed due to the Coronavirus and is looking for a solution for remote learning, please have an administrator contact us at sales@screencastify.com. We'll do whatever we can to help at no cost.	https://www.screencastify.com/
Loom	Screencasting Tool	https://www.loom.com/
Avaya	Our free Avaya Spaces offer provides a cloud meeting and team collaboration solution that enables people and organizations to connect and collaborate remotely – and goes beyond integrating chat, voice, video, online meetings and content sharing. It gives users all the meeting and team collaboration features needed, including voice and video conferencing for up to 200 participants.	https://www.avaya.com/blogs/archives/2020/03/avaya_spaces_cv/
Google Meet	Google Video Calls.	https://meet.google.com/_meet
Blue Jeans	Video conferencing platform for students and teachers with built-in security.	https://www.bluejeans.com

Guides to Online Learning		
GoToMeeting	Meeting platform that can host conference calls, video calls, and webinars. Can create separate classrooms for different groups of students.	https://www.google.com/url?q=https://www.gotomeeting.com/work-remote&sa=D&ust=1584204868972000&usg=AFQjCNFW7NQhblZAwlqxIRWbr8oeci7lPg
Sphero EDU	Sphero EDU launches free premium activities.	https://edu.sphero.com/cwists/category?utm_source=ActiveCampaign&utm_medium=email&utm_content=Complimentary+Access+to+Premium+Sphero+CS+Content&utm_campaign=CSF+3%2F26
Google's Guide	This is Google's guide to teaching from home.	https://teachfromhome.google/intl/en/
MASSIVE ONLINE GUIDE	A curation of resources we know, use and love--both in the classroom and beyond.	https://sites.google.com/view/rtwdistancelearning/home?authuser=0
Guide to All Things Screencasting	Screencasting is the capture all of the action on a computer screen while you are narrating. Screencasts can be made with many tools and are often used to create a tutorial or showcase student content mastery. This page provides links to information, ideas, rubrics, and tools for the creation of screencasts by both teachers and students.	https://www.schrockguide.net/screencasting.html
Online Tool Kit	Kennesaw State University's iTeach, a service unit in the Bagwell College of Education, is prepared to support teachers, learners, and communities in the event of a 'tele-school' scenario. We provide coaching and consulting services both face-to-face and virtually through our many partnerships, and can help to ensure that educators feel supported to migrate their content and pedagogy to the cloud.	https://docs.google.com/document/d/1nG9NrPIOu-uJktlTd8Evdsz0NExqfuwLf6N5JqUWyhc/preview?fbclid=IwAR1GSQzQW8I6jnKb8gamOz6_l3tHmAel_d7oNLNM39aySfYj5TK-UicE0A4

7 Big Things Ideas as you Shift Towards Online Teaching	If you're reading this right now, there's a good chance your school is moving quickly from face-to-face to online instruction. With COVID-19, there are many classrooms doing a quick shift toward online instruction. You are likely a K12 educator but you might be a professor at a university where your school has suddenly shifted classes online without any warning.	http://www.spencerauthor.com/online-teaching/
10 Tips for First-Time Online Faculty	… Suddenly Forced to Teach Online Due to a Global Pandemic	https://medium.com/@andrewvandenheuvel/10-tips-for-first-time-online-professors-6373ca1c5c40
How to Teach Remotely with a Google Slides Hyperdoc	How to teach remotely with a Google Slides Hyperdoc. In this week's education technology tutorial, veteran educator and edtech enthusiast Sam Kary shows teachers how to set up a lesson during virtual teaching.	https://www.youtube.com/watch?v=qtXj0gB_rB0&fbclid=IwAR1SZh_jMg2N2A0gx__EgXnvNj2AiYva-ehlDEGZ1SeXniLYIQSDe4ZaM3g
Online Teaching Guide	Check out this guide to structuring your online class.	https://www.edtechemma.com/single-post/2020/03/11/Online-Teaching-in-the-Time-of-Coronavirus
Organizing Google Classroom for Distance Learning	Check out this guide to organizing your Google classroom.	https://www.edtechemma.com/single-post/2020/03/12/How-I-Organize-My-Google-Classroom-for-Online-Instruction
10 Tips for Distance Learning	Check out these 10 tips for distance learning!	https://tommullaney.com/2020/03/09/10-tips-for-converting-to-distance-learning/

Free Web Tools		
READWORKS		https://www.readworks.org/
PBS		https://dptv.pbslearningmedia.org/
Pear Deck	This tool will allow you to share your presentation and lead students through lessons on their own devices.	https://www.peardeck.com/staying-connected
Quizizz	A quiz app that allows multiple students to play at once virtually.	https://quizizz.com/join/

Quizlet	Quizlet is free for teachers and students. (🎉) But what else do you need to know? Watch our four-part video series and download handouts for parents and students. If you end up really loving it, join our Quizlet Ambassador program and help spread the word. (And maybe even earn yourself some PD hours!)	https://quizlet.com/features/quizlet-teacher-guide-getting-started
Libby	Online e-book library.	https://www.overdrive.com/apps/libby/
Go Formative	Formative enables teachers to build their own assessments and assignments, or pull and customize "formatives" from our Library of thousands of pre-made materials. Educators can act on live student responses to intervene as needed; give feedback and auto-grade students' work; track student growth over time; visualize student performance across assignments/assessments; and easily integrate supportive tools, like Google Classroom, Flipgrid, Desmos, Padlet and other resources.	https://goformative.com/
Free AP Resources	We have free resources for AP students including live reviews, live trivia, and study guides!	https://app.fiveable.me/
Explain Everything	Free Explain Everything for schools affected by a temporary or indefinite emergency closure.	https://explaineverything.com/keep-calm-and-teach-online-free-explain-everything-for-closed-schools/?utm_source=Twitter&utm_medium=Referral&utm_campaign=KeepCalmTeachOnline
Data Classroom	Play with data sets or import your own	https://about.dataclassroom.com/blog/flatten-the-curve
Chrome Music Lab	Chrome Music Lab is a website that makes learning music more accessible through fun, hands-on experiments.	https://musiclab.chromeexperiments.com/
BrainPop	Consider using BrainPOP's animated movies, assessment resources, and creative tools for: Distance learning Support for projects and homework Keeping students on track with their studies	https://educators.brainpop.com/2020/02/19/free-brainpop-access-for-schools-affected-by-the-corona-virus/?utm_source=organic&utm_medium=social&utm_campaign=coronavirus&utm_content=free-access

Breakout EDU	In the event that your school is closed for an extended period of time as a result of recent events, we've put together a collection of digital games that students can play at home. Students can click on any game and start playing!	https://www.breakoutedu.com/funathome
IXL	Math and ELA activities for K-12.	https://www.ixl.com/
Flipgrid	Flipgrid is simple. Engage and empower every voice in your classroom or community by recording and sharing short, awesome videos … together!	https://info.flipgrid.com/
Kami App	Kami is the leading PDF & document annotation app for schools. Improve engagement and interaction in the classroom with Kami as your digital pen and paper.	https://www.kamiapp.com/
EdPuzzle	Trim/Send YouTube Videos and Your Own Videos with Embedded Self-Grading Questions You Created	https://edpuzzle.com/signup/teacher?rc=x15tap
Ascend Math	Math instruction that is individualized for each student.	https://ascendmath.com/coronavirus-offer/
Newsela ALL Free	Start by initiating your complimentary access to Newsela ELA, Newsela Social Studies, Newsela Science, and The Newsela SEL Collection through the 2019/2020 school year.	https://newsela.com/about/distance-learning/?fbclid=IwAR398cB-qIdXeFeP6i82tqIZsfkIqUgfO5CyIZo3DGE55v6NpbeSamwC6Vg

For Purchase		
Edulastic	Web-based tool for connecting assessment data to SIS system. Allows for dashboards and scanning data from bubble sheets matched to teacher and School-created tests.	www.edulastic.com
Essential Workbooks	Workbooks, online programs and offline programs (for out-of-home youth) for preparing for earning high school equivalency exams; career and life building skills	https://www.essentialed.com/educators

Schedule 3.0 – Distribution and Collection Schedule

Grade Level Packet Distribution and Collection Calendar

TYPICAL MONTHLY SCHEDULE

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 NEW Work Dropped Off	3	4	5	6 Check In Pick up Old Work	7
8	9 NEW Work Dropped Off	10	11 Checked Work Returned	12	13 Check In Pick up Old Work	14
15	16 NEW Work Dropped Off	17	18 Checked Work Returned	19	20 Check In Pick up Old Work	21
22	23 NEW Work Dropped Off	24	25 Checked Work Returned	26	27 Check In Pick up Old Work	28
29	30 NEW Work Dropped Off	31				

Schedule 4.0 – Sample Student Contact Log

COVID-19 Teacher Alternative Instruction Mode Contact Log							**Comments Key**
							1. discussed progress
							2. reviewed assessments
Student Contact Log							**3.** discussed behavior
2019-2020							**4.** reviewed home learning procedures
							5. feedback
Teacher:					**Week Of:**		**6.** SPeD service time
Date	Time	Phone	E-mail	Video	Student Name POD/Unit/Group	Notes	Comments

Teacher Signature _____   Supervisor Signature _____

Schedule 5.0 – Special Education: Good Faith Effort

edtec-managed Schools are following the direction of the ISDs in which its schools are situated, including Oakland Schools (ISD) and Wayne RESA. To this end, School teams continue to make good faith efforts, including parent communication and thorough documentation to the extent feasible, to facilitate implementation of special education supports and services during these unprecedented times. Our efforts are directed at meeting the needs of all students, including those eligible for Special Education, no matter what pandemic phase might be in effect.

Since the original restrictions, edtec has implemented a Consortium-wide core special education team that is able to meet the needs of special education students whether in-person or from afar. This will continue beginning in September, 2020, and beyond.

April 6, 2020

Region 4 ISD Special Education Administrators, representing eight ISDs, believe it is imperative that supporting the educational needs and well-being of students remain at the forefront of our efforts.

In consideration of the Governor's Executive Order and all of the presenting information, including what appears to be differing legal opinions; Region 4 ISD Special Education Administrators recommend each local district utilize good faith effort, thorough documentation and parent communication to facilitate implementation of special education supports and services during these unprecedented circumstances.

According to the Executive Order, Governor Whitmer stated "Schools and students alike must be enabled to innovate and adapt, and those efforts must not be unduly inhibited by requirements or restrictions that are misplaced in this time of unprecedented crisis." Time and energy spent on the creation of a contingency plan would take away from reasonable, appropriate and accessible support for our students.

Respectfully,

Karen J. Olex	Oakland Schools
Karen Howey	Wayne RESA
Justin Michalak	Macomb County ISD
Deana Tuczek	St. Clair County RESA
Jody Howard	Lenawee ISD
Maureen Keene	Jackson County ISD
Rachel Kopke	Monroe ISD
Cherie Vannatter	Washtenaw ISD

Schedule 6.0 – Terms and Definitions

1-to-1 Learning Environment – The availability of one technology device (laptop, tablet, computer, etc.) per every student, able to be deployed all at the same time.

Asynchronous Instruction – Instructional activities, usually repeatable, which can occur through online or offline channels, without real-time interaction with a teacher, tutor or other learning assistant.

Child Caring Institution (CCI) – Facility that is organized for the purpose of receiving minor children for care, maintenance, and supervision, usually on a 24-hour basis, in buildings maintained by the child caring institution for that purpose, and operating throughout the year.

Continuum of Delivery (COD) – Description of the different levels and modes of instructional delivery. The levels of the continuum become increasingly complex and sophisticated, while integrating the characteristics of the previous level.

Plato – A standards-based, comprehensive online learning program for K-12 students.

Robot Teacher – A very cool way of enabling teachers and other support staff to beam into a location, live and in real time, in order to reach, teach and interact with any number of students that might be gathered in the area in which the Robot is hanging out.

Strict Discipline Academy (SDA) – An educational program designed specifically for displaced youth residing in out-of-home, residential treatment settings through the juvenile court or DHHS systems. SDAs operate in close collaboration with the rehabilitation and treatment program staff so students can successfully reintegrate into non-secure school settings or progress to high school graduation.

Study Island – A data-driven, skills-based solution designed to help K-12 students master content specified by the Michigan K-12 Standards. Its high-impact, high-value programs provide proven academic support through practice, immediate feedback, and built-in remediation to improve students' performance in core skill areas. It is adaptable for credit recovery through course completion of formative and summative exams.

Synchronous Instruction – Online or distance education that happens in real time.

Virtual Instruction | Sessions – In our COL Plan, real-time interactions that take place over the Internet using integrated audio and video, chat tools, and application sharing. Offers a way to engage students in fully interactive, online learning experiences such as lectures, discussions, and tutoring. Also considered *synchronous* instruction.

Workbooks – Student consumable text books containing instruction and exercises relating to a particular subject. Workbooks are commercially produced and purchased for single, student use.

Work Packets – Hard copy student materials designed to be high quality, relevant educational resources, which include lessons in English, Social Studies, Math, Science, and Health/PE. It also incorporates activities that support social and emotional learning, art, problem solving and design thinking. The only technology needed to use these resources is a printer, whether on-site (ideal) or off (to then be delivered).

AFTERWORD

The Teaching and Learning Plan was envisioned, designed and molded together with the hard work and dedication of many enthusiastic, relentless and engaged edtec team members, along with key stakeholder volunteers, during what can only be described as unprecedented times and circumstances.

Core Planning, Research and Design Team

Ms. Monica C. Martin, Superintendent

Darrin Crawford, Teacher (Art)	Talia Clapp, Project Director (ACE-COM)
Yolonda Caudle, School Leader (LSP)	Ruth Evans, Paraprofessional (SPED)
Douglass Greer, Teacher (SPED	Valerie Hartzer, Teacher (Social Studies)
Kia Holmes, Assessment and Transition	Kate Kelly, Executive Assistant
Catrina Lee, Asst. Manager.| Outreach	LaTonya Lewis, Technology Support
Brian Serafino, Administrator	William Sanders, Project Manager (ACE-CAA)
Mathew Trotter, Teacher (PE)	SIP Lead	Jon VanBrocklin, Teacher (Art)

Center of Support Team

Barb Criqui, VP Operations & Governance

Kris Jacoby, Executive Assistant	Stacey Culver, Finance Assistant
Harriet Rice, Sr. Business Analyst	HR	Brandon Schwab, Accountant

---

Partner Agencies

Spectrum Juvenile Justice Services	Wolverine Human Services
Wayne County Health, Human & Veteran Service	Wayne County Juvenile Detention Center
Wellness Place	Detroit Behavioral Institute
Macro Connect	Holy Cross Services

Review Team (Board Members)

Mary L. Johnson, Board President

Victor Marsh	Mitzi Mitsunaga	Alan White
Director	Vice President	Secretary	Treasurer

Final Review

Dr. Anna Amato, Founder | Caretaker Company Culture

Phases 1-3

Virus Status

✓ Community spread of the virus is increasing and substantial.

✓ There is concern about health system capacity.

✓ Testing and tracing efforts may not be sufficient to control the spread of the pandemic.

School Operating Status

✓ No in-person instruction, remote only.

Essential Actions and Safety Protocols

✓ Safety Protocols

✓ Mental and Social-Emotional Well-being

✓ Instruction

✓ Operations

☐ Safety Protocols

MI Safe Start | Phases 1–3

✓ All safety protocols are REQUIRED in MI Safe Start Phases 1–3

Personal Protective Equipment and Hygiene

☑ Schools are closed for in-person instruction.

Spacing and Movement

☑ Schools are closed for in-person instruction.

☑ School buildings may continue to be used by licensed child care 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.

Screening Students

☑ Schools are closed for in-person instruction.

Responding to Positive Tests Among Staff and Students

☑ Schools are closed for in-person instruction.

Food Service, Gathering and Extracurricular Activities

☐ Schools enact food distribution programs.

☑ All inter-school activities are discontinued.

☐ After-school activities are suspended.

Athletics

☑ All athletics are suspended.

Cleaning

☑ Schools are closed for in-person instruction, and cleaning practices are adjusted to maintain school building functional order.

Busing and Student Transportation

☐ All busing operations are suspended.

♡ Mental & Social-Emotional Health

MI Safe Start | Phases 1-3

✓ Strongly Recommended While Schools Are Closed for In-Person Instruction

☑ Schools should implement a mental health screening for all students by a trained professional, if possible. Any screening should be compliant with HIPAA and FERPA policies. Screening instructions (offered verbally to younger students) should provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines.

☑ Establish and communicate guidelines to all staff regarding identification and rapid referral of at-risk students to appropriate building-level support teams.

☑ Provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: 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.

☑ Establish 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).

☑ Compile and regularly update 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.

☑ Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.

☑ Provide resources for staff self-care, including resiliency strategies.

☑ Designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners.

☑ Leverage MDE resources for student and staff mental health and wellness support.

☑ Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).

☑ 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

✓ Strongly Recommended While Schools Are Closed for In-Person Instruction

Governance

☑ Create a district Return to Instruction and Learning working group, potentially led by the Director of Curriculum, Chief Academic Officer or the equivalent, and composed of a broad group of stakeholders on the district and school level, to:

    ☑ Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations.

    ☑ Revise the district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness.

    ☑ Share the district's remote learning plan with all involved stakeholders.

Remote Instruction

☑ Ensure that remote learning plans, revised based on feedback and input from school leaders, educators, families, and students, are distributed to all involved stakeholders in their home language. Create opportunities for ongoing feedback.

☑ Activate remote 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. Consult MDE for high-quality digital resources.

☑ Support schools to 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.

☑ Review students' IEPs, IFSPs, and 504 plans in coordination

with general and special education teachers to reflect the child's needs based on assessment data and parent feedback, and design accommodations and match services 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.

☑ Secure supports for students who are transitioning to postsecondary.

☑ Conduct checkpoints with school leaders around curriculum and instruction and ongoing monitoring of student progress, specifically honing in on the progress of students in need of additional support.

☑ Remain connected with MDE about policies and guidance.

☑ Develop a continuation of services plan for students needing occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

MI Safe Start | Phases 1–3

✓ Strongly Recommended While Schools Are Closed for In-Person Instruction

Communication & Family Supports

☑ Implement any additional communication systems needed to reach every family and student in their home language 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. This should be done 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.

Professional Learning

☑ Continue to provide professional learning and training through virtual modes for educators to:

- ☑ Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, 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.

Monitoring

☑ Activate plans to monitor and assess the following:

- ☑ 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.

✓ Strongly Recommended While Schools Are Closed for In-Person Instruction

Facilities

- ☑ Audit necessary materials and supply chain for cleaning and disinfection supplies.
- ☑ Continue to maintain schools in good working order to prepare for the subsequent return of students.
- ☑ Execute school cleaning and disinfection protocols according to the CDC School Decision Tree.
- ☑ Custodial staff are recommended to wear surgical masks when performing cleaning duties.
- ☑ ISDs and schools should create a contingency plan to coordinate the use of school buildings for essential actions including elections, food distribution, and child care, particularly for essential workers.
- ☑ Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.
    - ☑ Advocate for ISDs to coordinate with LEMPs.

Technology

- ☑ Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.
- ☑ Designate a single point of contact in each school to plan and communicate with district technology teams.
- ☑ Develop a district technology plan that includes guidance for schools. If possible, include training and support for educators to adapt remote learning for the classroom.
- ☑ Identify a device and/or general technology support lead for each school. Consider elevating that position to a more formal role and providing additional support potentially with parent volunteers.
- ☑ Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.
- ☑ Where practical given demands on parents or guardians, consider identifying family technology liaisons to support communication regarding the use of technology and serve as a "help desk."
- ☑ Develop district-wide procedures for return and inventory of district-owned devices as part of a return to school technology plan. The procedures should 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

✓ Strongly Recommended While Schools Are Closed for In-Person Instruction

routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.

✓ Identify an asset tracking tool.

✓ Identify a vendor to assist with processing, returning, and maintaining devices, if needed.

✓ Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.

✓ Prepare the Infrastructure Evaluation process. Every WiFi access point and wired network device should be tested.

✓ Develop a technology support plan for families.

✓ Continue to monitor device usage and compliance with online learning programs.

✓ Provide support programs to ensure that students and families can access online teaching and troubleshoot problems with access.

✓ Ensure that students can submit assignments and be evaluated accordingly.

✓ Schedule ongoing staff training on platforms and tools.

✓ Review and update (as needed) relevant technology policies including data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology.

✓ Ensure every student has access to the appropriate technology and connectivity needed to continue learning.

Budget, Food Service, Enrollment, and Staffing

✓ Based on instructional programming, provide instructional resources and materials to staff and students as feasible.

✓ Work with MDE to understand flexibility with hiring and develop a plan to govern hiring in a remote environment.

✓ Ensure a plan for nutrition services and student meals is in place, and provide a list of alternative meal options to families.

✓ Solidify food service processes, device distribution, delivery sites, and communication plans as necessary.

✓ Define logistical expectations, including attendance expectations and time on schooling by grade level for students and teachers.

Phase 4

Virus Status

✓ The number of new cases and deaths has fallen for a period of time, but overall case levels are still high.
✓ Most new outbreaks are quickly identified, traced, and contained due to robust testing infrastructure and rapid contact tracing.
✓ Health system capacity can typically handle these new outbreaks, and therefore case fatality rate does not rise above typical levels.
✓ The overall number of infected individuals still indicate the need for distancing to stop transmission and move to the next phase.

How to Keep School Communities Safe

✓ School preparedness and response activities continue - conducting ongoing surveillance and executing a series of active mitigation measures.
✓ Schools should be prepared to implement social distancing measures.
✓ Short-term dismissals and suspension of extracurricular activities should be expected for cleaning and contact tracing purposes.
✓ Schools must consider the judgment of the local health department for the sub-region (i.e., county or ISD) of concern.

School Operating Status

✓ In-person instruction is permitted with required safety protocols.

Essential Actions and Safety Protocols

✓ Safety Protocols
✓ Mental and Social-Emotional Well-being
✓ Instruction
✓ Operations

Safety Protocols

Personal Protective Equipment

REQUIRED

- ☑ Facial coverings must always be worn by staff except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Any staff member who cannot medically tolerate a facial covering must not wear one. Any staff member that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering.
    - ☑ PreK-5 and special education teachers should consider wearing clear masks.
    - ☑ Homemade facial coverings must be washed daily.
    - ☑ Disposable facial coverings must be disposed of at the end of each day.
- ☑ Facial coverings must be worn by preK-12 students, staff, and bus drivers during school transportation. Any staff or student that is unable to medically tolerate a facial covering must not wear one. Any staff or student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
- ☑ Facial coverings must always be worn in hallways and common areas by preK-12 students in the building except for during meals. Any student that is unable to medically tolerate a facial covering must not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
    - ☑ Homemade facial coverings must be washed daily.
    - ☑ Disposable facing 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.
- ☑ Facial coverings must be worn in classrooms by all students grades 6-12. Any student who cannot medically tolerate a facial covering must not wear

one. Any student who is incapacitated, or unable to remove the facial covering without assistance, must not wear one.

- ☑ All students in grades K-5 must wear facial coverings unless students remain with their classes throughout the school day and do not come into close contact with students in another class.

Strongly Recommended

- ☑ Facial coverings should be considered for K-5 students and students with special needs in class-rooms.
- ☑ Facial coverings should be considered for preK students and students with special needs in hallways and common areas.
    - ☑ 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.

Hygiene

REQUIRED

- ☑ Provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques).
- ☑ 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.

Strongly Recommended

- ☑ Educate staff and students on how to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.

- ☑ Systematically and frequently check and refill soap and hand sanitizers.
- ☑ Students and teachers must have scheduled handwashing with soap and water every 2–3 hours.
- ☑ Limit sharing of personal items and supplies such as writing utensils.
- ☑ Keep students' personal items separate and in individually labeled cubbies, containers, or lockers.
- ☑ Limit use of classroom materials to small groups and disinfect between use, or provide adequate supplies to assign for individual student use.
- ☑ Procure portable handwashing and/or hand sanitizing stations to set up throughout school buildings.

Spacing, Movement and Access

Strongly Recommended

- ☑ Space desks six feet apart in classrooms. Class sizes should 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, arrange all desks facing the same direction toward the front of the classroom.
- ☑ Teachers should maintain six feet of spacing between themselves and students as much as possible.
- ☑ Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials.
- ☑ Post signage to indicate proper social distancing.

- ☑ Floor tape or other markers should be used at six-foot intervals where line formation is anticipated.
- ☑ Provide social distancing floor/seating markings in waiting and reception areas.
- ☑ Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.
- ☑ Adult guests entering the building should be screened for symptoms, wear a facial covering, and wash/sanitize hands prior to entering. Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building.

Recommended

- ☑ If a classroom has windows that can open, they should be open as much as possible, weather permitting. Considerations should be made for students with allergy-induced asthma.
- ☑ As able and appropriate, schools should try to cohort groups of students to isolated hallways or areas that can be monitored.
- ☑ As able, "specials" (like art, music, and library) should be brought to the classrooms instead of having students move to different locations.
- ☑ If all students cannot fit in the classroom space available, a school may consider implementing a staggered school schedule that incorporates alternative dates of attendance or use of virtual teaching. If a staggered school schedule is adopted, schools should partner with community organizations to identify safe spaces where children can engage virtually, especially if family members work and children cannot be home alone.
- ☑ Efforts should be made to keep six feet of distance between people in the hallways. Staggered movements at incremental intervals should be used if feasible to minimize the number of persons in the hallways as able.

- Have staff monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.
- Where possible, physical education should be held outside and social distancing of six feet should be practiced.
- Boarding schools should seek guidance from MDHHS regarding spacing, movement, and facility access.
- Flow of foot traffic should be directed in only one direction, if possible. If one-way flow is not possible, hallways should be divided with either side following the same direction.
- Entrances and exits should be kept separate to keep traffic moving in a single direction.

Screening Students and Staff

REQUIRED

- Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff.

Strongly Recommended

- Every school should identify and designate a quarantine area and a staff person to care for students who become ill at school.
- Students who become ill with symptoms of COVID-19 should be placed in an identified quarantine area with a surgical mask in place until they can be picked up. Identified school staff caring for these children should 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 should be kept home until they have tested negative or have completely recovered according to CDC guidelines.
- Staff should conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home.

Recommended

- A monitoring form (paper or electronic) for screening employees should be developed.
- 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

REQUIRED

☑ Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff.

Strongly Recommended

☑ Students who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be 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 should be kept home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.

☑ Families should be notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home.

☑ In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts should 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. At this time, empiric testing of all students or staff members in the class is not recommended. Only those that develop symptoms require testing for COVID-19.

Recommended

☑ Parents and guardians are encouraged to check students' temperature at home every morning using oral, tympanic (ear), or temporal scanners; students with a temperature of 100.4 or greater must stay home and consider coronavirus testing.

☑ Parents and guardians are encouraged to monitor for symptoms of COVID-19. The presence of any unexplained symptoms, including cough or shortness of breath, should prompt the parent or guardian to keep the student home from school and to follow up with their primary care provider.

Responding to Positive Tests Among Staff and Students

REQUIRED

☑ All schools, public and private, must cooperate with the local public health department if a confirmed case of COVID-19 is identified, and in particular, must collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at the school.

Strongly Recommended

☑ Notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.

  ☑ The Local Health Department will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self quarantine for up to 14 days after exposure. Local health officials, depending on the situation, may identify other contacts who

require quarantine. Schools can help the local health department by collecting data and contact information of those exposed.

☑ Note: schools should provide staff with guidance on confidentiality laws and statutes that protect student and staff health information. Student communicable disease related information is protected health information. (Even if a family/student acknowledges and publicly discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test).

☑ Employees with a confirmed case of COVID-19 should 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.

☑ Cleaning staff should wear a surgical mask, gloves, and a face shield when performing cleaning of these areas.

☑ If possible, smaller areas such as individual classrooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles.

guidelines cannot be met.

☐ If cafeterias must be used, meal times should be staggered to create seating arrangements with six feet of distance between students.

  ☐ Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks.

  ☐ Students, teachers, and food service staff should wash hands before and after every meal.

☑ Students, teachers, and staff should wash hands before and after every event.

☑ Large scale assemblies of more than 50 students are suspended.

☐ Off-site field trips that require bus transportation to an indoor location are suspended.

☑ Recess should be conducted outside whenever possible with appropriate social distancing and cohorting of students. If more than one class is outside, students should wear facial coverings.

☐ If possible, school-supplied meals should be delivered to classrooms with disposable utensils.

☑ If possible, schools should offer telecasting of assemblies and other school-sanctioned events.

☑ Extracurricular activities may continue with the use of facial coverings.

Food Service, Gathering, and Extracurricular Activities

REQUIRED

☑ Prohibit indoor assemblies that bring together students from more than one classroom.

Recommended

☐ Classrooms or outdoor areas should be used for students to eat meals at school, if distancing

Athletics

REQUIRED

☐ 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 must use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant should confirm that they are healthy and without any symptoms prior to any event.

☐ All equipment must be disinfected before and after use.

☐ Inter-school competitions may be held provided that, facial coverings are worn if school transportation is provided. Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent "Busing and Student Transportation" section.

☐ 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 given to entry and exit points to prevent crowding.

☐ Each participant must use a clearly marked water bottle for individual use. There should be no sharing of this equipment.

☐ Handshakes, fist bumps, and other unnecessary contact must not occur.

☐ Indoor weight rooms and physical conditioning activities that require shared equipment are suspended. Outdoor physical conditioning activities are allowed while maintaining social distancing.

☐ Large scale indoor spectator events are suspended. Large scale outdoor spectator or stadium events are limited to 100 people, and people not part of the same household must maintain six feet of distance from one another.

Cleaning

REQUIRED

☑ Frequently touched surfaces including light switches, doors, benches, bathrooms, must undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.

☑ Libraries, computer labs, arts, and other hands-on classrooms must undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution.

☑ Student desks must be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.

☑ Playground structures must continue to undergo normal routine cleaning, but using an EPA-approved disinfectant is unnecessary.

☑ Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products.

☑ Staff must wear gloves, surgical mask, and face shield when performing all cleaning activities.

Busing and Student Transportation

REQUIRED

☐ Require the use of hand sanitizer before entering the bus. Hand sanitizer must be supplied on the bus.

☐ The bus driver, staff, and all students in grades preK–12, if medically feasible, must wear facial coverings while on the bus. Note: there may be situations where it is not safe for the bus driver to wear a facial covering. Decisions about these situations should be made on a case-by-case basis with local public health officials.

☐ Clean and disinfect transportation vehicles before and after every transit route. Children must not be present when a vehicle is being cleaned.

☐ Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.

☐ Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily.

☐ Create a plan for getting students home safely if they are not allowed to board the vehicle.

☐ If a student becomes sick during the day, they must not use group transportation to return home and must follow protocols outlined above. If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and must not return to drive students.

☐ Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.

☐ Weather permitting, consider keeping windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe.

Medically Vulnerable Students and Staff

Strongly Recommended

☑ Systematically review all current plans (e.g. Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19.

☑ Create a process for students/families and staff to self-identify as high-risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignments.

Recommended

☑ Pertaining to medically vulnerable students, revise the school's remote learning plan to incorporate feedback and input from teachers, families, students, and school leaders and improve its effectiveness. Share it with all involved stakeholders.

☑ Staff caring for children and providing any medical care that include aerosol generating procedures (e.g., nebulizers) should have N95 masks.

☑ Enable staff who are high-risk for severe illness to minimize face-to-face contact and to allow them to maintain a distance of six feet from others, modify job responsibilities that limit exposure risk, or to telework if possible. Meaningfully engage and consult with local bargaining units.

♡ Mental & Social-Emotional Health

✓ Strongly Recommended Before Schools Reopen for In-Person or Hybrid Instruction

☑ Encourage schools to implement a mental health screening for all students by a trained professional, if possible. Any screening should be compliant with HIPAA and FERPA policies. Screening instructions (offered verbally to younger students) should provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines.

☑ Establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams.

☑ Provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk and proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.

☑ Encourage the identification of a point person or establish an access navigator to centralize mental health referrals, communications to families/students, and public-facing wellness materials.

☑ Establish 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).

☑ Compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that references school and community wellness resources.

☑ Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.

☑ Provide resources for staff self-care, including resiliency strategies.

☑ Designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners.

☑ Leverage MDE resources for student and staff mental health and wellness support.

☑ Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).

☑ 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; and

    ☑ Positive self-care strategies that promote health and wellness.

📖 Instruction

✓ Strongly Recommended Before Schools Reopen for In-Person or Hybrid Instruction

Governance

☑ Create a district Return to Instruction and Learning working group, potentially led by the Director of Curriculum, Chief Academic Officer or the equivalent, and composed of a broad group of stakeholders on the district and school level, to:

   ☑ Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations.

   ☑ Revise the district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness.

   ☑ Share the district's remote learning plan with all involved stakeholders in case of a return to remote learning.

Instruction

☑ Activate 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. Consult MDE for high-quality digital resources.

☑ Make expectations clear to school leaders and teachers around hybrid or remote instruction that include:

   ☑ Best practices for blended or remote 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.

☑ Set an instructional vision that ensures that:

   ☑ Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.

   ☑ Every student will be 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.

☑ Secure supports for students who are transitioning to postsecondary.

☑ Support schools to implement grade-level curricula that is aligned to Michigan preK-12 standards.

   ☑ Support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction.

☑ Revise 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, and design accommodations and match services accordingly.

   ☑ Commence intervention and support services. Plans must include all programs

and learning environments, especially special education, birth to five services, and CTE.

- ☑ 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.

☑ Inventory all intervention programs and services available to students on the district and school level and identify any gaps.

☑ Remain connected with MDE about policies and guidance.

☑ Develop a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

Communications and Family Supports

☑ Implement any additional communication systems needed to reach every family and student in their home language through multiple modes (e.g., text, all call, email, home visit) to share:

- ☑ Expectations around their child's return to school;

- ☑ Clear information about schedules and configurations, if hybrid;

- ☑ 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.

☑ Provide resources that demonstrate schools value parents as partners in their child's education. Offer family supports 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 Learning

☑ Provide adequate time for schools and educators 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.

☑ Create a plan for professional learning and training, 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.

Strongly Recommended When Schools Re-open for In-Person or Hybrid Instruction

Instruction

☑ Ensure that every student:

  ☑ Has access to standards-aligned, grade-level instruction, including strategies to accelerate student learning;

  ☑ Is assessed to determine student readiness to engage in grade-level content; and

  ☑ Is offered scaffolds and supports to meet their diverse academic and social-emotional needs.

☑ Conduct checkpoints with school leaders around curriculum pacing and ongoing monitoring of student progress, specifically honing in on the growth of students who need acceleration.

☑ Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.

☑ Conduct a review of 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.

☑ Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs.

☑ Set 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.

☑ Determine and activate structures outside of the regular school day, such as summer learning options, extended day, and after-school programming, to potentially be leveraged to support students in need of additional support.

☑ Support schools to communicate regularly with families in their home language about their child's progress and the targeted plans for students in need of additional support.

☑ If hybrid, activate plans to monitor and assess the following:

  ☑ 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.

Facilities

Strongly Recommended Before Schools Reopen for In-Person Instruction

- ☑ Audit necessary materials and supply chain for cleaning and disinfection supplies.
- ☑ Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.
    - ☑ Advocate for ISDs to coordinate with LEMPs.
- ☑ Audit any additional facilities that the district may have access to that could be used for learning.
- ☑ Provide school-level guidance for cleaning and disinfecting all core assets including buildings and playgrounds. Frequently touched surfaces should be cleaned several times a day.
- ☑ Alert school-based custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and/or CDC. It is expected that this guidance will be updated in real-time based on the status of community spread across local geographies.
- ☑ Encourage schools to convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection.
- ☑ Encourage schools to provide advanced training for custodial staff.
- ☑ Custodial staff should continue deep cleaning over the summer.
- ☑ Audit all school buildings with a focus on:
    - ☑ How many classrooms are available;
    - ☑ The size of each classroom;
    - ☑ Additional spaces that are available (e.g., gym, lunchroom, auditorium); and
    - ☑ The ventilation in each classroom.

- ☑ Audit school security protocols to decide if any process changes need to be implemented.
- ☑ School security staff should follow CDC protocols if interacting with the general public.
- ☑ Maintain facilities for in-person school operations.
    - ☑ Check HVAC systems at each building to ensure that they are running efficiently.
    - ☑ Air filters should be changed regularly.
    - ☑ Custodial staff should distribute wastebaskets, tissues, and CDC-approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during travel between sites.
    - ☑ Signage about frequent handwashing, cough etiquette, and nose blowing should be widely posted, disseminated, and encouraged through various methods of communication.
    - ☑ Custodial staff should follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.
- ☑ School leaders should conduct and document a facility walk-through with the custodial services team to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.
- ☑ Procure level-1 facial coverings, including those with a transparent front, for preK-5 teachers, low-income students, and students with special needs.
- ☑ Procure level-1 surgical masks for cleaning and janitorial staff.

Strongly Recommended If Schools are Instructed to Close for In-Person Instruction

☑ Activate school cleaning and disinfection protocols according to the CDC School Decision Tree. Custodial staff should wear surgical masks when performing cleaning duties.

☑ Maintain facilities for resumption of school operations.

Budget, Food Service, Enrollment, and Staffing

Strongly Recommended Before Schools Reopen for In-Person Instruction

☑ Support schools 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).

☑ Support schools 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.

☑ Assess need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs.

☑ 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 for.

☑ Recruit, interview and hire new staff.

☑ Consider redeploying underutilized staff to serve core needs.

☑ Where possible, and in partnership with local bargaining units, identify and modify staff positions, that would enable high-risk staff to provide remote services.

☑ Communicate any student enrollment or attendance policy changes with school staff and families.

☑ Provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely.

☑ Seek and provide guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies).

☑ Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs.

☑ Inventory how many substitute teachers are available.

☑ Build and send back to school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures.

☑ Verify that student and staff handbooks and planners are printed and ready for distribution and/or are available digitally. Create a master list of any changes to distribute at the first staff meeting.

☑ Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.

☑ Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.

☑ Work with school leaders to orient new school staff to any operational changes.

☑ Create 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.

☐ Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.

Technology

Strongly Recommended Before Schools Re-open for In-Person Instruction

☑ Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.

☑ Designate a single point of contact in each school to plan and communicate with district technology teams.

☑ Develop a district technology plan that includes guidance for schools. If possible, include training and support for educators to adapt remote learning for the classroom.

☑ Identify a device and/or general technology support lead for each school. Consider elevating that position to a more formal role and providing additional support potentially with parent volunteers.

☑ Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.

☑ Where practical given demands on parents or guardians, consider identifying family technology liaisons to support communication regarding the use of technology. (For example, the existing parent organization may be able to fulfill this role).

☑ Develop district-wide procedures for return and inventory of district owned devices as part of a return to school technology plan. The procedures should 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.

☑ Identify an asset tracking tool.

☑ Identify a vendor to assist with processing, returning, and maintaining devices, if needed.

☑ Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.

☑ Prepare the Infrastructure Evaluation process. Every WiFi access point and wired network device should be tested.

☑ Develop a technology support plan for families.

Strongly Recommended If Schools are Instructed to Close for In-Person Instruction

☑ Deploy digital learning devices and move to virtual learning.

☑ Communicate consistent procedures for return and inventory of school owned devices as part of a return to school technology plan. The procedures should include:

    ☑ Safely bagging devices collected at schools;

    ☑ Transporting them to a central location;

    ☑ [Sanitizing the devices](#) prior to a repair or replacement evaluation; and

    ☑ Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.

☑ Ensure that school and community access points and wired network devices are functional.

Strongly Recommended When Schools Reopen for In-Person Instruction

☑ Organize and centralize online resources that were created, published, or distributed by teachers and others during the closure period.

☑ Compile technology-facing lessons learned for inclusion in the district's updated remote learning plan.

☑ Review issue tracking and inventory results frequently as a way of understanding the quality and progress of technology processes in your district.

☑ Continue infrastructure evaluations until all issues are resolved.

☑ Identify chronic technology issues that arose during the school closure period and use them to begin the development of a long-term technology maintenance plan.

Transportation

Strongly Recommended Before Schools Reopen for In-Person Instruction

☐ Inventory buses, contractors, including any vehicles used for transporting students to/from school or to other school events, and students riding buses. Address questions, such as:

    ☐ How many buses are or could be made available in the district?

    ☐ How much variation is there in the size and maximum capacity of buses in the district?

    ☐ How have the buses been currently or historically used (i.e., transportation to/from school, transportation for multiple schools, athletic events, food service delivery)?

    ☐ How many drivers will be returning? How many are in the training pipeline? What is the plan to address any shortage of drivers?

☐ Assess whether any bus contractors have been impacted by COVID-19 (i.e., closed or opt-out from current routes).

☐ Inventory bus drivers to understand the extent of high-risk populations.

☐ Finalize bus procedures for bus drivers and students that are informed by public health protocols.

☐ Encourage close collaboration between transportation and IEP teams to monitor changes to students' IEPs and implement accordingly.

Strongly Recommended if Schools Are Instructed to Close for In-Person Instruction

☐ Utilize buses to provide food service and delivery of instructional materials where possible.

Phase 5

Virus Status

✓ New cases and deaths continue to decrease for an additional period of time.
✓ At this point, the number of active cases has reached a point where infection from other members of the community is less common.
✓ With widespread testing, positivity rates often fall much lower than earlier phases.
✓ Rapid case investigation, contact tracing, and containment strategies cause new cases to continue to fall.

How to Keep School Communities Safe

✓ School preparedness and response activities around surveillance and active mitigation continue from Phase 4 with loosening of required safety protocols.
✓ Schools should remain prepared to implement social distancing measures.
✓ Short-term dismissals and suspension of extracurricular activities remain possible for cleaning and contact tracing purposes.
✓ Students and teachers at increased risk of severe illness should remain prepared to implement remote teaching and learning modalities.
✓ Schools must consider the judgment of the local health department for the sub-region of concern.

School Operating Status

✓ Schools open for in-person instruction with minimal required safety protocols.

Essential Actions and Safety Protocols

✓ Safety Protocols
✓ Mental and Social-Emotional Wellbeing
✓ Instruction
✓ Operations

Personal Protective Equipment

Strongly Recommended

- Facial coverings should always be worn by staff except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Any staff member who cannot medically tolerate a facial covering should not wear one. Any staff member that is incapacitated or unable to remove the facial covering without assistance, should not wear a facial covering.
  - PreK–5 and special education teachers should consider wearing clear masks.
  - Homemade facial coverings should be washed daily.
  - Disposable facial coverings should be disposed of at the end of each day.
- Facial coverings should always be worn in hallways and common areas by preK–12 students in the building except for during meals. Any student that is unable to medically tolerate a facial covering should not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, should not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. If social distancing and cohorting is practiced and enforced, facial coverings for students in grades preK–5 are encouraged but not required.
  - Homemade facial coverings should be washed daily.
  - Disposable facing coverings should be disposed of at the end of each day.

Recommended

- Facial coverings should be considered for preK students and students with special needs in hallways and common areas.
  - 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 should be considered for K–5 students and students with special needs in classrooms, especially if students and teachers are not placed in cohorts.
- Facial coverings should be worn in classrooms by grades 6–12 students. Any student who cannot medically tolerate a facial covering must not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, must not wear one.
- Gloves are not required except for custodial staff or teachers cleaning their classrooms.

Hygiene

Strongly Recommended

- Provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques).
- 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.
- Educate staff and students to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.
- Students should wash their hands or use hand sanitizer after changing any classroom; teachers

in the classroom should wash their hands or use sanitizer every time a new group of students enters their room.

Recommended

- ☑ Systematically and frequently check and refill soap and hand sanitizers.
- ☑ Students and teachers should have scheduled handwashing with soap and water every 2-3 hours.
- ☑ Limit sharing of personal items and supplies such as writing utensils.
- ☑ Keep students' personal items separate and in individually labeled cubbies, containers, or lockers.
- ☑ Limit use of classroom materials to small groups and disinfect between uses or provide adequate supplies to assign for individual student use.
- ☑ Procure portable handwashing and/or hand sanitizing stations to set up throughout school buildings.

Spacing, Movement and Access

Recommended

- ☑ Spacing is six feet between desks to the extent that it is feasible.
- ☑ Class sizes should be kept to the level afforded by necessary spacing decisions.
- ☑ In classrooms where tables are utilized, space students as far apart as feasible.
- ☑ Arrange all desks facing the same direction toward the front of the classroom.
- ☑ Teachers should try to maintain six feet of spacing between themselves and students as much as possible.
- ☑ Post signage to indicate proper social distancing.
    - ☑ Floor tape or other markers should be used at six-foot intervals where line formation is anticipated.

- ☑ Provide social distancing floor/seating markings in waiting and reception areas.
- ☑ Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.
- ☑ Post signs on the doors of restrooms to indicate proper social distancing.

- ☑ If a classroom has windows that can open, they should be open as much as possible, weather permitting. Considerations should be made for students with allergy-induced asthma.
- ☑ As able, schools should try to cohort groups of students to isolated hallways or areas that can be monitored for positive cases if there is a COVID-19 exposure.
- ☑ As able, "specials" (like art, music, and library) should be brought to the classrooms instead of having students move to different locations.
- ☑ Flow of foot traffic should be directed in only one direction, if possible. If one-way flow is not possible, hallways can be divided with either side following the same direction.
- ☑ Efforts should be made to keep six feet of distance between people in the hallways. Staggered movements at incremental intervals should be used if feasible to minimize the number of persons in the hallways as able.
- ☑ Have staff monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.
- ☑ Boarding schools should seek guidance from MDHHS regarding spacing, movement, and facility access.

Screening Students, Staff, and Guests

Strongly Recommended

- ☑ Every school should identify and designate a quarantine area and a staff person to care for children who become ill at school.

- ☑ Students who become ill with symptoms of COVID-19 at school should be placed in an identified quarantine area with a surgical mask in place until they can be picked up. Identified school staff caring for these children should 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 should be kept home until they have tested negative or have completely recovered according to CDC guidelines.

- ☑ Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building.

Recommended

- ☑ Staff should conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home.

- ☑ Any parents or guardians entering the building should wash or sanitize hands prior to entry.

- ☑ Parents or guardians are not allowed in the school building except under extenuating circumstances as determined by school officials. Only one parent or guardian per child should be allowed to enter except under extenuating circumstances as determined by school officials.

- ☑ Parents or guardians are encouraged to check their children's temperature at home every morning using oral, tympanic (ear), or temporal scanners; students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if no other explanation is available.

- ☑ Parents or guardians are encouraged to ask their children or monitor for symptoms of COVID-19, including cough, congestion, shortness of breath, or gastrointestinal symptoms every morning. Any positives should prompt parents or guardians to keep the student home from school.

- ☑ Entrances and exits should be kept separate to keep traffic moving in a single direction.

Testing Protocols for Students and Staff and Responding to Positive Cases

Strongly Recommended

- ☑ Students who develop fever or become ill with symptoms of COVID-19 at school should wear a mask and be transported by their parent/guardian, emergency contact, or ambulance, if clinically unstable, for off-site testing.

- ☑ Staff who develop fever or become ill with symptoms of COVID-19 at school should wear a mask and should be transported for off-site testing.

- ☑ Parents and guardians should be notified of the presence of any laboratory positive or clinically diagnosed cases in the classroom and/or school to encourage closer observation for any symptoms at home.

- ☑ Symptomatic students and staff sent home from school should be kept home until they have tested negative or have been released from isolation according to CDC guidelines.

☑ In the event of a lab or clinically diagnosed case of COVID–19, immediate efforts should be made to contact any close contacts (those who spent more than 15 minutes within six feet to the student or staff member) so that they can be quarantined at home. Classmates should be closely monitored for any symptoms. At this time, empiric testing of all students in the class is not recommended. Only those that develop symptoms require testing.

Recommended

☑ Parents or guardians are encouraged to check student's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 greater must stay home and consider COVID–19 testing if no other explanation is available.

☑ Parents or guardians are encouraged to monitor for symptoms of COVID–19, including any cough, congestion, shortness of breath, or gastrointestinal symptoms every morning. Any positives should prompt the parent or guardian to keep the student home from school and seek out testing.

Responding to Positive Tests Among Staff and Students

Strongly Recommended

☑ Notify local health officials, staff, and students immediately of any possible case of COVID–19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.

  ☑ The Local Health Department will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self quarantine for up to 14 days after exposure. Local health officials, depending on situation, may identify other contacts who require quarantine. Schools can help the local health department by collecting data and contact information of those exposed.

  ☑ Note: schools should provide staff with guidance on confidentiality laws and statutes that protect student and staff health information. Student communicable disease related information is protected health information. (Even if a family/student acknowledges and publicly discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test).

☑ Employees with a confirmed case of COVID–19 should 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.

Recommended

☑ If possible, smaller areas such as individual classrooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles.

☑ Cleaning staff should wear a surgical mask when performing cleaning of these areas along with gloves and face shield.

Food Service, Gathering, and Extracurricular Activities

Strongly Recommended

☐ Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks.

☐ Students, teachers, and cafeteria staff wash hands before and after every meal.

☑ All gatherings, including those that occur outdoors (e.g., graduations) should comply with current and future executive orders that set caps on congregations of people.

☑ If field trips occur, they should comply with transportation guidelines within this document, including mandatory facial covering.

Recommended

☐ If possible, classrooms should be used for eating in place, taking into consideration food allergies.

☐ If cafeterias need to be used, meal times should be staggered to create seating arrangements with six feet of distance between students.

☐ If possible, school-supplied meals should be delivered to classrooms with disposable utensils.

☑ Schools should offer telecasting of assemblies and other school-sanctioned events if able.

☑ Students and teachers should wash hands before and after every event.

☑ After-school programs may continue with the use of facial coverings.

Athletics

Strongly Recommended

☐ Indoor spectator events are limited to 50 people. Large scale outdoor spectator or stadium events are limited to 250 people. Spectators not part of the same household must always maintain six feet of distance from one another.

☑ Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant should confirm that they are healthy and without any symptoms prior to any event.

☑ All equipment must be disinfected before and after use.

☐ Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent "Busing and Student Transportation" section.

☐ Each participant should use a clearly marked water bottle for individual use. There should be no sharing of this equipment.

Recommended

☑ Indoor weight rooms and physical conditioning activities are allowed. Social distancing of six feet between participants should be maintained while indoors and sharing equipment should be avoided.

☑ Handshakes, fist bumps, and other unnecessary contact should not occur.

Cleaning
Strongly Recommended

- ☑ Frequently touched surfaces including lights, doors, benches, and bathrooms should undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.

- ☑ Libraries, computer labs, arts, and other hands-on classrooms should undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution. Efforts must be made to minimize sharing of materials between students, as able.

- ☑ Student desks should be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.

- ☑ Playground structures should continue to undergo normal routine cleaning, but using an EPA-approved disinfectant is unnecessary.

- ☑ Athletic equipment can be cleaned with either an EPA-approved disinfectant or diluted bleach solution before and after each use.

- ☑ Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use such products.

Recommended
- ☑ Staff should wear gloves, surgical masks, and face shield when performing all cleaning activities.

Busing and Student Transportation
Strongly Recommended

- ☐ Strongly encourage the use of hand sanitizer before entering the bus. Hand sanitizer should be supplied on the bus.

- ☐ The bus driver, staff, and all students in grades preK–12, if medically feasible, should wear facial coverings while on the bus.

- ☐ Clean and disinfect transportation vehicles regularly. Children should not be present when a vehicle is being cleaned.

- ☐ Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.

- ☐ Clean, sanitize, and disinfect equipment including items such as car seats and seat belts, wheelchairs, walkers, and adaptive equipment being transported to schools.

- ☐ Create a plan for getting students home safely if they are not allowed to board the vehicle.

- ☐ If a student becomes sick during the day, they should not use group transportation to return home and should follow protocols outlined above.

- ☐ If a driver becomes sick during the day, they should follow protocols for sick staff outlined above and should not return to drive students.

Recommended
- ☐ Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.

- ☐ Weather permitting, consider keeping windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe.

Medically Vulnerable Students and Staff

Strongly Recommended

- ☑ Systematically review all current plans (e.g., Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and updating their care plans as needed to decrease their risk for exposure to COVID-19.

- ☑ Create a process for students/families and staff to self-identify as high risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignments.

Recommended

- ☑ Staff caring for children and providing any medical care that include aerosol generating procedures (e.g., nebulizers) should wear an N95 mask at the time of delivery.

- ☑ Enable staff who self-identify as high risk for severe illness to minimize face-to-face contact and to allow them to maintain a distance of six feet from others, modify job responsibilities that limit exposure risk, or to telework if possible.

♡ Mental & Social-Emotional Health

✓ Recommended Before Schools Reopen for In-Person Instruction

- ☑ Encourage schools to implement a mental health screening for all students by a trained professional, if possible. Any screening should be compliant with HIPAA and FERPA policies. Screening instructions (offered verbally to younger students) should provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines.

- ☑ Establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams.

- ☑ Provide all staff with timely, responsive, and ongoing training/PD as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk and proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.

- ☑ Encourage the identification of a point person or establish an access navigator to centralize mental health referrals, communications to families/students, and public-facing wellness materials.

- ☑ Establish a comprehensive crisis management plan that leverages available internal and external/community-based resources, which can be activated efficiently as needed following an acute incident (e.g., loss of student, loss of a school staff member).

- ☑ Compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that references school and community wellness resources.

- ☑ Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.

- ☑ Provide resources for staff self-care, including resiliency strategies.

- ☑ Designate a mental health liaison (school-based) who will work across the district, local public health agencies, and community partners.

- ☑ Leverage MDE resources for student and staff mental health and wellness support.

- ☑ Activate communication channels for district stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).

- ☑ 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; and
    - ☑ Positive self-care strategies that promote health and wellness.

📖 Instruction

✓ Recommended Before Schools Reopen for In-Person Instruction

Governance

- ☑ Create a district Return to Instruction and Learning working group, potentially led by the Director of Curriculum, Chief Academic Officer or the equivalent, and composed of a broad group of stakeholders on the district and school level, to:
  - ☑ Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations.
  - ☑ Revise the district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness.
  - ☑ Share the district's remote learning plan with all involved stakeholders in case of a return to remote learning.

Instruction

- ☑ Set an instructional vision that ensures that:
  - ☑ Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
  - ☑ Every student will be 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.
- ☑ Support schools to implement grade-level curricula that is aligned to Michigan preK-12 standards.

- ☑ Support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction.
- ☑ Revise 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, and design accommodations and match services accordingly.
  - ☑ Commence intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE.
  - ☑ 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.
- ☑ Inventory all intervention programs and services available to students on the district and school level and identify any gaps.
- ☑ Remain connected with MDE about policies and guidance.
- ☑ Develop a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.
- ☑ Secure supports for students who are transitioning to postsecondary.

📖 Instruction

MI Safe Start | Phase 5

✓ **Recommended Before Schools Reopen for In-Person Instruction**

Communications and Family Supports

- ☑ Implement any additional communication systems needed to reach every family and student in their home language through multiple modes (e.g., text, all call, email, home visit) to share:
    - ☑ Expectations around their child's return to school;
    - ☑ 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.
- ☑ Provide resources that demonstrate schools value parents as partners in their child's education. Offer family supports that provide families with:
    - ☑ Training about how to access and use the school's chosen digital systems and tools;
    - ☑ Opportunities to build their digital literacy; and
    - ☑ Strategies to support their child's learning at home.

Professional Learning

- ☑ Provide adequate time for schools and educators 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.
- ☑ Create a plan for professional learning and training, 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.

📖 Instruction

Recommended When Schools Reopen for In-Person Instruction

Instruction

- ☑ Ensure that every student:
    - ☑ Has access to standards-aligned, grade-level instruction, including strategies to accelerate student learning;
    - ☑ Is assessed to determine student readiness to engage in grade-level content; and
    - ☑ Is offered scaffolds and supports to meet their diverse academic and social-emotional needs.
- ☑ Conduct checkpoints with school leaders around curriculum pacing and ongoing monitoring of student progress, specifically honing in on the growth of students who need acceleration.
- ☑ Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.
- ☑ Conduct a review of 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.
- ☑ Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs.
- ☑ Set 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.
- ☑ Determine and activate structures outside of the regular school day, such as summer learning options, extended day, and after-school programming, to potentially be leveraged to support students in need of additional support.
- ☑ Support schools to communicate regularly with families in their home language about their child's progress and the targeted plans for students in need of additional support.

⛬ Operations

Facilities

Recommended Before Schools Reopen for In-Person Instruction

☑ Audit necessary materials and supply chain for cleaning and disinfection supplies.

☑ Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.

  ☑ Advocate for ISDs to coordinate with LEMPs.

☑ Audit any additional facilities that the district may have access to that could be utilized for learning.

☑ Provide school-level guidance for cleaning and disinfecting all core assets including buildings and playgrounds. Frequently touched surfaces should be cleaned several times a day.

☑ Alert school-based custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and CDC. It is expected that this guidance will be updated in real-time based on the status of community spread local geographies.

☑ Encourage schools to convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection.

☑ Encourage schools to provide advanced training for custodial staff.

☑ Custodial staff should continue deep cleaning over the summer.

☑ Audit all school buildings with a focus on:

  ☑ How many classrooms are available;

  ☑ The size of each classroom;

  ☑ Additional spaces that are available (e.g., gym, lunchroom, auditorium, etc.); and

  ☑ The ventilation in each classroom.

☑ Audit school security protocols to decide if any process changes need to be implemented.

  ☑ School security staff should follow CDC protocols if interacting with the general public.

☑ Maintain facilities for in-person school operations.

  ☑ Check HVAC systems at each building to ensure that they are running efficiently.

  ☑ Air filters should be changed regularly.

  ☑ Custodial staff should distribute wastebaskets, tissues, and CDC approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during transit between sites.

  ☑ Signage about frequent handwashing, cough etiquette, and nose blowing should be widely posted, disseminated, and encouraged through various methods of communication.

  ☑ Custodial staff should follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.

☑ School leaders should conduct and document a facility walk-through with the custodial services team to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.

☑ Procure level-1 facial coverings, including those with a transparent front, for preK-5 teachers, low-income students, and students with special needs.

☑ Procure level-1 surgical masks for cleaning and janitorial staff.

Budget, Food Service, Enrollment, and Staffing

Recommended Before Schools Open for In-Person Instruction

☐ Support schools 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).

☑ Support schools 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 with a teaching license, support staff without a teaching license, 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.

☑ Assess need for new or additional positions with a specific focus on student and staff wellness, but also including technology support.

☑ 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 for.

☑ Recruit, interview and hire new staff.

☑ Consider redeploying underutilized staff to serve core needs.

☑ Where possible, and in partnership with local bargaining units, identify and modify staff positions, that would enable high-risk staff to provide remote services.

☑ Communicate any student enrollment or attendance policy changes with school leaders, and families.

☑ Provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely.

☑ Seek and provide guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies).

☑ Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs.

☑ Inventory how many substitute teachers are available.

☑ Build and send back to school communications to all relevant stakeholders (i.e., parents or guardians, school staff) and include updates across all workflows.

☑ Verify that student and staff handbooks and planners are printed and ready for distribution. Create a master list of any changes to distribute at the first staff meeting.

☑ Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and socialize with school leaders.

☑ Engage school leaders in a budgeting exercise to help them plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.

☑ Work with school leaders to orient new school staff to any operational changes.

☑ Create 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.

☐ Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.

Technology

Recommended Before Schools Reopen for In-Person Instruction

☑ Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.

☑ Designate a single point of contact in each school to plan and communicate with district technology teams.

☑ Develop a district plan that includes guidance for schools. If possible, include training and support for teachers to adapt remote learning skills for the classroom.

☑ Identify a device and/or general technology support lead for each school. Consider elevating that position to a more formal role and providing additional support potentially with parent volunteers.

☑ Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.

☑ Where practical given demands on parents or guardians, consider identifying family technology liaisons to support communication regarding the use of technology. (For example, the existing parent organization may be able to fulfill this role).

☑ Develop district-wide procedures for return and inventory of district owned devices as part of a return to school technology plan. The procedures should include:

  ☑ Safely bagging devices collected at schools;

  ☑ [Sanitizing the devices](#) prior to a repair or replacement evaluation;

  ☑ Assessing technology needs from loaner devices during Spring 2020;

  ☑ 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.

☑ Identify an asset tracking tool.

☑ Identify a vendor to assist with processing, returning, and maintaining devices, if needed.

☑ Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.

☑ Prepare the Infrastructure Evaluation process. Every WiFi access point and wired network device should be tested.

☑ Develop a technology support plan for families.

☑ Where possible, consider implementing live streaming of classrooms for students who are medically vulnerable.

Transportation

Strongly Recommended Before

Schools Reopen for In-Person Instruction

☐ Inventory buses, contractors, including any vehicles used for transporting students to/from school or to other school events, and students riding buses. Address questions, such as:

    ☐ How many buses are or could be made available in the district?

    ☐ How much variation is there in the size and maximum capacity of buses in the district?

    ☐ How have the buses been currently or historically used (i.e., transportation to/from school, transportation for multiple schools, athletic events, food service delivery)?

    ☐ How many drivers will be returning? How many are in the training pipeline? What is the plan to address any shortage of drivers?

☐ Assess whether any bus contractors have been impacted by COVID-19 (i.e., closed or opt-out from current routes).

☐ Inventory bus drivers to understand the extent of high-risk populations.

☐ Finalize bus procedures for bus drivers and students that are informed by public health protocols.

☐ Encourage close collaboration between transportation and IEP teams to monitor changes to students' IEPs and implement accordingly.

Phase 6

Virus Status

✓ Post-Pandemic.
✓ Few, if any, active COVID-19 cases locally.
✓ Community spread not expected to return.
✓ Sufficient community immunity and availability of treatment.

How to Keep School Communities Safe

✓ Practice good hygiene.

School Operating Status

✓ Open for in-person instruction.

Essential Actions and Safety Protocols

✓ Safety Protocols

Personal Protective Equipment

☑ Safety protocols no longer required.

Hygiene

Recommended

☑ Provide adequate supplies to support healthy hygiene behaviors (e.g., soap, hand sanitizer with at least 60% alcohol for safe use by staff and older students, paper towels, and tissues).

☑ 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.

☑ Systematically and frequently check and refill soap and hand sanitizers.

☑ Encourage staff and students to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.

Spacing and Movement

☑ Safety protocols no longer required.

Screening Students

☑ Safety protocols no longer required.

Responding to Positive Tests Among Staff and Students

REQUIRED

☑ In the event of a lab or clinically diagnosed case of COVID-19 among staff or a student, the classroom or areas exposed must be immediately closed until cleaning and disinfection can be performed.

☑ If the person was in the school building without a facial covering, or large areas of the school were exposed to the person, short term dismissals may be required to clean and disinfect the larger areas. This decision must be made in concert with the local public health department.

☑ Cleaning staff must wear a surgical mask when performing cleaning of these areas along with gloves and face shield.

Food Service, Gatherings and Extracurricular Activities

☐ Safety protocols no longer required.

Athletics

☐ Safety protocols no longer required.

Cleaning

☐ Safety protocols no longer required.

Busing and Student Transportation

☐ Safety protocols no longer required.

Medically Vulnerable Students and Staff

☐ Safety protocols no longer required.