

MI Safe Schools: Michigan’s 2020-21 Return to School Roadmap

Organized by Category and Subtopic

Working Template

Governor Whitmer implemented a six-phase approach to reopening the state in order to mitigate the impacts of COVID-19 and to protect the wellbeing of all Michiganders. The [MI Safe Start Plan](#) is the highest-level governing framework for determining if and when it is safe to resume in-person instructions. The Return to school Advisory Council, along with representatives from departments across Michigan state government assembled as a Task Force to support the development of the Roadmap.

Local education leaders should use the [Michigan’s 2020-21 Return to School Roadmap](#) to understand what safety protocols must be implemented, and to develop detailed district and building-level plans for how to implement the required safety protocols described in the Roadmap. Families, students, and community stakeholders should use the Roadmap to understand what safety protocols will be in place when students return to school for in-person instruction. All pre-K-12 schools will be required to follow the safety protocols outlined in this Roadmap which are noted as “required.” Many schools may also choose to implement some or all of the “strongly recommended” or “recommended” practices, thus going beyond what is required. From Executive Order No. 2020 – 142: Address each subpart of the Return to School Roadmap and indicate if a school plans to exclude any protocol that is highly (strongly) recommended Indicate any exclusions in the response template.

- This document contains information from the Roadmap regarding four categories:
 - **Safety Protocols,**
 - **Mental & Social-Emotional Health,**
 - **Instruction, and**
 - **Operations**
- The information is organized **by category and sub-topic in a table view.**
- Protocol information is listed in a matrix for all six phases by category and sub-topic.
- Similarities and differences between “**Required**,” “**Strongly Recommended**,” and “**Recommended**” Protocols are listed in the matrix.

The recommendations put forth in the Roadmap represent the best practices that can be reasonably implemented in our schools. A separate guidance document will be provided to assist in the completion of the Preparedness Plan, as required by the Executive Order.

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GENERAL INFORMATION			
VIRUS STATUS			
PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
<ul style="list-style-type: none"> Community spread of the virus is increasing and substantial. There is concern about healthy system capacity. Testing and tracing efforts may not be sufficient to control the spread of the pandemic. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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			
PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Practice good hygiene.

SCHOOL OPERATING STATUS			
PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
<ul style="list-style-type: none"> No in-person instruction, remote only. 	<ul style="list-style-type: none"> In-person instruction is permitted with required safety protocols. 	<ul style="list-style-type: none"> Schools open for in-person instruction with minimal required safety protocols. 	<ul style="list-style-type: none"> Open for in-person instruction

ESSENTIAL ACTIONS and SAFETY PROTOCOLS			
PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
<ul style="list-style-type: none"> Safety Protocols Mental and Social-Emotional Well-being Instruction Operations 	<ul style="list-style-type: none"> Safety Protocols Mental and Social-Emotional Well-being Instruction Operations 	<ul style="list-style-type: none"> Safety Protocols Mental and Social-Emotional Well-being Instruction Operations 	<ul style="list-style-type: none"> Safety Protocols

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SAFETY PROTOCOLS: Personal Protective Equipment

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PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
<p><u>REQUIRED:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Schools are closed for in-person instruction. 	<p><u>REQUIRED:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <ul style="list-style-type: none"> ○ 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <ul style="list-style-type: none"> ○ 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. 	<p><u>REQUIRED:</u> N/A</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Safety protocols are no longer required.

SAFETY PROTOCOLS: Personal Protective Equipment

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PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
<input type="checkbox"/> Schools are closed for in-person instruction.	<p><u>STRONGLY RECOMMENDED:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Facial coverings should be considered for K-5 students and students with special needs in class- rooms. <input type="checkbox"/> Facial coverings should be considered for preK students and students with special needs in hallways and common areas. <ul style="list-style-type: none"> o Facial coverings are not recommended for use in classrooms by children ages 3 and 4. o Facial coverings should never be used on children under age 2. 	<p><u>STRONGLY RECOMMENDED:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <ul style="list-style-type: none"> o PreK-5 and special education teachers should consider wearing clear masks. o Homemade facial coverings should be washed daily. o Disposable facial coverings should be disposed of at the end of each day. <input type="checkbox"/> 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. <ul style="list-style-type: none"> o Homemade facial coverings should be washed daily. o Disposable facing coverings should be disposed of at the end of each day. 	<input type="checkbox"/> Safety protocols are no longer required.
<input type="checkbox"/> Schools are closed for in-person instruction.	<p>See <u>REQUIRED</u> and <u>STRONGLY RECOMMENDED</u> sections above.</p>	<p><u>RECOMMENDED:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Facial coverings should be considered for preK students and students with special needs in hallways and common areas. <ul style="list-style-type: none"> o Facial coverings are not re use in classrooms by children ages 3 and 4. o Facial coverings should never be used on children under age 2. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Gloves are not required except for custodial staff or teachers cleaning their classrooms. 	<input type="checkbox"/> Safety protocols are no longer required.

SAFETY PROTOCOLS: Personal Protective Equipment

LOCAL IMPLEMENTATION STRATEGIES

Based on the required actions of facial coverings being required for all staff members, staff will be expected to wear either a cloth or disposable level one-basic grade surgical mask. We have purchased disposable masks, face masks with a clear panel, and face shields for all staff members. Staff will follow proper procedures to sanitize these daily with PPE sanitizing wipes. Masks and shields will be replaced as recommended. Cloth masks will be washed at home, for those providing their own masks.

K-6 students are expected to wear masks into the building, in our common areas and hallways. Students are encouraged to wear masks within the classroom. Students must wear either a cloth or disposable level one basic grade surgical mask in all common areas. We have purchased disposable masks for students who demonstrate this preference. Masks will be disposed of daily. For those who are choosing a cloth mask, the expectation is that they are washed daily by the students wearing cloth masks. Students will be self-contained in their classes to reduce the exposure to other students and staff members.

If anyone is incapacitated or unable to remove the facial covering without assistance, they must not wear a facial covering. If any student refuses to wear a mask without a medical concern, a conversation will take place between the student and school leadership. If a resolution is not agreed upon, an additional conversation will involve parents. Students and staff who have documented medical needs that limit their ability to wear masks will provide those documents to school leadership.

SAFETY PROTOCOLS: Hygiene

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PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
<p><u>REQUIRED:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Schools are closed for in-person instruction. 	<p><u>REQUIRED:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> 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). <input type="checkbox"/> 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. <p><u>STRONGLY RECOMMENDED:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Systematically and frequently check and refill soap and hand sanitizers. <input type="checkbox"/> Students and teachers must have scheduled handwashing with soap and water every 2-3 hours. <input type="checkbox"/> Limit sharing of personal items and supplies such as writing utensils. <input type="checkbox"/> Keep students' personal items separate and in individually labeled cubbies, containers, or lockers. <input type="checkbox"/> Limit use of classroom materials to small groups and disinfect between use, or provide adequate supplies to assign for individual student use. <input type="checkbox"/> Procure portable handwashing and/or hand sanitizing stations to set up throughout school buildings. 	<p><u>REQUIRED: N/A</u></p> <p><u>STRONGLY RECOMMENDED:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> 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). <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. 	<p><u>REQUIRED: N/A</u></p> <p><u>STRONGLY RECOMMENDED: N/A</u></p>

SAFETY PROTOCOLS: Hygiene

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PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
<input type="checkbox"/> Schools are closed for in-person instruction.	<p><u>See REQUIRED and STRONGLY RECOMMENDED descriptions above.</u></p>	<p><u>RECOMMENDED:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Systematically and frequently check and refill soap and hand sanitizers. <input type="checkbox"/> Students and teachers should have scheduled handwashing with soap and water every 2-3 hours. <input type="checkbox"/> Limit sharing of personal items and supplies such as writing utensils. <input type="checkbox"/> Keep students' personal items separate and in individually labeled cubbies, containers, or lockers. <input type="checkbox"/> Limit use of classroom materials to small groups and disinfect between uses or provide adequate supplies to assign for individual student use. <input type="checkbox"/> Procure portable handwashing and/or hand sanitizing stations to set up throughout school buildings. 	<p><u>RECOMMENDED:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> 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). <input type="checkbox"/> 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. <input type="checkbox"/> Systematically and frequently check and refill soap and hand sanitizers. <input type="checkbox"/> 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.

SAFETY PROTOCOLS: Hygiene LOCAL IMPLEMENTATION STRATEGIES

Face masks will always be worn by all adults and by students when in common areas.

Staff and students will wash their hands every 2-3 hours on a regular schedule. This included before and after meals, using the restroom, recess, specials or another other transitions throughout the building. We will teach and reinforce handwashing techniques and assure that signage for “how to” properly wash hands are located in all restrooms, for students and adults alike. Teachers within the first week and throughout the year will teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.

Hand sanitizer stations will be set up at all arrival and dismissal doors, outside each classroom, restroom, and exit and entrances into the building. Students/staff and any adults will be expected to use sanitizer before and after using any materials that will be shared by other individuals.

Restrooms will be properly stocked with hand soap, paper towel, and tissue and will be checked regularly through the day morning, mid-afternoon and late afternoon. We will educate our students and staff on how to properly sneeze into their elbow, how to use a tissue and dispose of it and how to wash their hands appropriately afterwards.

SAFETY PROTOCOLS: Spacing, Movement and Access

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PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
<p><u>REQUIRED:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Schools are closed for in-person instruction. <input type="checkbox"/> School buildings may continue to be used by licensed child care providers, if providers follow all emergency protocols identified by the state. <input type="checkbox"/> 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. 	<p><u>REQUIRED:</u> N/A</p>	<p><u>REQUIRED:</u> N/A</p>	<p><input type="checkbox"/> Safety protocols no longer required.</p>
	<p><u>STRONGLY RECOMMENDED:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Space desks six feet apart in classrooms. Class sizes should be kept to the level afforded by necessary spacing requirements. <input type="checkbox"/> In classrooms where large tables are utilized, space students as far apart as feasible. <input type="checkbox"/> As feasible, arrange all desks facing the same direction toward the front of the classroom. <input type="checkbox"/> Teachers should maintain six feet of spacing between themselves and students as much as possible. <input type="checkbox"/> Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials. <input type="checkbox"/> Post signage to indicate proper social distancing. <input type="checkbox"/> Floor tape or other markers should be used at six- foot intervals where line formation is anticipated. <input type="checkbox"/> Provide social distancing floor/seating markings in waiting and reception areas. <input type="checkbox"/> Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques. <input type="checkbox"/> 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 	<p><u>STRONGLY RECOMMENDED:</u> N/A</p>	<p><input type="checkbox"/> Safety protocols no longer required.</p>

SAFETY PROTOCOLS: Spacing, Movement and Access

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PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
	<p>RECOMMENDED:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> As able and appropriate, schools should try to cohort groups of students to isolated hallways or areas that can be monitored. <input type="checkbox"/> As able, “specials” (like art, music, and library) should be brought to the classrooms instead of having students move to different locations. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Have staff monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa. <input type="checkbox"/> Where possible, physical education should be held outside and social distancing of six feet should be practiced. <input type="checkbox"/> Boarding schools should seek guidance from MDHHS regarding spacing, movement, and facility access. <input type="checkbox"/> 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. <input type="checkbox"/> Entrances and exits should be kept separate to keep traffic moving in a single direction. 	<p>RECOMMENDED:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Spacing is six feet between desks to the extent that it is feasible. <input type="checkbox"/> Class sizes should be kept to the level afforded by necessary spacing decisions. <input type="checkbox"/> In classrooms where tables are utilized, space students as far apart as feasible. <input type="checkbox"/> Arrange all desks facing the same direction toward the front of the classroom. <input type="checkbox"/> Teachers should try to maintain six feet of spacing between themselves and students as much as possible. <input type="checkbox"/> Post signage to indicate proper social distancing. <ul style="list-style-type: none"> o Floor tape or other markers should be used at six-foot intervals where line formation is anticipated. o Provide social distancing floor/seating markings in waiting and reception areas. o Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques. o Post signs on the doors of restrooms to indicate proper social distancing. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> As able, “specials” (like art, music, and library) should be brought to the classrooms instead of having students move to different locations. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Have staff monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa. <input type="checkbox"/> Boarding schools should seek guidance from MDHHS regarding spacing, movement, and facility access. 	<p><input type="checkbox"/> Safety protocols no longer required.</p>

SAFETY PROTOCOLS: Spacing, Movement and Access LOCAL IMPLEMENTATION STRATEGIES

Macomb Montessori Academy is supporting the strongly recommended 6-feet apart in classrooms. Class sizes will be reduced to accommodate the recommended social distancing protocols. When tables are in the classrooms, they will be spaced out to ensure there is a 6-foot gap between students. Furniture will be facing the same direction. Staff members will be asked to keep 6-feet of spacing between themselves and students as much as possible.

Throughout the school, there will be signage to indicate best hygiene practices as well as proper social distancing practices including reminders, floor markers, and seating markings in reception areas as well as best hygiene practices. There will also be expectations that adult guests will be screened for symptoms, wear a facial covering, and wash/sanitize hands prior to entering. Records will be kept (including date and time) for visitors entering and exiting the campus. We will not be allowing adult visitors into our classrooms.

In addition, there will be special efforts to ensure that the building is made safer as outlined on page 23 of the MI Safe Start Roadmap. The school will cohort students as much as possible and isolate them in monitored areas. Specialists will be going into the classrooms to reduce unnecessary travel from self-contained classrooms to other spaces. This includes special teachers, instructional aides, interventionists, and special education teachers. For elective classes, teachers will either take students outdoors or do an indoor lesson in the general education classroom. These will be hosted in the students cohort classrooms. Hallways will be coordinated with directions and other schedules to reduce traffic and to minimize the number of people in the hallways.

Windows in each classroom will be open during the day, weather permitting. Teachers are encouraged to take their students outside throughout the day for education. Recess time will allow for one classroom at a time to be in the play yard. Students will eat lunch in their classrooms or outdoors, weather permitting.

To support the entire student body receiving a high-quality education in a safe environment, we have elected to host students Monday through Friday. Students will be on campus daily. Cleaning of the building will occur during recommended times and all classrooms will be sanitized after school each day by the custodial staff.

Arrival and dismissal processes will be altered to better discourage congregating and congestion. Prior to the first day of school, we will share our expectations on how students will exit the vehicle, enter the building, and go straight to classrooms. Staff will help guide this process in the AM.

Our dismissal process will change as well. We will dismiss from doors surrounding the building, door assignments will be provided for each class and parents will be notified.

SAFETY PROTOCOLS: Screening Students, Staff, and Guests

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PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
<input type="checkbox"/> Schools are closed for in-person instruction.	<u>REQUIRED:</u> <input type="checkbox"/> Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff.		<input type="checkbox"/> Safety protocols no longer required.
	<u>STRONGLY RECOMMENDED (PHASE 4 & PHASE 5):</u> <input type="checkbox"/> Every school should identify and designate a quarantine area and a staff person to care for students who become ill at school. <input type="checkbox"/> 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 N95mask is required. <input type="checkbox"/> Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines.		
	<u>STRONGLY RECOMMENDED (PHASE 4):</u> <input type="checkbox"/> 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.	<u>STRONGLY RECOMMENDED (PHASE 5):</u> <input type="checkbox"/> Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building.	<input type="checkbox"/> Safety protocols no longer required.
	<u>RECOMMENDED (PHASE 4):</u> <input type="checkbox"/> A monitoring form (paper or electronic) for screening employees should be developed. <input type="checkbox"/> 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. <input type="checkbox"/> 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.	<u>RECOMMENDED (PHASE 5):</u> <input type="checkbox"/> 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. <input type="checkbox"/> Any parents or guardians entering the building should wash or sanitize hands prior to entry. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Entrances and exits should be kept separate to keep traffic moving in a single direction.	<input type="checkbox"/> Safety protocols no longer required.

SAFETY PROTOCOLS: Screening Students, Staff, and Guests

LOCAL IMPLEMENTATION STRATEGIES

Our first step has been to make connections and develop a personal relationship with our school liaison at the Macomb County Health Department.

Our screening process for staff begins before they step into the building. Staff will respond daily to a survey with questions regarding their health, that will be provided upon arrival through the front doors.. If there is a response that is in question, we will contact human resources for more guidance on specific questions/concerns. The survey will request information about Covid-19 related symptoms.

When students are entering the building, the protocol will be for students to keep 6-feet between one another and observe social distancing practices. Students will enter through our side door (carline door) in a single file line with doors propped open, once they have had their temperature checked by an MMA staff member with a non-touch forehead thermometer , they will pick up breakfast and head directly to their classrooms. If a student exhibits a temperature higher than 100.4 degrees, school administration will then take their temperature with an individual thermometer. If the student again displays a temperature of 100.4 or higher, they will be directed to the office in the cafeteria where they will be provided a mask and a phone call will be made for the child to be picked up.

When guests enter the building, they will be asked a series of health questions, have their temperature checked. Guests will be expected to wear a mask and sanitize prior to entrance in the front corridor.

SAFETY PROTOCOLS: Testing Protocols for Students and Staff and Responding to Positive Cases

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PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
<input type="checkbox"/> Schools are closed for in-person instruction.	<u>REQUIRED:</u> <input type="checkbox"/> Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff.	<u>REQUIRED:NA</u>	
	<u>STRONGLY RECOMMENDED:</u> <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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 . <input type="checkbox"/> 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. <input type="checkbox"/> 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.	<u>STRONGLY RECOMMENDED:</u> <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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.	
	<u>RECOMMENDED:</u> <input type="checkbox"/> 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. <input type="checkbox"/> 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.	<u>RECOMMENDED:</u> <input type="checkbox"/> 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. <input type="checkbox"/> 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.	

SAFETY PROTOCOLS: Testing Protocols for Students and Staff and Responding to Positive Cases LOCAL IMPLEMENTATION STRATEGIES

When students become ill during the school day, the teacher will check their temperature and will escort the student to the office, where the school administration, the office secretary or assigned staff member will remain with the student, until they can be picked up by their parents, guardians or emergency contact.

To prevent illness before arriving at school, parents will be requested to take the temperature of their student prior to arriving on campus. If a fever or other symptoms are present, the family should keep the student home for a minimum of 48 hours with the child being symptom free without the use of medication. The family will be required to follow up with a primary care provider. Temperatures will also be checked at arrival to assure and accurate temperature reading.

Symptomatic students and staff who are ill and sent home, will have to be quarantined at home until they have tested negative or have completely recovered according to the CDC guidelines. The school administration or office secretary will assist in coordinating transportation for off-site testing, by the parent or guardian, emergency contact or ambulance if clinically unstable.

In the case that a staff member develops a fever or becomes ill with COVID-19 symptoms, they will be referred for immediate off-site testing.

In the event of a lab or clinically diagnosed case, immediate efforts will be made to contact any close contacts (those who spent more than 15 minutes less than 6-feet in close proximity to the student or staff member). They will be quarantined for 10 days at home. Students and staff will be closely monitored for symptoms. We will not empirically test all staff or students at this time. Only those that develop symptoms will be encouraged to test. During this time, the school will collect information for any close contacts of the affected individual from two days before he/she showed symptoms.

Communication will be key for our families. Families will be notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home. ADA and HIPPA confidentiality laws will be respected through this communication and such laws will be shared with staff during professional development.

Communication also will remain open with the health department to allow appropriate contact tracing and data collection.

When returning to the school and workplace, staff should only return to work after they are no longer infectious. We will seek more information from health officials in making that determination. Areas of the building including classrooms will be closed for a minimum of 24 hours before cleaning to minimize the risk of any airborne particles when classrooms have a positive case. As expressed in the cleaning section, staff will be wearing a surgical mask, gloves and a face shield when performing cleaning of these areas.

SAFETY PROTOCOLS: Responding to Positive Tests among Staff and Students

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PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
<input type="checkbox"/> Schools are closed for in-person instruction.	<p><u>REQUIRED:</u></p> <input type="checkbox"/> 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.	<p><u>REQUIRED:NA</u></p>	<p><u>REQUIRED:</u></p> <input type="checkbox"/> 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. <input type="checkbox"/> Cleaning staff must wear a surgical mask when performing cleaning of these areas along with gloves and face shield.
	<p><u>STRONGLY RECOMMENDED (PHASE 4 & PHASE 5):</u></p> <input type="checkbox"/> 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. <ul style="list-style-type: none"> ○ 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). <input type="checkbox"/> 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.		
	<p><u>STRONGLY RECOMMENDED (PHASE 4):</u></p> <input type="checkbox"/> Cleaning staff should wear a surgical mask, gloves, and a face shield when performing cleaning of these areas. <input type="checkbox"/> If possible, smaller areas such as individual classrooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles.	<p><u>RECOMMENDED (PHASE 5):</u></p> <input type="checkbox"/> If possible, smaller areas such as individual classrooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles. <input type="checkbox"/> Cleaning staff should wear a surgical mask when performing cleaning of these areas along with gloves and face shield.	

SAFETY PROTOCOLS: Responding to Positive Tests Among Staff and Students
LOCAL IMPLEMENTATION STRATEGIES

In the event of a lab or clinically diagnosed case, immediate efforts will be made to contact any close contacts (those who spent more than 15 minutes less than 6-feet in close proximity to the student or staff member). The identified person(s) will be quarantined for 10 days at home. Students and staff will be closely monitored for symptoms. We will not empirically test all staff or students at this time. Only those that develop symptoms will be encouraged to test. During this time, the school will collect information for any close contacts of the affected individual from two days before he/she showed symptoms.

Communication will be key for our families. Families will be notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home. ADA and HIPPA confidentiality laws will be respected through this communication and such laws will be shared with staff during professional development.

Communication also will remain open with the health department to allow for appropriate contact tracing and data collection.

When returning to the school and workplace, staff will only return to work after they are no longer infectious. We will seek more information from health officials in making that determination.

Areas of the building including classrooms will be closed for a minimum of 24 hours before cleaning to minimize the risk of any airborne particles when classrooms have a positive case. As expressed in the cleaning section, staff will be wearing a surgical mask, gloves and a face shield when performing cleaning of these areas.

SAFETY PROTOCOLS: Food Service, Gathering and Extracurricular Activities

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PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
<p><u>REQUIRED:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Schools enact food distribution programs. <input type="checkbox"/> All inter-school activities are discontinued. <input type="checkbox"/> After-school activities are suspended. 	<p><u>REQUIRED:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Prohibit indoor assemblies that bring together students from more than one classroom. 	<p><u>REQUIRED: NA</u></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Safety protocols no longer required.
	<p><u>STRONGLY RECOMMENDED: N/A</u></p> <p><u>RECOMMENDED:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Classrooms or outdoor areas should be used for students to eat meals at school, if distancing guidelines cannot be met. <input type="checkbox"/> If cafeterias must be used, meal times should be staggered to create seating arrangements with six feet of distance between students. <ul style="list-style-type: none"> <input type="checkbox"/> Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks. <input type="checkbox"/> Students, teachers, and food service staff should wash hands before and after every meal. <input type="checkbox"/> Students, teachers, and staff should wash hands before and after every event. <input type="checkbox"/> Large scale assemblies of more than 50 students are suspended. <input type="checkbox"/> Off-site field trips that require bus transportation to an indoor location are suspended. <input type="checkbox"/> 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. <input type="checkbox"/> If possible, school-supplied meals should be delivered to classrooms with disposable utensils. <input type="checkbox"/> If possible, schools should offer telecasting of assemblies and other school-sanctioned events. <input type="checkbox"/> Extracurricular activities may continue with the use of facial coverings. 	<p><u>STRONGLY RECOMMENDED:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks. <input type="checkbox"/> Students, teachers, and cafeteria staff wash hands before and after every meal. <input type="checkbox"/> 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. <input type="checkbox"/> If field trips occur, they should comply with transportation guidelines within this document, including mandatory facial covering. <p><u>RECOMMENDED:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> If possible, classrooms should be used for eating in place, taking into consideration food allergies. <input type="checkbox"/> If cafeterias need to be used, meal times should be staggered to create seating arrangements with six feet of distance between students. <input type="checkbox"/> If possible, school-supplied meals should be delivered to classrooms with disposable utensils. <input type="checkbox"/> Schools should offer telecasting of assemblies and other school-sanctioned events if able. <input type="checkbox"/> Students and teachers should wash hands before and after every event. <input type="checkbox"/> After-school programs may continue with the use of facial coverings. 	

SAFETY PROTOCOLS: Food Service, Gathering and Extracurricular Activities

LOCAL IMPLEMENTATION STRATEGIES

Macomb Montessori Academy will work with our food service provider, Variety, to assure our food is prepared and delivered to school following any necessary guidelines. Serving and cafeteria staff will use barrier protection including gloves, face shields, and surgical masks. Students, teachers, and food service staff will wash hands before and after every meal.

Our students will enter the cafeteria to collect their breakfast and lunch trays, then return to their classrooms. Food collection time will be staggered and social distancing guidelines will be followed at all times.

There will be no large gatherings or extracurricular activities to assure safety guidelines are met. Also, we will not be hosting afterschool clubs as we have in the past.

SAFETY PROTOCOLS: Athletics

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PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
<p><input type="checkbox"/> All athletics are suspended.</p>	<p><u>REQUIRED:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS). <input type="checkbox"/> 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. <input type="checkbox"/> All equipment must be disinfected before and after use. <input type="checkbox"/> 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. <input type="checkbox"/> Spectators are allowed provided that facial coverings are used by observers and six feet of social distancing can be maintained at all times. Attention must be given to entry and exit points to prevent crowding. <input type="checkbox"/> Each participant must use a clearly marked water bottle for individual use. There should be no sharing of this equipment. <input type="checkbox"/> Handshakes, fist bumps, and other unnecessary contact must not occur. <input type="checkbox"/> Indoor weight rooms and physical conditioning activities that require shared equipment are suspended. Outdoor physical conditioning activities are allowed while maintaining social distancing. <input type="checkbox"/> 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. 	<p><u>STRONGLY RECOMMENDED:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> All equipment must be disinfected before and after use. <input type="checkbox"/> Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent “Busing and Student Transportation” section. <input type="checkbox"/> Each participant should use a clearly marked water bottle for individual use. There should be no sharing of this equipment. <p><u>RECOMMENDED:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Handshakes, fist bumps, and other unnecessary contact should not occur. 	<p><input type="checkbox"/> Safety protocols are no longer required.</p>

SAFETY PROTOCOLS: Athletics

LOCAL IMPLEMENTATION STRATEGIES

Macomb Montessori Academy does not provide athletics.

SAFETY PROTOCOLS: Cleaning

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PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
<ul style="list-style-type: none"> <input type="checkbox"/> Schools are closed for in-person instruction, and cleaning practices are adjusted to maintain school building functional order. 	<p><u>REQUIRED:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Student desks must be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period. <input type="checkbox"/> Playground structures must continue to undergo normal routine cleaning, but using an EPA- approved disinfectant is unnecessary. <input type="checkbox"/> 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. <input type="checkbox"/> Staff must wear gloves, surgical mask, and face shield when performing all cleaning activities. 	<p><u>STRONGLY RECOMMENDED:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Student desks should be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period. <input type="checkbox"/> Playground structures should continue to undergo normal routine cleaning, but using an EPA- approved disinfectant is unnecessary. <input type="checkbox"/> Athletic equipment can be cleaned with either an EPA-approved disinfectant or diluted bleach solution before and after each use. <input type="checkbox"/> 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. <p><u>RECOMMENDED:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Staff should wear gloves, surgical masks, and face shield when performing all cleaning activities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Safety protocols are no longer required.

SAFETY PROTOCOLS: Cleaning LOCAL IMPLEMENTATION STRATEGIES

Our maintenance team (or staff members within classrooms) will assure that frequently touched surfaces and frequently used materials are cleaned at least every 4 hours, morning, mid-day and afterschool. Materials in all classrooms will be disinfected throughout the day: before school, mid-day and afterschool. Our montessori materials will be disinfected between use. Cleaning supplies will be kept behind locked doors to assure they are out of reach of students and kept safe. Anyone using cleaning supplies will wear a mask, face shield and gloves when disinfecting. We currently do not have any outside play equipment.

SAFETY PROTOCOLS: Busing and Student Transportation

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PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
<p><input type="checkbox"/> Schools are closed for in-person instruction, and cleaning practices are adjusted to maintain school building functional order.</p>	<p><u>REQUIRED:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Require the use of hand sanitizer before entering the bus. Hand sanitizer must be supplied on the bus. <input type="checkbox"/> 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. <input type="checkbox"/> Clean and disinfect transportation vehicles before and after every transit route. Children must not be present when a vehicle is being cleaned. <input type="checkbox"/> 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. <input type="checkbox"/> Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily. <input type="checkbox"/> Create a plan for getting students home safely if they are not allowed to board the vehicle. <input type="checkbox"/> 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. <input type="checkbox"/> Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out. <input type="checkbox"/> 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. 	<p><u>STRONGLY RECOMMENDED:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Strongly encourage the use of hand sanitizer before entering the bus. Hand sanitizer should be supplied on the bus. <input type="checkbox"/> The bus driver, staff, and all students in grades preK-12, if medically feasible, should wear facial coverings while on the bus. <input type="checkbox"/> Clean and disinfect transportation vehicles regularly. Children should not be present when a vehicle is being cleaned. <input type="checkbox"/> 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. <input type="checkbox"/> Clean, sanitize, and disinfect equipment including items such as car seats and seat belts, wheelchairs, walkers, and adaptive equipment being transported to schools. <input type="checkbox"/> Create a plan for getting students home safely if they are not allowed to board the vehicle. <input type="checkbox"/> If a student becomes sick during the day, they should not use group transportation to return home and should follow protocols outlined above. <input type="checkbox"/> If a driver becomes sick during the day, they should follow protocols for sick staff outlined above and should not return to drive students. <p><u>RECOMMENDED:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out. <input type="checkbox"/> 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. 	<p><input type="checkbox"/> Safety protocols are no longer required.</p>

SAFETY PROTOCOLS: Busing and Student Transportation LOCAL IMPLEMENTATION STRATEGIES

Macomb Montessori Academy does not provide busing and/or student transportation.

SAFETY PROTOCOLS: Medically Vulnerable Students and Staff

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PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
<input type="checkbox"/> N/A	<p><u>STRONGLY RECOMMENDED:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> 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. <p><u>RECOMMENDED:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Staff caring for children and providing any medical care that include aerosol generating procedures (e.g., nebulizers) should have N95 masks. <input type="checkbox"/> 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. 	<p><u>STRONGLY RECOMMENDED:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> 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. <p><u>RECOMMENDED:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> 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. 	<input type="checkbox"/> Safety protocols are no longer required.

SAFETY PROTOCOLS: Medically Vulnerable Students and Staff
LOCAL IMPLEMENTATION STRATEGIES

Macomb Montessori Academy will review all current and new plans with all necessary stakeholders and will take medically vulnerable student needs into account on an individual basis. Alternative learning situations will be determined as needed to assure the individual needs of all students are met. At home, online learning will be provided as needed per individual case.

MENTAL & SOCIAL-EMOTIONAL HEALTH			Back to Top
PHASES 1 – 3 <u>STRONGLY RECOMMENDED While Schools Are Closed for In-Person Instruction:</u>	PHASE 4 <u>STRONGLY RECOMMENDED Before Schools Reopen for In-Person or Hybrid Instruction:</u>	PHASE 5 <u>RECOMMENDED Before Schools Reopen for In-Person Instruction:</u>	
<ul style="list-style-type: none">❑ 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.	<u>STRONGLY RECOMMENDED (PHASE 4) & RECOMMENDED (PHASE 5):</u> <ul style="list-style-type: none">❑ 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.		
	<u>STRONGLY RECOMMENDED (PHASE 4):</u> <ul style="list-style-type: none">❑ 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).		<u>RECOMMENDED (PHASE 5):</u> <ul style="list-style-type: none">❑ 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).
	<u>STRONGLY RECOMMENDED PHASE 4 & RECOMMENDED (PHASE 5):</u> <ul style="list-style-type: none">❑ 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:<ul style="list-style-type: none">○ 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.		

MENTAL & SOCIAL-EMOTIONAL HEALTH LOCAL IMPLEMENTATION STRATEGIES

Macomb Montessori Academy students will have access to mental health support through a variety of avenues.

At this time, due to staffing, we are not able to implement a mental health screening for all students by a trained professional, due to staffing. However, we will use the SRSS (student risk screening scale) screening to assure student's individual needs are met by our in-house staff.

As part of the communication with students, teachers will talk about questions, fears, concerns, and ideas that their students may have during this crisis. Below are resources to share with parents to help them talk with their student about the COVID-19 outbreak:

- [Destigmatization of COVID-19](#)
- [Talking to kids about the coronavirus – ChildMind](#)
- [Just for Kids: A comic exploring the new coronavirus – NPR](#)
- [Talking to teens and tweens about coronavirus – NYTimes](#)
- [PBS videos and resources](#)
- JED Foundation - JED exists to protect emotional health and prevent suicide for our nation's teens and young adults. Text "START" to 741-741 or call 1-800-273-TALK (8255)
 - <https://www.jedfoundation.org/covid-19-and-managing-mental-health/>
- [Coping & Dealing with COVID via CDC](#)
- [National Association of School Psychologists](#)
- [Supporting students with Autism Spectrum Disorder and COVID-19](#)
- [MDE - Social-Emotional Learning \(SEL\)](#)

Mental Health Help: 24-Hour Crisis Phone Number

Macomb County

- 586-307-9100

Oakland County

- 248-456-1991
- 800-231-1127

Wayne County

- 313-224-7000
- 800-241-4949

Staff have access to [resiliency strategies](#) and a company sponsored Employee Assistance Program

Teachers will work together with members of the support team to ensure consistent connections are made with all students to provide for regular check-ins regarding their wellbeing. The support team will intervene with additional communication when difficulty making these connections arises. Additionally, staff members may refer students to the support team for follow-up contact as needed. All Macomb Montessori Academy staff members have been reminded that their obligation as mandated reporters continues into this period of remote learning.

Additionally, the principal will hold weekly meetings with teachers to identify any additional students or families in need. If there are specific concerns shared by teachers, staff will reach out to families and students to assess any needs and provide support for students and families. The principal and secretary will act as mental health liaisons. They will connect staff, students, and families to local public health agencies and community partners. Any mental health concerns can be directed to the school principal or secretary via email.

During the 2020-2021 school year, all staff will be provided 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.

INSTRUCTION: Governance

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PHASES 1 – 3

STRONGLY RECOMMENDED While Schools Are Closed for In-Person Instruction:

- 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.

PHASE 4

STRONGLY RECOMMENDED Before Schools Reopen for In-Person or Hybrid Instruction:

PHASE 5

RECOMMENDED Before Schools Reopen for In-Person Instruction:

STRONGLY RECOMMENDED (PHASE 4) & RECOMMENDED (PHASE 5):

- 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: Governance

LOCAL IMPLEMENTATION STRATEGIES

With support from Choice Schools Associates, Lake Superior State University, feedback from families, teachers, technology and facilities, we have created an instructional plan that meets the needs of our students and also addresses the goals in our mission statement. In this process, we determined the safety protocols necessary to host students, determine resources to better support the unique needs of the school year, and enhance our remote learning experience for all students and staff.

We have elected to provide two methods of instruction to meet the needs of our students while monitoring their concern for safety. We have students on campus Monday through Friday, while also maintaining remote learning as an option. This decision was based on consultation with the Board of Directors and evaluating survey results of both staff and parents.

INSTRUCTION: Remote Instruction

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PHASES 1 – 3 <u>STRONGLY RECOMMENDED While Schools Are Closed for In-Person Instruction:</u>	PHASE 4 <u>STRONGLY RECOMMENDED Before Schools Reopen for In-Person or Hybrid Instruction:</u>	PHASE 5 <u>RECOMMENDED Before Schools Reopen for In-Person Instruction:</u>
<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Secure supports for students who are transitioning to postsecondary. <input type="checkbox"/> 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. <input type="checkbox"/> Remain connected with MDE about policies and guidance. <input type="checkbox"/> 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. 	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>

INSTRUCTION: Remote Instruction LOCAL IMPLEMENTATION STRATEGIES

Macomb Montessori Academy will utilize a Learning Management System. This system will serve as a hub for the student's classwork for all students whether they are in the building Monday through Friday or having learning remotely due to a closure or parent selection. Resources and assignments will be shared through the platform. Assignments will be submitted through the site, graded and feedback will be shared with the students.. This system will help organize thinking for students and staff that will support families when they are in school or learning from home.

Students will be in classrooms with highly qualified staff. Staff will share instruction based around their priority standards with comprehension, analysis, and enrichment to follow. Students will receive instruction in English/Language Arts, Mathematics, Science, social studies and will have exposure to the arts, technology and STEAM.

To assist with remote learning with students, Macomb Montessori Academy staff will utilize the Zoom tool to provide enrichment experiences. Staff will host zoom calls to support students with their assignments and content explanation. All calls will be available to be recorded and shared with all remote learners in the class. These platforms can be accessed through a phone number as well as a Chromebook. Elementary students will be assigned a designated remote teacher to provide instruction and feedback. Teaching Assistants will check in with the performance of the students, answer questions, and serve in a mentoring capacity. Classroom teachers will lead instruction and address content related questions.

To best support students who are in need of special education services, have 504 plans, or require English or Math interventions, we will have specific steps to support each student. If the students are on the campus, students will receive support through our traditional processes to meet IEP and 504 goals and services. We will also continue to support differentiation and support students who require more time and spiraled teaching to fill gaps that may exist. For students who are remote learning, we will collaborate similarly to the spring 2020 period. Together with parents, our special education team will create contingency learning plans by modifying times to still address the services needed. These service times will occur through Zoom calls. Service providers will be supporting the curriculum or working on skills that will support upcoming tasks.

Our best approach to uncertainty going into the year was to work backwards with our instructional staff. During the summer we investigated and evaluated the most essential standards and skills needed in each subject and course. Through this process we were able to have discussions into the best methodology of delivery and best practices. Determining grade-level proficiencies, feedback practices, and resources needed, staff will have a full understanding of the essential standards. Staff worked on aligning Montessori lessons to essential standards by outlining the school year and linking essentials to lessons. These will be revisited throughout the course/year to ensure full understanding before advancing to the next grade/course.

All parents have been contacted to complete a survey to inform Macomb Montessori Academy team members of the technology access in the student's home. Chromebooks have been purchased to provide each student a technology tool to use for online learning in the classroom, we have a limited supply of Chromebooks to offer to students at home. Whether families have online access was determined through the survey. If the internet is not available in the home, we are connecting families with low cost options, local libraries, or by making our parking lot WIFI accessible. We hope to remove any technology barriers that may exist for each and every student.

To better understand the needs of the students, we will assess every student in grades K-6 during the first few weeks of school to better understand the needs of the students. Based on that data, we will be aligning our resources to support our students in whatever academic or non-academic needs are determined. We will utilize NWEA screening assessments if our calendar does not align well with NWEA windows. These assessments will be delivered in person for students on campus and online through remote test taking. This program will be done individually and the program will be pushed through by our tech department onto each of our devices.

In addition, assessments will be utilized to measure the understanding of our students on a consistent basis. Staff members will utilize programs through google forms to manage feedback and feedback will load into our data management system. Whether students are learning on campus or remotely, these assessments tools will be utilized to measure growth.

INSTRUCTION: Instruction (Before Schools Reopen)

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PHASES 1 – 3	PHASE 4 <u>STRONGLY RECOMMENDED Before Schools Reopen for In-Person or Hybrid Instruction:</u>	PHASE 5 <u>RECOMMENDED Before Schools Reopen for In-Person Instruction:</u>
<u>STRONGLY RECOMMENDED While Schools Are Closed for In-Person Instruction:</u>	<u>STRONGLY RECOMMENDED (PHASE 4):</u> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Make expectations clear to school leaders and teachers around hybrid or remote instruction that include: <ul style="list-style-type: none"> ○ 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. 	
	<u>STRONGLY RECOMMENDED (PHASE 4) & RECOMMENDED (PHASE 5):</u> <ul style="list-style-type: none"> <input type="checkbox"/> Set an instructional vision that ensures that: <ul style="list-style-type: none"> ○ 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. 	
	<u>STRONGLY RECOMMENDED (PHASE 4):</u> <ul style="list-style-type: none"> <input type="checkbox"/> Secure supports for students who are transitioning to postsecondary. 	
	<u>STRONGLY RECOMMENDED (PHASE 4) & RECOMMENDED (PHASE 5):</u> <ul style="list-style-type: none"> <input type="checkbox"/> Support schools to implement grade-level curricula that is aligned to Michigan preK-12 standards. <ul style="list-style-type: none"> ○ Support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction. <input type="checkbox"/> 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. <ul style="list-style-type: none"> ○ 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. <input type="checkbox"/> Inventory all intervention programs and services available to students on the district and school level and identify any gaps. <input type="checkbox"/> Remain connected with MDE about policies and guidance. <input type="checkbox"/> 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. 	
		<u>RECOMMENDED (PHASE 5):</u> <ul style="list-style-type: none"> <input type="checkbox"/> Secure supports for students who are transitioning to postsecondary.

INSTRUCTION: Instruction (Before Schools Reopen)

Macomb Montessori Academy has made the decision to deliver instruction both online and in-person. Online learning will be offered through our learning management system, and will be offered through the extent of the executive order, or on a Trimester basis. In-person learning will take place Monday thru Friday within the Macomb Montessori environment. Our Montessori curriculum will be followed, on a week-by-week basis for both learning models. Our students will be assessed using a variety of platforms and data will be analyzed to create individual learning plans for each student. Teachers will only teach in one learning platform either online or in-class. Our digital learning platform will be used in both. This allows for those online students to transition to in-person if applicable and our in-person students to transition to online if applicable. Individual student needs will be met, following IEP/504 plans, students with intervention needs, and those with additional support services (i.e Title 1).

INSTRUCTION: Communication & Family Supports

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PHASES 1 – 3 <u>STRONGLY RECOMMENDED While Schools Are Closed for In-Person Instruction:</u>	PHASE 4 <u>STRONGLY RECOMMENDED Before Schools Reopen for In-Person or Hybrid Instruction:</u>	PHASE 5 <u>RECOMMENDED Before Schools Reopen for In-Person Instruction:</u>
<ul style="list-style-type: none"> <input type="checkbox"/> 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: <ul style="list-style-type: none"> ○ 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. 	<ul style="list-style-type: none"> <input type="checkbox"/> 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: <ul style="list-style-type: none"> ○ 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. <input type="checkbox"/> Provide resources that demonstrate schools value parents as partners in their child's education. Offer family supports that provide families with: <ul style="list-style-type: none"> ○ 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. 	<ul style="list-style-type: none"> <input type="checkbox"/> 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: <ul style="list-style-type: none"> ○ 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. <input type="checkbox"/> Provide resources that demonstrate schools value parents as partners in their child's education. Offer family supports that provide families with: <ul style="list-style-type: none"> ○ 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.

INSTRUCTION: Communication & Family Supports

As always going into the school year, communication will be a key focus for us this year. We utilize many different avenues of communication to best meet the needs of our students and families. We use phone calls, School Messenger, US Postal mail, email, MailChimp, Remind, and Facebook to stay connected with our families.

Family letters are sent home on a regular basis to assure that our families are kept informed and up to date. MMA's leadership team conducts "Talk to Me" Tuesday via facebook live to allow our families to ask questions and to be connected.

All families will be trained in our Learning Management system (LMS) to assure positive online learning takes place.

INSTRUCTION: Professional Learning

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PHASES 1 – 3 <u>STRONGLY RECOMMENDED While Schools Are Closed for In-Person Instruction:</u>	PHASE 4 <u>STRONGLY RECOMMENDED Before Schools Reopen for In-Person or Hybrid Instruction:</u>	PHASE 5 <u>RECOMMENDED Before Schools Reopen for In-Person Instruction:</u>
<ul style="list-style-type: none"> <input type="checkbox"/> Continue to provide professional learning and training through virtual modes for educators to: <ul style="list-style-type: none"> ○ 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. <input type="checkbox"/> 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. 	<u>STRONGLY RECOMMENDED PHASE 4 & RECOMMENDED (PHASE 5):</u> <ul style="list-style-type: none"> <input type="checkbox"/> Provide adequate time for schools and educators to engage in: <ul style="list-style-type: none"> ○ 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. <input type="checkbox"/> Create a plan for professional learning and training, with goals to: <ul style="list-style-type: none"> ○ 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: Professional Learning

Professional learning is essential for staff development and overall school success. We have prioritized our time with staff to accomplish many goals. During the weeks of August 24-Sept 4, staff have been assigned online resources to train them on the use of our learning management system. Montessori professional development will be held as well during this first week. Staff will have additional COVID-19, ADA, HIPPA and workplace training that they will be required to complete online. We will also work to properly set up classrooms spaces, PBIS, Orton Gillingham, NWEA and Special Education training will occur. We will have on-going professional development throughout the year.

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<ul style="list-style-type: none"><input type="checkbox"/> Activate plans to monitor and assess the following:<ul style="list-style-type: none">○ Connectivity and Access:<ul style="list-style-type: none">▪ Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.○ Attendance:<ul style="list-style-type: none">▪ Develop systems to monitor and track students’ online attendance on a daily basis.○ Student Work:<ul style="list-style-type: none">▪ 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.	N/A	N/A	

INSTRUCTION: Monitoring

Our learning management system will serve as a hub for the student's classwork for all students enrolled at Macomb Montessori Academy. Resources and assignments will be shared through the platform. Assignments will be submitted through the site, graded and feedback will be shared. The learning management system will help organize thinking for students and staff that will support families when they are learning from home. In addition, our programming will allow for multiple family dynamics that could affect traditional learning.

Our learning management system will be used for academics, while our student management system, Powerschool, will be used to take attendance, track and monitor students progress and student grades. Through the use of our learning management system and Powerschool, parent letters will be sent each week with the student's assignment completion and individual conversations will be held with families to discuss the information within these reports.

INSTRUCTION: Instruction

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PHASES 1 – 3 <u>STRONGLY RECOMMENDED</u> <u>While Schools Are Closed for</u> <u>In-Person Instruction:</u>	PHASE 4 <u>STRONGLY RECOMMENDED Before Schools Reopen for In-Person or</u> <u>Hybrid Instruction:</u>	PHASE 5 <u>RECOMMENDED Before Schools Reopen for In-Person Instruction:</u>
<p>N/A</p>	<p><u>STRONGLY RECOMMENDED (PHASE 4) & RECOMMENDED (PHASE 5):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensure that every student: <ul style="list-style-type: none"> ○ 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. <input type="checkbox"/> 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. <input type="checkbox"/> Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions. <input type="checkbox"/> 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. <input type="checkbox"/> Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students’ needs. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. 	
	<p><u>STRONGLY RECOMMENDED (PHASE 4):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> If hybrid, activate plans to monitor and assess the following: <ul style="list-style-type: none"> ○ Connectivity and Access: <ul style="list-style-type: none"> ▪ Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork. ○ Attendance: <ul style="list-style-type: none"> ▪ Develop systems to monitor and track students’ online attendance on a daily basis. ○ Student Work: <ul style="list-style-type: none"> ▪ 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. 	

INSTRUCTION: Instruction

In-class Model:

School Day: Monday-Thursday 8:10-3:20pm and 8:10-1:20 on Friday

Use LMS along with in class teaching to ensure students have knowledge of the system if needed.

Arrival: Students arrive in carline 7:45-8:00, temperatures are taking in cafeteria by 3 assigned staff members, students take breakfast trays into classrooms, all students must eat their breakfast in classrooms, after 8:00 arrival students come in the front door, temperatures are taken by 3 assigned staff members in the front office, parents are not allowed to enter the building, individual parents meetings must be set for parents/guardians to enter the building. Parents must wear masks to enter the building, hand sanitation stations will be set up at all entry doors, and outside all classrooms and sanitizer must be used before students enter the classroom.

Breakfast: Breakfast will be served 7:45am to 8:30am in the classrooms.

Lunch: Lunch will be served in the classroom, teachers will walk their students to the cafeteria during their assigned lunch times, students will use sanitizer upon entering the cafeteria doors, lunch trays will be collected and teachers will escort students back to the classroom.

K Lunch: 11:00

1st/3rd Lunch: 11:30

4th/6th Lunch 12:00

Recess: 2 times per day (K Monday-Thursday), 1 class at a time, 1 time per day (1-6 Monday-Friday)

K-9:00-9:20

K-9:20-9:40

K-9:40-10:00

1st- 10:00-10:20

1st-10:20-10:40

2nd-10:40-11:00

4th- 11:20-11:40

3rd-11:40-12:00

3rd- 12:00-12:20

5th-6th- 12:40-1:00

K-1:00-1:20

K-1:20-1:40

K-1:40-2:00

Specials: STEAM and Technology, both taught by STEAM teacher, Character Ed taught by classroom teachers: all taught in classroom, schedule will be shared at a later date

Dismissal: Classes will dismiss from 5 different external doors as follows:

K students will dismiss out the back door, parents must park up front, walk around the back of the building and wait outside the building doors, teachers must make visual connections with each parent/guardian before the student is let out

1st grade students will dismiss out the side door next to the boys restroom, parents must park up front, walk around the side of the building and wait outside the building doors, teachers must make visual connections with each parent/guardian before the student is let out

2nd grade students will dismiss out the back church doors (straight out the back of the church near the special ed office) parents must park up front, walk around the back side of the building and wait outside the building doors, teachers must make visual connections with each parent/guardian before the student is let out

3rd grade students will dismiss out the side church door (the out door used last year), parents must park up front, and wait outside the building doors, teachers must make visual connections with each parent/guardian before the student is let out

4th grade students will dismiss out the carline door, parents must park up front and wait outside the building doors, teachers must make visual connections with each parent/guardian before the student is let out

5th/6th grade students will dismiss out the front door, parents must park up front and wait outside the building doors, teachers must make visual connections with each parent/guardian before the student is let out.

Fully Digital Model:

Using our LMS, our school will follow our current digital model as seen below, with a few minor changes:
LMS: Canvas will be used for all fully digital learning students. One/more teacher (s) per grade span will be a fully digital only teacher if the number of students requesting fully digital is applicable.

K:
½:
¾:
5%:
All staff members, parents and students will be trained in how to use our LMS to assure clarity and understanding in learning and instructional delivery.

Weekly work plans will be created and sent to all families through our Learning Management System (LMS). Canvas will serve as a hub for the student's classwork for all students enrolled at Macomb Montessori Academy. Resources and assignments will be shared through the platform. Assignments will be submitted through the site, graded and feedback will be shared. The perk of Canvas Learning is it helps organize thinking for students and staff that will support families when they are learning from home.

Instructional Expectations for Teachers:

Teacher will teach one ELA,Math, Science and SS lesson Mon, Wed and Friday, at the following times:

Grades K, 1-3

M, W and F:
9-9:45 ELA (morning meeting)
10-10:45 Math
11-11:30 SS and Sci
12-1 Guided reading
1-2 Math groups
T and Thurs:
9-11:30 testing, individual instruction, small group instruction
12-1 Guided Reading
1-2 Math groups

Grades 4-6

M,W,F:
9-11 Math
12-2 ELA, Guided reading groups
2-2:30 phonics

T and Thurs:
9-11 SS and Sci
12-2 ELA, Guided reading groups

2-2:30 phonics

Tuesday and Thursday will be small group and individual lessons per class and grade, and work will be assigned through LMS for students to complete Tues and Thursday following lessons delivered Mon, Wed and Fri. All instruction will begin promptly at 9:00am Monday thru Friday.

Lessons will be taught through LMS.

Teacher Resource

Familiarize yourself with the Montessori Resources Page

This page was developed especially for you to access Montessori resources to implement during virtual learning. Spend some time familiarizing yourself with what is available and taking notes on what specific resources you will use for your students in the future. There are two ways to access these resources, instructions can be found below.

Go to choiceschools.com

Go to Resources in the upper left corner of the homepage

Username: **choicecsa**

Password: **everyonethriveshere2019**

Go to Montessori Education Folder

Find Montessori Curriculum Resources

Password: **montessori-resources**

Note: **montessori-resources** is the password for every button.

Go to choiceschools.com

Click the COVID-19 Update button underneath the main video on the home screen

Click the STAFF RESOURCES button

Click the Montessori Curriculum Resources

Password: **montessori-resources**

montessori-resources is the password for every page

TA/Lit Coach/Math Intervention/Lunch Staff/STEAM Responsibilities:

Interventionist will work with small groups of students identified based on need M-Friday in between general class learning times through LMS or on Tues and Thursday

Steam teacher will provide weekly steam activities and offer 1 hour sessions for students to join in between general learning sessions or on Tues and Thursday

TA's will work work assigned classroom teachers in planning, preparation and lesson delivery

Example: Sections is red will need to be modified

Work Plans will be sent every Monday:

Happy Monday Parents!!!

Below you will find an individualized workplan for the week of **March 30th-April 3rd** with links to lessons and activities for all curriculum areas. Each week your child will receive a new workplan via email by Monday at 9am.

I will be available via **Google Hangout** each day to answer questions and help to clarify any assignments. It is recommended that your child participate on the video calls as frequently as possible.

My schedule for video calls this week is
Monday/Wednesday/Friday 10am-12pm
Tuesday/Thursday 2pm-4pm

Additionally, I will be holding a parent information call this week on Wednesday at 8pm. Join me via Google Classroom to ask questions and get clarifications on our virtual learning process.

I will also be making phone calls and sending emails to check in with your child on a frequent basis. I look forward to our partnership during this time.

Here is a special message for your child:

<insert personalized motivating message for students from teacher here>

I can't wait to see your smiling face this week!

Miss Amanda

Guiding Special Service Providers (special education, social work):

IEP's are still active, special service providers will be meeting individually with students within their caseloads via zoom, our LMS or phone calls. Special services teachers will be working on students individual IEP goals during these meetings. These service times will be logged on our communication log, including the goals worked on, students progress made, session start and end time, and additional information that needs to be shared.

Special service providers will be asked to create a google document to share with each general education teacher to share information on the progress being made with the individual students in those teachers classrooms. Student numbers will be used in place of student names to respect FERPA law requirements. This will allow for communication between the general education and special service providers.

For students who have special education programs and services, we will be initiating a contingency plan, with parent input, to address the needs of each individual student. Students with IEPs will be provided with learning opportunities in the same manner as general education students. These learning opportunities will include accessibility options as well as materials that have been accommodated and modified. Teachers will be supporting students through virtual or phone contact.

Participation/Expectations/Attendance:

Attendance will be taken daily through students participation and logged into powerschool, students are expected to participate daily in lessons and through completing work within LMS, grades will be kept in powerschool and progress will be monitored regularly, Through the LMS emails will be send to parents weekly addressing student progress and assignment completion.

PD:
Professional development will be provided for teachers to familiarize themselves with our LMS, opportunities will also be provided for students and parents to learn.

OPERATIONS: Facilities

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PHASES 1 – 3 <u>STRONGLY RECOMMENDED</u> <u>While Schools Are Closed for</u> <u>In-Person Instruction:</u>	PHASE 4 <u>STRONGLY RECOMMENDED Before Schools Reopen for In-Person or</u> <u>Hybrid Instruction:</u>	PHASE 5 <u>RECOMMENDED Before Schools Reopen for In-Person Instruction:</u>
<ul style="list-style-type: none"> <input type="checkbox"/> Audit necessary materials and supply chain for cleaning and disinfection supplies. <input type="checkbox"/> Continue to maintain schools in good working order to prepare for the subsequent return of students. <input type="checkbox"/> Execute school cleaning and disinfection protocols according to the CDC School Decision Tree. <input type="checkbox"/> Custodial staff are recommended to wear surgical masks when performing cleaning duties. <input type="checkbox"/> 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. <input type="checkbox"/> Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies. <ul style="list-style-type: none"> o Advocate for ISDs to coordinate with LEMPs. 	<u>STRONGLY RECOMMENDED (PHASE 4) & RECOMMENDED (PHASE 5):</u> <ul style="list-style-type: none"> <input type="checkbox"/> Audit necessary materials and supply chain for cleaning and disinfection supplies. <input type="checkbox"/> Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies. <ul style="list-style-type: none"> o Advocate for ISDs to coordinate with LEMPs. <input type="checkbox"/> Audit any additional facilities that the district may have access to that could be utilized for learning. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Encourage schools to convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection. <input type="checkbox"/> Encourage schools to provide advanced training for custodial staff. <input type="checkbox"/> Custodial staff should continue deep cleaning over the summer. <input type="checkbox"/> Audit all school buildings with a focus on: <ul style="list-style-type: none"> o How many classrooms are available; o The size of each classroom; o Additional spaces that are available (e.g., gym, lunchroom, auditorium, etc.); and o The ventilation in each classroom. <input type="checkbox"/> Audit school security protocols to decide if any process changes need to be implemented. <input type="checkbox"/> School security staff should follow CDC protocols if interacting with the general public. <input type="checkbox"/> Maintain facilities for in-person school operations. <ul style="list-style-type: none"> o Check HVAC systems at each building to ensure that they are running efficiently. o Air filters should be changed regularly. o 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. o Signage about frequent handwashing, cough etiquette, and nose blowing should be widely posted, disseminated, and encouraged through various methods of communication. o Custodial staff should follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties. <input type="checkbox"/> 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. <input type="checkbox"/> Procure level-1 facial coverings, including those with a transparent front, for preK-5 teachers, low- income students, and students with special needs. <input type="checkbox"/> Procure level-1 surgical masks for cleaning and janitorial staff. 	
	<u>STRONGLY RECOMMENDED (PHASE 4):</u> <ul style="list-style-type: none"> <input type="checkbox"/> Activate school cleaning and disinfection protocols according to the CDC School Decision Tree. <ul style="list-style-type: none"> o Custodial staff should wear surgical masks when performing cleaning duties. <input type="checkbox"/> Maintain facilities for resumption of school operations. 	

OPERATIONS: Facilities

Macomb Montessori Academy's custodial/maintenance team will have many tasks to ensure that the building is prepared for in-person instruction. Ensuring we have the correct tools, supplies and equipment is the first priority. Our team has been working with local emergency cleaning supply company. In addition, this also gave us a chance to review our auditing process to ensure that we will not run out of supplies during the year - especially disinfecting materials.

In addition, the team is educating themselves (and seeking advanced training) on the requirements for cleaning and disinfecting all core assets. In addition, they are developing schedules for each staff member to ensure they understand the tasks and responsibilities. We will also update the team with changes provided by OSHA and/or the CDC. These requirements will also be shared with staff as part of our guidance for cleaning.

To best prepare the building, an audit was completed that included the number of classrooms, sizes, additional unused spaces, ventilation in each classroom. These factors were determined in our plan to evaluate the safety of students and staff. Outside of the classrooms, normal summer maintenance was completed. This includes HVAC reviews, air filters changed, signage, and disinfectant tools while also following their safety precautions. Preparing our campus involves many steps to prepare indoors but also outdoors as well.

As one more level of supervision, school leaders will conduct and document a facility walk through with the custodian team to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.

OPERATIONS: Budget, Food Service, Enrollment, and Staffing

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PHASES 1 – 3 <u>STRONGLY RECOMMENDED</u> <u>While Schools Are Closed for</u> <u>In-Person Instruction:</u>	PHASE 4 <u>STRONGLY RECOMMENDED Before Schools Reopen for In-Person or</u> <u>Hybrid Instruction:</u>	PHASE 5 <u>RECOMMENDED Before Schools Reopen for In-Person Instruction:</u>
<ul style="list-style-type: none"> <input type="checkbox"/> Based on instructional programming, provide instructional resources and materials to staff and students as feasible. <input type="checkbox"/> Work with MDE to understand flexibility with hiring and develop a plan to govern hiring in a remote environment. <input type="checkbox"/> Ensure a plan for nutrition services and student meals is in place, and provide a list of alternative meal options to families. <input type="checkbox"/> Solidify food service processes, device distribution, delivery sites, and communication plans as necessary. <input type="checkbox"/> Define logistical expectations, including attendance expectations and time on schooling by grade level for students and teachers. 	<p><u>STRONGLY RECOMMENDED (PHASE 4) & RECOMMENDED (PHASE 5):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> 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). <input type="checkbox"/> Support schools in conducting staff and student outreach to understand who is coming back. <ul style="list-style-type: none"> o For staff, this should include a breakdown of the staff – administrators, educators, support staff, full-time nurses, part-time nurses, school counselors, etc. o 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). o For students, this should include those with preexisting conditions who may need a remote learning environment. <input type="checkbox"/> Assess need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs. <input type="checkbox"/> 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. <input type="checkbox"/> Recruit, interview and hire new staff. <input type="checkbox"/> Consider redeploying underutilized staff to serve core needs. <input type="checkbox"/> Where possible, and in partnership with local bargaining units, identify and modify staff positions, that would enable high-risk staff to provide remote services. <input type="checkbox"/> Communicate any student enrollment or attendance policy changes with school staff and families. <input type="checkbox"/> Provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely. <input type="checkbox"/> Seek and provide guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies). <input type="checkbox"/> Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs. <input type="checkbox"/> Inventory how many substitute teachers are available. <input type="checkbox"/> Build and send back to school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures. <input type="checkbox"/> 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. <input type="checkbox"/> Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders. <input type="checkbox"/> Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars. <input type="checkbox"/> Work with school leaders to orient new school staff to any operational changes. <input type="checkbox"/> 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. <input type="checkbox"/> Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance. 	
	<p><u>STRONGLY RECOMMENDED (PHASE 4):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Activate school cleaning and disinfection protocols according to the CDC School Decision Tree. <ul style="list-style-type: none"> o Custodial staff should wear surgical masks when performing cleaning duties. <input type="checkbox"/> Maintain facilities for resumption of school operations. 	

OPERATIONS: Budget, Food Service, Enrollment, and Staffing

Budget:

As a very conscious school, we have been monitoring our budget closely since Covid-19 closed our schools in March. With support from Choice Schools, we have evaluated multiple scenarios to address staffing needs, enrollment changes, resource influxes.

Food Service:

Meals will be distributed daily for students on-campus. All students receive breakfast and lunch at no cost. Pre-packaged breakfast will be picked up from the gym as students enter the building in the morning or from the office for students who are arriving late. Lunch will be picked up with disposable utensils daily.

Enrollment:

As the school has altered our handbook that reflects changes throughout our school year, there are a couple of details that should be emphasized. Attendance will be more clearly identified for students doing remote learning by choice or via a school closure. We will also communicate more restrictive limits that will require families to pick up their sick children in a much quicker manner than occurred in the past.

Staffing:

Macomb Montessori Academy has a resilient staff that is ready to do what is right for students. To ensure they are prepared for the upcoming school year, we have taken many steps to ensure safety and education are at the forefront of our decisions. MMA staff have completed a staff survey to understand concerns. We have created a list of returning staff members and developed a staffing plan to account for teachers and staff who are not returning or are at risk. We also sought legal counsel to support liability questions relative to COVID-19.

To best prepare for the many unknowns of the year, one key piece is to ensure we can staff appropriately to physically cover absences from the building. An evaluation of our current building sub staff pushed us to open the hiring pool to ensure we are prepared. Also, we will be surveying (formally and informally) staff to make sure we are addressing needs that may arrive unexpectedly though the school year.

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<p><u>STRONGLY RECOMMENDED (PHASE 3 & 4) & RECOMMENDED (PHASE 5):</u></p> <ul style="list-style-type: none"><input type="checkbox"/> Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.<input type="checkbox"/> Designate a single point of contact in each school to plan and communicate with district technology teams.<input type="checkbox"/> 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.<input type="checkbox"/> 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.<input type="checkbox"/> Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.<input type="checkbox"/> 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.”			
<p><u>STRONGLY RECOMMENDED (PHASE 3 & 4) & RECOMMENDED (PHASE 5):</u></p> <ul style="list-style-type: none"><input type="checkbox"/> 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:<ul style="list-style-type: none"><input type="checkbox"/> Safely bagging devices collected at schools;<input type="checkbox"/> Sanitizing the devices prior to a repair or replacement evaluation;<input type="checkbox"/> PHASE 5: Assessing technology needs from loaner devices during Spring 2020<input type="checkbox"/> Ordering accessories that may be needed over the summer; and<input type="checkbox"/> Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.<input type="checkbox"/> Identify an asset tracking tool.<input type="checkbox"/> Identify a vendor to assist with processing, returning, and maintaining devices, if needed.<input type="checkbox"/> Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.<input type="checkbox"/> Prepare the Infrastructure Evaluation process. Every Wi-Fi access point and wired network device should be tested.<input type="checkbox"/> Develop a technology support plan for families.<input type="checkbox"/> Continue to monitor device usage and compliance with online learning programs.<input type="checkbox"/> Provide support programs to ensure that students and families can access online teaching and troubleshoot problems with access.<input type="checkbox"/> Ensure that students can submit assignments and be evaluated accordingly.<input type="checkbox"/> Schedule ongoing staff training on platforms and tools.<input type="checkbox"/> 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.<input type="checkbox"/> Ensure every student has access to the appropriate technology and connectivity needed to continue learning.			
		<p><u>RECOMMENDED (PHASE 5):</u></p> <ul style="list-style-type: none"><input type="checkbox"/> Where possible, consider implementing live streaming of classrooms for students who are medically vulnerable.	

OPERATIONS: Technology

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PHASES 1 – 3 <u>STRONGLY RECOMMENDED</u> <u>While Schools Are Closed for</u> <u>In-Person Instruction:</u>	PHASE 4 <u>STRONGLY RECOMMENDED if Schools are Instructed to Close for In-Person Instruction:</u>	PHASE 5 <u>RECOMMENDED Before</u> <u>Schools Reopen for In-Person</u> <u>Instruction:</u>
<input type="checkbox"/> See previous page.	<div data-bbox="607 321 2099 597"> <input type="checkbox"/> Deploy digital learning devices and move to virtual learning. <input type="checkbox"/> Communicate consistent procedures for return and inventory of school owned devices as part of a return to school technology plan. The procedures should include: <input type="checkbox"/> Safely bagging devices collected at schools; <input type="checkbox"/> Transporting them to a central location; <input type="checkbox"/> Sanitizing the devices prior to a repair or replacement evaluation; and <input type="checkbox"/> Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement. <input type="checkbox"/> Ensure that school and community access points and wired network devices are functional. </div> <div data-bbox="607 630 2059 911"> <u>STRONGLY RECOMMENDED When Schools Reopen for In-Person Instruction:</u> <input type="checkbox"/> Organize and centralize online resources that were created, published, or distributed by teachers and others during the closure period. <input type="checkbox"/> Compile technology-facing lessons learned for inclusion in the district's updated remote learning plan. <input type="checkbox"/> Review issue tracking and inventory results frequently as a way of understanding the quality and progress of technology processes in your district. <input type="checkbox"/> Continue infrastructure evaluations until all issues are resolved. <input type="checkbox"/> 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. </div>	<input type="checkbox"/> See previous page.

OPERATIONS: Technology

Macomb Montessori Academy was able to secure enough computer/tablets for students so we now have a 1:1 ratio, technology will be inventoried and assigned to individual students for tracking and monitoring purposes. At home students will receive technology to take home and in school students will be issued technology to leave at school. Technology will be cleaned at the end of each day before it is safely stored. Hot spots and/or internet access will be provided for families in need through Comcast or Spectrum. Student safety measures will be placed on all technology as well.

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PHASES 1 – 3 <u>STRONGLY RECOMMENDED While Schools Are Closed for In-Person Instruction:</u>	PHASE 4 <u>STRONGLY RECOMMENDED Before Schools Reopen for In-Person or Hybrid Instruction:</u>	PHASE 5 <u>RECOMMENDED Before Schools Reopen for In-Person Instruction:</u>	
N/A	<u>STRONGLY RECOMMENDED (PHASE 4) & RECOMMENDED (PHASE 5):</u> <ul style="list-style-type: none"><input type="checkbox"/> 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:<ul style="list-style-type: none">○ 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?<input type="checkbox"/> Assess whether any bus contractors have been impacted by COVID-19 (i.e., closed or opt-out from current routes).<input type="checkbox"/> Inventory bus drivers to understand the extent of high-risk populations.<input type="checkbox"/> Finalize bus procedures for bus drivers and students that are informed by public health protocols.<input type="checkbox"/> Encourage close collaboration between transportation and IEP teams to monitor changes to students’ IEPs and implement accordingly.		
	<u>STRONGLY ECOMMENDED (PHASE 4):</u> <ul style="list-style-type: none"><input type="checkbox"/> Utilize buses to provide food service and delivery of instructional materials where possible.		

OPERATIONS: Transportation

Macomb Montessori Academy does not provide transportation.

DISTRICT PREPAREDNESS PLAN WORKING TEMPLATE

[EXECUTIVE ORDER 2020-142](#)

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Section 2: Preparedness Plan. Every school district and nonpublic school must develop and adopt a COVID-19 Preparedness and Response Plan (“Preparedness Plan”) that is informed by the Michigan Return to School Roadmap from the COVID-19 Task Force on Education and Return to School Advisory Council (“Return to School Roadmap”). The plan must, at a minimum:

Part (a): PHASES 1 – 3: Describe the policies and procedures that the district will follow when the region in which the district is located is in Phase 1, 2, or 3 of the Michigan Safe Start Plan. [SAFETY](#) [MENTAL & SOCIAL-EMOTIONAL HEALTH](#) [INSTRUCTION](#) [OPERATIONS](#)
(Nonpublic schools are exempt from this subsection.) Those policies and procedures must, at a minimum:

(1) Require the closure of school buildings to anyone <u>except</u> :	DISTRICT RESPONSE
(A) District employees or contractors necessary to conduct minimum basic school operations consistent with a Preparedness Plan, including those employers or contractors necessary to facilitate alternative modes of instruction, such as distributing materials and equipment, or performing other necessary in-person functions.	Any employees that need to enter the school building during phases 1-3 will follow all necessary social distancing guidelines. Masks will be worn at all times, hand sanitizer will be provided throughout the building and all student and adult behavior will be monitored to assure safety for all essential employees.
(B) Food-service workers preparing food for distribution to students or their families.	Macomb Montessori Academy will partner with Variety, our food service provider to supply meals for our families that will be available to be picked up from the school building daily. All social distancing requirements will be followed during this time to assure that all families are fed and kept safe simultaneously.
(C) Licensed child-care providers and the families that they serve.	Macomb Montessori Academy does not provide licensed child-care.

Section 2 Part (a): Continued	DISTRICT RESPONSE
(2) Suspend athletics, after-school activities, inter-school activities (e.g., debate competitions), and busing.	Macomb Montessori Academy does not provide athletics or busing. After-school and inter-school activities will not be provided during phases 1-5 for safety purposes.
(3) Offer alternative modes of instruction other than in-person instruction and a summary of materials each student and the student's parents or guardians will need to meaningfully access the alternative modes of instruction included in the Preparedness Plan. If the Preparedness Plan relies on electronic instruction, the Preparedness Plan must consider how the district will aid students who lack access to computers or to the internet.	<p>Throughout the duration of phases 1-3, Macomb Montessori Academy will use a Learning Management System for online learning and instructional delivery. All staff, parents, and students will be training on how to use the management system to assure success with instructional delivery. Online learning management instruction will happen alongside in-person learning, to assure that instruction is taking place throughout any phase of the Michigan Safe Start Plan. Our learning management system will serve as a hub for each student's classwork for all students enrolled at Macomb Montessori Academy. Resources and assignments will be shared through the platform. Assignments will be submitted through the site, graded and feedback will be shared with stakeholders. The learning management system will help organize thinking for students and staff that will support families when they are learning from home. Technology will be provided for each student and internet access will be provided to families based on individual need, through hot spots or Comcast/spectrum internet providers.</p> <p>Through the duration of the executive order (in phase 4), MMA parents will have the option of fully online or in-person learning. We will assure we have the space and capacity to transition all fully online students into the classroom, is/when the executive order is lifted.</p>
(4) Provide for the continuation of food distribution to eligible students.	Macomb Montessori Academy will partner with Variety, our food service provider to supply meals for our families that will be picked up from the school building daily. MMA will follow social distancing requirements to assure that all families are fed and kept safe simultaneously during the food service exchange process.

<p>(5) Provide for the continued pay of school employees while redeploying staff to provide meaningful work in the context of the Preparedness Plan, subject to any applicable requirements of a collective bargaining agreement.</p>	<p>All employees will be expected to participate in the approved Preparedness and Response Plan and may be asked by the school leader to work in a role different than what was in their original offer of at-will employment for the 2020-2021 school year. School leaders will take each employee's strengths and growth plans into consideration when making these assignments and will communicate them clearly in writing to each hourly employee who may be assigned to a different role than what was stated in their offer as an at-will employment.</p> <p>Employees assigned to the Academy in the board-approved budget will be paid as outlined in their signed offer of at-will employment for the 2020-2021 school year. The offers of at-will employment for the 2020-2021 school year have not been amended due to circumstances surrounding COVID-19. If the school's spring break falls during the closure, hourly staff will be paid and will not have to use Paid Time Off (PTO). Teachers are required to provide their students with learning opportunities as outlined in the approved Continuity of Learning Plan and in accordance with the expectations of the school leader.</p> <p>At a minimum, hourly staff will be paid based on the average number of hours worked during a normal week. The average hours of a normal week will not include overtime. If the school leader asks an hourly employee in writing and in advance to work beyond the average number of hours of a normal week, the hourly employee will be paid for those leader approved hours. Hourly employees will be asked by the school leader to help with tasks to assist with the Continuity of Learning Plans.</p>
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<p style="text-align: center;">DISTRICT PREPAREDNESS PLAN WORKING TEMPLATE</p> <p style="text-align: center;"><u>EXECUTIVE ORDER 2020-142</u></p> <p style="text-align: right;">Back to Top</p>	
<p>Section 2: Preparedness Plan. Every school district and nonpublic school must develop and adopt a COVID-19 Preparedness and Response Plan (“Preparedness Plan”) that is informed by the Michigan Return to School Roadmap from the COVID-19 Task Force on Education and Return to School Advisory Council (“Return to School Roadmap”). The plan must, at a minimum:</p>	
<p>Part (b): PHASE 4: Describe the policies and procedures that the district will follow when the region in which the district is located is in Phase 4 of the Michigan Safe Start Plan. <u>SAFETY</u> <u>MENTAL & SOCIAL-EMOTIONAL HEALTH</u> <u>INSTRUCTION</u> <u>OPERATIONS</u></p> <p>Those policies and procedures must, at a minimum:</p>	
	<p>DISTRICT RESPONSE</p>
<p>(1) Require the wearing of face coverings, except during meals and unless face coverings cannot be medically tolerated, for:</p>	<p>Macomb Montessori Academy staff and students will wear face coverings at all times except when eating or drinking. These face coverings will be provided if necessary. Clear face masks will be used for staff, allowing for clear facial recognition. Signage for masks will be posted throughout the building as a reminder of the building safety protocol to all staff members and/or adults that enter the building. Staff and students alike in grade K-6 (our 5th and 6th grade students are in the same classroom) will wear masks in common areas. Our students will remain in their classrooms throughout the day with the exception of using the restroom, arrival and dismissal, transitioning for our special service students, and entering the lunch room to retrieve their lunches and return to the classroom, elective class teachers will</p>

	use the general education classroom for instruction. Masks will also be worn throughout arrival and dismissal for all student's grades K-6, to assure safety for all. 6-foot apart markers will be placed within all common areas and hallways and proper social distancing signage will be posted within the building.
(A) All staff and all students in grades pre-kindergarten and up when on a school bus.	Macomb Montessori Academy does not provide transportation.
(B) All staff and all students in grades pre-kindergarten and up when in indoor hallways and common areas.	Macomb Montessori Academy staff and students will wear face coverings at all times, these coverings will be provided if necessary. Clear face masks will be used for staff, allowing for clear facial recognition. Signage for masks will be posted throughout the building as a reminder to all staff members and/or adults that enter the building. Staff and students alike in grade K-6 (our 5th and 6th grade students are in the same classroom) will wear masks in common areas, our students will remain in their classrooms throughout the day with the exception of using the restroom, arrival and dismissal, transitioning for our special service students, and entering the lunch room to retrieve their lunches and return to the classroom. Elective class teachers will use the general education classroom for instruction. Masks will also be worn throughout arrival and dismissal transitions for all students K-6, to assure safety for all.
(C) All staff when in classrooms.	Macomb Montessori Academy staff will wear face coverings at all times, these coverings will be provided if necessary. Clear face masks will be used by staff, allowing for clear facial recognition. Signage for masks will be posted throughout the building as a reminder of the school safety protocol to all staff members and/or adults that enter the building.

Section 2 Part (b): Continued	DISTRICT RESPONSE
(D) All students in grades 6 and up when in classrooms.	Macomb Montessori Academy services grades K-6, students in grades 5/6 will share a self-contained classroom environment. All Macomb Montessori Academy students and staff will wear face masks throughout the day, including when in common areas. MMA does not service students above grade 6.

<p>(E) All students in grades kindergarten through 5 unless students remain with their classes throughout the school day and do not come into close contact with students in another class.</p>	<p>Macomb Montessori Academy has a self-contained classroom, where the students will be housed within their classroom environments throughout the day. Elective teachers will rotate into those classrooms. Food will be eaten in those classrooms. Therefore, MMA staff and students will be required to wear masks throughout the day to assure safety protocols are in place for everyone. Staff members will clean and sanitize classrooms both before and after eating as well.</p>
<p>(2) Prohibit indoor assemblies that bring together students from more than one classroom.</p>	<p>Macomb Montessori Academy will not conduct indoor assemblies that require students from other classrooms to come together. If absolutely necessary we will conduct outside assemblies, but only based on immediate mandatory need.</p>
<p>(3) Incorporate the Return to School Roadmap's required protocols governing hygiene, cleaning, athletics, screening, testing protocols, and busing and student transportation.</p>	<p>Hygiene: Face masks will be worn by all adults and students at all times (except while eating or drinking). Staff and students will wash their hands every 2-3 hours on a regular schedule, hand sanitizer stations will be set up at all arrival and dismissal doors, outside each or when entering and exiting the building and each classroom. Students/staff and any adults will be expected to use sanitizer before and after using any materials that will be shared by other individuals. We will teach and reinforce handwashing techniques and assure that postage for "how to" properly wash hands are located in all restrooms, for students and adults alike. Restrooms will be properly stocked with hand soap, paper towel and tissue and will be checked regularly through the day morning, mid-afternoon and late afternoon. We will educate our students and staff on how to properly sneeze into their elbow, how to use a tissue and dispose of it and how to wash their hands appropriately after.</p> <p>Cleaning: Our maintenance team (or staff members within classrooms) will assure that frequently touched surfaces and frequently used materials are cleared at least every 4 hours, morning, mid-day and afterschool. Materials in all classrooms will be disinfected throughout the day: before school, mid-day and afterschool. Cleaning supplies will be kept behind locked doors to assure they are out of reach of students and kept safe. Anyone using cleaning supplies will wear a mask and face shields when disinfecting. We currently do not have outdoor play equipment at the academy.</p> <p>Athletics: Macomb Montessori Academy does not provide athletics.</p> <p>Screening: Macomb Montessori Academy will communicate with our local public health department regularly. At Macomb Montessori Academy we will set up a screening station upon arrival, where anyone entering the building will receive a temperature check and will be asked to use hand sanitizer. If a temperature is determined for students, they will be escorted to a quarantine location in the building, separate from other individuals; IF a temperature is determined for adults/visitors they will be unable to enter the building. If a temperature is determined for staff members will be sent home to seek medical attention.</p> <p>Testing: Macomb Montessori Academy will work with our local public health department to assure we are complying with current and up to date protocols for testing and screening. If testing is required for any individual associated with our academy we will notify the local health department immediately and follow the mandated requirements within each unique situation.</p> <p>Transportation: Macomb Montessori Academy does not provide transportation for our students.</p>

DISTRICT PREPAREDNESS PLAN TEMPLATE
[EXECUTIVE ORDER 2020-142](#)


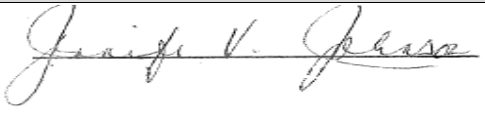
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Section 2: Preparedness Plan. Every school district and nonpublic school must develop and adopt a COVID-19 Preparedness and Response Plan (“Preparedness Plan”) that is informed by the Michigan Return to School Roadmap from the COVID-19 Task Force on Education and Return to School Advisory Council (“Return to School Roadmap”). The plan must, at a minimum:

	DISTRICT RESPONSE
(c) Describe the policies and procedures that the district will follow when the region in which the district is located is in Phase 5 of the Michigan Safe Start Plan.	If/When Macomb Montessori Academy’s region enters phase 5 of the Michigan Safe Start Plan our plan is to follow all the same policies and procedures as we did in Phase 4, to assure consistency and safety for all. We will then put our focus and emphasis on the strongly recommended aspects of the Michigan Safe Start Plan. For as long as applicable under the executive order, MMA will offer online and in-person learning opportunities for our students. Once the order is fully lifted MMA will return to fully in-person learning.
(d) Address each subpart of the Return to School Roadmap and indicate if a school plans to exclude any protocol that is highly (strongly) recommended. Indicate any exclusions in the response template.	

DISTRICT PREPAREDNESS PLAN SIGNATURE PAGE
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DISTRICT NAME: Macomb Montessori Academy

	SIGNATURE:	DATE
District Superintendent:		8/5/2020
	SIGNATURE	DATE
Board President		8/5/2020

Board of Education Approval: By August 15, 2020 or 7 days before the start of the school year for students.

	SIGNATURE:	DATE
Board of Education:		

MISD Superintendent Collection and Submission: By August 17, 2020

	SIGNATURE:	DATE
MISD Superintendent:		

By August 17, 2020, districts and non-public schools must prominently post their approved Preparedness Plans on the homepage of their public internet sites.

SPECIAL EDUCATION EXECUTIVE ORDER 2020-142

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Section 4: Expected Preparedness and Response Assurances for Special Education:

- ☐ (a) When a district provides in-person instruction to its students without disabilities, the district must also provide in-person instruction to its students with disabilities, consistent with their individualized education plans.
- ☐ (b) When schools are closed to in-person instruction, districts must strive in good faith and to the extent practicable, based upon available resources, technology, training, and curriculum, as well as the circumstances presented by COVID-19, to provide equal access to any alternative modes of instruction to students with disabilities from birth through age 26. This includes the provision of auxiliary services under section 1296 of the Revised School Code, MCL 380.1296.
- ☐ (c) While any state of emergency or disaster related to the COVID-19 pandemic continues, districts shall comply with guidance from the United States Department of Education, including its Office of Civil Rights and Office of Special Education and Rehabilitative Services, and the Michigan Department of Education concerning the delivery of alternative modes of instruction to students with disabilities in light of the impact of COVID-19.
- ☐ (d) Districts shall, to the extent practicable and necessary, make individualized determinations whether and to what extent compensatory services may be needed for students in light of the school closures during the 2019–2020 school year.
- ☐ (e) The state will not penalize a district or a nonpublic school that has been allocated federal funds for the purpose of providing special education services due to a school's inability to provide those services on account of a school closure prompted by a COVID-19 state of emergency or disaster.

IMPLEMENTATION

EXECUTIVE ORDER 2020-142

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Section 6: Expected Preparedness and Response Assurances for Implementation:

- ☐ (a) All provisions of Executive Order 2020-65 suspending strict compliance with the School Aid Act or the Revised School Code for the 2019–2020 school year including all provisions in Part I(2) through Part I(13) and all provisions in Parts IV, VII, VIII, and IX—remain in effect through the fiscal year ending September 30, 2020.
- ☐ (b) Except as provided for in subsection (a) of this section, Executive Order 2020-65 is rescinded.
- ☐ (c) The limitation on the size of indoor social gatherings and events in section 5 of Executive Order 2020-110 or any executive order that may follow from it does not apply to students in a classroom setting.
- ☐ (d) All schools, public and private, are subject to the rules governing workplace safeguards established in section 1 of Executive Order 2020-114.
- ☐ (e) For purposes of this order, a district that straddles regions will be treated as if it were located solely in the region designated as higher risk.
- ☐ (f) 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.
- ☐ (g) A district or nonpublic school without an approved Preparedness Plan is not permitted to open or to continue in operation for in-person instruction for the 2020–2021 school year.
- ☐ (h) To mitigate the impact of COVID-19 on educational outcomes, a district may adopt year-round school or a year-round program for the 2020–2021 school year or start the 2020–2021 school year before the first Monday in September.
- ☐ (i) Any closure of schools relating to COVID-19 shall not affect an employer contribution, employee contribution, or the accrual of service credit under the Public School Employees Retirement Act of 1979, 1980 PA 300, as amended, MCL 38.1301 to 38.1467.
- ☐ (j) For a district with a collective bargaining agreement, this order must be implemented by the district in a manner consistent with the collective bargaining agreement.

- ☐ (k) When the Michigan Department of Education or the Superintendent issues a waiver or suspends an administrative rule pursuant to this order or Executive Order 2020-65, the Superintendent must provide the governor in writing with a copy of the waiver and information relating to the issuance or suspension. Any waiver issued by the Superintendent under Part VII of Executive Order 2020-65 continues in effect through the end of the fiscal year unless otherwise rescinded by the Superintendent.