



MI Safe Schools Roadmap

Pellston Public Schools District Plan

2020-21

Draft

Version 1.0

07.17.2020

For future updates go to www.gomaisa.org .

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Assurances

Pellston Public School District commits to implement the following as outlined in the Governor's [Executive Order 2020-142](#).

1. The District assures that when it provides in-person instruction to its students without disabilities, the district will also provide in-person instruction to its students with disabilities, consistent with their individualized education plans.
2. The District assures that when schools are closed to in-person instruction, the district will 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.
3. The District assures that while any state of emergency or disaster related to the COVID-19 pandemic continues, it will 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.
4. The District assures that it will, 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.
5. The District assures that during Phase 1, 2 or 3 it will close its buildings to anyone except:
 - 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.
 - b. Food-service workers preparing food for distribution to students or their families.
 - c. Licensed child-care providers and the families that they serve, if providers follow all emergency protocols identified by the state.
6. The District assures that during Phase 1, 2, or 3 it will suspend athletics, after-school activities, inter-school activities, and busing.
7. The District assures that during Phase 1, 2 or 3 it will 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
8. The District assures that during Phase 4 it will prohibit indoor assemblies that bring together students from more than one classroom.

Guiding Research

Primary Research and Guidance

- [MI Safe Schools: Michigan's 2020- 21 Return to School Roadmap](#)
- General Education Leadership Network (GELN) Back to School Plan - [Version 1.0](#) "Do First"

Secondary Research Support & Resources

- [NIET Planning Guide](#)
- [TNTP Reimagine Teaching](#)
- [Crosswalk of Roadmap, TNTP and NIET planning guides](#)
- [EAB Resource Center](#) and [EAB Webinar](#)
- [K-12 District Reopening Checklist](#) - Hanover Research and Washington Association of School Administrators
- [Transcend Playbook of Tools and Guidance](#)
- [Hanover Research: Offline Equity Best Practices](#)
- Michigan State University - [Reopening Schools During the COVID-19 Pandemic An Overview of Guidance for School Districts](#)
- Other State Resources:
 - [Considerations for Reopening School](#) (Ohio)
 - [Re-Entry and Reopening of Schools](#) (Missouri)
 - [Guidance for Social Distancing in Schools](#) (Minnesota)
 - [Recovery Plan for Education](#) (Maryland)
- Opportunity Labs - State Level Projects
 - [Launch Nebraska](#) (Nebraska)
 - [Path to Recovery for K-12 Schools](#) (Georgia)
 - [Roadmap for Opening Schools](#) (Arizona)
- MIOSHA Safe Work Protocols ([link](#))

MI Safe Start Phase 4 - In-Person Instruction

- 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.

Phase 4 - Safety Protocols

Personal Protective Equipment

Requirements from the Michigan Return to School Roadmap

1. 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.
 - a. PreK-5 and special education teachers should consider wearing clear masks.
 - b. Homemade facial coverings must be washed daily.
 - c. Disposable facial coverings must be disposed of at the end of each day.
2. 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.
3. 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.
 - a. Homemade facial coverings must be washed daily.
 - b. Disposable facing coverings must be disposed of at the end of each day.
 - c. Note: Staff serving students with significant disabilities preventing the use of facial coverings are referred to forthcoming guidance from MDE.
4. 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.
5. All **students in grades K-5** must wear facial coverings unless students remain with their classes throughout the school day and do not come into close contact with students in another class.

Strongly Recommended from the Michigan Return to School Roadmap

6. Facial coverings should be considered for K-5 students and students with special needs in classrooms.
7. Facial coverings should be considered for preK students and students with special needs in hallways and common areas.
8. Facial coverings are not recommended for use in classrooms by children ages 3 and 4.
9. Facial coverings should never be used on children under age 2.

District and Building Implementation Plan:

- The expectations for the wearing of face coverings and how to obtain clean face coverings will be included in all district to parent communications, all handbooks, all student orientations, and all staff orientations. (Aug. 11 - Aug. 30)
- Students and parents will be required to watch a safety video on the wearing of and expectations for maintenance of face coverings. Students and parents will sign-off on their awareness of these policies before the students are permitted to enter the classroom on the first day of school. (Aug. 11 - Aug. 30)
- Building, grounds, and transportation signage will be prominent throughout all school facilities and clearly identify who is required to wear face coverings in each designated area of the building, grounds, or bus. (Completed by SEPT. 8)
- Disposable face coverings will be ordered and available to every student and staff member on a daily basis. (Available Sept. 8)
- Clear face coverings will be provided to all staff during instruction. (Available Sept. 8)
- Individuals (staff or students) who claim medical exemption will provide documentation from their physician. (Begins Sept. 8 and continues throughout the school year)
- Exempted individuals will be recorded in a master database
- PreK-5 students will not be required to wear a face covering once they are situated in the classroom unless the classroom activity places them in close proximity (2 feet or less) to other students.
- Students who are capable of wearing a face covering and refuse to do so in an area where a face covering is required will be issued a face covering by a school official (teacher, paraprofessional, administrator, school safety staff, playground aid, etc.) and asked to put the face covering on. The instance will be documented as a log entry in SWIS.
- Students showing patterns of non-compliance will be removed from the school building and placed into remote instruction until the student agrees to comply with this safety protocol. Parents will be notified of each instance of non-compliance by the administration or school safety officer. Continued removals from the school building will result in permanent placement into remote instruction with the student being banned from coming to the school site.
- Staff who are capable of wearing a face covering and refuse to do so will be addressed by the school administrator and could face progressive disciplinary measures up to and including termination.
- Guests to the school building (presenters, substitute teachers, etc) will be issued a disposable face covering upon signing in at the main office and will be instructed to wear the face covering at all times. Instances of non-compliance will result in the guest being escorted from the building by the school safety officer or building administrator.
- In instances of uncertainty about individuals not wearing face coverings, these matters will be relayed to the building administration for review and decisive action.

Hygiene

Requirements from the Michigan Return to School Roadmap

1. Adequate supplies of soap, hand sanitizer with at least 60% alcohol, paper towels, tissues, and signs reinforcing proper handwashing techniques will be provided to support healthy

hygiene behaviors

2. Staff 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.

Strongly Recommended from the Michigan Return to School Roadmap

3. Staff and students will cough and sneeze into their elbows or cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.
4. Soap and hand sanitizers will be systematically and frequently checked and refilled.
5. Students and teachers will have scheduled handwashing with soap and water every 2-3 hours.
6. Students and staff will limit sharing of personal items and supplies such as writing utensils.
7. Students' personal items will be kept separate and in individually labeled cubbies, containers, or lockers.
8. Staff will limit use of classroom materials to small groups and disinfect between use, or provide adequate supplies to assign for individual student use.
9. Portable handwashing and/or hand sanitizing stations will be procured and set up throughout school buildings where needed.

District and Building Implementation Plan:

- High traffic areas or classrooms where sinks are not available will be supplied with a fixed or portable handwashing station.
- Supplies (paper towels, soap, hand sanitizer, tissues, trash receptacles) will be checked daily and restocked in the classroom.
- Teachers will contact the office immediately if supplies run low during the school day.
- Each classroom will have a hygiene protocol with timelines that are posted and communicated via newsletters, web pages, bulletin boards, and the like. It will include
 - Hand-washing schedule
 - Room and materials cleaning schedule
- Teacher or school nurse will teach students the following on the first day of school and reinforce weekly or more often as needed (this may be done via video)
 - Proper handwashing on the first day of school and reinforce weekly or more often if needed
 - How to cough and sneeze into their elbows, or to cover with a tissue and dispose of it in the trash
- Proper mitigation strategies including hand washing and sneezing will be communicated to families via newsletters, web pages, bulletin boards, and the like. Parents and caregivers will be asked to review and reinforce with their students.
- Custodial staff will
 - Procure adequate soap, hand sanitizer, paper towels, tissues by August 1, November 20, February 20, and May 20
 - Post signage related to cleaning and hygiene strategies in each room, restroom, throughout the hallways by Sept. 8
 - Monitor hygiene supplies and refill as needed three times daily
 - Procure hand sanitizing stations as deemed necessary during walk-through with

building leader by Sept. 8

- Sharing school supplies will be limited, and each student will have their own supply box for materials.
- A list of these supplies will be generated as appropriate for each grade level and or specific middle school or high school course.

Spacing, Movement and Access

Strongly Recommended from the Michigan Return to School Roadmap

1. Desks will be spaced six feet apart in classrooms. Class sizes should be kept to the level afforded by necessary spacing requirements.
2. In classrooms where large tables are utilized, students will be spaced as far apart as feasible.
3. As feasible, all desks will be arranged facing the same direction toward the front of the classroom.
4. Teachers should maintain six feet of spacing between themselves and students as much as possible.
5. Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials.
6. Signage will be posted to indicate proper social distancing.
7. Floor tape or other markers should be used at six foot intervals where line formation is anticipated.
8. Social distancing floor/seating markings will be placed in waiting and reception areas.
9. Signs will be placed on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.
10. 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.

District And Building Implementation Plan:

- Building/facility leaders and custodial staff will walk through each building by Aug. 1 to assess the number of desks, tables, the capacity to physically distance with existing student enrollment and furniture.
- Building/facility leaders will determine what furniture or supplies can be removed from the building or what alternate furniture can be used to create greater physical distance. The current physical distance between students and staff in district buildings ranges from 3 to 5.5 feet after those accommodations.
- Hallways, cafeteria, entry, and sidewalks will be marked in 6-foot increments by Sept. 8.
- Signage will be posted throughout the building and on restroom doors reminding students, staff, and guests of the physical distance requirement.
- Visitors to the building will check in through the office. (Plexiglass barriers will be installed at the check-in kiosk.)
- Only essential visitors (ISD Consultants, State Agency Workers, College Representatives, etc.) will be permitted limited access to interact with students, and only after reviewing and signing off on all safety expectations. Visitors will be required to sign out through the office to

document time, purpose, and locations visited in the building.

Screening Students and Staff

Requirements from the Michigan Return to School Roadmap

1. Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff. (TBD by Local or State Health Department)

Strongly Recommended from the Michigan Return to School Roadmap

2. Every school should identify and designate a quarantine area and a staff person to care for students who become ill at school.
3. Students who become ill with symptoms of COVID-19 should be placed in an identified quarantine area with a surgical mask in place until they can be picked up. Identified school staff caring for these children should wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.
4. Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to [CDC guidelines](#).
5. 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.

District and Building Implementation Plan:

- Schools will cooperate with the local County Health Department for screening and exposure plans.
- Each school building will identify a remote and secluded room to serve as an isolation area. The waiting area connected to the Hornet Health Care Center will be outfitted with appropriate PPE including gowns, face shields, N95 Masks, gloves, sanitizing wipes, portable two-way radios or phone, an internet-connected computer, log sheets.
- Each building will have an identified and trained staff to serve as the “quarantine officer”. These duties will take precedence over any other responsibilities and therefore this individual must have the flexibility to leave their regular assignment at a moment’s notice.
- From the time of identification of potential infection, the student will not be left unattended by the quarantine officer and a log sheet of activity will be maintained at 5-minute intervals until the student or staff member is safely removed from the building.
- Parent communication will be made immediately with clear and concise directions on where and how to pick up the student and where to report for testing.
- A designated person (office staff) will contact the student/family after removal until test results are provided and verified before the student can return to school.
- During the time of quarantine, the student will be asked to self identify the location and individuals they came into contact with for the past 48 hours to the best of their recollection. Priority will be placed on those individuals that they were in contact with for a sustained 15 minutes or more.
- The health department will be contacted after parents have been contacted to assist in contact

- tracing and notification of vulnerable individuals.
- All school staff will be required to conduct a health safety self assessment at home prior to coming to work and verifying through an online form that they are safe to work. This will include taking their temperature and reporting this daily on the designated form.
- Staff who are unable to work due to displaying COVID-19 symptoms will be required to report this to the school through the designated online form. The school health official or Human Resources will monitor this form daily and follow up with any symptomatic person to direct where, when, and how to get tested and report those results back to the school as soon as available.
- Positive tests for staff members will result in a required quarantine away from school for 14 days.

Testing Protocols for Students and Staff and Responding to Positive Cases

Requirements from the Michigan Return to School Roadmap

1. Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff. (TBD by Local or State Health Department)

Strongly Recommended from the Michigan Return to School Roadmap

2. 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.
3. 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.
4. 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.
5. 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.
6. 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.

District and Building Implementation Plan:

- The district will cooperate with the local county health department.

Responding to Positive Tests Among Staff and Students

Requirements from the Michigan Return to School Roadmap

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

Strongly Recommended from the Michigan Return to School Roadmap

2. Notify HDNW, 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.
3. HDNW 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.
 - a. HDNW, depending on the situation, may identify other contacts who require quarantine. Schools can help the HDNW by collecting data and contact information of those exposed.
 - b. Staff will adhere to 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).
4. Employees with a confirmed case of COVID-19 should only return to the workplace after they are no longer infectious. HDNW will provide instruction about return to work, using the most current guidelines from the CDC for this determination.
5. Cleaning staff should wear a surgical mask, gloves, and a face shield when performing cleaning of these areas.
6. If possible, smaller areas such as individual classrooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles.

District and Building Implementation Plan:

- The district will cooperate with the local county health department.

Food Service

Requirements from the Michigan Return to School Roadmap

1. Indoor assemblies that bring together students from more than one classroom will be prohibited.

Strongly Recommend from the Michigan Return to School Roadmap

2. Classrooms and outdoor areas should be used for students to eat meals at school, if

- distancing guidelines cannot be met.
3. If cafeterias must be used, meals times should be staggered to create seating arrangements with six feet of distance between students.
 - a. Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks.
 - b. Students, teachers, and food service staff should wash hands before and after every meal.
 4. If possible, school-supplied meals should be delivered to classrooms with disposable utensils.

District and Building Implementation Plan:

- All elementary students will be served lunch in their rooms. Food Service staff will drop off bag/box lunches and disposable utensils, on a cart to the classroom 15 minutes prior to the designated lunch period.
- Elementary lunch workers will support the classrooms through the meal time supervising students.
- At the middle/high school level, to start the year, a designated area will be blocked off to allow for eating outside. Trash cans will be placed around the area to support disposal.
- Additional lunch monitors will be hired to supervise the outside area during the lunch period.
- All students will wear masks into the cafeteria and can remove them when eating. They will put them back on when eating is completed.
- At the middle/high school level, the cafeteria will be opened to students. In order to address social distancing, areas will be marked with a sticker to ensure students are at least 3-4 feet apart when they are sitting.
- We will also use the gym/outside for additional space.
- Middle/High school students will be served lunch in a fashion that will ensure both social distancing, and areas to ensure ease of access (preorder/grab and go).
- Markings will be put on the floor to designate six foot distancing as students wait in line in the cafe and at the office and counselor office.
- All cafeteria workers will wear masks, face shields and gloves when handling food items. They will wash their hands before and after all food service according to CDC guidance. Visual guidance will be posted in the kitchen and by every sink to encourage the correct procedure for hand washing.

Gatherings and Extracurricular Activities

Requirements from the Michigan Return to School Roadmap

1. Indoor assemblies that bring together students from more than one classroom will be prohibited.

Strongly Recommend from the Michigan Return to School Roadmap

2. Students, teachers, and staff should wash hands before and after every event.
3. Large scale assemblies of more than 50 students are suspended.
4. Off-site field trips that require bus transportation to an indoor location are suspended.
5. 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.
6. If possible, schools should offer telecasting of assemblies and other school-sanctioned events.
 7. Extracurricular activities may continue with the use of facial coverings.

District and Building Implementation Plan:

- At this time no indoor assemblies will be held at the elementary and secondary buildings. All essential presentations will be done by remote monitors in the classrooms or by staff entering the room to share the needed information.
- At the elementary buildings a schedule will be put together that allows four classrooms on a playground for recess at a time. Staff will be asked to move around the playground separating students congregating in groups of more than 10. Face masks will be worn at all times on the playground unless the individual is medically unable. Students will use hand sanitizer before entering the building.
- All field trips are suspended, this will be reviewed as we move to Phase 5.
- All extracurricular activities will require face covering. School dances and events over 50 students will be temporarily discontinued and will be evaluated as we move to the next phase. All social distancing requirements will be in place, so events will be outside or in large ventilated areas.

Athletics

Requirements from the Michigan Return to School Roadmap

1. The district plan will Comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).
2. 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.
3. All equipment must be disinfected before and after use.
4. 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.
5. 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.
6. Each participant must use a clearly marked water bottle for individual use. There should be no sharing of this equipment.
7. Handshakes, fist bumps, and other unnecessary contact must not occur.
8. Indoor weight rooms and physical conditioning activities that require shared equipment are suspended. Outdoor physical conditioning activities are allowed while maintaining social distancing.

9. 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.

District and Building Implementation Plan:

- *The district will follow guidelines implemented by MHSAA and NFHS.*

Cleaning

Requirements from the Michigan Return to School Roadmap

1. 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.
2. 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.
3. Student desks must be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.
4. Playground structures must continue to undergo normal routine cleaning, but using an EPA-approved disinfectant is unnecessary.
5. 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.
6. Staff must wear gloves, surgical masks, and face shield when performing all cleaning activities.

District and Building Implementation Plan:

- District Level Administrators and Building Operations will meet to review all guidance related to cleaning and disinfecting of buildings and to review the Building Operations sections of the MI Safe Schools: Michigan's 2020-21 Return to School Roadmap.
- An inventory related to all cleaning supplies that are in compliance with EPA-approved COVID-19 materials will be taken and orders made to address increased cleaning protocols.
- Cleaning stations will be identified around the building that hold materials for use in different wings (e.g., curriculum closet in third grade hallway, gym storage room, custodial closet in 5th grade hallway).
- All classrooms will be provided spray bottles with EPA-approved disinfectant or diluted bleach solution, paper towels, face shield and gloves in order to address new cleaning protocols. Staff must wear gloves, a mask and face shield when cleaning, and students will not be allowed access to the cleaning solutions.
- Each building custodial team and administrator will tour their building and identify areas of frequent use throughout the building. A map will be created and kept secure in the head custodian room and office to ensure compliance when custodial substitutes are in the building.
- Custodial staff will walk the building wiping all high frequency usage areas at 7:00 a.m., 10:00 a.m., 1:00 p.m., 4:00 p.m., and following any evening activities in the building. Staff will note the time and date and initials on a chart that is kept daily.

- Classroom teachers will wipe down the students' desks every time students exit the room at the elementary level or after every period at the secondary level with EPA-approved disinfectant or diluted bleach solution.
- Locked storage units with ventilation for cleaning materials will be available for all staff as needed. All classrooms will have the appropriate EPA-approved disinfectant or diluted bleach solution in their rooms.
- Playground equipment will be cleaned twice a week.
- A training on cleaning materials and protocols will be provided to the staff through a virtual meeting the first week of school. This training will show the use of PPE when cleaning, protocols for the classroom and storage of cleaning materials.
- [Axium Plan](#)

Busing and Student Transportation

Requirements from the Michigan Return to School Roadmap

1. Drivers will require the use of hand sanitizers before entering the bus. Hand sanitizer will be supplied on the bus.
2. The bus driver, staff, and all students in grades preK-12, if medically feasible, must wear facial coverings while on the bus.
 - a. 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.
3. Transportation vehicles will be cleaned and disinfected before and after every transit route. Children must not be present when a vehicle is being cleaned.
4. Frequently touched surfaces in the vehicle will be cleaned and disinfected (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.
5. Equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools will be cleaned, sanitized, and disinfected daily.
6. Create a plan for getting students home safely if they are not allowed to board the vehicle.
7. If a student becomes sick during the day, they will 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.
8. Weather permitting, doors and windows will be kept open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
9. Weather permitting, keeping windows open while the vehicle is in motion will be considered to help reduce spread of the virus by increasing air circulation, if appropriate and safe.

District and Building Implementation Plan:

- A meeting will be held with district and contracted transportation departments to review the criteria required for Phase 4 and discuss concerns or issues arising.
- Axium will address required cleaning, sanitizing and professional development to maintain the fleet.

- The transportation department will assess the number of buses that will be on the road.
- Busses will be fitted with mounts for hand sanitizer at the entrance to each bus.
- Axiom will ensure cleaning supplies in compliance with the CDC are utilized to clean busses between routes, including areas of frequent areas of contact.
- Disposable face masks will be available at the entrance of the bus.
- Develop and communicate a policy to families related to the mandatory face covering on the bus for all staff and students, if medically feasible, unless “It is determined on a case by case basis that it is not safe for the bus driver to wear a facial covering.”
- Bus drivers will be informed of students who are medically unable to wear a face mask.
- Training will be offered to all bus drivers that includes:
 - Appropriate use of face covering
 - Policies regarding face covering
 - Policies regarding hand sanitizing
 - Policies and methods for cleaning and disinfecting
- Bus drivers, weather permitting, will keep windows open on the bus both en route and when stopped.
- On buses with specialized transportation and equipment needs, bus aides or drivers will wipe down the equipment before using the bus. This will be noted in the cleaning log.

Medically Vulnerable Students and Staff

Strongly Recommended from the Michigan Return to School Roadmap

1. Staff should 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.
2. 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.

District and Building Implementation Plan:

- Identify all health care plans, IEPs, IFSPs, and 504 plans.
- Knowledgeable staff (e.g., nurse, special education teachers, 504 coordinator) will review plans to identify those that require additional accommodations related to COVID-19. Consult [CDC guidelines](#). For example, there are exemptions to wearing face coverings for students with certain conditions. Update plans as needed.
- Parents will be surveyed with a CDC-aligned instrument to determine whether their student is at high risk and requires additional accommodations that might not be evident from reading the student’s specialized plans; revise those plans based on parent feedback. (Complete by Sept. 8)
- Any staff member identifying as medically vulnerable will be required to schedule a meeting with the district administration to discuss options for reasonable accommodation and

consideration for the ability to “teach from home” by supporting students who have elected for 100% remote learning.

Phase 4 - Mental & Social-Emotional Health

Strongly Recommended from the Michigan Return to School Roadmap

1. 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.
2. Establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams.
3. 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.
4. 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.
5. 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).
6. 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.
7. Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.
8. Provide resources for staff self-care, including resiliency strategies.
9. Designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners.
10. Leverage MDE resources for student and staff mental health and wellness support.
11. Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).
12. Communicate with parents and guardians, via a variety of channels, return to school transition information including:
 - a. Destigmatization of COVID-19;
 - b. Understanding normal behavioral response to crises;
 - c. General best practices of talking through trauma with children; and

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

District and Building Implementation Plan:

For our district, we believe mental and social-emotional health is a critical and foundational piece to the success of this coming year. Although we understand the “requirements” stated in the roadmap are minimally stated, we wholeheartedly believe this work and intentional planning will make or break every other part of the living-work plan. Therefore, we will elaborate on our plan to support our school community which includes students, families and community, instructional staff, support staff, administration and other school leaders. We used the CASEL Reunite, Review, Thrive document to guide and support our thinking.

Our district has established a Wellness and Response Team. The Team has an established purpose, process, action plan and outcomes that will be described in this Preparedness and Response Plan for returning students to school.

Screening and Referral Process To Identify and Support The School Community

The Pellston Public School District will establish a comprehensive crisis management plan that leverages available internal and external/community-based resources, which can be activated efficiently as needed for situations such as the loss of a student or staff member.

Once established, our Crisis Management Plan will be communicated to all stakeholders and placed on our district website.

- Insert link

Our district will implement a mental health screening for all students. The screening tool we use is compliant with HIPAA and FERPA policies. Screening instructions (offered verbally to younger students) will provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines.

We will use a Screening and Referral Process Action Plan to create a format to organize the work around our screening and referral process.

We currently utilize the following screeners:

- Student Risk Screening Scale (SRSS) for all students in grades 1-12, which is a free screener. The staff time is currently funded through 31n.
- HHC

Data from these screeners are part of our Student Support System through our MTSS process and informs our implementation of SEL learning/curriculum and formative assessment. We believe that SEL should be an integrated component of our instructional and wellness approach.

We have identified our Hornet Health Center as our point of contact for centralized mental health referrals, communications to families/students, and public-facing wellness materials.

We have established and communicated to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams.

In order to ensure that staff can identify at-risk students in a timely manner, our local behavioral health system will provide a professional development session for staff on the indicators of students at-risk for mental health issues.

Protocols for the identification of at-risk students will be developed and shared with all staff. All staff will understand the protocol for referring students for additional support.

The district has a reporting protocol for school staff to evaluate physical and mental health status.

The district will have communication channels available to our families with regard to all of our mental health needs. Utilization of email, phone calls, OK2Say, as well as others will be utilized to ensure the well being of our students and that matters of concern are addressed in a timely fashion.

Professional Learning

Please see the Professional Learning Work Plan outlined in the Instruction Section.

Resources To Support The School Community

Pellston Public Schools will compile and regularly update comprehensive lists of wellness resources available to our school community that can be provided in conjunction with screening activities, and that reference school and community wellness resources. These will be placed on our website so that everyone has quick and easy access to them.

We will provide regular communication to our school community and parents, *via* a variety of channels: district website, social media channels, and our district newsletter. It is important that we provide information about the return to school transition that destigmatizes 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.

We will maintain a wellness resource page on our website. Our school social workers will create and cultivate content in collaboration with community agencies to ensure the list is comprehensive. Here are some of the resources we use as we design our website:

- Staff Mental Health Resources
- MDE COVID-19 Social and Emotional Learning Resources)
- Building Positive Conditions for Learning at Home
- First Aid for Feelings: A Workbook to Help Kids Cope During the Coronavirus Pandemic
- Countering Coronavirus Stigma

Phase 4 - Instruction

Governance

Strongly Recommended from the Michigan Return to School Roadmap

1. Create a district Return to Instruction and Learning work 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:
 - a. 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.
 - b. Revise the district's remote learning plan to incorporate the feedback received, and input from stakeholders, to improve its effectiveness.
 - c. Share the district's remote learning plan with all involved stakeholders in case of a return to remote learning.

District and Building Implementation Plan:

Our district's Teaching and Learning Team will be led by our District's Curriculum Director. We will include:

- superintendent
- building principals
- counselor/ social worker
- pK-12 teacher representatives from our different buildings and grade levels
- support staff representatives (food service, transportation, administrative assistants, teaching assistants)
- union representative
- Board of Education representative
- parent representative
- local community representative

Subgroups may be formed to address specific areas of the plan and will meet as determined through our process.

Our district will ask stakeholders to provide feedback regarding their experience with online learning through an online survey.

Survey resources:

- Family Survey or build from a repository of questions from Pellston Public Schools.

After the results from the surveys are available, our District Work Group will analyze these results to help inform the development of the plan, paying special attention to equity and access.

The final Preparedness Plan will be posted on the district's website, and related sections will be included as a supplement to the student and staff handbooks. In the Welcome Back Meeting for staff

in September, our district administration will cover the supplemental information in detail and answer questions related to the plan to ensure clarity of expectations and execution. Building administration and teachers will engage students in a full review of the supplemental information related to the Preparedness Plan to ensure students are well versed in the event we return to remote in any form or fashion.

Instruction - In-Person or Hybrid (Before School Reopens)

Strongly Recommended from the Michigan Return to School Roadmap

1. 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.
2. Make expectations clear to school leaders and teachers around hybrid or remote instruction that include:
 - a. Best practices for blended or remote learning;
 - b. Grade-level proficiencies;
 - c. Modes of student assessment and feedback;
 - d. Differentiated support for students;
 - e. The inclusion of social-emotional learning; and
 - f. Guidance around daily instructional time and workload per different grade bands to ensure consistency for students.
3. Set an instructional vision that ensures that:
 - a. Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
 - b. Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
 - c. Every students' academic and social-emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.
4. Secure supports for students who are transitioning to postsecondary.
5. Support schools to implement grade-level curricula that are aligned to Michigan preK-12 standards.
 - a. Support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction.
6. 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.
 - a. Commence intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE.
 - b. 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.

7. Inventory all intervention programs and services available to students on the district and school level and identify any gaps.
8. Remain connected with MDE about policies and guidance.
9. 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.

District and Building Implementation Plan:

Instruction - Before School Starts

Vision:

Our commitment to ALL students remains clear. For the 2020-21 school year:

- 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.

Clear expectations have been set around high quality remote and hybrid instruction that include:

- Best practices for blended or remote learning
- Grade-level proficiencies
- Modes of student assessment and feedback
- Differentiated support for students
- The inclusion of social-emotional learning
- Guidance around daily instructional time and workload per different grade bands to ensure consistency for students.

These expectations will be supported by a robust professional learning plan (described later in this document).

During Phase 4, all Pre-K-5 students will attend school every day for face-to-face instruction. Middle/High school students will engage in a hybrid model that allows for more personalized schedules.

Standards-Aligned Curriculum and High Quality Instructional Materials:

Our current curricular resources are accessible digitally for students and staff. Additional digital resources are being utilized to enhance student engagement and the formative assessment process. Our teachers have a strong command of curricular resources and have received professional development on the district-adopted curriculum as part of the normal process of doing business. Focus and professional learning has shifted to following standards-aligned resources, with a special emphasis on prioritized standards to accelerate learning based on pre-assessment of student skills and knowledge. We are using Canvas as our Learning Management System (LMS) for all students in grades K-12.

- Accelerate K-12 is provided through Char-Em ISD.

Schedules and Routines:

A cohorting model will be used for our elementary and middle schools. Students in grades PreK-5 will be in school every day for 7 hours. Our high school schedule has been adjusted to minimize mingling between students while allowing for choice in course options.

Elementary School Schedule and Considerations:

- **Face-to-face class with teacher - every day (8:00- 3:00)**
- **Students stay together as a class and do not mingle with other classes**
 - Tier 1 Instruction in core content provided by classroom teachers
 - Tier 2 support provided by classroom teachers happens here
 - Tier 3 support pushes into the classroom
- **Specials:** Specials schedule will include art, PE, and computers: specials teachers will follow the phase 4 guidelines.
- **Lunch:** Students will be eating meals in predetermined classrooms.
- **Recess:** Organize recess schedule so that each class remains separate from other classes and classroom teachers supervise recess for their class

Middle/High School Schedule and Considerations:

- **Face-to-face classes with teachers** - every day
- **Cohort model** - Students stay together as a cohort and do not mix with other cohorts when possible.
- **Electives:** Use an exploratory model for electives in 7th and 8th grade (12 weeks each).
- **Tier 3 supports:** pushed into each cohort classroom or resource room time if applicable.
- **Lunch:** Use gym as extra cafeteria space to allow each class a separate area for lunch. Organize lunch schedules so that each cohort remains separate from other cohorts.

Middle/High School Schedule and Considerations:

- **Week A and Week B toggle back and forth** - students have core classes and meet every other day - reducing the amount of students in the building at one time.

Sample Schedule

Science	8:15 - 9:45
ELA	9:50 - 11:20
Lunch	11:20 - 11:50
Math	11:55 - 1:25
Social Studies	1:30 - 3:00

- **Electives:** Electives are taught remotely.
- **Lunch:** Grab and go lunches are available to one grade level at a time.
- Core content teachers would keep their scheduled courses. Grade level days dictate which classes they teach on any given day. Open hours or off days will provide for prep time and office hours to support online learning.
- Stagger passing times by grade level to minimize number of students in the hall.

Instruction - In-Person or Hybrid (After School Starts)

Strongly Recommended from the Michigan Return to School Roadmap

1. Ensure that every student:
 - a. Has access to standards-aligned, grade-level instruction, including strategies to accelerate student learning;
 - b. Is assessed to determine student readiness to engage in grade-level content; and
 - c. Is offered scaffolds and supports to meet their diverse academic and social-emotional needs.
2. 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.
3. Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.
4. 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.
5. Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs.

6. 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.
7. 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.
8. 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.
9. If hybrid, activate plans to monitor and assess the following:
 - a. Connectivity and Access:
 - i. Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.
 - b. Attendance:
 - i. Develop systems to monitor and track students' online attendance on a daily basis.
 - c. Student Work:
 - i. Teachers will assess the quality of student work and provide feedback to students and families.
 - ii. Students will self-assess the quality of work, reflect on teacher feedback, and learning progress.

Instruction - After School Starts

Shifting to a Remote Learning Environment:

To remain prepared for needed shifts to an all-district remote learning context, we will:

- Secure online tools and materials that will provide standards-aligned learning that is customizable to student needs.
- Integrate remote learning tools into in-school instruction so that teachers and students remain ready for a possible transition to a remote context.
- The ideas in this article will support instructional decisions for remote learning.
- Use the following remote learning guidance based on grade level.
 - Pellston Remote Learning Plan
- Prepare communication assets for key audiences (students, teachers, parents) that clarify new protocols and resources, share evidence of student learning, and ensure that all stakeholders receive status updates.

When in hybrid or remote learning modes we will:

- Confirm that devices distributed to all students during the first week of school (regardless of remote, hybrid, or face-to-face status) are functional.
- Activate our connectivity plan to ensure that all students and families have adequate connectivity to successfully engage in and complete schoolwork
- Monitor online attendance through self-reflection. Students will complete a daily (on remote days) self-reflection of online learning in a Google Doc that they share with their advisor and other teachers. Grade-level appropriate tools will be developed for students to reflect on the

quality of their work, teacher feedback, and learning progress.

Resources that support shifting to a remote learning environment:

- [Best Practices for Remote Teaching](#)

Communications and Family Supports

Strongly Recommended from the Michigan Return to School Roadmap

1. 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:
 - a. Expectations around their child's return to school;
 - b. Clear information about schedules and configurations, if hybrid;
 - c. Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies; and
 - d. Plans for each of the different school opening scenarios.
2. Provide resources that demonstrate schools value parents as partners in their child's education. Offer family supports that provide families with:
 - a. Training about how to access and use the school's chosen digital systems and tools;
 - b. Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child;
 - c. Opportunities to build their digital literacy; and
 - d. Strategies to support their child's learning at home.

District and Building Implementation Plan:

Communication Systems:

Pellston Public Schools will have multiple modes of communication (both one-way and two-way) enabling us to most effectively communicate with our families and students. We use and will continue to use multiple modes including our district website and social media sites, Remind, and email. As we move forward we will implement the following communication protocols:

- Maintain timely, accurate, and clear two-way communication with families regarding student's academic and social-emotional functioning and school and classroom information.
- Clearly communicate all plans and expectations for your child's return to school including modes of assessment, details about curriculum and expectations for grade-level proficiencies..
- Ensure all communications are in both English and the home language of our students. We will use a variety of resources and tools.
 - See the [Translation Resources section on the MDE webpage](#)
- Ensure our teachers know and understand the school communication plan
- Ensure our teachers use the district's remote learning platform(s) effectively and parents have access to the information
- Communicate in a timely manner when it become necessary to modify our modes of instruction

Family Partnerships:

We truly value our parents as essential partners in the educational process. Our families and students have experienced many unforeseen challenges and new experiences during the past few months. We expect that we will all continue to face new experiences in the fall and are committed to supporting our students and families. We plan to provide:

- Supports and resources for our families to use at home including specific strategies for supporting their child's learning at home
- Opportunities for parents to build their digital literacy
- Zoom Q&A sessions where parents can interact with teachers to ask questions

Professional Learning

Strongly Recommended from the Michigan Return to School Roadmap

1. Provide adequate time for schools and educators to engage in:
 - a. Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed;
 - b. 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;
 - c. Identify students who potentially need additional support; and
 - d. Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning.
2. Create a plan for professional learning and training, with goals to:
 - a. Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education;
 - b. Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use; and
 - c. Build school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging.

District and Building and Implementation Plan:

Our Professional Learning Work Plan will utilize Canvas. Char-Em Early Literacy Essentials.

Professional Learning Structures:

Professional Learning Communities (PLCs):

The primary purpose of this work is to ensure learning through Multi-Tiered Systems of Support (MTSS) where teachers collaborate around the following questions:

- *What do we want our students to learn?*
- *How will we know if they have learned it?*
- *What will we do if they haven't learned it yet?*
- *What will we do if they already know it?*

To answer these questions, these teacher-led groups will engage in:

- Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed.
- Identifying students who did not engage in remote learning and develop a plan to provide additional supports, if needed. (Will need to work with teachers from 2019-20 to share data and concerns about each student's growth and needs.)
- Identifying students who potentially need support – and plan supports for them.
- Monitoring student work and progress throughout the year, and planning next steps in the learning for students.

Resources that support this work:

- [Collaborative Inquiry Toolkit](#)
- [Oakland Schools Curriculum, Instruction and Assessment Toolkit For COVID-19 Reopening](#)
- [Oakland Schools Curriculum, Instruction and Assessment Toolkit-Math](#)
- [Assessment Guidance Planning Document](#)
- [Formative Assessments in Distant Learning framework](#)
- [Formative Assessment Tips for Remote Learning webinars](#)
- [Grading for Learning: Guidelines for Creating Student Success](#)
- [MSU Reframing Assessments as Tools for Student Support](#)

Phase 4 - Operations

Facilities

Strongly Recommended from the Michigan Return to School Roadmap

1. Audit [necessary materials and supply chain](#) for cleaning and disinfection supplies.
2. Coordinate with [Local Emergency Management Programs](#) (LEMP) for support with procurement of cleaning and disinfection supplies.
 - a. Advocate for ISDs to coordinate with LEMPs.
3. Audit any additional facilities that the district may have access to that could be used for learning.
4. 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.
5. Alert school-based custodial and infection control staff of any changes in recommended [cleaning guidelines](#) issued by OSHA and/or CDC. It is expected that this guidance will be updated in real-time based on the status of community spread across local geographies.
6. Encourage schools to convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection.
7. Encourage schools to provide advanced training for custodial staff.
8. Custodial staff should continue deep cleaning over the summer.
9. Audit all school buildings with a focus on:
 - a. How many classrooms are available;
 - b. The size of each classroom;

- c. Additional spaces that are available (e.g., gym, lunchroom, auditorium); and
 - d. The ventilation in each classroom.
- 10. Audit school security protocols to decide if any process changes need to be implemented.
- 11. School security staff should follow CDC protocols if interacting with the general public.
- 12. Maintain facilities for in-person school operations.
 - a. Check HVAC systems at each building to ensure that they are running efficiently.
 - b. Air filters should be changed regularly.
 - c. Custodial staff should distribute wastebaskets, tissues, and CDC-approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during travel between sites.
 - d. Signage about frequent handwashing, cough etiquette, and nose blowing should be widely posted, disseminated, and encouraged through various methods of communication.
 - e. Custodial staff should follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.
- 13. 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.
- 14. Procure level-1 facial coverings, including those with a transparent front, for preK-5 teachers, low-income students, and students with special needs.
- 15. Procure level-1 surgical masks for cleaning and janitorial staff.

Budget, Food Service, Enrollment, and Staffing

Strongly Recommended from the Michigan Return to School Roadmap

- 1. 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).
- 2. Support schools in conducting staff and student outreach to understand who is coming back.
 - a. For staff, this should include a breakdown of the staff – administrators, educators, support staff, full-time nurses, part-time nurses, school counselors, etc.
 - b. 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).
 - c. For students, this should include those with preexisting conditions who may need a remote learning environment.
- 3. Assess need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs.
- 4. 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.

5. Recruit, interview and hire new staff.
6. Consider redeploying underutilized staff to serve core needs.
7. Where possible, and in partnership with local bargaining units, identify and modify staff positions, that would enable high-risk staff to provide remote services.
8. Communicate any student enrollment or attendance policy changes with school staff and families.
9. Provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely.
10. Seek and provide guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies).
11. Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs.
12. Inventory how many substitute teachers are available.
13. Build and send back to school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures.
14. 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.
15. Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.
16. Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.
17. Work with school leaders to orient new school staff to any operational changes.
18. 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.
19. Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.

District and Building Implementation Plan:

- Link to Food Service in Safety section

Technology

Strongly Recommended from the Michigan Return to School Roadmap

1. Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.
2. Designate a single point of contact in each school to plan and communicate with district technology teams.
3. 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.

4. 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.
5. Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.
6. Where practical given demands on parents or guardians, consider identifying family technology liaisons to support communication regarding the use of technology. (For example, the existing parent organization may be able to fulfill this role).
7. 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:
 - a. Safely bagging devices collected at schools;
 - b. Sanitizing the devices prior to a repair or replacement evaluation;
 - c. Ordering accessories that may be needed over the summer; and
 - d. Conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement.
8. Identify an asset tracking tool.
9. Identify a vendor to assist with processing, returning, and maintaining devices, if needed.
10. Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.
11. Prepare the Infrastructure Evaluation process. Every WiFi access point and wired network device should be tested.
12. Develop a technology support plan for families.

If Schools are Instructed to Close for In-Person Instruction

Students who require a device for use at home will have one assigned to them through the district.

When school is instructed to close and it is known before dismissal, each student will be sent home with their assigned device. When that isn't possible, or the school is instructed to close when students are not on-site, the school will communicate a schedule for parents to collect their students' devices in a drive-thru pickup process on the first available school day after closure.

We will communicate consistent procedures for return and inventory of school-owned devices as part of a return to school technology plan.

Transportation

Strongly Recommended from the Michigan Return to School Roadmap

1. 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).

2. Inventory buses, contractors, including any vehicles used for transporting students to/from school or to other school events, and students riding buses. Address questions, such as: How many buses are or could be made available in the district? How much variation is there in the size and maximum capacity of buses in the district? How have the buses been currently or historically used (i.e., transportation to/ from school, transportation for multiple schools, athletic events, food service delivery)? How many drivers will be returning? How many are in the training pipeline? What is the plan to address any shortage of drivers?
3. Assess whether any bus contractors have been impacted by COVID-19 (i.e., closed or opt-out from current routes).
4. Inventory bus drivers to understand the extent of high-risk populations.
5. Finalize bus procedures for bus drivers and students that are informed by public health protocols.
6. Encourage close collaboration between transportation and IEP teams to monitor changes to students' IEPs and implement accordingly.

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

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

District and Building Implementation Plan:

[Link to Busing and Student Transportation](#)

MI Safe Start Phase 5 - In-Person Instruction

- 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.

Phase 5 - How it differs from Phase 4

The requirements and recommendations of Phase **5** are all in Phase **4**. For example, some of the Phase **4** requirements become strong recommendations in Phase 5, and some of the strong recommendations in Phase **4** are reduced to recommendations. A district can develop a Phase **5** plan by determining which recommendations from Phase **4** will not be required in Phase **5**. The plans for the two phases can be essentially the same.

MI Safe Start Phase 6 - Post Pandemic

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

Phase 6 - How it differs from Phase 5

Phase 6 of *Michigan's 2020-21 Return to School Roadmap* only has recommendations for safety protocols. These recommendations are dramatically reduced from what is in Phases 4 and 5. Most of them represent basic cleaning and hygiene routines that should be standard at all times.