



**Fraser Public School's COVID-19 Preparedness and Response Plan
informed by
The MI Safe Schools: Michigan's 2020-21 Return to School Roadmap**

The health and safety of Macomb County students and staff remains a top priority as we prepare to reopen schools for the 2020-21 school year. Governor Whitmer's Executive Order 2020-142 "provides a structure to support all schools in Michigan as they plan for a return of Pre K-12 education this fall. Under the order, school districts must adopt a COVID-19 Preparedness and Response Plan laying out how they will [respond to the Corona Virus] across the various phases of the Michigan Safe Start Plan. In turn, the accompanying Michigan Return to School Roadmap offers a guide to the types of safety protocols appropriate during each phase. There's no one-size-fits-all solution: What works in [the Upper Peninsula] may not work in [Macomb County]. Districts will retain the flexibility to tailor their instruction to their particular needs and to the disease conditions present in their regions" (EO-2020-142).

Macomb County Superintendents have been meeting regularly to navigate ongoing challenges in response to the COVID-19 pandemic. They have collaboratively examined best practices in the areas of safety, instruction, and operations, as well as mental and social-emotional health. In partnership with the Macomb Intermediate School District (MISD), District Superintendents have also worked closely with the Macomb County Executive's Office, the Macomb County Health Department, and other community organizations to leverage resources to meet the diverse needs of students, staff and families.

Our ultimate goal is to safely return to face-to-face instruction, as we know this is the optimal learning environment for students. However, during this global pandemic, we recognize the importance of providing a variety of learning options. Districts are working to develop plans for three scenarios to meet the needs of all students: face-to-face, hybrid, and remote learning. In the event that a shift becomes necessary, districts will be able to fluidly transition among instructional options. While this county-wide template was developed collaboratively among all Macomb districts, each district will create its own plan specific to the unique needs of their community. Districts will communicate directly with community members about their specific school district plans.

While no one can predict the future, Macomb County Superintendents have partnered with their local stakeholders to develop customized reopening plans that meet student needs. Each Macomb County district has worked diligently to strengthen remote instruction, improve access to devices, enhance connectivity, and secure personal protective equipment (PPE) so that all students have access to a safe environment and high quality education. Our mission is to support the academic, social, and emotional needs of Macomb County students. We look forward to the 2020-21 school year and providing our students with equitable, rigorous instruction in a safe environment.

Preparedness Plan Assurances

The District agrees to meet all of the following requirements of Executive Order 2020-142

- ✓ The District assures that when it 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 programs (IEPs).
- ✓ The District assures that 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 assurance includes the provision of auxiliary services under section 1296 of the Revised School Code, MCL 380.1296.
- ✓ The District assures that while any state of emergency or disaster related to the COVID-19 pandemic continues, it 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.
- ✓ The District assures that it shall, to the extent practicable and necessary, make individualized determinations whether and to what extent compensatory services may be needed for students with disabilities in light of the school closures during the 2019–2020 school year.
- ✓ The District assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan* 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.
- ✓ The District assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan* it will suspend athletics, after-school activities, inter-school activities, and busing.
- ✓ The District assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan* 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.
- ✓ The District assures that in **Phases 1, 2, or 3** of the *Michigan Safe Start Plan* it will provide for the continuation of food distribution to eligible students.
- ✓ The District assures that during **Phase 4** of the *Michigan Safe Start Plan* it will prohibit indoor assemblies that bring together students from more than one classroom.
- ✓ The District assures cooperation with the local public health department if a confirmed case of COVID-19 is identified, and agrees to 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 in school.

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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><input type="checkbox"/> Schools are closed for in-person instruction.</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"> <input type="checkbox"/> PreK-5 and special education teachers should consider wearing clear masks. <input type="checkbox"/> Homemade facial coverings must be washed daily. <input type="checkbox"/> 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"> <input type="checkbox"/> Homemade facial coverings must be washed daily. <input type="checkbox"/> Disposable facing coverings must be disposed of at the end of each day. <input type="checkbox"/> 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. <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"> <input type="checkbox"/> Facial coverings are not recommended for use in classrooms by children ages 3 and 4. <input type="checkbox"/> Facial coverings should never be used on children under age 2. 	<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"> <input type="checkbox"/> PreK-5 and special education teachers should consider wearing clear masks. <input type="checkbox"/> Homemade facial coverings should be washed daily. <input type="checkbox"/> 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"> <input type="checkbox"/> Homemade facial coverings should be washed daily. <input type="checkbox"/> Disposable facing coverings should be disposed of at the end of each day. <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"> <input type="checkbox"/> Facial coverings are not re use in classrooms by children ages 3 and 4. <input type="checkbox"/> 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. 	<p><input type="checkbox"/> Safety protocols are no longer required.</p>

SAFETY PROTOCOLS: Personal Protective Equipment LOCAL IMPLEMENTATION STRATEGIES

Facial coverings, gloves, and other required PPE will be provided for all staff, and will be made available via each building or department through the district's/county's PPE Committee for Safe Back-to-School planning.

SAFETY PROTOCOLS: Hygiene

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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. 	<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 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"/> 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"/> Procure portable handwashing and/or hand sanitizing stations to set up throughout school buildings. 	<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"/> Systematically and frequently check and refill soap and hand sanitizers. <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"/> Procure portable handwashing and/or hand sanitizing stations to set up throughout school buildings. 	<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 handsanitizers. <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

Hand washing/sanitizing will be available for all students upon moving throughout the building, before and after eating and activities, etc. Staff members will distribute and monitor the use of hand sanitizer, especially for young children.

Classroom activities where supplies would normally be shared will be limited and arranged by cohorts as feasible. An example would be the use of science materials, where students would stay with the same group daily and wear gloves.

Students will be advised to use hand sanitizer as they enter a new space in the building, with staff supervision. Staff will follow the same procedures.

SAFETY PROTOCOLS: Spacing, Movement and Access

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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. <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. 	<ul style="list-style-type: none"> <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. <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"/> 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. 	<ul style="list-style-type: none"> <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"/> Post signage to indicate proper social distancing. <ul style="list-style-type: none"> <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"/> 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. 	<ul style="list-style-type: none"> <input type="checkbox"/> Safety protocols no longer required.

SAFETY PROTOCOLS: Spacing, Movement and Access LOCAL IMPLEMENTATION STRATEGIES

Student desks will be spaced as feasible.

Training in individual school buildings will address remaining six feet (or more) apart in hallways and staggered movements, and will be monitored by staff. This will include walking on one side of hallways (staying to the right), one way stairwells, etc.

Staff members will work to maintain a six feet distance from others while at work in school buildings.

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.	<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.	<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"/> 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"/> Safety protocols no longer required.
	<input type="checkbox"/> Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff. <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"/> 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.		

SAFETY PROTOCOLS: Screening Students, Staff, and Guests LOCAL IMPLEMENTATION STRATEGIES

HIPAA and FERPA laws will be taken into consideration for all who may fall ill and/or contract COVID-19, and additional training and guidelines will be provided for all staff.

N95/KN95 masks will be provided wherever necessary in all county schools through our partnership with the Macomb County Health Department.

Entrances and exits have been determined according to on-site safety protocols. Points of entry have been minimized, and these protocols will continue to be followed and monitored.

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
<ul style="list-style-type: none"> <input type="checkbox"/> Schools are closed for in-person instruction. 	<ul style="list-style-type: none"> <input type="checkbox"/> Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff. <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. <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. 	<ul style="list-style-type: none"> <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. <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 or 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. 	<p>N/A</p>

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

County-wide protocols/guidance have been determined in partnership with the Macomb County Health Department, and will be addressed on a case by case basis within local school districts.

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.	<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. <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"/> If possible, smaller areas such as individual classrooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles.	REQUIRED: <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.
	<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.		

SAFETY PROTOCOLS: Responding to Positive Tests Among Staff and Students

LOCAL IMPLEMENTATION STRATEGIES

HIPAA and FERPA laws will be taken into consideration for all who may fall ill and/or contract COVID-19, and additional training and guidelines will be provided for all staff.

Staff will be provided with proper PPE when performing cleaning and disinfecting of any areas.

County-wide protocols/guidance have been determined in partnership with the Macomb County Health Department, and will be addressed on a case by case basis within local school districts.

SAFETY PROTOCOLS: Food Service, Gathering and Extracurricular Activities

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PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
<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. 	<ul style="list-style-type: none"> <input type="checkbox"/> Prohibit indoor assemblies that bring together students from more than one classroom. <ul style="list-style-type: none"> <input type="checkbox"/> Students, teachers, and food service staff should wash hands before and after every meal. <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. 	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> <input type="checkbox"/> Safety protocols no longer required.

SAFETY PROTOCOLS: Food Service, Gathering and Extracurricular Activities LOCAL IMPLEMENTATION STRATEGIES

Food Service staff will continue to use personal protective equipment as recommended by the County Health Department.

Use of the cafeteria will be limited. When in use, spacing protocols will be followed.

Busing protocols will be followed when transporting students.

SAFETY PROTOCOLS: Athletics

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PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
<input type="checkbox"/> All athletics are suspended.	<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.	<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. <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"/> Safety protocols are no longer required.

SAFETY PROTOCOLS: Athletics

LOCAL IMPLEMENTATION STRATEGIES

Handshakes, fist bumps, etc. will be discouraged. As these are reactionary during games, students will be reminded often of the risks incurred.

The Macomb Area Conference (MAC) League will develop guidelines, along with MHSAA guidance, for both indoor and outdoor spectator events.

Physical distance and crowd sizes will be considered.

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. 	<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. 	<ul style="list-style-type: none"> <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. <input type="checkbox"/> Frequently touched surfaces including light switches, doors, benches, bathrooms, must undergo cleaning 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 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. 	<ul style="list-style-type: none"> <input type="checkbox"/> Safety protocols are no longer required.

SAFETY PROTOCOLS: Cleaning LOCAL IMPLEMENTATION STRATEGIES

Cleaning protocols will focus on frequently touched surfaces.

SAFETY PROTOCOLS: Busing and Student Transportation

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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. 	<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. 	<ul style="list-style-type: none"> <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"/> Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out. 	<ul style="list-style-type: none"> <input type="checkbox"/> Safety protocols are no longer required.

SAFETY PROTOCOLS: Busing and Student Transportation LOCAL IMPLEMENTATION STRATEGIES

During phase 5, transportation protocols will likely follow many of the phase 4 protocols to the extent feasible, especially separating sick students from healthy students.

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	<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. <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"/> 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. <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"/> Safety protocols are no longer required.

SAFETY PROTOCOLS: Medically Vulnerable Students and Staff LOCAL IMPLEMENTATION STRATEGIES

County-wide procedures will be created for all staff, including those who are documented as medically fragile and high-risk.

MENTAL & SOCIAL-EMOTIONAL HEALTH

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PHASES 1 – 3	PHASE 4	PHASE 5
<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Establish and communicate guidelines to all staff regarding identification and rapid referral of at- risk students to appropriate building-level support teams. <input type="checkbox"/> 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. <input type="checkbox"/> 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). <input type="checkbox"/> 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. 		<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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). <input type="checkbox"/> 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. <input type="checkbox"/> Establish ongoing reporting protocols for school staff to evaluate physical and mental health status. <input type="checkbox"/> Provide resources for staff self-care, including resiliency strategies. <input type="checkbox"/> Designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners. <input type="checkbox"/> Leverage MDE resources for student and staff mental health and wellness support. <input type="checkbox"/> Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email). <input type="checkbox"/> Communicate with parents and guardians, via a variety of channels, return to school transition information including: <ul style="list-style-type: none"> o Destigmatization of COVID-19; o Understanding normal behavioral response to crises; o General best practices of talking through trauma with children; and <input type="checkbox"/> Positive self-care strategies that promote health and wellness.

MENTAL & SOCIAL-EMOTIONAL HEALTH LOCAL IMPLEMENTATION STRATEGIES

Districts may use programs such as SAEBRS assessment, part of Fast Bridge, to assess individual students' mental health. <https://www.fastbridge.org/saebrs/>

Phases 1-3

It is imperative during this time that districts create remote learning that attends to student social and emotional needs. Some of the ways districts will ensure that all school community members feel connected and informed include:

- Providing ongoing communication among all stakeholders
- Provide opportunities for positive feedback/connection between students and teachers
- Acknowledge students' current situation and context
- Provide students with appropriate supports to process events
- Utilize trauma-informed practices, when possible
- Utilize school and community resources to provide mental health supports
- Leverage the use of Guidance Counselors/Social Workers for ongoing support and check-ins

Districts will also use a variety of strategies to maintain regular communication with students that may include phone calls, written letters, email, virtual meetings using technology platforms such as Google Classroom, Schoology, or Zoom. This will allow staff to stay connected and maintain supportive relationships with all students. All staff will work together to provide this support, including teachers, principals, counselors, social workers, etc.

To maintain connection to existing supports that were in place prior to the closure of school buildings, districts share resources so families can connect with professional, certified staff who provide support services to families at the school level. Districts will also provide access to the information related to COVID-19 provided by the county, state, and federal resources, including the Center for Disease Control (CDC), the Michigan Department of Health and Human Services (MDHS), and the Macomb County Health Department (MCHD).

CASEL Leveraging the Power of SEL (Social & Emotional Learning): Local districts may leverage SEL by considering the following:

- Take time to build partnerships, deepen your understanding, and plan for SEL.
- Design opportunities for adults to connect, heal, and cultivate their own SEL competencies and capacities.
- Create emotionally and physically safe, supportive, and engaging learning environments that promote all students' social and emotional development.
- Use data as an opportunity to deepen relationships and continuously improve support for students, families, and staff.

MENTAL & SOCIAL-EMOTIONAL HEALTH LOCAL IMPLEMENTATION STRATEGIES

Continued from previous page:

Phase 4

Districts will utilize appropriate mental health screeners as feasible, adhering to all HIPAA and FERPA policies. District communication protocols will be used to convey the guidelines teachers may use for identification and rapid referral of at-risk students in face-to-face, hybrid, and remote learning environments. Districts will provide opportunities to help all school community members feel connected and informed by providing ongoing communication among all stakeholders. Districts and school leaders will promote and support opportunities for positive feedback/connection between students and teachers, and acknowledge individual students' current situation and context. All students will have access to appropriate supports to process events, schools and teachers utilize trauma-informed practices, when possible. School staff will utilize school and community resources to provide mental health supports and leverage the use of Guidance Counselors/Social Workers for ongoing support and check-ins.

[Reunite, Renew, and Thrive: Social and Emotional Learning \(SEL\) CASEL Social and Emotional Roadmap for Reopening School](#) (CASEL Resource for Reopening)

Districts will also refer to their crisis management plans regarding communication procedures, community resources, staff care, SEL or resiliency strategies, mental health liaison, communication, and hotlines.

INSTRUCTION: Governance Back to Top		
PHASES 1 – 3	PHASE 4	PHASE 5
<ul style="list-style-type: none"> □ 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: <ul style="list-style-type: none"> ○ 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. 	<ul style="list-style-type: none"> □ 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: <ul style="list-style-type: none"> ○ 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

Phase 1-3

Macomb County districts recognize that a variety of alternative modes of instruction need to be provided to meet students' diverse needs. These learning options include hard copy media (paper), mixed media (hybrid), or digital media, depending on the tools and resources accessible to each student. E will continue to gather feedback from all stakeholders about their experiences with remote learning through a variety of methods (e.g., surveys, virtual focus groups). Information provided by stakeholders will be used to help districts make decisions and improve the remote instruction provided to students.

Modes of instruction will be clearly communicated by districts and available to students and parents so they can select which option(s) best meets students' needs and their individual situations at home.

Phases 4-5

County-level leadership teams have met regularly since the closure of brick and mortar schools and will continue to meet regularly. Additional return-to-work groups include leaders from Macomb County school districts, the Macomb Intermediate School District, Macomb County's Executive's Office, Macomb Community College, other post-secondary institutions, and community partners. These groups meet consistently to gather and analyze feedback, adjust learning plans based on stakeholder input, and share the revised instructional options. In addition, Macomb County local districts have established return-to-work teams focused on creating a safe and productive environment for all stakeholders.

Modes of instruction will be clearly communicated by districts and made available to students and parents so they can select which option(s) best meets students' needs and individual home situations.

INSTRUCTION: Remote Instruction

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PHASES 1 – 3	PHASE 4	PHASE 5
<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"> o 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. o 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. 	N/A	N/A

INSTRUCTION: Remote Instruction LOCAL IMPLEMENTATION STRATEGIES

Phase 1-3

Where feasible and resources permit:

Districts will communicate learning plans to all stakeholders in various home languages. Districts may also use its English language support system, including the MISD bilingual services, to communicate with non- and limited-English speaking families. Although districts are equipped to support students and parents by communicating frequently via multiple modes, there is still a need to revisit communication in multiple home languages. **Considering that we serve families speaking over 140 languages, this will be an area in which we concentrate to ensure we are fully reaching our students and their families.

Macomb County districts are prepared to deliver remote instruction. Districts will strive to provide access and tangible resources in lieu of technology as needed. Districts have and will continue to gather input from families about their remote learning experiences and utilize this information to revise and strengthen learning opportunities provided to students. This data will also be used to deepen relationships to meet the needs of students, families, and staff.

Macomb County districts have drawn on several remote instructional frameworks in order to meet the instructional and social emotional needs of Macomb County students. These models include: [Universal Design for Learning \(UDL\)](#), [Learning Forward](#), [MCREL's Kickup](#), and Collaborative for Academic Social Emotional Learning ([CASEL](#)).

Districts have created structures to implement high quality instructional learning for remote contexts in synchronous and asynchronous environments. Macomb County continues to provide professional learning for staff regarding setting up and leading online learning experiences. Teachers may utilize county developed templates for consistent instructional delivery through various platforms including BlackBoard, Google Classroom, and Schoology. Teacher collaboration and ongoing professional development will be offered to strengthen teachers' ability to customize remote instruction according to students' needs. Teachers will highlight routines and structures to engage students in new learning based on essential standards, and provide students with opportunities to submit evidence of their learning. They will measure student progress and provide students and parents with ongoing, timely feedback about their learning. In addition, teachers will intentionally create emotionally and physically safe and supportive learning environments for students to develop deep relationships with teachers and peers.

Viable and reliable remote assessment is a concern for many districts in the county. Although there are assessment programs in place to meet this need, nothing can replace the connection of a teacher and student physically in a classroom setting engaging formative observations of learning and the application of knowledge. Districts will administer screening and diagnostic assessments as appropriate, to better understand each student's current academic level and inform instructional starting points. Districts will continue to utilize benchmark and formative assessments to measure student progress and inform instructional next steps.

INSTRUCTION: Remote Instruction LOCAL IMPLEMENTATION STRATEGIES

Continued from previous page:

The Macomb Intermediate School District, in partnership with its local school districts, will continue to collaborate with the Detroit Regional Foundation and the Ballmer Foundation to provide counseling services to students and parents throughout the summer months to help solidify post-secondary plans.

District and school leaders will engage in data analysis around curriculum and instruction to monitor student progress and make instructional adjustments. Staff members will use a Multi-Tiered System of Support to identify student needs, provide tiered interventions and monitor student progress. All staff will work together to provide this support, including teachers, principals, counselors, social workers, etc. by regularly communicating with students and families.

District and school leaders will engage in data analysis around curriculum and instruction to monitor student progress and make instructional adjustments. Staff members will use a Multi-Tiered System of Support to identify student needs, provide tiered interventions and monitor student progress. All staff will work together to provide this support, including teachers, principals, counselors, social workers, etc. by regularly communicating with students and families.

INSTRUCTION: Instruction (Before Schools Reopen)

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PHASES 1 – 3	PHASE 4	PHASE 5
	<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"> o Best practices for blended or remote learning; o Grade-level proficiencies; o Modes of student assessment and feedback; o Differentiated support for students; o The inclusion of social-emotional learning; and o Guidance around daily instructional time and workload per different grade bands to ensure consistency for students. 	
	<ul style="list-style-type: none"> <input type="checkbox"/> Set an instructional vision that ensures that: <ul style="list-style-type: none"> o Every students' academic and social-emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students. <input type="checkbox"/> Secure supports for students who are transitioning to postsecondary. <input type="checkbox"/> Support schools to implement grade-level curricula that is aligned to Michigan preK-12 standards. <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"> o Commence intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE. o 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. 	

INSTRUCTION: Instruction (Before Schools Reopen)

County and district professional learning has been ongoing regarding best practices for remote instruction using technological and non-technological delivery methods.

Providing access in all subject areas will prove challenging and is a concern when districts are unable to hold in-person classes. While we understand best practice is face-to-face instruction, staff members are working to design quality learning options for all students. Districts will continue to be flexible in addressing all student needs and make adjustments as needed. Districts have created teams to ensure this is implemented and that follow through is organic, supported by our Professional Learning Communities.

Phase 4

Districts will communicate expectations for teaching in face-to-face, hybrid, or remote contexts. Districts will activate best practice learning at scale, with standards-aligned curricula and high quality instructional materials. Districts, schools, and teachers will continue to strengthen synchronous and asynchronous opportunities using best practice instructional strategies for both remote and face-to-face contexts. Districts will promote interaction with content in a variety of formats, which foster student engagement, consistency, and differentiation.

Districts will encourage grade level/content area teams to collaboratively identify essential standards (concepts) and grade level proficiencies. Teacher teams will also create learning progressions, learning targets, and pacing guides reflective of essential standards (concepts). Lesson plans will include formative checks and scaffolding to meet the needs of all students. Districts and schools will utilize specific instructional platforms and delivery methods while clarifying expectations for students and parents.

Districts will create systems of equity and access for all students. Districts will identify staff responsible to determine levels of interventions for students not participating or responding to instruction. Special and general education teachers will continue to work collaboratively to meet IEP goals and provide accessibility to any assistive technologies as needed. Specific skilled personnel participating in this system may include teachers, administrators, counselors, social workers, etc.

Districts may draw from frameworks such as CASEL or STARR Commonwealth, and use the actionable recommendations to ensure the social and emotional needs of all students and adults are addressed.

The Macomb ISD will work with districts to continue providing professional learning supports directly related to stakeholder needs. These job-embedded supports will be differentiated according to content and instructional delivery modes. The Macomb ISD will utilize feedback to bring professional learning and services to scale.

INSTRUCTION: Instruction (Before Schools Reopen)

Continued from previous page:

The Macomb Intermediate School District, in partnership with its local school districts, will continue to collaborate with the Detroit Regional Foundation and the Ballmer Foundation to provide counseling services to students and parents throughout the summer months to help solidify post-secondary plans.

INSTRUCTION: Communication & Family Supports

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PHASES 1 – 3	PHASE 4	PHASE 5
<ul style="list-style-type: none"> □ 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"> □ 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. □ 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"> □ 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. □ 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

Phases 1-3

During these unprecedented times, the connectedness and care for our students and one another is our first priority, as we strengthen our remote teaching and learning. Macomb County districts are well-equipped to support students and parents and to communicate plans frequently via multiple modes.

Where feasible and resources permit:

**Considering that Macomb districts serve families speaking over 140 languages, districts may revisit communication and parent training options in multiple languages. Districts will continue to provide parent training via appropriate, physically-distanced modes to support remote learning. Reaching students and families will continue to be a strong focus for Macomb districts. Channels of communication with students, staff and families include phone, email, district websites, learning platforms (BlackBoard, Google Classroom, Schoology, etc.) and social media.

Communication will address district protocols, grade level expectations for teaching and learning, teacher accessibility for check-in with students and families, processes for feedback and monitoring of student learning, and prioritizing social-emotional wellbeing. Districts will communicate with students and families who do not have internet access via phone, mail, or home visits.

In partnership with the MISD, districts provided instructional support over the summer months (EL Camp, First Grade Fundamentals, Kinder Connect, Math Camp, recommended reading lists by grade level, SAT preparation, and STEM support) to meet students where they are and prepare them for the upcoming school year. The data from these programs will be utilized to inform 2020-21 instruction and MISD professional learning services. Additional resources include:

[Guiding Principles To Help Meet The Assessment Need of English Learners](#)

[Recommended Actions To Support The Assessment of English Learners](#)

Districts will continue the practice of utilizing survey and focus group data to identify family digital literacy needs and will provide families with opportunities for technical training on those digital systems and tools.

INSTRUCTION: Communication & Family Supports

Continued from previous page:

Phase 4

As feasible and resources permits, districts will build upon existing communication systems in an effort to reach every family and student in their home language through multiple modes with the support and services of Macomb ISD Bilingual staff.

Districts will communicate schedules and configurations to all stakeholders through the methods listed above.

Phase 5

As feasible and resources permits, districts will build upon existing communication systems in an effort to reach every family and student in their home language through multiple modes with the support and services of Macomb ISD Bilingual staff.

INSTRUCTION: Professional Learning

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PHASES 1 – 3	PHASE 4	PHASE 5
<ul style="list-style-type: none"> □ 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. 	<ul style="list-style-type: none"> □ 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. □ 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

Educators will have opportunities for virtual professional learning and to further develop their Professional Learning Communities in a remote learning environment. This will include but not be limited to curriculum review, lesson planning, data collection and analysis, and climate/culture work.

Phase 1-3

Macomb ISD, together with district leaders, will continue the practice of analyzing survey data and working to provide additional professional learning to meet the instructional needs of staff members county-wide. Professional learning and support will continue to be provided to strengthen staff capability to meet the remote learning goals for each district. Districts have a variety of ways to support staff and will focus on the essential skills needed for daily success. The [MISD website](#) is updated frequently to reflect online professional learning opportunities as district needs are identified. Professional learning topics include but are not limited to:

- Getting Started with Online Learning; Getting Started with Schoology; Special Education Design; Accessibility;
- Other Considerations when Providing Enrichment; Meeting Your Classroom Online: Options for Virtual Connections; Discovery Education Experience; Coaching and Intervention Collaborative Meetings;
- Trauma Informed and Resilience Professional Learning; social and emotional framework and tools.

Mechanisms to support collaboration among staff members will be enhanced to promote continued learning and connectedness around instructional best practices, equity and implicit bias, social-emotional learning, and culturally responsive education. Teams will have opportunities to exchange information about student assessment results, progress, and assignment completion. Teacher teams will work collaboratively to define age appropriate workloads, timeframes, consistent instructional methodology, monitoring, and feedback. This collaboration among staff will increase equity for students, enhance staff's capability to provide high quality remote teaching, and increase collective efficacy among teachers.

Phase 4

Districts will build upon the professional learning plans of Phases 1-3.

Whenever feasible and as resources permit, districts will continue to conduct intentional curriculum planning and documentation through the course of the school year to ensure stability of instruction.

Districts will strengthen their systems of equity and access for all students. Staff responsible for determining levels of interventions for students not participating or responding to instruction will be identified by districts. Specific skilled personnel participating in this system may include teachers, administrators, counselors, social workers, etc.

INSTRUCTION: Monitoring Back to Top		
PHASES 1 – 3	PHASE 4	PHASE 5
<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. 	N/A	N/A

INSTRUCTION: Monitoring

***Student connectivity and access will be monitored in each district. The concern, again, is that devices will not be available due to bulk ordering in light of the COVID-19 pandemic. Each district will respond appropriately for students' remote learning experiences. This may look different in districts where families are unable to provide internet access in their own homes, with a different plan for providing that access which affects budgets and other portions of the plan differently.

Phases 1-3

Where feasible and resources permit:

Districts have activated plans to ensure all students and families have equitable access to connectivity and devices for instruction. Districts have also developed a system for monitoring and tracking students' daily attendance:

Hard Copy Media

Teachers will keep track of which students are completing instructional packets. They may also keep a log of communication with students and parents. Inconsistent completion and/or communication with a parent or student, will be raised to the principal or appropriate staff level to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections if needed (DHHS, Behavioral Health, etc.).

Mixed Media

If a student does not have access to technology, teachers will keep track of which students are completing instructional packets. They may also communication log regarding contact with students and parents. If a student has access to technology, teachers will use the instructional platform to monitor student wellness, engagement, and completion of assignments. They may also keep a log of communication with students and families. Inconsistent completion and/or communication with a parent or student will be raised to the principal or appropriate staff level to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections (DHHS, Behavioral Health, etc.).

Digital Media

Teachers will use the instructional platform to monitor student wellness, engagement, and completion of assignments. They may also keep a communication log regarding students and families. Inconsistent completion and/or communication with a parent or student will be raised to the principal or appropriate staff level to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections.

Teachers will measure student progress and provide students and parents with ongoing, timely feedback about their learning. Teachers will also provide students with opportunities to self-assess the quality of their work, reflect on teacher feedback, and learning progress.

INSTRUCTION: Instruction Back to Top		
PHASES 1 – 3	PHASE 4	PHASE 5
N/A	<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

Please refer to the statements regarding home language** and connectivity/devices*** in the Communication and Monitoring sections of this plan.

Phase 4

As feasible and resources permit:

Districts will communicate expectations for teaching in face-to face, hybrid, or remote contexts. Districts will strive to activate best practice learning at scale with standards-aligned curricula and high quality instructional materials. Districts, schools, and teachers will continue to strengthen synchronous and asynchronous opportunities using best practice instructional strategies for both remote and face-to-face contexts. Districts will promote interaction with content in a variety of formats, which foster student engagement, consistency, and differentiation.

Districts will encourage grade level/content area teams to collaboratively identify essential standards (concepts) and grade level proficiencies. Teacher teams will build upon existing learning progressions, learning targets, and pacing guides reflective of essential standards (concepts). Lesson plans may include formative checks and scaffolding to meet the needs of all students. In addition districts and schools will determine work products, submission guidelines, and mastery of content/success indicators.

Districts and schools will use specific instructional platforms and delivery methods while clarifying expectations for students and parents. Districts will conduct intentional curriculum planning and documentation through the course of the school year to facilitate the stability of instruction appropriately. Districts and schools will engage in looking back/looking forward to determine vertical alignment and inform collaboration around scaffolding and accommodations with input from Title specialists and special education staff.

Staff members will continue to use a Multi-Tiered System of Support to identify student needs, provide tiered interventions and monitor student progress. In concert with past practice, districts will administer screening and diagnostic assessments as appropriate to better understand each student's current academic level and inform instructional starting points. Benchmark and formative assessments will be utilized to measure student progress and inform instructional next steps. District and school leaders will engage in data analysis around curriculum and instruction to monitor student progress and make instructional adjustments. Special and general education teachers will work collaboratively to meet IEP goals and provide accessibility to any assistive technologies as needed. All staff will work together to provide this support, including teachers, principals, counselors, social workers, etc. by regularly communicating with students and families.

Districts will build upon systems to foster equity and access for all students. Districts will identify staff responsible for determining levels of interventions for students not participating or responding to instruction. Specific personnel participating in this system may include teachers, administrators, counselors, social workers, etc.

Districts will communicate teaching and learning expectations to all stakeholders in various home languages, as feasible and as resources permit. Districts will continue to use its English language support system, including the MISD bilingual services, to communicate with non- and limited-English speaking families.

OPERATIONS: Facilities			Back to Top
PHASES 1 – 3	PHASE 4	PHASE 5	
<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"/> 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. 	<ul style="list-style-type: none"> <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"/> 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"/> 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"/> 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"/> 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. 		
	<ul style="list-style-type: none"> <input type="checkbox"/> Custodial staff should wear surgical masks when performing cleaning duties. <input type="checkbox"/> Maintain facilities for resumption of school operations. 		

OPERATIONS: Facilities

All available facilities will be considered when devising the plans to address the various circumstances districts may be faced with.

Building staff will be apprised of the cleaning and other protocols being followed in various circumstances.

OPERATIONS: Budget, Food Service, Enrollment, and Staffing

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PHASES 1 – 3	PHASE 4	PHASE 5
<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. 	<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"> <input type="checkbox"/> For staff, this should include a breakdown of the staff – administrators, educators, support staff, full-time nurses, part-time nurses, school counselors, etc. <input type="checkbox"/> 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). <input type="checkbox"/> 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"/> 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. 	
	<ul style="list-style-type: none"> <input type="checkbox"/> 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

COVID related expenses will be tracked to best leverage the federal and state resources that are available.

Human resource and legal related issues will be reviewed as necessary.

Efforts will be made to make student and staff materials digitally available to the extent necessary.

OPERATIONS: Technology			Back to Top
PHASES 1 – 3	PHASE 4	PHASE 5	
<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"/> Ensure every student has access to the appropriate technology and connectivity needed to continue learning. 			
<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"/> 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"/> Develop on-site triage of staff and student devices to minimize the time that staff may be without a device. <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"/> 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. 			

OPERATIONS: Technology

All available technology related resources will be considered when developing on-line learning plans.

An inventory system will likely be deployed when distributing technology related to on-line learning.

OPERATIONS: Transportation Back to Top		
PHASES 1 – 3	PHASE 4	PHASE 5
N/A	<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? 	

OPERATIONS: Transportation

All available buses will be taken into account when deploying a face to face learning plan.

Parents, students, and transportation staff will be apprised of the various protocols associated with transporting students.

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> :	NOTES
(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.	Local districts will determine essential workers based on need. For further reference, see the initial Continuity of Learning Plan.
(B) Food-service workers preparing food for distribution to students or their families.	Local districts will continue food distribution during school closure.

(C) Licensed child-care providers and the families that they serve.	Essential child care sites have been mobilized (as of the first mandated school closure), and will continue to be supported by local districts.
Section 2 Part (a): Continued	NOTES
(2) Suspend athletics, after-school activities, inter-school activities (e.g., debate competitions), and busing.	All school-related activities will be cancelled while school is closed.
(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.	Students and families will be provided with materials to support their necessary mode of instruction, including hard copy media, digital media, and mixed media.
(4) Provide for the continuation of food distribution to eligible students.	Food distribution will continue throughout school closures.

<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>Staff will be redeployed to provide child care and/or latch key services in our school buildings. Redeployment may also include other areas as necessary to district operations.</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. SAFETY MENTAL & SOCIAL-EMOTIONAL HEALTH INSTRUCTION OPERATIONS</p> <p>Those policies and procedures must, at a minimum:</p>	
	NOTES
<p>(1) Require the wearing of face coverings, except during meals and unless face coverings cannot be medically tolerated, for:</p>	<p>Each district will follow the MI Safe Start Plan, where applicable and appropriate, along with district policies to ensure staff, student, and visitor safety.</p>

(A) All staff and all students in grades pre-kindergarten and up when on a school bus.	Each district will follow the MI Safe Start Plan, where applicable and appropriate, along with district policies to ensure staff, student, and visitor safety, as referenced above.
(B) All staff and all students in grades pre-kindergarten and up when in indoor hallways and common areas.	Each district will follow the MI Safe Start Plan, where applicable and appropriate, along with district policies to ensure staff, student, and visitor safety, as referenced above.
(C) All staff when in classrooms.	Each district will follow the MI Safe Start Plan, where applicable and appropriate, along with district policies to ensure staff, student, and visitor safety, as referenced above.
Section 2 Part (b): Continued	NOTES
(D) All students in grades 6 and up when in classrooms.	Each district will follow the MI Safe Start Plan, where applicable and appropriate, along with district policies to ensure staff, student, and visitor safety, as referenced above.
(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.	Each district will follow the MI Safe Start Plan, where applicable and appropriate, along with district policies to ensure staff, student, and visitor safety, as referenced above.

(2) Prohibit indoor assemblies that bring together students from more than one classroom.	Schoolwide assemblies will be prohibited during Phase 4.
(3) Incorporate the Return to School Roadmap's required protocols governing hygiene, cleaning, athletics, screening, testing protocols, and busing and student transportation.	Each district will follow the MI Safe Start Plan, where applicable and appropriate, along with district policies to ensure staff, student, and visitor safety, as referenced above.

<p style="text-align: center;">DISTRICT PREPAREDNESS PLAN 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>	
	NOTES

<p>(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.</p>	<p>Each district will follow the MI Safe Start Plan, where applicable and appropriate, along with district policies to ensure staff, student, and visitor safety, as referenced above.</p>
<p>(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.</p>	

<p>DISTRICT PREPAREDNESS PLAN SIGNATURE PAGE <u>EXECUTIVE ORDER 2020-142</u></p>		
<p>DISTRICT NAME: Fraser Public Schools</p>		
	SIGNATURE:	DATE
<p>District Superintendent:</p>		<p>8/5/20</p>

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:	<i>Linda A Corbett Board of Ed Secretary</i>	<i>8/3/2020</i>
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 <u>EXECUTIVE ORDER 2020-142</u>		Back to Top
Section 4: Special Education		
<input type="checkbox"/> (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.		
<input type="checkbox"/> (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: 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.

<input type="checkbox"/> (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.
<input type="checkbox"/> (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.
<input type="checkbox"/> (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.
<input type="checkbox"/> (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.
<input type="checkbox"/> (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.
<input type="checkbox"/> (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.
<input type="checkbox"/> (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.