



# MI Safe Schools Roadmap & Preparedness and Response Plan Three Rivers Community Schools

2020-21

Adopted on August 12, 2020 by the  
Three Rivers Community Schools Board of Education

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# Assurances

Three Rivers Community Schools commits to implement the following as outlined in the Governor's [Executive Order 2020-142](#).

1. The District assures that when it provides in-person instruction to its students without disabilities, the district will also provide in-person instruction to its students with disabilities, consistent with their individualized education plans.
2. The District assures that when schools are closed to in-person instruction, the district will strive in good faith and to the extent practicable, based upon available resources, technology, training, and curriculum, as well as the circumstances presented by COVID-19, to provide equal access to any alternative modes of instruction to students with disabilities from birth through age 26. This includes the provision of auxiliary services under section 1296 of the Revised School Code, MCL 380.1296.
3. The District assures that while any state of emergency or disaster related to the COVID-19 pandemic continues, it will comply with guidance from the United States Department of Education, including its Office of Civil Rights and Office of Special Education and Rehabilitative Services, and the Michigan Department of Education concerning the delivery of alternative modes of instruction to students with disabilities in light of the impact of COVID-19.
4. The District assures that it will, to the extent practicable and necessary, make individualized determinations whether and to what extent compensatory services may be needed for students in light of the school closures during the 2019–2020 school year.
5. The District assures that during Phase 1, 2 or 3 it will close its buildings to anyone except:
  - a. District employees or contractors necessary to conduct minimum basic school operations consistent with a Preparedness Plan, including those employers or contractors necessary to facilitate alternative modes of instruction, such as distributing materials and equipment or performing other necessary in-person functions.
  - b. Food-service workers preparing food for distribution to students or their families.
  - c. Licensed child-care providers and the families that they serve, if providers follow all emergency protocols identified by the state.
6. The District assures that during Phase 1, 2, or 3 it will suspend athletics, after-school activities, inter-school activities, and busing.
7. The District assures that during Phase 1, 2 or 3 it will provide for the continued pay of school employees while redeploying staff to provide meaningful work in the context of the Preparedness Plan, subject to any applicable requirements of a collective bargaining agreement
8. The District assures that during Phase 4 it will prohibit indoor assemblies that bring together students from more than one classroom.

# Guiding Research

## Primary Research and Guidance

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

## Secondary Research Support & Resources

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

## MI Safe Start Phase 1-3 - Remote Instruction

In accordance with Executive Order 2020-142 a plan must include all the following parts: 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.

### **District and Building Implementation Plan:**

The Three Rivers Community Schools plans to use remote instruction using online learning platforms as the primary mode of instruction (i.e. Google Classroom, Seesaw). For those students that do not have a device, the district will provide devices in grades K-12. Instructional materials (i.e. paper, pencils, etc) will be made available to families that do not have them. All students will have access to grade-level/course textbooks/resources as needed to complete their work. Students online attendance will be tracked on a daily basis. The district will do everything it can to meet student/family needs and allow for full participation.

Teachers/Staff will be expected to make weekly contact with students and have two-way communication. This may be done through the use of technology (i.e. virtual meeting, email, and Remind) or through weekly phone calls. For students with technology access teachers will also communicate multiple times each week through the instructional platform (i.e. Google Classroom, SeeSaw), with an emphasis on continuing to build relationships and maintain connections. We will encourage relationships between students through technology (virtual meetings, email), by phone or text, or by having students write letters to classmates.

Content will be delivered through the online platform, (3rd-12th grade--Google Classroom, PK-2nd grade Seesaw). Teachers will be accessible for synchronous instruction (virtual meetings/office hours) at least once per week and asynchronous instruction through pre-made videos/lessons multiple times per week. This will be supplemented with phone conferencing to support instruction.

Teachers will monitor student access and assignment completion, including immediate feedback, grading, and assessments on a regular basis within the instructional platform (i.e. Google Classroom and Seesaw). Teachers will differentiate instruction within the platform to meet each student's needs. An example of this may be providing a student that is struggling with double-digit subtraction additional practice and several written examples with the steps. A phone call would also be used as a follow-up if needed.

The plan will be communicated through our district communication platform (i.e. School Messenger/Remind), according to the preferences our parents/guardians have chosen in that system. Parents will receive an email with the plan attached, and/or a voice message and/or text message directing them to our district website where they can access. The plan will be posted in a prominent

location on our district website, and a link will also be posted on our district and building Facebook pages.

For our students in dual enrollment courses we will be working with the provider to determine next steps. We will ensure that the students have the appropriate materials and support to complete these courses. The students will be given credit or no-credit. For students enrolled in CTE programs we will work with the TRHS Principal and SJISD CTE Director to ensure our students have the ability to complete these courses. When needed, the district will ensure the student has the necessary resources.

Our district will implement a mental health screening for all students. We will be using "Student Mental Health Screening: A Toolkit for Schools During COVID-19." [Universal Screener](#). This document was created by TRAILS (Transforming Research into Action to Improve the Lives of Students) and the University of Michigan Medical School.

This screening includes Parent/Guardian Consent for Screening and Assessment, suggested Teacher Script, Screener for Elementary, Screener for Middle and High School, Follow-up Assessments and Resources. Student Support Team referral process for Low, Moderate and High Risk student situations. This includes students that are not on our immediate radars but may need additional support.

# MI Safe Start Phase 4 - In-Person Instruction

## Phase 4 - Safety Protocols

### Personal Protective Equipment

#### ***Requirements from the Michigan Return to School Roadmap***

1. Facial coverings must always be worn by **staff** except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Any staff member who cannot medically tolerate a facial covering must not wear one. Any staff member that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering.
  - a. PreK-5 and special education teachers should consider wearing clear masks.
  - b. Homemade facial coverings must be washed daily.
  - c. Disposable facial coverings must be disposed of at the end of each day.
2. Facial coverings must be worn by preK-12 students, staff, and bus drivers during school **transportation**. Any staff or student that is unable to medically tolerate a facial covering must not wear one. Any staff or student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
3. Facial coverings must always be worn in **hallways** and common areas by **preK-12 students** in the building except for during meals. Any student that is unable to medically tolerate a facial covering must not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings **may** be homemade or disposable level-one (basic) grade surgical masks.
  - a. Homemade facial coverings must be washed daily.
  - b. Disposable facing coverings must be disposed of at the end of each day.
  - c. Note: Staff serving students with significant disabilities preventing the use of facial coverings are referred to forthcoming guidance from MDE.
4. Facial coverings must be worn in classrooms by all **students grades 6-12**. Any student who cannot medically tolerate a facial covering must not wear one. Any student who is incapacitated, or unable to remove the facial covering without assistance, must not wear one.
5. All **students in grades K-5** must wear facial coverings unless students remain with their classes throughout the school day and do not come into close contact with students in another class. The district strongly recommends that students in grades Pk-5 wear facial coverings while in the classroom.

#### ***Strongly Recommended from the Michigan Return to School Roadmap***

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

## **District and Building Implementation Plan:**

- The expectations for the wearing of face coverings and how to obtain clean face coverings will be included in all district to parent communications, all handbooks, all student orientations, and all staff orientations.
- Students and parents will be required to watch a safety video on the wearing of and expectations for maintenance of face coverings. Students and parents will sign-off on their awareness of these policies before the students are permitted to enter the classroom on the first day of school.
- Building, grounds, and transportation signage will be prominent throughout all school facilities and clearly identify who is required to wear face coverings in each designated area of the building, grounds, or bus.
- Disposable face coverings will be ordered and provided to every student and staff member on a daily basis as needed. These will be placed on busses every evening by the transportation staff. Classrooms will be stocked with disposable face coverings and teachers may pick-up additional face coverings from the main office as needed to replenish classroom stock. Building secretaries will monitor and reorder face covering stock for their respective building to maintain adequate on-site stock
- Clear face coverings will be provided to preK-5 teachers with the recommendation to wear the clear mask during instruction. Any other teacher at any grade level may also request a clear face covering if they so choose.
- Individuals (staff or students) who claim medical exemption will need to meet with the Principal, or direct supervisor to provide rationale and documentation.
- Exempted individuals will be recorded in a master database.
- PreK-5 students will not be required, but strongly recommended to wear a face covering once they are situated in the classroom unless the classroom activity places them in close (2 feet or less) proximity to other students.
- Students who are capable of wearing a face covering and refuse to do so in an area where a face covering is required will be issued a face covering by a school official (teacher, paraprofessional, administrator, school safety staff, playground aid, etc.) and asked to put the face covering on. The instance will be documented as a log entry in PowerSchool.
- Students showing patterns of non-compliance will be removed from the school building and placed into virtual instruction until the student agrees to comply with this safety protocol. Parents will be notified of each instance of non-compliance by the administration. Continued removals from the school building will result in permanent placement into virtual instruction with the student being banned from coming to the school site.
- Staff who are capable of wearing a face covering and refuse to do so will be addressed by the school administrator and could face progressive disciplinary measures up to and including termination.
- Guests to the school building (presenters, substitute teachers, etc) will be issued a disposable face covering upon signing in at the main office and will be instructed to wear the face covering at all times. Instances of non-compliance will result in the guest being escorted from the building by the school safety officer or building administrator.
- In instances of uncertainty about individuals not wearing face coverings, these matters will be relayed to the building administration for review and decisive action.



## Hygiene

### ***Requirements from the Michigan Return to School Roadmap***

1. Adequate supplies of soap, hand sanitizer with at least 60% alcohol, paper towels, tissues, and signs reinforcing proper handwashing techniques will be provided to support healthy hygiene behaviors
2. Staff will teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.

### ***Strongly Recommended from the Michigan Return to School Roadmap***

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

### **District and Building Implementation Plan:**

- Every classroom will be supplied with hand sanitizer and/or a fixed handwashing station.
- Supplies (paper towels, soap, hand sanitizer, tissues, trash receptacles) will be checked and restocked daily.
- Teachers will contact the office immediately if supplies run out during the school day.
- Each classroom will have hygiene protocols that are posted and communicated via newsletters, web pages, bulletin boards. It will include
  - Hand-washing and/or sanitizing every 2-3 hours, and before and after meals & recess.
  - Classroom surfaces will be cleaned in between class changes, and after classroom activities.
- On the first day of school, and reinforced weekly by video, students will be taught:
  - proper handwashing with soap and water
  - use of hand sanitizer
  - proper mask usage
  - how to cough and sneeze into their elbows, or to cover with a tissue and dispose of it in the trash
- Proper mitigation strategies including hand washing and sneezing will be communicated to families via newsletters, web pages, bulletin boards, and the like. Parents and caregivers will be asked to review and reinforce with their students.

- Custodial staff will
  - Procure adequate soap, hand sanitizer, paper towels, tissues quarterly throughout the school year.
  - Post signage related to cleaning and hygiene strategies in each room, restroom, throughout the hallways.
  - Monitor hygiene supplies and refill as needed daily.
  - Procure and install hand sanitizing stations as deemed necessary during walk-through with the building leader by August 20.
- Sharing school supplies will be limited, and each student will have their own supply box for materials.
- A list of these supplies will be generated as appropriate for each grade level and or specific middle school or high school course and posted to the school website.
- Students' personal items will be kept separate and individually labeled cubbies, containers, or lockers.
- Floor tape or other markers will be used at six foot intervals where line formation is anticipated.
- The District will provide social distancing floor/seating markings in waiting and reception areas.
- 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, will be kept of non-school employees or other visitors entering and exiting the building.

## Spacing, Movement and Access

### ***Strongly Recommended from the Michigan Return to School Roadmap***

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

### **District And Building Implementation Plan:**

- District Level Administrators and Building Operations will meet to review all guidance related to cleaning and disinfecting of buildings and to review the Building Operations the MI Safe Schools: Michigan's 2020-21 Return to School Roadmap.
- An inventory related to all cleaning supplies that are in compliance with the EPA-approved related to COVID will be taken and orders will be made to address increased cleaning protocols.
- Cleaning stations will be identified around the building that hold materials for usage in different wings. I.e. Curriculum closet in third grade hallway, gym storage room, custodial closet in 5th grade hallway.
- All classrooms will be provided spray bottles with EPA-approved disinfectant, paper towels, in order to address new cleaning protocols. Staff must wear a mask when cleaning.
- Each building custodial team and administrator will tour their building and identify areas of frequent usage throughout the building. Building location usage will be tracked through an electronic scheduling system (FMX Scheduling) and will be reviewed by Custodial staff daily. Custodial staff will walk the building wiping all high frequency usage areas multiple times a day and following any evening activities in the building. Staff will note the time and date and initials on a chart that is kept daily.
- All special classrooms i.e. art, music, gym and media centers will have EPA-approved cleaning supplies stored in the classroom away from students. The teacher of record for the area will wipe down all frequently used materials after each class has exited with EPA-approved disinfectant. This will occur prior to the entrance of the next class.
- Classroom teachers will wipe down the students desks everytime students exit the room at the elementary or after every period at the secondary level with EPA-approved disinfectant. Locked storage units with ventilation for cleaning materials will be available for all staff as needed. All classrooms will have the appropriate EPA-approved disinfectant in their rooms.
- Playground structures will continue to undergo normal routine cleaning, but using an EPA approved disinfectant is unnecessary.
- A training on cleaning materials and protocols will be provided to the staff through a meeting the first week of school. This training will show the use of PPE when cleaning, protocols for the classroom and storage of cleaning materials.

## **Screening Students and Staff**

### ***Requirements from the Michigan Return to School Roadmap***

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

### ***Strongly Recommended from the Michigan Return to School Roadmap***

2. Every school should identify and designate a quarantine area and a staff person to care for students who become ill at school.
3. Students who become ill with symptoms of COVID-19 should be placed in an identified quarantine area with a surgical mask in place until they can be picked up. Identified school staff caring for these children should wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.

4. Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to [CDC guidelines](#).
5. Staff should conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home.

**District and Building Implementation Plan:**

- A copy of our screening and exposure plan will be submitted to the County Health Department. This plan will be reviewed monthly with the District Pandemic Response Team and the Health Department along with the status of any referrals from the prior month.
- Each school building will identify a remote and secluded room, to serve as an isolation area. This room will be outfitted with appropriate PPE including gowns, face shields, masks, gloves, sanitizing wipes, portable two-way radios, an internet-connected computer and log sheets.
- Each building will have an identified and trained staff person to serve as the “quarantine officer”. These duties will take precedence over any other responsibilities and therefore this individual must have the flexibility to leave their regular assignment at a moment’s notice.
- From the time of identification of potential infection, the student will not be left unattended by the quarantine officer and a log sheet of activity will be maintained at 10-minute intervals until the student or staff member is safely removed from the building.
- Parent communication will be made immediately with clear and concise directions on where and how to pick up the student and where to report for testing.
- A designated person (office staff) will contact the student/family each day after removal until test results are provided and verified before the student can return to school.
- During the time of quarantine, the student will be asked to self identify the location and individuals they came into contact with for the past 48 hours to the best of their recollection. Priority will be placed on those individuals that they were in contact with for a sustained 15 minutes or more.
- The health department will be contacted after parents have been contacted to assist in contact tracing and notification of vulnerable individuals.
- All school staff will be required to conduct a health safety self assessment at home prior to coming to work and verifying through a Google form that they are safe to work. This will include taking their temperature and reporting this daily on the Google form.
- Staff who are unable to work due to displaying COVID-19 symptoms will be required to report this to the school through the Google form as well as directly notifying their immediate supervisor. The Director of Business Operations or designee will monitor this form daily and follow up with any symptomatic person to direct where, when, and how to get tested and to report those results back to the school as soon as available.
- Positive tests for staff members will result in a required quarantine away from school for 14 days. Days of quarantine for COVID-19 positive results will NOT count against employee sick time allocations.

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

## ***Requirements from the Michigan Return to School Roadmap***

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

## ***Strongly Recommended from the Michigan Return to School Roadmap***

2. Students who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported by their parent or guardian, emergency contact, or ambulance if clinically unstable, for off-site testing.
3. Staff who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported for off-site testing.
4. Symptomatic students and staff sent home from school should be kept home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.
5. Families should be notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home.
6. In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts should be made to contact any close contacts (those who spent more than 15 minutes less than six feet in close proximity to the student or staff member) so that they can be quarantined for 14 days at home. Students and staff should be closely monitored for any symptoms of COVID-19. At this time, empiric testing of all students or staff members in the class is not recommended. Only those that develop symptoms require testing for COVID-19.

## **District and Building Implementation Plan:**

- The District will cooperate with the local public health department regarding implementing protocols for screening students and staff.
- Students who develop a fever or become ill with COVID-19 symptoms at school will wear a mask and be transported by their parent or guardian, emergency contact, or ambulance if clinically unstable, for off-site testing.
- Staff who develop a fever or become ill with COVID-19 symptoms at school will wear a mask and be transported for off-site testing.
- Symptomatic students and staff sent home from school will be kept home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.
- Families will be notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home.

- In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts will 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.
- In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts will 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.

## Responding to Positive Tests Among Staff and Students

### ***Requirements from the Michigan Return to School Roadmap***

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

### ***Strongly Recommended from the Michigan Return to School Roadmap***

2. Notify Public Health - St. Joseph County, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
3. Public Health - St. Joseph County will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self quarantine for up to 14 days after exposure.
  - a. Public Health - St. Joseph County, depending on the situation, may identify other contacts who require quarantine. Schools can help the Public Health - St. Joseph County by collecting data and contact information of those exposed.
  - b. Staff will adhere to confidentiality laws and statutes that protect student and staff health information. Student communicable disease related information is protected health information. (Even if a family/student acknowledges and publicly discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test).
4. Employees with a confirmed case of COVID-19 should only return to the workplace after they are no longer infectious. Public Health - St. Joseph County will provide instruction about return to work, using the most current guidelines from the CDC for this determination.
5. Cleaning staff should wear a surgical mask, gloves, and a face shield when performing cleaning of these areas.
6. If possible, smaller areas such as individual classrooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles.



**District and Building Implementation Plan:**

- Note: These tasks depend heavily on recommendations from your county health department; please consult officials in your area to jointly write the appropriate response steps.

## Food Service

***Requirements from the Michigan Return to School Roadmap***

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

***Strongly Recommend from the Michigan Return to School Roadmap***

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

**District and Building Implementation Plan:**

- All elementary students will be served lunch in their rooms.
- Elementary lunch workers will support the classrooms through the meal time supervising students.
- All students will wear masks into the cafe and can remove them when eating. They will put them back on when eating is completed.
- At the middle school level, the cafeteria will be opened to students. In order to address social distancing, areas will be marked with an X to keep students six feet apart when they are sitting.
- At the middle & high school level, excess tables will be removed to maintain compliance with six feet guidelines. We will also use the gym for additional space.
- Middle & high school students will enter the lunch service line at a staggered schedule. We will have an A, B, and C lunch schedule. Students will also be released from class in a staggered fashion, by even and odd classrooms to avoid long lines.
- Markings will be put on the floor to designate six foot distancing as students wait in line in the cafe and at the office and counselor office.
- All cafeteria workers will wear masks, face shields and gloves when handling food items. They will wash their hands before and after all food service according to CDC guidance. Visual guidance will be posted in the kitchen and by every sink to encourage the correct procedure for hand washing.
- [Nutrition Services Plan](#)

## Gatherings and Extracurricular Activities

### ***Requirements from the Michigan Return to School Roadmap***

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

### ***Strongly Recommend from the Michigan Return to School Roadmap***

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

### **District and Building Implementation Plan:**

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

## Athletics

### ***Requirements from the Michigan Return to School Roadmap***

1. The district plan will Comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).
2. Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant should confirm that they are healthy and without any symptoms prior to any event.
3. All equipment must be disinfected before and after use.



4. Inter-school competitions may be held provided that facial coverings are worn if school transportation is provided. Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent “Busing and Student Transportation” section.
5. Spectators are allowed provided that facial coverings are used by observers and six feet of social distancing can be maintained at all times. Attention must be given to entry and exit points to prevent crowding.
6. Each participant must use a clearly marked water bottle for individual use. There should be no sharing of this equipment.
7. Handshakes, fist bumps, and other unnecessary contact must not occur.
8. Indoor weight rooms and physical conditioning activities that require shared equipment are suspended. Outdoor physical conditioning activities are allowed while maintaining social distancing.
9. Large scale indoor spectator events are suspended. Large scale outdoor spectator or stadium events are limited to 100 people, and people not part of the same household must maintain six feet of distance from one another.

#### **District and Building Implementation Plan:**

- The district will comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).

## **Cleaning**

#### ***Requirements from the Michigan Return to School Roadmap***

1. Frequently touched surfaces including light switches, doors, benches, bathrooms, must undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.
2. Libraries, computer labs, arts, and other hands-on classrooms must undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution.
3. Student desks must be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.
4. Playground structures must continue to undergo normal routine cleaning, but using an EPA-approved disinfectant is unnecessary.
5. Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products.

#### **District and Building Implementation Plan:**

- District Level Administrators and Building Operations will meet to review all guidance related to cleaning and disinfecting of buildings and to review the Building Operations sections of the MI Safe Schools: Michigan's 2020-21 Return to School Roadmap.
- An inventory related to all cleaning supplies that are in compliance with EPA-approved COVID-19 materials will be taken and orders made to address increased cleaning protocols.

- Cleaning stations will be identified around the building that hold materials for use in different wings (e.g., curriculum closet in third grade hallway, gym storage room, custodial closet in 5th grade hallway).
- All classrooms will be provided spray bottles with EPA-approved disinfectant or diluted bleach solution, paper towels, face shield and gloves in order to address new cleaning protocols. Staff must wear gloves, a mask and face shield when cleaning, and students will not be allowed access to the cleaning solutions.
- Each building custodial team and administrator will tour their building and identify areas of frequent usage throughout the building. Building location usage will be tracked through an electronic scheduling system (FMX Scheduling) and will be reviewed by Custodial staff daily. Custodial staff will walk the building wiping all high frequency usage areas multiple times a day and following any evening activities in the building. Staff will note the time and date and initials on a chart that is kept daily.
- All special classrooms i.e. art, music, gym and media centers will have EPA-approved cleaning supplies stored in the classroom away from students. The teacher of record for the area will wipe down all frequently used materials after each class has exited with EPA-approved disinfectant. This will occur prior to the entrance of the next class.
- Classroom teachers will wipe down the students' desks every time students exit the room at the elementary level or after every period at the secondary level with EPA-approved disinfectant or diluted bleach solution. Locked storage units with ventilation for cleaning materials will be available for all staff as needed. All classrooms will have the appropriate EPA-approved disinfectant or diluted bleach solution in their rooms.
- Playground structures will continue to undergo normal routine cleaning, but using an EPA approved disinfectant is unnecessary.
- A training on cleaning materials and protocols will be provided to the staff through a virtual meeting the first week of school. This training will show the use of PPE when cleaning, protocols for the classroom and storage of cleaning materials.

## Busing and Student Transportation

### ***Requirements from the Michigan Return to School Roadmap***

1. Drivers will require the use of hand sanitizers before entering the bus. Hand sanitizer will be supplied on the bus.
2. The bus driver, staff, and all students in grades preK-12, if medically feasible, must wear facial coverings while on the bus.
  - a. Note: there may be situations where it is not safe for the bus driver to wear a facial covering. Decisions about these situations should be made on a case-by-case basis with local public health officials.
3. Transportation vehicles will be cleaned and disinfected before and after every transit route. Children must not be present when a vehicle is being cleaned.
4. Frequently touched surfaces in the vehicle will be cleaned and disinfected (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.
5. Equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools will be cleaned, sanitized, and disinfected daily.

6. Create a plan for getting students home safely if they are not allowed to board the vehicle.
7. If a student becomes sick during the day, they will not use group transportation to return home and must follow protocols outlined above. If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and must not return to drive students.
8. Weather permitting, doors and windows will be kept open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
9. Weather permitting, keeping windows open while the vehicle is in motion will be considered to help reduce spread of the virus by increasing air circulation, if appropriate and safe.

**District and Building Implementation Plan:**

- A weekly meeting will be held with district transportation supervisors or contracted transportation departments to review the criteria required for level IV and discuss concerns or issues arising.
- Contracts are being to be altered to address the cleaning, sanitizing and professional development that is needed for the fleet.
- Signage will be added to each bus to address the use of face masking of all students and drivers, use of hand sanitizers and cleaning protocols.
- Districts relying on their own transportation will assess the number of buses that may be on the road and re-evaluate weekly based on student participation rates.
- Begin the ordering of hand sanitizer and supplies in which to brace/mount the hand sanitizer at the entrance of each bus.
- An ordering plan and schedule to obtain cleaning supplies in compliance with the CDC that can be utilized in the cleaning of the bus between routes and the wiping down of frequent areas of contact has been developed.
- Busses will be properly cleaned after the departure of the last child from each run once the bus has returned to the transportation garage. Logs and video will be maintained for a period of 30 days.
- Face masks will be available at the entrance of the bus in the event that a student does not come to the bus equipped with the necessary item.
- Communication will be sent out weekly to families related to the mandatory nature of wearing a face mask on the bus and that all staff and students, if medically feasible, must wear it in order to be transported, unless "It is determined on a case by case basis that it is not safe for the bus driver to wear a facial covering."
- Communication documents will be developed to enable the drivers of the buses to know what the safety plans are for any specific students and who for medical reasons will not be wearing a face mask.
- Professional development will be required for all bus drivers related to the changes including the appropriate usage of face masks and policies regarding the requirement of their usage on the bus, hand sanitizing, and cleaning protocols to address the cleaning and disinfecting of the bus before and after every route. A check sheet with time and date of each cleaning will be provided to staff to complete each time the bus is cleaned.
- Bus drivers, weather permitting, will keep windows open on the bus both in route and when stopped.
- On those buses with specialized transportation and equipment needs, bus aides or drivers will wipe down the equipment upon entrance to the bus. This will be noted in the cleaning log.

## Medically Vulnerable Students and Staff

### ***Strongly Recommended from the Michigan Return to School Roadmap***

1. Staff should systematically review all current plans (e.g. Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19.
2. Create a process for students/families and staff to self-identify as high-risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignments.

### **District and Building Implementation Plan:**

- Identify all health care plans, IEPs, IFSPs, and 504 plans
- Knowledgeable staff (e.g., nurse, special education teachers, 504 coordinator) will review plans to identify those that require additional accommodations related to COVID-19. Consult [CDC guidelines](#). For example, there are exemptions to wearing face coverings for students with certain conditions. Update plans as needed.
- Parents will be surveyed with a CDC-aligned instrument to determine whether their student is at high risk and requires additional accommodations that might not be evident from reading the student's specialized plans; revise those plans based on parent feedback. (Complete by August 15th.)
- Any staff member identifying as medically vulnerable will be required to schedule a meeting with the Human Resource office, no later than August 7th, to discuss options for reasonable accommodation and consideration for the ability to "teach from home" by supporting students who have elected for 100% remote learning.

## Phase 4 - Mental & Social-Emotional Health

### ***Strongly Recommended from the Michigan Return to School Roadmap***

1. Encourage schools to implement a mental health screening for all students by a trained professional, if possible. Any screening should be compliant with HIPAA and FERPA policies. Screening instructions (offered verbally to younger students) should provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines.
2. Establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams.
3. Provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk and proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.
4. Encourage the identification of a point person or establish an access navigator to centralize mental health referrals, communications to families/ students, and public-facing wellness materials.

Staff -> Behavior Interventionist -> Community Mental Health Liaison

5. Establish a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of a school staff member).
6. Compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that references school and community wellness resources.
7. Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.
8. Provide resources for staff self-care, including resiliency strategies.
9. Designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners.
10. Leverage MDE resources for student and staff mental health and wellness support.
11. Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).
12. Communicate with parents and guardians, via a variety of channels, return to school transition information including:
  - a. Destigmatization of COVID-19;
  - b. Understanding normal behavioral response to crises;
  - c. General best practices of talking through trauma with children; and
  - d. Positive self-care strategies that promote health and wellness.

**District and Building Implementation Plan:**

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

Our district has established Student Support Teams in each of our schools. This team consists of teachers, principals, social workers, psychologists, behavior specialists, paraprofessionals and other caring adults. The Student Support Teams have an established purpose, process, action plan and outcomes that will be described in this Preparedness and Response Plan for returning students to school. Teams meet regularly to address academic, social, emotional, and behavioral concerns as well as progress monitor.

**Screening and Referral Process To Identify and Support The School Community**

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

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

- [Sample Crisis Management Plan](#)
- [Sample Emergency Plan](#)
- [Sample Continuum of Care Plan](#)

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

**[Universal Screener](#)**

Data from these screeners are part of our Student Support System through our MTSS process and informs our implementation of SEL learning/curriculum and formative assessment. We believe that SEL should be an integrated component of our instructional and wellness approach as supported by [www.casel.org](http://www.casel.org)

We have identified our Special Education Director, Dr. Nancy Lubeski, as the point person to centralize mental health referrals, communications to families/students, and public-facing wellness materials. We will utilize our mental health professionals as our point persons for responding to needs within our school community.

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

at-risk students in a timely manner, our school based mental health workers will provide a professional development session for [staff on the indicators of students at-risk for mental health issues](#).

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

- Student level protocol: there are 3 ways (universal screening, selective screening, or a student in crisis) to identify students needing support.
- District level protocol: we have embedded this work through the following MTSS Whole Child [Graphic](#).
- Community-level protocol: we have partnered with our community, specifically, behavioral and mental health providers, to support students and families in need as seen in the [St. Joseph County Community Mental Health](#) website.

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

- In order to ensure that staff are safe both physically and mentally, they will be screened. A Google Form ([Workplace Health Screening](#)) will be used to log answers for staff physical health each day before coming to work. Mental health screenings will take place weekly through a survey included in the district newsletter.
- Students will have daily health screenings before getting on the bus or when arriving at school if they do not ride a bus. Teachers will use a [system for daily monitoring](#) of student mental health.

The district has activated a communication channel for school stakeholders to address mental health concerns resulting from COVID-19. The district will have an email address that families can use to alert staff to mental health concerns of any student within the district.

- We will partner with our local mental health agency to promote and monitor the use of their COVID-19 emergency telephone line. They will alert a representative from the district when they receive information regarding a student.

## Professional Learning

Please see the [Professional Learning Work Plan](#) outlined in the Instruction Section.

## Resources To Support The School Community

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

We will provide regular communication to our school community and parents, *via* a variety of channels: district website, social media channels, and school newsletters. It is important that we provide information about the return to school transition that destigmatizes COVID-19; understanding normal behavioral response to crises; general best practices of talking through trauma with children;



and positive self-care strategies that promote health and wellness.

We will maintain a wellness resource page on our website. Our school social mental health specialists will create and cultivate content in collaboration with community agencies to ensure the list is comprehensive.

Here are some of the resources we use as we design our website:

- [Staff Mental Health Resources](#)
- [Rockford Public Schools SEL Plan Example](#)
- [MDE COVID-19 Social and Emotional Learning Resources](#))
- [Building Positive Conditions for Learning at Home](#)
- [Cleveland Public Schools Bank of Resources](#)
- [First Aid for Feelings: A Workbook to Help Kids Cope During the Coronavirus Pandemic](#)
- [Countering Coronavirus Stigma](#)

**Resources to support this work:**

- [Jackson County System of Behavioral Health Care for Children](#)
- [Exploring Feelings - Adventures in Learning - PBS Parents](#)
- [Why Do We Lose Control of Our Emotions?](#)



## Phase 4 - Instruction

### Governance

#### District and Building Implementation Plan:

##### Resource:

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

- Superintendent
  - Ron Moag
- Directors
  - Nick Bryant, Nikki Nash, Nancy Lubeski
- Building principals
  - Carrie Balk, Nick VanDenBrink, Pete Olsen, Jason Bingaman, Jen Graber, Ben McIntyre, Dave Soderquist, Cindy Newell
- PK-12 teacher representatives from our different buildings and grade levels
  - Jamie Phillips, Lindsay Bobell, Lisa Laskaridas, Katelyn Garn, Dierdra Leach, Laura Glas, Jason Muckel, Kim Ruth, Karla DeMott, Judson Stemaly, Amy Lockwood, Deb Glass, Emily Reeves, Jill Katsaros, Lisa Linn, Sarah Anderson, Scott Jeschke, Toby Gose
- Support staff representatives (food service, transportation, administrative assistants, teaching assistants)
  - Linda Cupp, Kenni Schrader
- Union representative
  - Lisa Wilkins, Brian Burg
- Board of Education representative
  - Anne Riopel

Our group meets virtually on Mondays - based on agenda we will meet whole group or subgroups to develop our return to learn plan,

- Whole team @ 10:00-11:30
- Elementary @ 10:00-11:30
- Secondary @ 1:00-2:30

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

#### Survey resources:

- [Student Survey](#)
- [Staff Survey](#)
- [Family Survey](#)
  - For future reference we will continue to use [repository of questions](#) from Ottawa Area ISD

Results of the surveys will be considered, paying special attention to equity and access for all students, as we develop Return to Learn Plan was developed by district staff members

The final Preparedness Plan will be posted on the district's website, and related sections will be included as a supplement to the student and staff handbooks. In the Welcome Back Meeting for staff in August, our district administration will cover the supplemental information in detail and answer questions related to the plan to ensure clarity of expectations and execution. Building administration and teachers will engage students in a full review of the supplemental information related to the Preparedness Plan to ensure students are well versed in the event we return to remote in any form or fashion.

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

### **Strongly Recommended from the Michigan Return to School Roadmap**

1. Activate hybrid learning programs at scale to deliver standards-aligned curricula and high-quality instructional materials. Integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. Consult MDE for high-quality digital resources.
2. Make expectations clear to school leaders and teachers around hybrid or remote instruction that include:
  - a. [Best practices for blended or remote learning](#);
  - b. Grade-level proficiencies;
  - c. [Modes of student assessment](#) and feedback;
  - d. Differentiated support for students;
  - e. The inclusion of social-emotional learning; and
  - f. [Guidance around daily instructional time](#) and workload per different grade bands to ensure consistency for students.
3. [Set an instructional vision](#) that ensures that:
  - a. Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
  - b. Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
  - c. Every students' academic and social-emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.
4. Secure supports for students who are transitioning to postsecondary.
5. Support schools to [implement grade-level curricula](#) that are aligned to Michigan preK-12 standards.
  - a. Support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction.
6. Revise students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers to reflect the child's evolving needs based on assessment data and parent feedback, and design accommodations and match services accordingly.
  - a. Commence intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE.
  - b. Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible.
7. Inventory all intervention programs and services available to students on the district and school level and identify any gaps.
8. Remain connected with MDE about policies and guidance.
9. Develop a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

### **Expectations**

Students
<ul style="list-style-type: none"><li>• Establish daily routines for engaging in remote learning (follow daily school schedule)</li><li>• Identify a comfortable, quiet space where you can work effectively and successfully</li></ul>

<ul style="list-style-type: none"> <li>• Regularly monitor progress, check daily announcements, attend daily online sessions, check for teacher feedback of assignments.</li> <li>• Maintain regular attendance</li> <li>• Complete assignments with integrity and academic honesty, doing your best work, give meaningful effort</li> <li>• Meeting timelines, commitments, and due dates.</li> <li>• Ongoing communication with teacher(s), including if you need additional support</li> <li>• Collaborate with peers in learning</li> <li>• Communicate with families and teacher</li> </ul>
Parents
<ul style="list-style-type: none"> <li>• Establish routines and expectations.</li> <li>• Define the physical space for your child's study.</li> <li>• Monitor communications from your child's teachers.</li> <li>• Begin and end each day with a check-in.</li> <li>• Take an active role in helping your child process and own their learning.</li> <li>• Encourage physical activity and/or exercise.</li> <li>• Remain mindful of your child's stress or worry.</li> <li>• Keep your children social, but set rules around their social media interactions.</li> </ul>
Teachers
<ul style="list-style-type: none"> <li>• Know your students' technological capabilities and what support is available to them.</li> <li>• Utilize the district online learning hub.</li> <li>• Communicate often, clearly, and consistently.</li> <li>• If possible, gather students for synchronous meetings.</li> <li>• Create opportunities for asynchronous connection.</li> <li>• When it comes to content, be a curator, not a dumper.</li> <li>• Think creatively and strategically about assessment.</li> <li>• Be intentional and explicit about timing and pacing.</li> <li>• Ask students for feedback.</li> <li>• Create opportunities for personalization.</li> <li>• Recognize the importance of student support.</li> <li>• Keep parents informed.</li> <li>• Reflect on your role as a teacher in virtual spaces.</li> <li>• Connect with colleagues and share strategies that work.</li> <li>• Professional Responsibilities</li> </ul>

### District and Building Implementation Plan:

#### Instruction - Before School Starts

#### Vision:

Our Instructional Work Plan is centered on our mission statement - *to educate, motivate, and inspire all students to reach their full potential, to become successful adults and pursue their dreams*, - as well as the strategic plan that we developed during the 2018-19 school year. Our priorities remain:

- **Well-Being:** As a system, we will continue to prioritize strategies that provide a sense of safety for all stakeholders, promote trusting relationships, help to build social-emotional skills with students, and offer individualized support for students with intensive needs.
- **Deep Learning and Student Engagement:** Finding ways to empower students to connect learning to their world through innovative instructional design and assessment is a priority. Teachers are focused on learning about the six Cs (creativity, critical thinking, citizenship, character, communication, and

collaboration) and finding ways to embed them in student learning experiences by focusing on learning partnerships, the learning environment, pedagogical practices, and leveraging digital.

- **Small Data and Responsive Teaching:** The use of formative assessment and formative assessment data (teacher observation, teacher reflection, student reflection, student self-assessment, etc..) to inform instruction is also a priority. Teachers spend considerable time grappling with where students are in their learning and figuring out the next steps for each student.

Because our context has changed since these priorities were developed, we will need to pivot some of our instructional strategies, but these guiding principles inform all of our work - whether our learning environment is remote, hybrid, or face-to-face.

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

- Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
- Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
- Every students' academic and social emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.

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

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

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

During Phase 4, all Pre-K-5th students will attend school every day for face-to-face instruction. Grades 6th-12th students will engage in a hybrid model that allows for more personalized instruction/

### **Standards-Aligned Curriculum and High Quality Instructional Materials:**

Our teachers have a strong command of curricular resources and have received professional development on the district-adopted curriculum as part of the normal process of doing business. Focus and professional learning has shifted to following standards-aligned resources, with a special emphasis on prioritized standards to accelerate learning based on pre-assessment of student skills and knowledge. We are using Seesaw (PK-2nd) Google Classroom (3rd-12th) as our Learning Management System (LMS) for all students in grades pK-12.

- Math: Eureka Math (K-8); District Developed (9-12)
- Science: Cereal City Science (K-5); Amplify Science (6-8); District Developed (9-12)
- ELA: CKLA (Pk-5th); MyPerspectives (6-8); District Developed (9-12)
- Social Studies: District Developed (Pk-12)
- 

### **Resources that support planning around prioritized curriculum:**

- [Achieve the Core - Priority Instructional Content](#)
- [Wayne RESA Virtual Learning Resource](#)
- [ELA K-8](#)
- [Math K-8](#)
- [Instructional Transformation - Integrating Technology](#)

### **High Quality Instructional Methods and Intervention Programs:**

Deep learning and student engagement are top priorities for our instructional vision - whether our learning environment is face-to-face, hybrid, or remote. Our mission statement, *to educate, motivate, and inspire all*

*students to reach their full potential, to become successful adults and pursue their dreams*, as well as the strategic plan that we developed during the 2018-19 school year, supports a strong differentiation practice in our classrooms. Our Professional Learning We will TRCS continue to use the Tier 2 and 3 interventions for literacy and math in grades PreK-12. We recognize that additional support may be necessary for students as we determine their needs in the first weeks of school. Our PLCs will keep a close eye on student needs and communicate needed intervention support to their building principals.

**Resources that support instruction and intervention planning:**

- [Best Practices for Remote Teaching](#)
- [Student Intervention Toolkit](#)
- [Resources For Supporting Students With Disabilities](#)
- [Oakland County K-12 ESL Resources: Community, communication, health & education resources for Multilingual families](#)
- [PLC Data Protocol](#), [PLC Data Dialogue #1](#), [PLC Data Dialogue #2](#), [Using a simple clipboard to track student learning](#)
- [10 Effective DAP Teaching Strategies | NAEYC](#)

**Meaningful Assessment Methods:**

Our district assessment plan provides PreK-12 teachers and students the ability to identify gaps in student learning and target individual student needs on an ongoing basis. Our emphasis on formative assessment fuels our PLC structure with many examples of student work to consider as teachers work together to plan next steps in instruction.

**Resources to support meaningful assessment practices:**

- [What do we mean by formative assessment?](#)
- [Transcend Playbook p 72-74](#)
- [Preschool Assessment: A Guide to Developing a Balanced Approach](#)

**Integration of Social-Emotional Learning:**

Supporting the social-emotional learning needs of students is necessary for academic success. As a staff we place a heavy emphasis on the [well-being](#) of students and staff to enable them to meet the significant challenges created by the pandemic and school closures. This includes weekly one-on-one student check-ins by the classroom teacher (elementary) or advisor (secondary) as well as having counseling services available for all students (we have used 31n funds to secure extra support for students).

An [advisory system](#) will be put into place for secondary classrooms. This system will support strong relationships between staff and students and will provide opportunities to focus on well-being, goal-setting, and self-reflection. Advisors will document weekly interactives with each advisory student on course content or course progress, thus meeting the count day [pupil accounting requirements](#).

**Resources to support integration of SEL:**

- [MAISA Continuity of Learning Task Force Guidance](#), page 24
- [Jackson County System of Behavioral Health Care for Children](#)
- [Exploring Feelings - Adventures in Learning - PBS Parents](#)
- [Why Do We Lose Control of Our Emotions?](#)
- [www.casel.org](http://www.casel.org)

**Special Education:**

Before school starts, students' IEPs, IFSPs, and 504 plans will be reviewed in coordination with

general and special education teachers to address any data-driven accommodations and/or services that are needed due to known changes in students' needs.

The Roadmap highlights:

- Commencing intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE.
- Establishing 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.
- Developing 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.

### **Postsecondary Transitions:**

In close collaboration with our high school principals, counselors, college advisors and local college access network members, we will be working diligently to secure support for students who are transitioning to postsecondary. These supports will encompass:

- Determining what resources should be shared with Class of '21 and Class of '22 students and families.
- Planning for fall administration of SAT and ensuring that high school staff are communicating regularly with seniors.
- Providing resources, information, and training to parents and students. This will include a wide continuum of topics such as FAFSA completion, college application preparation, stackable certifications, etc.
- Utilizing counselor, College and Career Services Coordinator, testing supervisor and/or college advisors to provide continued support to Tuition Incentive Program (TIP) eligible students. Monitor the number of TIP eligible students who are enrolling in college.
- Coordinating efforts with our local college access network, counselors, and college advisors.
- Senior credit audit conducted by guidance staff (Fall 2020)
- Helping students access college "virtual tours" and connecting students with career resources in a remote setting
- Monitoring the impact and perhaps unintended consequences created by moving to Credit/No Credit for spring 2020. We will ensure all transcripts note the COVID19 closure and any resulting changes in grading.
- Creating measures/processes to identify students who may need additional support.
- Hosting a College and Career Fair that is tentatively scheduled for face-to-face for Spring 2021. Based on the current conditions in the Spring, we may have to move this to a virtual format.
- Prepare all senior students for Senior Exit Interview (tentatively scheduled for April and May 2021)
- Complete "LifeTrack" survey in June 2021

### **Resources that support postsecondary transitions:**

- [College and Career Readiness COVID-19 ISD College Access Network](#)

### **Schedules and Routines:**

Phase 1-3

- Remote Learning for all students

Phase 4-5

- Face to Face Instruction
  - Young 5s-5th grade - 5 days per week
  - 6th grade - 12th grade - Hybrid Model of Instruction
    - 2 days face to face instruction
    - 3 days remote instruction
    - Alternate cohorts

#### Phase 6

- Face to Face instruction for all students

#### Phase 1-6

- Virtual option for all students
  - Third party vendor
  - Mentored by TRCS teacher (teacher of record)

<b>OPTION 1:</b> Face to Face option will receive instruction from TRCS teachers. <ul style="list-style-type: none"><li>• Elementary - 5 days per week</li><li>• MS/HS - at school two days per week and will engage remotely (from home - content provided by your student's same TRMS/TRHS classroom teachers) the other three days per week. Students will be divided into Team Purple (Cohort 1) and Team White (Cohort 2). Team Purple will engage in face to face instruction at school on Monday and Tuesday and learn remotely on Wednesday, Thursday and Friday. Team White will learn remotely on Monday, Tuesday and Wednesday and engage in face to face instruction at school on Thursday and Friday.</li></ul>	<b>OPTION 2:</b> Virtual option will be working from home. These students will receive their course content through a third party vendor Lincoln Learning. While we do plan to link a TRCS mentor to each virtual student, please know that both of these vendors offer courses with non-TRCS qualified teachers facilitating. These courses are rigorous and, while students can (somewhat) work at their own pace, they still need to have all their courses completed by the end of first semester to stay on pace for grade completion. In other words, these classes are "paced" to promote successful completion of all classes at the end of the 18 week semester. Students who select the virtual option can participate in athletics and extracurricular activities. However, parent transportation to and from these events is required, along with following safety and health protocols in place.
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#### Scheduling Resources:

- [Scheduling the COVID-19 School Year - Edweek.org](#)
- [Schedule Outlines](#)
- [Advisory Structures](#)
- [Scheduling Structures Table](#)
- [LARA Guidelines for Safe Child Care Operations](#)

#### Elementary School Schedule

##### Face-to-face class instruction

- Hoppin/Andrews (8:05-3:01)
- Norton/Park (8:25-3:21)

##### Face to Face Schedule - 5 days/ week

Content	Min Per day (245min)
ELA	90
Math	75
Science	15
Social Studies	15
Specials	35



<b>Specials</b>	In classroom; PE outside as much as possible; PE may focus on health standards and SEL
<b>Tier Instruction</b>	<ul style="list-style-type: none"> <li>• Tier 1 Instruction in core content provided by classroom teachers</li> <li>• Tier 2 support provided by classroom teachers happens here</li> <li>• Tier 3 support pushes into the classroom - Paraprofessional support in 1st Grade only; 2-3rd as schedule permits according to student need</li> </ul>

### Transition to Remote Instruction - Elementary

#### Remote Schedule - K-5th grade

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:10	Morning Message	Morning Message	Morning Message	Morning Message	Morning Message
8:10-8:40	ELA/Math Tier 1	ELA/Math Tier 1	ELA/Math Tier 1	ELA/Math Tier 1	ELA/Math Tier 1
8:45-9:15	ELA Group 1	ELA Group 1	ELA Group 1	ELA Group 1	ELA Group 1
9:25-9:55	ELA Group 2	ELA Group 2	ELA Group 2	ELA Group 2	ELA Group 2
10:05-10:35	ELA Group 3	ELA Group 3	ELA Group 3	ELA Group 3	ELA Group 3
10:45-11:15	Science/SS	Science/SS	Science/SS	Science/SS	Science/SS
11:15-12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:00-12:30	Math Tier 1	Math Tier 1	Math Tier 1	Math Tier 1	Math Tier 1
12:40-1:10	Math Group 1	Math Group 1	Math Group 1	Math Group 1	Math Group 1
1:20-1:50	Math Group 2	Math Group 2	Math Group 2	Math Group 2	Math Group 2
2:00-2:30	Math Group 3	Math Group 3	Math Group 3	Math Group 3	Math Group 3
2:15-2:45	Specials/Prep	Specials/Prep	Specials/Prep	Specials/Prep	Specials/Prep
2:45-3:01	Prep	Prep	Prep	Prep	Prep

#### Academic Minutes per Subject Teacher Directed and Independent Practice

Content	Teacher Directed	Independent	Min Per day- 3/5	Independent Practice
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	Min Per day- K/2 (135min)	Practice Per day- K/2	(135min)	Per day-3/5
ELA	60	25	60	40
Math	60	25	60	40
Science	15	10	15	10
Social Studies	15	10	15	10
Specials	20	5	20	10

- **Students stay together as a class and do not mingle with other classes**
  - Tier 1 Instruction in core content provided by classroom teachers
  - Tier 2 support provided by classroom teachers during remote learning
  - Tier 3 support provided by classroom, specials and SPED teachers during remote learning
- **Core Content**
  - ELA- Students will receive 30 min of whole class ELA instruction and an additional 30 of individualized small group instruction daily
  - Math-Students will receive 30 min of whole class Math instruction and an additional 30 of individualized small group instruction daily
  - SS- Students will receive 75 minutes of whole group instruction per week; ELA program provides social studies content
  - Science- Students will receive 75 minutes of whole group instruction per week; ELA program provide science content
- **Specials**
  - Teachers will be used to support remote instruction, including monitoring student participation and remediation

### Middle School Schedule

- **Face-to-face classes with teachers** - Hybrid Schedule (A&B) two days face to face per week
  - Team Purple - Monday/Tuesday
  - Team White - Thursday/Friday
  - Remote Learning - Wednesday
    - Teacher facilitating learning remotely - differentiated instruction through small group instruction through LMS, Google Classroom; students will be provided a daily assignment; teachers available
- **Electives:** Use an exploratory model for electives in 6th grade (9 weeks). In 7th and 8th grades, group cohorts by elective choices. Music and PE classes will adjust curriculum so they don't involve singing, playing wind instruments, or indoor perspiration.
- **Hybrid Passing Time** - 6 minute passing time to allow for classroom disinfecting and appropriate social distancing in hallways.
- **Remote Learning** - Students will be working on three of their classes for 120 minutes/each on one day and the other three classes on the second day. Wednesdays will be designated for differentiated instruction for all classes (60 minutes/class according to bell schedule).
- **Tiered Supports:**
  - Tier 1 Instruction in core content provided by classroom teachers
  - Tier 2 support provided by classroom teachers during remote learning

- Tier 3 support provided by classroom, specials and SPED teachers during remote learning
- **Breakfast** - Beginning at 7:30 am students will get breakfast from the cafeteria and take it to their 1st hour classroom at 7:40am. Teachers will have classroom doors open and ready to receive students at this time.
- **Lunch:** 3 lunch periods using social distancing in the cafeteria

### Middle School Schedule - Face to Face Hybrid

#### Team Purple (M/T Face to Face)

	Monday	Tuesday	Wednesday	Thursday	Friday
1st Hour 7:51 - 8:51	Face to Face [In School]	Face to Face [In School]	See Chart Below	1st Hour Remote Content [2 Hours]	
2nd Hour 8:57 - 9:56	Face to Face [In School]	Face to Face [In School]	See Chart Below		2nd Hour Remote Content [2 Hours]
3rd Hour 10:02 - 11:01	Face to Face [In School]	Face to Face [In School]	See Chart Below	3rd Hour Remote Content [2 Hours]	
4th Hour 11:07 - 12:36	Face to Face [In School]	Face to Face [In School]	See Chart Below		4th Hour Remote Content [2 Hours]
5th Hour 12:42 - 1:41	Face to Face [In School]	Face to Face [In School]	See Chart Below	5th Hour Remote Content [2 Hours]	
6th Hour 1:47 - 2:46	Face to Face [In School]	Face to Face [In School]	See Chart Below		6th Hour Remote Content [2 Hours]

#### Wednesday Remote Schedule (Hourly)

10 Minutes: Morning Message  
 15 Minutes: Review of Previously Taught Content (Essential Standards)  
 15: Whole Group Support  
 15 Minutes: Individual Support

#### Team White (Th/F Face to Face)

	Monday	Tuesday	Wednesday	Thursday	Friday
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1st Hour 7:51 - 8:51	1st Hour Remote Content [2 Hours]		See chart below	Face to Face [In School]	Face to Face [In School]
2nd Hour 8:57 - 9:56		2nd Hour Remote Content [2 Hours]	See chart below	Face to Face [In School]	Face to Face [In School]
3rd Hour 10:02 - 11:01	3rd Hour Remote Content [2 Hours]		See chart below	Face to Face [In School]	Face to Face [In School]
4th Hour 11:07 - 12:36		4th Hour Remote Content [2 Hours]	See chart below	Face to Face [In School]	Face to Face [In School]
5th Hour 12:42 - 1:41	5th Hour Remote Content [2 Hours]		See chart below	Face to Face [In School]	Face to Face [In School]
6th Hour 1:47 - 2:46		6th Hour Remote Content [2 Hours]	See chart below	Face to Face [In School]	Face to Face [In School]

Wednesday Remote Schedule (Hourly)	
10 Minutes: Morning Message 15 Minutes: Review of Previously Taught Content (Essential Standards) 15: Whole Group Support 15 Minutes: Individual Support	

<b>Transition to Remote Instruction - Middle School</b>
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**Middle School Schedule: Remote**

- **Remote Learning** - Students will be working on coursework in a block schedule three days per week. Students will engage in two classes per day on Monday, Wednesday and Friday for three hours per course. Students will experience differentiated learning on Tuesday and Thursday (by hour).

Remote Learning Bell Schedule	
Monday	Primary Instruction (block schedule) 1st Hour AM (8-11am) 2nd Hour PM (12-3pm)
Tuesday	Differentiated Instruction (hourly) 10 Minutes: Morning Message 15 Minutes: Review of Previously Taught Content (Essential Standards) 15: Whole Group Support/Remediation 15 Minutes: Individual Support
Wednesday	3rd Hour AM (8-11am) 4th Hour PM (12-3pm)
Thursday	Differentiated Instruction (hourly) 10 Minutes: Morning Message 15 Minutes: Review of Previously Taught Content (Essential Standards) 15: Whole Group Support/Remediation 15 Minutes: Individual Support
Friday	5th Hour AM (8-11am) 6th Hour (12-3pm)

Academic Minutes per Subject Primary Instruction and Differentiated Support		
Content	Teacher Directed Min Per Week	Independent Practice Min Per Week
ELA	180	120
Math	180	120
Science	180	120
Social Studies	180	120
Electives	180	120

## High School Schedule

### High School Schedule: Hybrid

- **Face-to-face classes with teachers** - Hybrid Schedule (A&B) two days face to face per week
  - Team Purple - Monday/Tuesday
  - Team White - Thursday/Friday
  - Remote Learning - Wednesday
    - Teacher facilitating learning remotely - differentiated instruction through small group instruction through LMS, Google Classroom; students will be provided two hours of content during remote learning block
- **Hybrid Passing Time** - 6 minute passing time to allow for classroom disinfecting and appropriate social distancing in hallways.
- **Remote Learning** - Students will be working on three of their classes for 120 minutes/each on one day and the other three classes on the second day. Wednesdays will be designated for differentiated instruction for all classes (60 minutes/class according to bell schedule).
- **Tiered Supports:**
  - Tier 1 Instruction in core content provided by classroom teachers
  - Tier 2 support provided by classroom teachers during remote learning
  - Tier 3 support provided by classroom, specials and SPED teachers during remote learning
- **Breakfast** - Beginning at 7:15am students will get breakfast from the cafeteria and take it to their 1st hour classroom at 7:30am. Teachers will have classroom doors open and ready to receive students at this time.
- **Lunch** - 30 minutes; three lunch periods utilizing the Cafeteria

### High School Schedule - Face to Face Hybrid

#### **Team Purple (M/T Face to Face)**

	Monday	Tuesday	Wednesday	Thursday	Friday
1st Hour 7:43-8:42	Face to Face [In School]	Face to Face [In School]	See Chart Below	1st Hour Remote Content [2 Hours]	
2nd Hour 8:48-9:47	Face to Face [In School]	Face to Face [In School]	See Chart Below		2nd Hour Remote Content [2 Hours]
3rd Hour 9:53-10:52	Face to Face [In School]	Face to Face [In School]	See Chart Below	3rd Hour Remote Content [2 Hours]	
4th Hour 10:58-12:28	Face to Face [In School]	Face to Face [In School]	See Chart Below		4th Hour Remote Content [2 Hours]
5th Hour 12:34-1:33	Face to Face [In School]	Face to Face [In School]	See Chart Below	5th Hour Remote Content [2 Hours]	
6th Hour	Face to Face	Face to Face	See Chart		6th Hour

1:39-2:38	[In School]	[In School]	Below		Remote Content [2 Hours]
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Wednesday Remote Schedule (Hourly)					
10 Minutes: Morning Message 15 Minutes: Review of Previously Taught Content (Essential Standards) 15: Whole Group Support 15 Minutes: Individual Support					

**Team White (Th/F Face to Face)**

	Monday	Tuesday	Wednesday	Thursday	Friday
1st Hour 7:43-8:42	1st Hour Remote Content [2 Hours]		See chart below	Face to Face [In School]	Face to Face [In School]
2nd Hour 8:48-9:47		2nd Hour Remote Content [2 Hours]	See chart below	Face to Face [In School]	Face to Face [In School]
3rd Hour 9:53-10:52	3rd Hour Remote Content [2 Hours]		See chart below	Face to Face [In School]	Face to Face [In School]
4th Hour 10:58-12:28		4th Hour Remote Content [2 Hours]	See chart below	Face to Face [In School]	Face to Face [In School]
5th Hour 12:34-1:33	5th Hour Remote Content [2 Hours]		See chart below	Face to Face [In School]	Face to Face [In School]
6th Hour 1:39-2:38		6th Hour Remote Content [2 Hours]	See chart below	Face to Face [In School]	Face to Face [In School]

Wednesday Remote Schedule (Hourly)	
10 Minutes: Morning Message 15 Minutes: Review of Previously Taught Content (Essential Standards) 15: Whole Group Support 15 Minutes: Individual Support	

Transition to Remote Instruction - High School
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#### High School Schedule: Remote

- Remote Learning** - Students will be working on coursework in a block schedule three days per week. Students will engage in two classes per day on Monday, Wednesday and Friday for three hours per course. Students will experience differentiated learning on Tuesday and Thursday (by hour).

Remote Learning Bell Schedule	
Monday	Primary Instruction (block schedule) 1st Hour AM (8-11am) 2nd Hour PM (12-3pm)
Tuesday	Differentiated Instruction (hourly) 10 Minutes: Morning Message 15 Minutes: Review of Previously Taught Content (Essential Standards) 15: Whole Group Support/Remediation 15 Minutes: Individual Support
Wednesday	3rd Hour AM (8-11am) 4th Hour PM (12-3pm)
Thursday	Differentiated Instruction (hourly) 10 Minutes: Morning Message 15 Minutes: Review of Previously Taught Content (Essential Standards) 15: Whole Group Support/Remediation 15 Minutes: Individual Support
Friday	5th Hour AM (8-11am) 6th Hour (12-3pm)

Academic Minutes per Subject Primary Instruction and Differentiated Support		
Content	Teacher Directed Min Per Week	Independent Practice Min

		Per Week
ELA	180	120
Math	180	120
Science	180	120
Social Studies	180	120
Electives	180	120

#### Instruction - In-Person or Hybrid (After School Opens)

##### ***Strongly Recommended from the Michigan Return to School Roadmap***

1. Ensure that every student:
  - a. Has access to standards-aligned, grade-level instruction, including strategies to accelerate student learning;
  - b. Is assessed to determine student readiness to engage in grade-level content; and
    - i. NWEA
    - ii. Local Assessments, including DIBELS & DELTA
  - c. Is offered scaffolds and supports to meet their diverse academic and social-emotional needs.
2. Conduct checkpoints with school leaders around curriculum pacing and ongoing monitoring of student progress, specifically honing in on the growth of students who need acceleration.
3. Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.
4. Conduct a review of each students' IEP in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services including OT, PT, and Speech while school buildings were closed.
5. Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs.
6. Set expectations for schools and teachers to integrate [high quality digital tools](#) and resources that are appropriate and sustainable at each grade level, to increase teachers' and students' familiarity with online learning in case of a return to remote instruction.
7. Determine and activate structures outside of the regular school day, such as summer learning options, extended day, and after-school programming, to potentially be leveraged to support students in need of additional support.
8. Support schools to communicate regularly with families in their home language about their child's progress and the targeted plans for students in need of additional support.
9. If hybrid, activate plans to monitor and assess the following:
  - a. Connectivity and Access:
    - i. Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.
  - b. Attendance:
    - i. Develop systems to monitor and track students' online attendance on a daily basis.
      1. Elementary - normal attendance with face to face
      2. MS/HS - course pace will determine week's attendance - hybrid
        - a. Face to face attendance - traditional attendance practice



- b. Each Friday attendance is updated based on the week's assignments through remote learning; pupil accounting requires daily attendance
    - 3. K-12 Virtual
      - a. Attendance will be based upon course completion rate for the week
  - ii. Pk-12th grade - Remote Instruction
    - 1. Daily morning message; all students check in for participation. Course work is expected to be complete throughout the day based on daily schedule.
      - a. 6-12 - morning message according to following schedule
        - i. Monday - 1st hour
        - ii. Tuesday - 2nd hour
        - iii. Wednesday - 3rd hour
        - iv. Thursday - 4th hour
        - v. Friday - 5th hour
    - iii. Truancy process will be followed for students who are disengaged and/or have a pattern of non-participation.
  - c. Student Work:
    - i. Teachers will assess the quality of student work and provide feedback to students and families.
    - ii. Students will self-assess the quality of work, reflect on teacher feedback, and learning progress.

#### Instruction - After School Starts

##### **Ensuring Learning:**

Once school starts, we will ensure learning for all students through our bi-weekly meetings with administration to discuss student progress. These meetings, which take place twice a week, will provide teacher teams with the time to ensure that every student:

- Has access to standards-aligned, grade-level instruction, including strategies to accelerate student learning
- Is assessed to determine student readiness to engage in grade-level content
- Is offered scaffolds and supports to meet their diverse academic and social-emotional needs

At these meetings, student work from formative assessments will be reviewed to plan next steps in the learning for each student. Overall data trends will be identified so that systemic supports and interventions can be planned. Specific assessments used will depend on the grade level and course (see district assessment plan). Ongoing early release day professional learning about formative assessment use in remote and hybrid environments will support this work as we move through the year. Following these meetings, the principal will communicate any resource requests needed to support interventions to the central office. These meetings will take place whether we are remote, hybrid, or face-to-face.

For students needing additional support, teachers will communicate progress and targeted plans to families (in home language) every two weeks.

When schools re-open for In-Person or Hybrid Instruction, school districts should continue revising students' IEPs, IFSPs, and 504 plans 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.

Educators are reminded to consult with the recent guidance released by the Michigan Department of Education Office of Special Education below:

Guidance to Address Forgone Learning for Students with IEPs as a Result of the COVID-19 Pandemic - [https://www.michigan.gov/documents/mde/RecoveryServices\\_695362\\_7.pdf](https://www.michigan.gov/documents/mde/RecoveryServices_695362_7.pdf)

Comparison of Compensatory Education and Recovery Services Due to COVID-19 -  
[https://www.michigan.gov/documents/mde/RecoveryServices\\_Side-by-Side\\_694537\\_7.pdf](https://www.michigan.gov/documents/mde/RecoveryServices_Side-by-Side_694537_7.pdf)

**Resources that support ensuring learning:**

- [Collaborative Inquiry Toolkit](#)
- [Oakland Schools Curriculum, Instruction and Assessment Toolkit For COVID-19 Reopening](#)
- [Oakland Schools Curriculum, Instruction and Assessment Toolkit-Math](#)
- [Student Intervention Toolkit](#)
- [Assessment Guidance Planning Document](#)
- [Sample Intervention Inventory](#)
- [Strategies that Support Learning Table](#)
- The New Teacher Project (TNT) published [The Learning Acceleration Guide](#)

**Shifting to a Remote Learning Environment:**

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

- Secure online tools and materials that will provide standards-aligned learning that is customizable to student needs.
- Integrate remote learning tools into PLC meetings and in-school instruction so that teachers and students remain ready for a possible transition to a remote context.
- The ideas in [this article](#) will support instructional decisions for remote learning.
- Use the following remote learning guidance based on grade level.
  - [Elementary School Considerations \(PK--5th Grade\)](#)
  - [Middle School Considerations \(6-8th Grade\)](#)
  - [High School Considerations \(9th - 12th Grade\)](#)
- Prepare communication assets for key audiences (students, teachers, parents) that clarify new protocols and resources, share evidence of student learning, and ensure that all stakeholders receive status updates.

When in hybrid or remote learning modes we will:

- Confirm that devices distributed to all students during the first week of school (regardless of remote, hybrid, or face-to-face status) are functional.
- Activate our connectivity plan to ensure that all students and families have adequate connectivity to successfully engage in and complete schoolwork
- Monitor online attendance through morning meetings. Attendance will be logged in PowerSchool. Truancy process will be followed for students who are disengaged and/or have a pattern of non-participation.

**Resources that support shifting to a remote learning environment:**

- [Best Practices for Remote Teaching](#)

**Communications and Family Supports**

***Strongly Recommended from the Michigan Return to School Roadmap***

1. Implement any additional communication systems needed to reach every family and student in their home language through multiple modes (e.g., text, all call, email, home visit) to share:
  - a. Expectations around their child's return to school;
  - b. Clear information about schedules and configurations, if hybrid;
  - c. Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies; and
  - d. Plans for each of the different school opening scenarios.
2. Provide resources that demonstrate schools value parents as partners in their child's education. Offer family supports that provide families with:

- a. Training about how to access and use the school's chosen digital systems and tools;
- b. Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child;
- c. Opportunities to build their digital literacy; and
- d. Strategies to support their child's learning at home.

## **District and Building Implementation Plan:**

### **Communication Systems:**

Based upon community feedback during Spring of 2020, we identified that two-way is most effective to communicate with our families and students. We used and will continue to use multiple modes including our district website and social media sites, School Messenger, Remind, email and text messaging. As we move forward we will implement the following communication protocols:

- Maintain timely, accurate, and clear two-way communication with families regarding student's academic and social-emotional functioning and school and classroom information.
- Clearly communicate all plans and expectations for your child's return to school including modes of assessment, details about curriculum and expectations for grade-level proficiencies..
- Ensure all communications are in both English and the home language of our students. We will use a variety of resources and tools.
  - [Translation Resources section on the MDE webpage](#)
  - [Oakland County K-12 ESL Resources: Community, communication, health & education resources for Multilingual families](#)
- Ensure our teachers know and understand the school communication plan
- Ensure our teachers use the district's remote learning platform(s) effectively and parents have access to the information
- Communicate in a timely manner when it become necessary to modify our modes of instruction

### **Family Partnerships:**

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

We plan to provide:

- Information will be communicated for the best way to access and use our digital resources
- Supports and resources for our families to use at home including specific strategies for supporting their child's learning at home
- Opportunities for parents to build their digital literacy
- Administration and staff available for Q&A sessions where parents can interact to ask question

## **Professional Learning**

### **District and Building Implementation Plan:**

Our Professional Learning Work Plan is centered on our mission statement, *to educate, motivate, and inspire all students to reach their full potential, to become successful adults and pursue their dreams*, as well as the

strategic plan that we developed during the 2018-19 school year, supports a strong dedication to professional learning.

Our professional learning priorities remain:

- **Well-Being**
- **Deep Learning and Student Engagement**
- **Small Data and Responsive Teaching**
- **School Improvement**
- **Positive School Climate**

A teacher survey conducted in May 2020 provided the following information; 64% of teachers completed the survey. Most frequently requested professional learning topics:

- Remote/hybrid teaching and learning
  - Curriculum Development for remote learning
  - Technology Resources for remote learning
- Student engagement
- Student well-being
- Deep learning in a remote/hybrid environment

### **Professional Learning Structures:**

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

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

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

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

### **Resources that support this work:**

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

### **Virtual when necessary:**

We believe that the best professional learning happens when educators can be in a room together – and that part of the time is spent observing classrooms and students in action. For the 2020-21 school year, we will not participate in real time observations in classrooms. If possible, we will instead use video where appropriate.

### **Time:**

- **July & August 2020 - Remote Instruction Essentials - provided by Communications by Design**

- District Provided Professional Development

August 25th	August 26th	October 16th	January 15th	February 26th	May 7th
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### **Professional Learning Topics:**

- **Well-Being:** Social-emotional learning, trauma-informed best practices, identification of students at risk and proper referral protocols, self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma
- **Equity:** Restorative supports for educators and learning around equity, implicit bias, and culturally responsive education
- **Remote/Hybrid Teaching and Learning:**
  - Use and effectiveness of digital tools and resources that support remote learning
  - Design and development of blended and remote learning experiences that are equitable and engaging - and are aligned to our deep learning strategic plan priority
- **Safety protocols:** PPE, hygiene, social distancing, movement, screening, responding to symptoms, cleaning, medically vulnerable students
- **School Improvement** - data analysis, progress on goals and strategies, positive school climate

### **Resources that Support Professional Learning in these Topics:**

#### **Well-Being Resources**

- COVID-19: [Talking to Children about COVID-19](#), [Helping Children Cope during COVID-19](#), [Educator's Guide to Supporting the Social Emotional Needs of Students: COVID-19 Information](#)
- Trauma: see pages 24 to 28 in [Guidelines for Reopening Schools: An Opportunity to Transform Public Education](#) and [Tips for Survivors of Disaster or Other Traumatic Event](#), [How Trauma Effects Kids in School](#)
- [Social Emotional Learning](#), [Mindfulness for Children](#)

#### **Equity Resources**

- Equity and implicit bias: [Talking to Children About Racism](#), [Changing Minds to Address Poverty in the Classroom](#)

#### **Remote Learning Resources**

- [Best Practices for Remote Teaching](#) provides six strategies for working remotely with students
- [Best Practices for Remote Learning in the Content Areas, \(PBIS\) Teaching Matrix for Remote Instruction](#) This provides concrete strategies in a concise rubric that help foster a positive classroom culture in a remote learning context
- [National Institute for Excellence in Teaching \(NIET\) Rubric for Virtual Learning](#) is an extensive and detailed rubric that describes ways that strong teaching practice translates to the remote learning environment
- [Learning at a Distance Matrix](#)
- [Flipped Learning Conference](#)

#### **Other Resources**

- [Asynchronous Professional Learning Modules](#)
- [Michigan Virtual Remote Learning Training for Teachers](#)
- [Edupaths Professional Development for Educators](#)

Month	Topic
July 2020	<ul style="list-style-type: none"> <li>• Remote Instructional Essentials</li> </ul>
August 18, 2020	<ul style="list-style-type: none"> <li>• Safe &amp; Healthy Reopening - procedures &amp; protocols</li> <li>• PBIS - School Wide Expectations/Positive School Culture</li> <li>• Attendance &amp; Truancy in remote learning</li> <li>• Remote Instruction Essentials - planning remote instruction</li> </ul>

<b>September 18, 2020</b>	<ul style="list-style-type: none"> <li>• Remote Instruction Essentials - planning for remote instruction</li> <li>• Social Emotional Supports for students</li> </ul>
<b>October 16, 2020</b>	<ul style="list-style-type: none"> <li>• Remote Instruction Essentials - planning for remote instruction</li> <li>• Social Emotional Supports for students</li> <li>• Data Review - Comprehensive Needs</li> </ul>
<b>January 15, 2021</b>	<ul style="list-style-type: none"> <li>• PBIS - School Wide Expectations/Positive School Culture</li> <li>• Data Review - Comprehensive Needs <ul style="list-style-type: none"> <li>◦ Process, Outcome</li> </ul> </li> <li>• Progress &amp; Updates of School Improvement Plans</li> <li>• School Wide System Review</li> <li>• Remote Instruction Essentials - planning remote instruction</li> </ul>
<b>February 26, 2021</b>	<ul style="list-style-type: none"> <li>• Data Review - Comprehensive Needs <ul style="list-style-type: none"> <li>◦ Process, Demographic</li> </ul> </li> <li>• Progress &amp; Updates of School Improvement Plans</li> <li>• Remote Instruction Essentials - planning remote instruction</li> </ul>
<b>May 7, 2021</b>	<ul style="list-style-type: none"> <li>• Program Evaluation</li> <li>• Data Review - Comprehensive Needs <ul style="list-style-type: none"> <li>◦ Outcome, Process</li> </ul> </li> </ul>

# Phase 4 - Operations

## Facilities

### ***Strongly Recommended from the Michigan Return to School Roadmap***

1. Audit necessary materials and supply chain for cleaning and disinfection supplies.
2. Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.
  - a. Advocate for ISDs to coordinate with LEMPs.
3. Audit any additional facilities that the district may have access to that could be used for learning.
4. Provide school-level guidance for cleaning and disinfecting all core assets including buildings and playgrounds. Frequently touched surfaces should be cleaned several times a day.
5. Alert school-based custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and/or CDC. It is expected that this guidance will be updated in real-time based on the status of community spread across local geographies.
6. Encourage schools to convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection.
7. Encourage schools to provide advanced training for custodial staff.
8. Custodial staff should continue deep cleaning over the summer.
9. Audit all school buildings with a focus on:
  - a. How many classrooms are available;
  - b. The size of each classroom;
  - c. Additional spaces that are available (e.g., gym, lunchroom, auditorium); and
  - d. The ventilation in each classroom.
10. Audit school security protocols to decide if any process changes need to be implemented.
11. School security staff should follow CDC protocols if interacting with the general public.
12. Maintain facilities for in-person school operations.
  - a. Check HVAC systems at each building to ensure that they are running efficiently.
  - b. Air filters should be changed regularly.
  - c. Custodial staff should distribute wastebaskets, tissues, and CDC-approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during travel between sites.
  - d. Signage about frequent handwashing, cough etiquette, and nose blowing should be widely posted, disseminated, and encouraged through various methods of communication.
  - e. Custodial staff should follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.
13. School leaders should conduct and document a facility walk-through with the custodial services team to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.



14. Procure level-1 facial coverings, including those with a transparent front, for preK-5 teachers, low-income students, and students with special needs.
15. Procure level-1 surgical masks for cleaning and janitorial staff.

## Budget, Food Service, Enrollment, and Staffing

### ***Strongly Recommended from the Michigan Return to School Roadmap***

1. Support schools in assessing student arrival protocols. This should include how students arrive at and depart from school (e.g., school bus, dropped off via car, drive themselves, walk, public transportation).
2. Support schools in conducting staff and student outreach to understand who is coming back.
  - a. For staff, this should include a breakdown of the staff – administrators, educators, support staff, full-time nurses, part-time nurses, school counselors, etc.
  - b. Develop a staffing plan to account for teachers and staff who are not returning or are at risk (i.e., those who are 65 years or have an underlying medical condition and decide not to return).
  - c. For students, this should include those with preexisting conditions who may need a remote learning environment.
3. Assess need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs.
4. Work with relevant local bargaining units to assess how job responsibilities may shift in light of COVID-19 and how new or additional responsibilities will be accounted for.
5. Recruit, interview and hire new staff.
6. Consider redeploying underutilized staff to serve core needs.
7. Where possible, and in partnership with local bargaining units, identify and modify staff positions, that would enable high-risk staff to provide remote services.
8. Communicate any student enrollment or attendance policy changes with school staff and families.
9. Provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely.
10. Seek and provide guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies).
11. Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs.
12. Inventory how many substitute teachers are available.
13. Build and send back to school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures.
14. Verify that student and staff handbooks and planners are printed and ready for distribution and/or are available digitally. Create a master list of any changes to distribute at the first staff meeting.
15. Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.



16. Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.
17. Work with school leaders to orient new school staff to any operational changes.
18. Create master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind.
19. Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.

## **District and Building Implementation Plan:**

- [Link to Food Service](#) in Safety section

## **Technology**

### ***Strongly Recommended from the Michigan Return to School Roadmap***

1. Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.
  - a. Survey was sent spring of 2020.
2. Designate a single point of contact in each school to plan and communicate with district technology teams.
  - a. Tech support - using <https://support.sjcschools.org/servicedesk/customer/portal/1>
  - b. Building Tech designee is set to be Tech Support team with support from Building Media Center employees
  - c. Instructional coaches(Erin Bowen, Megan Quake,Kelly Monahan
3. Develop a district technology plan that includes guidance for schools. If possible, include training and support for educators to adapt remote learning for the classroom.
  - a. Communications by Design provided Professional Development for staff during summer 2020. “Remote Instruction Essentials” program was provided, and resources will be made available throughout the 20-21 school year.
  - b. Instructional coaches will be helping teachers navigate the remote learning portion of the 20-21 school year.
4. Identify a device and/or general technology support lead for each school. Consider elevating that position to a more formal role and providing additional support potentially with parent volunteers.
  - a. District Technology Team(support) and District Technology Director - available for all troubleshooting and maintenance.
5. Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.
  - a. Tech Support website at <https://www.trschools.org/District/Department/8-Technology>
6. Where practical given demands on parents or guardians, consider identifying family technology liaisons to support communication regarding the use of technology. (For example, the existing parent organization may be able to fulfill this role).
  - a. Building administrators and administrative assistants will collect information from parents and pass on to Tech Staff.
7. Develop district-wide procedures for return and inventory of district owned devices as part of a return to school technology plan. The procedures should include:

- a. Safely bagging devices collected at schools;
    - i. Chromebooks that were distributed in the Crisis learning of spring 2020 have been appropriately quarantined and cleaned for redistribution for Fall 2020
  - b. Sanitizing the devices prior to a repair or replacement evaluation;
    - i. Devices will be sanitized by teaching staff for our Y5-5 classrooms
    - ii. Y5-5 teachers will assign 1 device per student in their classroom
    - iii. Devices that are distributed to students Grades 6-12 and will need maintenance, will be quarantined for 5 days before work will be done on them. At that point, we will redistribute a new device to that student, and return the broken device back to the spare lot, after completion of quarantine and completed maintenance.
  - c. Ordering accessories that may be needed over the summer; and
    - i. 900 Chromebooks ordered for student use
      1. Carts for elementary schools
      2. Devices distributed to grades 6-12
    - ii. 200 Chromebooks ordered for staff use(with webcam)
  - d. Conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement.
    - i. We utilize Windows Endpoint Protection for antivirus
    - ii. Support technicians have inventoried all teacher workstations, projectors and have ensured that all are working properly.
8. Identify an asset tracking tool.
    - a. As a part of the St. Joseph County ISD Tech Consortium, we utilize Snipe-IT asset tracking
  9. Identify a vendor to assist with processing, returning, and maintaining devices, if needed.
    - a. St. Joseph County ISD has a dedicated employee who is responsible for fixing any broken devices.
    - b. Tech staff can perform many hardware and software issues on site.
  10. Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.
    - a. Helpdesk Ticket System will be utilized for staff
    - b. Technicians will be onsite in all buildings, and also the SJCISD will also be providing chat sessions with staff requiring support.
  11. Prepare the Infrastructure Evaluation process. Every WiFi access point and wired network device should be tested.
    - a. TRCS has a few tools to use that monitor our network infrastructure in real time, 24 hours per day. We use SolarWinds and AirWave to monitor our wifi, wired, and servers.
  12. Develop a technology support plan for families.
    - a. SJCISD family support website and Google form will be active and located on the TRCS website by September 8, 2020.

## **District and Building and Implementation Plan:**

### ***Before Schools Reopen for In-Person Instruction***

In order to make effective, data informed decisions about implementing and supporting Remote Learning, our families will be surveyed about the numbers, types, and condition of devices available in their home. We will also collect data about the availability and capacity of Internet connectivity in each house. [Survey Questions](#).

We conducted an initial survey in Spring, 2020 to collect baseline data. Results from the survey was shared at the district and building level. Using that information and collecting data upon reopening, student needs will be addressed according to family input. All data will be utilized to help inform the building's decision-making.

The district supports the use of technology for teaching and learning, particularly Remote Learning, as outlined in this Preparedness Plan. This plan has been developed collaboratively with representatives from all schools and departments with input from teachers, principals, parents, students, and district Technology Department personnel, along with support from our ISD and state organizations including MAEDS and MACUL. This plan describes the district's process for selecting, implementing, and supporting new hardware, software, and apps for teaching and learning, as well as ongoing procedures for cleaning, repairing, and maintaining devices, particularly throughout transitions between in-person and remote learning.

In an effort to protect student on-line safety and privacy, the district has developed a technology policy that requires teachers to utilize only approved websites and applications with students. Recognizing the need for flexibility, we have built in an application process for staff to receive approval for new websites or applications.

Support requests related to devices or technology use should be submitted through the district's help desk system [<https://support.sjcschools.org/servicedesk/customer/portal/1>]. To supplement the district's technology support staff (primarily focused on device support), the district has appointed teachers from each school to serve as the district's technology team.

- Model exceptional use of current district technology in their own teaching & learning
- Answer specific questions from building colleagues about setting up and using current district technology in their own teaching and learning
- As indicated by repeated requests, or as directed by the Principal or District Technology Team, and in coordination with other building STaRT Coaches (when appropriate), prepare and present Professional Learning for colleagues on current district technology for teaching and learning
- Communicate requests/suggestions from their building for new technology solutions to address teaching and learning needs current solutions don't do well
- When contacted for support directly by colleagues, enter the request (or ask the person to enter it) into the district's help desk system for data analysis and tracking

District Technology Team

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To ensure the most efficient and rapid response to support requests, all staff and parents are encouraged to submit all requests for support through the appropriate Help Desk Process:

- Staff: <https://support.sjcschools.org/servicedesk/customer/portal/1>
- Families: [https://docs.google.com/forms/d/e/1FAIpQLScNs3ob\\_Fa5f4WRWxmYgejmH4N1yVM70z57gqwOF7\\_edcKeeA/viewform](https://docs.google.com/forms/d/e/1FAIpQLScNs3ob_Fa5f4WRWxmYgejmH4N1yVM70z57gqwOF7_edcKeeA/viewform)

When Help Desk tickets are received, the District Technology Department staff members generally work collaboratively on all technology related issues. For the purpose of specialization, and to

streamline communications and response times, the following staff are identified as the primary contact for the following technology solutions:

- Nick Bryant, Wendy Kennedy, Andrew Schull, Tyler Golmb, Zach Naramor,
- Megan Quake, Erin Bowen, Kelly Monahan - LMS Support
- Student Information System, Google Accounts, Network Accounts, Learning Management System (LMS) Accounts, Network Monitoring and Maintenance (Wired, Internal Wireless, External Wireless, and Cellular), Phone System, Printers and Copiers, Device setup, troubleshooting, repair, App and Software Installation

Additionally, from time to time the district may utilize outside resources from the ISD or other approved vendors for specialized or time critical tasks for which the expertise or staff availability don't exist within the district team.

To support families and their students during remote learning, the district has established the following avenues to access help desk services:

- Goto support site: <https://sites.google.com/sjcisd.org/familyhome>
- If a teacher gets a request or hears of a need when communicating with students/families, they will forward those concerns on behalf of the family using these procedures

As teachers communicate with families, they will ask specifically about technology questions or concerns and forward those to the District Technology Team.

We have developed district-wide procedures for return and inventory of district-owned devices as part of a return to school technology plan. The procedures include:

*Safely bagging devices collected at schools;  
[Sanitizing the devices](#) prior to a repair or replacement evaluation;  
Ordering accessories that may be needed over the summer; and  
Conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement.*

Devices that were sent home during Spring 2020 to support Continuation of Learning Plans have been collected by schools. These have been stored for the past 2 months. All devices have been cleaned and disinfected according to [CDC Guidelines](#) as described in this guide from [Yale Environmental Health and Safety](#). Each device has been inspected for hardware repair needs (ie. missing or loose keys, screen cracks, other atypical wear and tear, battery/charging concerns, etc). Finally, the device will be restored to the district's standard image and re-enrolled (if necessary) into the Mobile Device Management system assigned to the appropriate Organizational Unit (School, Cart, Classroom, etc.)

Replacement or upgraded devices that have been ordered may not arrive before the start of the school year. When they arrive, the new devices will be traded for these current devices according to the district's replacement and upgrade schedule, and the older devices will be disinfected, reset, and maintained as an inventory to be used as loaners when repairs are required on assigned machines.

Upon receipt, district purchased devices are logged in our central inventory by Model, Serial Number, and Purchase Date. Assignment/Location is tracked through the district's Mobile Device Management Systems appropriate to the device (ie. Chromebooks through Google Admin). When a device is removed from service, that is logged on the inventory with the date and reason.

When a staff or student issued device requires service, a time will be established for the person to bring the device to a designated location at school to exchange it for a replacement device, as set forth by building administration. The device will be disinfected, diagnosed, and repaired or put out of service as deemed appropriate. The original device will be returned as assigned if required (i.e., Grant requirement), otherwise it will be returned to inventory for reassignment through this process.

District staff will use network monitoring tools to verify all switches and wired connections are active and functional, physically addressing any concerns as needed.

District WiFi Controller tools will be used to restart and monitor the status of all Access Points (APs). Any APs with concerns or not responding will be physically reset and verified.

As necessary, temporary guest or public access SSIDs will be hidden or disabled.

To support families and their students during remote learning, the district has established the following avenues to access help desk services:

- Check the resources related to our district's current technology solutions Family Technology Support Page on our website <https://sites.google.com/sjcisd.org/familyhome> including videos, quick start guides, and tutorials
- Leave a voicemail at 269-279-1117
- If a teacher gets a request or hears of a need when communicating with students/families, they should forward those concerns on behalf of the family using these procedures

### ***If Schools are Instructed to Close for In-Person Instruction***

Students who require a device for use at home have had one assigned to them through the district's Mobile Device Management System. The device has been located in the student's school if it is a shared device, or assigned to the student specifically.

When school is instructed to close and it is known before dismissal, each student will be sent home with their assigned device, for grades 6-12, and will be notified when their device is ready for pick up within a week, for grades Y5-5. When that isn't possible, or the school is instructed to close when students are not on-site, the school will communicate a schedule for parents to collect their students' devices in a drive-thru pickup process on the first available school day after closure.

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

*Safely bagging devices collected at schools;  
Transporting them to a central location;  
[Sanitizing the devices](#) prior to a repair or replacement evaluation; and  
Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.*

When devices are to be returned, schools will be provided a supply of small grocery bags for each student. Each bag will have the student's name marked on it (printed on labels from Student Information System), and the family will be instructed to place the device(s) inside the bag before collection. Devices will remain bagged for 14 days (or as long as possible) before opening, cleaning,

and disinfection.

All devices will be cleaned and disinfected according to [CDC Guidelines](#) as described in this guide from [Yale Environmental Health and Safety](#). Each device will be inspected for hardware repair needs (missing or loose keys, screen cracks, other atypical wear and tear, battery/charging concerns). Finally, the device will be restored to the district's standard image and re-enrolled (if necessary) into the Mobile Device Management system assigned to the appropriate Organizational Unit (School, Cart, Classroom, etc.)

Replacement or upgraded devices that have been ordered may not arrive before the start of the school year. When they arrive, the new devices will be traded for these current devices according to the district's replacement and upgrade schedule, and the older devices will be disinfected, reset, and maintained as an inventory to be used as loaners when repairs are required on assigned machines.

Access points in all buildings will be repositioned to provide connectivity from the parking lots. Temporary signs will be installed in parking lots to indicate public WIFI access locations and encourage safe access (social distancing, stay in vehicle, etc.)

Access points covering parking areas at community partner locations (township halls, government buildings, etc) listed below will be activated and tested for connectivity. District signs will be installed as allowed by community partners similar to signs at schools.

Buses equipped with WIFI may be deployed to strategic locations throughout the community to serve areas identified as lacking Internet Access where a community partner for a semi-permanent installation cannot be identified.

### ***When Schools Reopen for In-Person Instruction***

All remote lessons will follow our established curriculum and be delivered through Google Classroom for grades 3-12, and SeeSaw for grades Y5-2. The lessons delivered through Google Classroom and SeeSaw are available to district curriculum staff to review for effectiveness, enhancement, and sharing. This also provides a historical record of content delivered remotely.

To the extent possible, teachers are encouraged to continue using Google Classroom or SeeSaw to deliver content and assignments during in-person instruction to familiarize students with the remote learning tools and to minimize disruptions caused by transitioning between in-person and remote learning and back again.

The district will elicit input from staff at least monthly through a short survey and feedback form related to challenges and solutions related to delivering remote learning through technology. This feedback will be reviewed by the District Technology Team and be used to update guidance and procedures documented in this Plan.

The district will review Help Desk tickets from staff and families at least monthly to identify common support issues and solutions to be shared through updated FAQ and resources on the district's resources website. This data will also be used to update guidance and procedures documented in this Plan.

District and ISD Technology staff will use network monitoring tools to verify all switches and wired connections are active and functional, physically addressing any concerns as needed.



District WiFi Controller tools will be used to restart and monitor the status of all Access Points (APs). Any APs with concerns or not responding will be physically reset and verified.

As necessary, temporary guest or public access SSIDs will be enabled or disabled.

The district will review available data including staff feedback, parent feedback, help-desk data, and emerging teaching and learning needs identified by STaRT Coaches and School Technology Contacts to continually update the guidance and procedures documented in this Plan. The Technology Director will seek, evaluate, and propose successful solutions from other school districts as appropriate. Our local ISD will be a resource for these possible solutions.

## Transportation

### ***Strongly Recommended from the Michigan Return to School Roadmap***

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

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

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

### **District and Building Implementation Plan:**

[Link to Busing and Student Transportation](#)

## MI Safe Start Phase 5 - In-Person Instruction

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

## Phase 5 - How it differs from Phase 4

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



## MI Safe Start Phase 6 - Post Pandemic

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

## Phase 6 - How it differs from Phase 5

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