

**All Saints Central Elementary**

EO No. 2020-147 calls for schools to “address each subpart of the Return to Learn School Roadmap and indicate if a school plans to exclude any protocol that is highly recommended.” (pg. 4, #2, subpoint (d))

Personal Protective Equipment - Strongly Recommended (pg. 21) (*page # in Roadmap*)

<i>Strongly Recommended</i>	<i>DTF Position</i>	<i>Subgroup</i>	<i>Comments</i>
Systematically and frequently check and refill soap and hand sanitizers.	Required	Facilities	Yes, every 3 hours a staff member will walk the school to ensure all soap/sanitizer dispensers are full and ready for use.
Space desks six feet apart in classrooms. Class sizes should be kept to the level afforded by necessary spacing requirements.	May not be possible	Facilities Instruction	Each teacher in every classroom will place students 6 feet apart to ensure safe social distancing.

Please review the “recommended” protocol as well and indicate if the group feels a recommendation should be required for our schools.

Note: For a number of reasons, it may be impossible for some schools to meet every “required” aspect that the diocese may establish. In this instance, the school would apply for a waiver from the Office of Catholic Schools.

## Safety Protocols, Phase 4

### Personal Protective Equipment (pg. 22)

<i>Required</i>	<i>DTF Position</i>	<i>Subgroup</i>	<i>Comments</i>
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.			All staff will wear face masks throughout the day, with the only exception being lunch. If there is a staff member who can not wear a face mask, they must provide a doctor’ note.
PreK-5 and special education teachers should consider wearing clear masks.			
Homemade facial coverings must be washed daily.			
Disposable facial coverings must be disposed of at the end of each day.			

<p>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.</p>			<p>Preschool through fifth grade students are not going to wear a face covering in the classroom, due to the fact they will be in a cohort. All students will wear a face covering while in the hallway, cafeteria, and recess. Parents have the option to have their child wear a mask in the classroom.</p>
<p><i>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.</i></p>			
<p>Homemade facial coverings must be washed daily.</p>			
<p>Disposable facing coverings must be disposed of at the end of each day.</p>			
<p>Note: Students with significant disabilities preventing the use of facial coverings are referred to forthcoming guidance from MDE.</p>			

<p>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.</p>			
<p>All students in grades K-5 must wear facial coverings unless students remain with their classes throughout the school day and do not come into close contact with students in another class.</p>			
<p><i>Strongly Recommended</i></p>	<p><i>DTF Position</i></p>	<p><i>Subgroup</i></p>	<p><i>Comments</i></p>
<p>Facial coverings should be considered for K-5 students and students with special needs in classrooms.</p>	<p>Parent Decision  Recommend</p>	<p>Faith and Wellness  Instruction</p>	<p>Preschool through fifth grade students are not going to wear a face covering in the classroom, due to the fact they will be in a cohort. All students will wear a face covering while in the hallway, cafeteria, and recess. Parents have the option to have their child wear a mask in the classroom.</p>
<p>Facial coverings should be considered for preK students and students with special needs in hallways and common areas.</p>	<p>Parent Decision  Recommend</p>	<p>Faith and Wellness  Instruction</p>	

Facial coverings are not recommended for use in classrooms by children ages 3 and 4	Agree	Faith and Wellness  Instruction	Parents have the option to have their child wear a mask in the classroom.
Facial coverings should never be used on children under age 2	Agree	Faith and Wellness	

**Hygiene**

<i>Required (pg 22-23)</i>	<i>DTF Position</i>	<i>Subgroup</i>	<i>Comments</i>
Provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques).			
Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.			

Return to School Roadmap  
 Protocols: Phase 4 (Strongly Recommended - Recommended)

<i>Strongly Recommended (pg 22-23)</i>	<i>DTF Position</i>	<i>Subgroup</i>	<i>Comments</i>
Educate staff and students on how to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques	Required	Faith and Wellness	Yes
Systematically and frequently check and refill soap and hand sanitizers.	Agree  Require	Faith and Wellness  Facilities	Yes, every 3 hours a staff member will walk the school to ensure all soap/sanitizer dispensers are full and ready for use.
Students and teachers must have scheduled handwashing with soap and water every 2-3 hours.	Required	Facilities  Faith and Wellness	Yes
Limit sharing of personal items and supplies such as writing utensils.	Class discretion	Faith and Wellness	Yes, each child will have their own supplies.

Keep students' personal items separate and in individually labeled cubbies, containers, or lockers.	Agree  Recommend	Faith and Wellness  Facilities	Yes, each child will have their own supplies.
Limit use of classroom materials to small groups and disinfect between use, or provide adequate supplies to assign for individual student use.	Class discretion	Faith and Wellness	Yes
Procure portable handwashing and/or hand sanitizing stations to set up throughout school buildings.	Agree  Individual school decision	Faith and Wellness  Facilities	Each classroom has a sink.  Hand sanitizer stations at many entryways and lunch rooms.

**Spacing, Movement and Access (pg. 23)**

<i>Required (pg 22-23)</i>	<i>DTF Position</i>	<i>Subgroup</i>	<i>Comments</i>
----------------------------	---------------------	-----------------	-----------------

Return to School Roadmap  
 Protocols: Phase 4 (Strongly Recommended - Recommended)

None			
<i>Strongly Recommended</i>	<i>DTF Position</i>	<i>Subgroup</i>	<i>Comments</i>
Space desks six feet apart in classrooms. Class sizes should be kept to the level afforded by necessary spacing requirements.	Required Individual school decision	CL Facilities	Yes
In classrooms where large tables are utilized, space students as far apart as feasible.	Required Individual school decision	CL Facilities	Each classroom will be provided a plexiglass divider for each of their tables.
As feasible, arrange all desks facing the same direction toward the front of the classroom.	Required Individual school decision	CL Facilities	Yes
Teachers should maintain six feet of spacing between themselves and students as much as possible.	Agree (when possible)	CL Facilities	K-3, music / handwriting / band / art exceptions



Return to School Roadmap  
 Protocols: Phase 4 (Strongly Recommended - Recommended)

			(less than 6, ft, 15 minutes, CDC) (WHO = airborne)
Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials.	When possible		Only necessary staff will be allowed in the building.
Post signage to indicate proper social distancing.	Required	Facilities	Yes
Floor tape or other markers should be used at six foot intervals where line formation is anticipated	Required Recommended	Facilities	Yes, there will be floor markers to mark 6 feet social distancing.
Provide social distancing floor/seating markings in waiting and reception areas.	Required Individual school decision	Facilities	Yes, there will be markers.
Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.	Required Individual school decision	Facilities	Yes

Return to School Roadmap  
 Protocols: Phase 4 (Strongly Recommended - Recommended)

<p>Adult guests entering the building should be screened for symptoms, wear a facial covering, and wash/sanitize hands prior to entering. Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building.</p>	<p>Required</p>	<p>CL  Facilities</p>	<p>Yes  HIPPA (secure storage, record keeping )</p>
<p><i>Recommended (pg. 23-24)</i></p>	<p><i>DTF Position</i></p>	<p><i>Subgroup</i></p>	<p><i>Comments</i></p>
<p>If a classroom has windows that can open, they should be open as much as possible, weather permitting. Considerations should be made for students with allergy-induced asthma.</p>	<p>Recommend</p>	<p>Faith and Wellness  Facilities</p>	<p>Yes, window will be open.</p>
<p>As able and appropriate, schools should try to cohort groups of students to isolated hallways or areas that can be monitored.</p>	<p>Recommend</p>	<p>CL</p>	<p>Yes, all classes will be kept in a cohort.</p>
<p>As able, “specials” (like art, music, and library) should be brought to the classrooms instead of having students move to different locations.</p>	<p>Recommend</p>	<p>CL</p>	<p>Yes, Spanish, art, technology, and music will be held in the classroom. PE will be in the gym or outside when applicable.</p>

Return to School Roadmap  
 Protocols: Phase 4 (Strongly Recommended - Recommended)

<p>If all students cannot fit in the classroom space available, a school may consider implementing a staggered school schedule that incorporates alternative dates of attendance or use of virtual teaching. If a staggered school schedule is adopted, schools should partner with community organizations to identify safe spaces where children can engage virtually, especially if family members work and children cannot be home alone.</p>	<p>local decision</p>	<p>CL</p>	<p>We can provide the appropriate social distancing in classrooms.</p>
<p>Efforts should be made to keep six feet of distance between people in the hallways. Staggered movements at incremental intervals should be used if feasible to minimize the number of persons in the hallways as able.</p>	<p>agree</p>	<p>CL</p>	<p>Yes</p>
<p>Have staff monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.</p>	<p>agree</p>	<p>CL</p>	<p>Students will be checked in at 2 of the 3 entrance doors and then sent directly to their classroom.</p>
<p>Where possible, physical education should be held outside and social distancing of six feet should be practiced.</p>	<p>agree</p>	<p>CL</p>	<p>Yes</p>

Boarding schools should seek guidance from MDHHS regarding spacing, movement, and facility access.	NA	CL	N/A
Flow of foot traffic should be directed in only one direction, if possible. If one-way flow is not possible, hallways should be divided with either side following the same direction.	Agree	CL	Post signs to stay to the right.
Entrances and exits should be kept separate to keep traffic moving in a single direction.	Agree	CL	At each entrance one door to enter, one door to exit.

**Screening Students and Staff**

<i>Required (pg. 24)</i>	<i>DTF Position</i>	<i>Subgroup</i>	<i>Comments</i>
Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff.			Yes, students will complete a home screening (written) and hand to school official upon entering.

Return to School Roadmap  
 Protocols: Phase 4 (Strongly Recommended - Recommended)

<i>Strongly Recommended (pg. 24)</i>	<i>DTF Position</i>	<i>Subgroup</i>	<i>Comments</i>
Every school should identify and designate a quarantine area and a staff person to care for students who become ill at school.	Required	Faith and Wellness	Yes, room 104 will be used only for the use of quarantine.
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.	Agree	Faith and Wellness	Yes
Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines.	Required	Faith and Wellness	Follow advice of family doctor. Note recommended.
Staff should conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or	Required	Faith Wellness	Yes

Return to School Roadmap  
 Protocols: Phase 4 (Strongly Recommended - Recommended)

gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home.			
<i>Recommended</i> (pg. 24)	<i>DTF Position</i>	<i>Subgroup</i>	<i>Comments</i>
A monitoring form (paper or electronic) for screening employees should be developed.	Agree	Faith and Wellness	Specific screening form has been created.
Families are encouraged to check their child's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if symptoms of COVID-19 are present.	Disagree	Faith and Wellness	Yes, will need to be recorded on the screening form.
Families are encouraged to monitor their children for symptoms of COVID-19. The presence of any symptoms, including cough or shortness of breath, should prompt the family to keep the student home from school and to follow up with a primary care provider.	Agree	Faith and Wellness	Yes, will need to be recorded on the screening form.

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

<i>Required (pg 25)</i>	<i>DTF Position</i>	<i>Subgroup</i>	<i>Comments</i>
Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff.			Will follow the health department guidelines.
<i>Strongly Recommended (pg. 25)</i>	<i>DTF Position</i>	<i>Subgroup</i>	<i>Comments</i>
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.	Disagree	Faith and Wellness	Will follow the health department guidelines.
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.	Disagree	Faith and Wellness	Will follow the health department guidelines.
Symptomatic students and staff sent home from school should be kept home until they have tested	Required	Faith and Wellness	Will follow the health department guidelines.

Return to School Roadmap  
 Protocols: Phase 4 (Strongly Recommended - Recommended)

<p>negative for COVID-19, or have been released from isolation according to CDC guidelines.</p>			
<p>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.</p>	<p>Required</p>	<p>Faith and Wellness</p>	<p>Will follow the health department guidelines.</p>
<p>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.</p>	<p>Required</p>		<p>Will follow the health department guidelines.</p>
<p><i>Recommended (pg. 25)</i></p>	<p><i>DTF Position</i></p>	<p><i>Subgroup</i></p>	<p><i>Comments</i></p>



<p>Parents and guardians are encouraged to check students' temperature at home every morning using oral, tympanic (ear), or temporal scanners; students with a temperature of 100.4 or greater must stay home and consider coronavirus testing.</p>	<p>Local decision / process</p>	<p>CL</p>	<p>Yes, will need to be recorded on the screening form.</p>
<p>Parents and guardians are encouraged to monitor for symptoms of COVID-19. The presence of any unexplained symptoms, including cough or shortness of breath, should prompt the parent or guardian to keep the student home from school and to follow up with their primary care provider.</p>	<p>Recommended</p>	<p>CL</p>	<p>Yes, will need to be recorded on the screening form.</p>

**Responding to Positive Tests Among Staff and Students**

<i>Required (pg 25)</i>	<i>DTF Position</i>	<i>Subgroup</i>	<i>Comments</i>
<p>All schools, public and private, must cooperate with the local public health department if a confirmed case of COVID-19 is identified, and in particular, must collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to</p>			<p>Yes</p>

Return to School Roadmap  
 Protocols: Phase 4 (Strongly Recommended - Recommended)

the time when he or she was last present at the school.			
<i>Strongly Recommended (pg. 25-26)</i>	<i>DTF Position</i>	<i>Subgroup</i>	<i>Comments</i>
Notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws. a	Required	CL	Yes
The Local Health Department will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self quarantine for up to 14 days after exposure. Local health officials, depending on the situation, may identify other contacts who require quarantine. Schools can help the local health department by collecting data and contact information of those exposed.	Required	CL	Will follow the health department guidelines.

<p>Note: schools should provide staff with guidance on confidentiality laws and statutes that protect student and staff health information. Student communicable disease related information is protected health information. (Even if a family/ student acknowledges and publicly discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test).</p>	Required	CL	Will follow the health department guidelines.
<p>Employees with a confirmed case of COVID-19 should only return to the workplace after they are no longer infectious. Local health officials will provide instruction about return to work, using the most current guidelines from the CDC for this determination.</p>	Required	CL	Will follow the health department guidelines.
<p>Cleaning staff should wear a surgical mask, gloves, and a face shield when performing cleaning of these areas.</p>	Required	CL	Yes
<p>If possible, smaller areas such as individual classrooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles</p>			Will follow the health department guidelines.

<i>Recommended</i>	<i>DTF Position</i>	<i>Subgroup</i>	<i>Comments</i>
(None)			

***Food Service, Gathering, and Extracurricular Activities***

<i>Required (pg. 26)</i>	<i>DTF Position</i>	<i>Subgroup</i>	<i>Comments</i>
Prohibit indoor assemblies that bring together students from more than one classroom.			Yes
<i>Strongly Recommended</i>	<i>DTF Position</i>	<i>Subgroup</i>	<i>Comments</i>
(None)			
<i>Recommended</i>	<i>DTF Position</i>	<i>Subgroup</i>	<i>Comments</i>

Return to School Roadmap  
 Protocols: Phase 4 (Strongly Recommended - Recommended)

Classrooms or outdoor areas should be used for students to eat meals at school, if distancing guidelines cannot be met.	Recommend	CL	Will have three lunch rotations to ensure safe social distancing.
If cafeterias must be used, meal times should be staggered to create seating arrangements with six feet of distance between students	Local plan	CL	Yes
Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks.	Local plan	CL	Yes
Students, teachers, and food service staff should wash hands before and after every meal.	Required	CL	Yes
Students, teachers, and staff should wash hands before and after every event.	Required	CL	Yes
Large scale assemblies of more than 50 students are suspended.	Required	CL	Yes

Off-site field trips that require bus transportation to an indoor location are suspended.	Local decision. w/ approval from sup.	CL	Yes
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.	Required	CL	Students will wear masks during recess and will limit the number of students on the playground at one time.
If possible, school-supplied meals should be delivered to classrooms with disposable utensils.	Local decision	CL	N/A
If possible, schools should offer telecasting of assemblies and other school-sanctioned events.	Agree	CL	Yes
Extracurricular activities may continue with the use of facial coverings.	Local decision	CL	Yes, if applicable

**Athletics (pg. 27)**

Return to School Roadmap  
 Protocols: Phase 4 (Strongly Recommended - Recommended)

<i>Required</i>	<i>DTF Position</i>	<i>Subgroup</i>	<i>Comments</i>
Comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).			Yes, if applicable
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.			Yes, if applicable
All equipment must be disinfected before and after use.			Yes, if applicable
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.			Yes, if applicable
Spectators are allowed provided that facial coverings are used by observers and six feet of social distancing can be maintained at all times. Attention must given to entry and exit points to prevent crowding. Each participant must use a clearly marked water bottle for individual use. There should be no sharing of this equipment.			Yes, if applicable

Return to School Roadmap  
 Protocols: Phase 4 (Strongly Recommended - Recommended)

Handshakes, fist bumps, and other unnecessary contact must not occur.			Yes, if applicable
Indoor weight rooms and physical conditioning activities that require shared equipment are suspended. Outdoor physical conditioning activities are allowed while maintaining social distancing.			Yes, if applicable
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.			Yes, if applicable
<i>Strongly Recommended</i>	<i>DTF Position</i>	<i>Subgroup</i>	<i>Comments</i>
(None)			
<i>Recommended</i>	<i>DTF Position</i>	<i>Subgroup</i>	<i>Comments</i>
(None)			

**Cleaning (pg. 27)**



Return to School Roadmap  
 Protocols: Phase 4 (Strongly Recommended - Recommended)

<i>Required</i>	<i>DTF Position</i>	<i>Subgroup</i>	<i>Comments</i>
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.			Yes, every 3 hours
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.			Yes, every 3 hours
Student desks must be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.			Yes, every 3 hours
Playground structures must continue to undergo normal routine cleaning, but using an EPA approved disinfectant is unnecessary.			Yes
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.			Yes
Staff must wear gloves, surgical mask, and face shield when performing all cleaning activities.			Yes

Return to School Roadmap  
 Protocols: Phase 4 (Strongly Recommended - Recommended)

<i>Strongly Recommended</i>	<i>DTF Position</i>	<i>Subgroup</i>	<i>Comments</i>
(None)			May required items
<i>Recommended</i>	<i>DTF Position</i>	<i>Subgroup</i>	<i>Comments</i>
(None)			

***Busing and Student Transportation (pg. 28)***

<i>Required</i>	<i>DTF Position</i>	<i>Subgroup</i>	<i>Comments</i>
Require the use of hand sanitizer before entering the bus. Hand sanitizer must be supplied on the bus.			N/A
The bus driver, staff, and all students in grades preK-12, if medically feasible, must wear facial coverings while on the bus. Note: there may be situations where it is not safe for the bus driver to wear a facial covering. Decisions about these situations should be made on a case-by-case basis with local public health officials.			N/A

Return to School Roadmap  
 Protocols: Phase 4 (Strongly Recommended - Recommended)

Clean and disinfect transportation vehicles before and after every transit route. Children must not be present when a vehicle is being cleaned.			N/A
Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.			N/A
Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily.			N/A
Create a plan for getting students home safely if they are not allowed to board the vehicle.			N/A
If a student becomes sick during the day, they must not use group transportation to return home and must follow protocols outlined above. If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and must not return to drive students.			N/A
Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.			N/A
Weather permitting, consider keeping windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if			N/A

appropriate and safe.			
<i>Strongly Recommended</i>	<i>DTF Position</i>	<i>Subgroup</i>	<i>Comments</i>
(None)			
<i>Recommended</i>	<i>DTF Position</i>	<i>Subgroup</i>	<i>Comments</i>
(None)			

***Medically Vulnerable Students and Staff***

<i>Required</i>	<i>DTF Position</i>	<i>Subgroup</i>	<i>Comments</i>
(None)			
<i>Strongly Recommended (pg. 28)</i>	<i>DTF Position</i>	<i>Subgroup</i>	<i>Comments</i>

Return to School Roadmap  
 Protocols: Phase 4 (Strongly Recommended - Recommended)

Systematically review all current plans (e.g. Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19.	Required	CL	
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.	Required	CL	
<i>Recommended (pg. 28)</i>	<i>DTF Position</i>	<i>Subgroup</i>	<i>Comments</i>
Pertaining to medically vulnerable students, revise the school's remote learning plan to incorporate feedback and input from teachers, families, students, and school leaders and improve its effectiveness. Share it with all involved stakeholders.	Required	CL	

<p>Staff caring for children and providing any medical care that include aerosol generating procedures (e.g., nebulizers) should have N95 masks.</p>		<p>CL</p>	
<p>Enable staff who are high-risk for severe illness to minimize face-to-face contact and to allow them to maintain a distance of six feet from others, modify job responsibilities that limit exposure risk, or to telework if possible. Meaningfully engage and consult with local bargaining units.</p>	<p>Agree</p>	<p>CL</p>	

**Mental & Social Emotional Health**

**Before Schools Reopen (In-Person or Hybrid)**

<i>Required</i>	<i>DTF Position</i>	<i>Subgroup</i>	<i>Comments</i>
(None)			
<i>Strongly Recommended (pg. 29)</i>	<i>DTF Position</i>	<i>Subgroup</i>	<i>Comments</i>
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.	Agree	CL	

Return to School Roadmap  
 Protocols: Phase 4 (Strongly Recommended - Recommended)

<p>Establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams.</p>	<p>Agree</p>	<p>CL</p>	<p>Catholic Family Services (CFS) documents will be available.</p>
<p>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.</p>	<p>Agree</p>	<p>CL</p>	<p>Catholic Family Services (CFS) documents will be available.</p>
<p>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.</p>	<p>Agree</p>	<p>CL</p>	
<p>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).</p>	<p>Agree</p>	<p>CL</p>	<p>EPO / emergency plan</p>



Return to School Roadmap  
 Protocols: Phase 4 (Strongly Recommended - Recommended)

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.	Agree	CL	DOS site
Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.	Required	CL	Safe School training / support from CFS
Provide resources for staff self-care, including resiliency strategies.	Recommend	CL	Catholic Family Services (CFS) documents will be available.
Designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners.	Recommend	CL	
Leverage MDE resources for student and staff mental health and wellness support.	Recommend	CL	
Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).	commendRec ommend	CL	Catholic Family Services (CFS) documents will be available.

<p>Communicate with parents and guardians, via a variety of channels, return to school transition information including:</p> <ul style="list-style-type: none"> <li>· Destigmatization of COVID-19</li> <li>· Understanding normal behavioral response to crises</li> <li>· General best practices of talking through trauma with children</li> <li>· Positive self-care strategies that promote health and wellness.</li> </ul>	<p>Recommend</p>		
<p><i>Recommended</i></p>	<p><i>DTF Position</i></p>	<p><i>Subgroup</i></p>	<p><i>Comments</i></p>
<p>(None)</p>			

Before Schools Reopen (In-Person or Hybrid)

**Governance (pg. 30)**

<i>Strongly Recommended</i>	<i>DTF Position</i>	<i>Subgroup</i>	<i>Comments</i>
<p>Create a district Return to Instruction and Learning working group, potentially led by the Director of Curriculum, Chief Academic Officer or the equivalent, and composed of a broad group of stakeholders on the district and school level, to:</p> <ul style="list-style-type: none"> <li>· Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations.</li> <li>· Revise the district’s remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness.</li> <li>· Share the district’s remote learning plan with all involved stakeholders in case of a return to remote learning.</li> </ul>	Required	Instruction	Diocese of Saginaw Task Force

<i>Recommended</i>	<i>DTF Position</i>	<i>Subgroup</i>	<i>Comments</i>
(None)			

**Instruction (pg. 30-31)**

<i>Strongly Recommended</i>	<i>DTF Position</i>	<i>Subgroup</i>	<i>Comments</i>
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.	Required	Instruction	Start to implement virtual learning strategies into face-to-face instruction so that if the need to move to virtual arises we will be prepared. Connect with other schools within the Diocese that have virtual options for families if needed for long-term options. Short-term options will be provided within the building.

<p>Make expectations clear to school leaders and teachers around hybrid or remote instruction that include:</p> <ul style="list-style-type: none"> <li>· Best practices for blended or remote learning</li> <li>· Grade-level proficiencies</li> <li>· Modes of student assessment and feedback</li> <li>· Differentiated support for students</li> <li>· The inclusion of social-emotional learning; and</li> <li>· Guidance around daily instructional time and workload per different grade bands to ensure consistency for students.</li> </ul>	<p>Required</p>	<p>Instruction</p>	<p>These are good instructional practices for instruction. Professional development may be needed to create this environment. Individual buildings will provide time for instruction and completion of assignments.</p>
---	-----------------	--------------------	---

<p>Set an instructional vision that ensures that:</p> <ul style="list-style-type: none"> <li>· Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.</li> <li>· Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.</li> <li>· Every students' academic and social emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.</li> </ul>	<p>Required</p>	<p>Instruction</p>	<p>Schools will provide diagnostic assessments in the following areas:</p> <p>K-5 at least Reading and Math, using NWEA, IXL, or teacher-developed assessments</p> <p>Grades 4-8 will be assessed in the areas of reading, math, science and language arts using NWEA, IXL, or teacher-developed assessments</p> <p>Grades 9-12 will do internal teacher assessments and/or core competency exams</p> <p>Catholic Family Services will be available on a regular basis at least one time per week</p>
<p>Secure supports for students who are transitioning to postsecondary</p>	<p>Required</p>	<p>Instruction</p>	<p>Continue with previously scheduled support programs</p>
<p>Support schools to implement grade-level curricula that is aligned to Michigan preK-12 standards.</p> <ul style="list-style-type: none"> <li>· Support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction.</li> </ul>	<p>Required</p>	<p>Instruction</p>	<p>Intentional professional development focused on standards especially in regard to virtual learning.</p>

<p>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.</p> <ul style="list-style-type: none"> <li>· Commence intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE.</li> <li>· 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.</li> </ul>	<p>Required</p>	<p>Instruction</p>	<p>Continue with scheduled 504 and IEP meetings and schedule additional meetings in the event of hybrid learning or virtual learning situations.</p>
<p>Inventory all intervention programs and services available to students on the district and school level and identify any gaps.</p>	<p>Required</p>	<p>Instruction</p>	<p>Schedule additional meetings in the event of hybrid learning or virtual learning situations</p>
<p>Remain connected with MDE about policies and guidance.</p>	<p>Required</p>	<p>Instruction</p>	<p>Building leaders provide intentional sharing of MDE updates and policies as they become available for staff and parents.</p>

<p>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.</p>	<p>Required</p>	<p>Instruction</p>	<p>Continue with scheduled 504 and IEP meetings and schedule additional meetings in the event of hybrid learning or virtual learning situations. Following up with local LEAs.</p>
<p><i>Recommended</i></p>	<p><i>DTF Position</i></p>	<p><i>Subgroup</i></p>	<p><i>Comments</i></p>
<p>(None)</p>			



**Communications and Family Supports (pg. 31)**

<i>Strongly Recommended</i>	<i>DTF Position</i>	<i>Subgroup</i>	<i>Comments</i>
<p>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:</p> <ul style="list-style-type: none"> <li>· Expectations around their child’s return to school;</li> <li>· Clear information about schedules and configurations, if hybrid;</li> <li>· Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies;</li> </ul> <p>Plans for each of the different school opening scenarios.</p>	<p>Recommend</p>	<p>CL</p>	

<p>Provide resources that demonstrate schools value parents as partners in their child’s education. Offer family supports that provide families with:</p> <ul style="list-style-type: none"> <li>· Training about how to access and use the school’s chosen digital systems and tools;</li> <li>· Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child;</li> <li>· Opportunities to build their digital literacy;</li> </ul> <p>Strategies to support their child’s learning at home.</p>	<p>Required</p>	<p>CL</p>	
--	-----------------	-----------	--

**Professional Learning (pg. 31)**

<i>Strongly Recommended</i>	<i>DTF Position</i>	<i>Subgroup</i>	<i>Comments</i>
<p>Provide adequate time for schools and educators to engage in:</p> <ul style="list-style-type: none"> <li>· Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed;</li> <li>· Identify students who did not engage in remote learning and develop a plan to provide additional supports, if needed. Share data and concerns about each student’s growth and needs with students’ assigned teacher(s) for the 2020-2021 school year;</li> <li>· Identify students who potentially need additional support; and</li> <li>· Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning</li> </ul>	<p>Required</p>	<p>CL</p>	

<p>Create a plan for professional learning and training, with goals to:</p> <ul style="list-style-type: none"> <li>· Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education;</li> <li>· Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use; and</li> <li>· Build school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging.</li> </ul>	<p>Required</p>	<p>CL</p>	
<p><i>Recommended</i></p>	<p><i>DTF Position</i></p>	<p><i>Subgroup</i></p>	<p><i>Comments</i></p>
<p>(None)</p>			

**Strongly Recommended When Schools Reopen for In-Person or Hybrid Instruction**

***Instruction (pg. 32)***

<i>Strongly Recommended</i>	<i>DTF Position</i>	<i>Subgroup</i>	<i>Comments</i>
<p>Ensure that every student:</p> <ul style="list-style-type: none"> <li>· Has access to standards-aligned, grade level instruction, including strategies to accelerate student learning;</li> <li>· Is assessed to determine student readiness to engage in grade-level content;</li> <li>· Is offered scaffolds and supports to meet their diverse academic and social emotional needs.</li> </ul>	Required	CL	
<p>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.</p>	Required	CL	

Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.	Required	CL	
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.	Required	CL	
Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs.	Required	CL	
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.	Required	CL	

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.	Required	CL	
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.	Required	CL	

<p>If hybrid, activate plans to monitor and assess the following:</p> <ul style="list-style-type: none"> <li>· Connectivity and Access:             <ul style="list-style-type: none"> <li>○ Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.</li> </ul> </li> <li>· Attendance:             <ul style="list-style-type: none"> <li>○ Develop systems to monitor and track students' online attendance on a daily basis.</li> </ul> </li> <li>· Student Work:             <ul style="list-style-type: none"> <li>○ Teachers will assess the quality of student work and provide feedback to students and families.</li> <li>○ Students will self-assess the quality of work, reflect on teacher feedback, and learning progress.</li> </ul> </li> </ul>			<p>If relevant</p>
<p><i>Recommended</i></p>	<p><i>DTF Position</i></p>	<p><i>Subgroup</i></p>	<p><i>Comments</i></p>



(None)			
--------	--	--	--

***Operations***

**Facilities (pg. 33)**

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

<i>Strongly Recommended</i>	<i>DTF Position</i>	<i>Subgroup</i>	<i>Comments</i>
Audit necessary materials and supply chain for cleaning and disinfection supplies.	Required	Operations	Maintenance team handles this activity
Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.  · Advocate for ISDs to coordinate with LEMPs.	Required	Operations	Maintenance team and Administration with ISD to work on procurement  Communication to Parents on cleaning materials used
Audit any additional facilities that the district may have access to that could be used for learning.	Recommendation	Operations	Determine as needed (building discretion)
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.	Required	Operations	Teachers/staff need process and protocol on how to clean and disinfect

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	Required	Operations	Cleaning crew outsourced.
Encourage schools to convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection.	Required	Operations	Cleaning crew outsourced.
Encourage schools to provide advanced training for custodial staff.	Required	Operations	Cleaning crew outsourced.
Custodial staff should continue deep cleaning over the summer.	Recommend	Operations	Cleaning crew outsourced.

## Protocols: Phase 4 (Strongly Recommended - Recommended)

<p>Audit all school buildings with a focus on:</p> <ul style="list-style-type: none"> <li>· How many classrooms are available;</li> <li>· The size of each classroom;</li> <li>· Additional spaces that are available (e.g., gym, lunchroom, auditorium);</li> <li>· The ventilation in each classroom.</li> </ul>	Required	Operations	
<p>Audit school security protocols to decide if any process changes need to be implemented.</p>	Recommend	Operations	Schools review security protocol to see if changes are needed
<p>School security staff should follow CDC protocols if interacting with the general public.</p>	Required	Operations	Schools inform security staff of CDC protocols

<p>Maintain facilities for in-person school operations.</p> <ul style="list-style-type: none"> <li>· Check HVAC systems at each building to ensure that they are running efficiently.</li> <li>· Air filters should be changed regularly.</li> <li>· 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.</li> <li>· Signage about frequent handwashing, cough etiquette, and nose blowing should be widely posted, disseminated, and encouraged through various methods of communication.</li> <li>· Custodial staff should follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.</li> </ul>	<p>Required</p>	<p>Operations</p>	<p>Regular checklist is in place. Maintenance teams should be doing this but need to add new CDC protocols.</p>
<p>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</p>	<p>Required</p>	<p>Operations</p>	<p>Administration and Maintenance can do a walk-through on a daily basis.</p>

Return to School Roadmap  
 Protocols: Phase 4 (Strongly Recommended - Recommended)

<p>Procure level-1 facial coverings, including those with a transparent front, for preK-5 teachers, low income students, and students with special needs.</p>	<p>Recommend</p>	<p>Operations</p>	<p>We will provide masks for any employee or child when needed. Every school could review IEPs and determine needs.</p>
<p>Procure level-1 surgical masks for cleaning and janitorial staff.</p>	<p>Recommend</p>	<p>CL</p>	
<p><b>Strongly Recommended If Schools are Instructed to Close for In-Person Instruction</b>        (pg. 34)</p> <ul style="list-style-type: none"> <li>· Activate school cleaning and disinfection protocols according to the CDC School Decision Tree. Custodial staff should wear surgical masks when performing cleaning duties.</li> <li>· Maintain facilities for resumption of school operations.</li> </ul>	<p>Required</p>	<p>CL</p>	
<p><i>Recommended</i></p>	<p><i>DTF Position</i></p>	<p><i>Subgroup</i></p>	<p><i>Comments</i></p>
<p>(None)</p>			

**Budget, Food Service, Enrollment, and Staffing (pg. 34)**

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

<i>Strongly Recommended</i>	<i>DTF Position</i>	<i>Subgroup</i>	<i>Comments</i>
<p>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).</p>	<p>Required</p>	<p>CL</p>	
<p>Support schools in conducting staff and student outreach to understand who is coming back.</p> <ul style="list-style-type: none"> <li>· For staff, this should include a breakdown of the staff – administrators, educators, support staff, full-time nurses, part-time nurses, school counselors, etc.</li> <li>· 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).</li> </ul>	<p>Required</p>	<p>CL</p>	

<ul style="list-style-type: none"> <li>For students, this should include those with preexisting conditions who may need a remote learning environment.</li> </ul>			
Assess need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs.	Required	CL	If funding is available; also reassess staff roles when needed (fill different positions as circumstances change)
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.	NA	CL	
Recruit, interview and hire new staff.	recommend	CL	



Return to School Roadmap  
 Protocols: Phase 4 (Strongly Recommended - Recommended)

Consider redeploying underutilized staff to serve core needs.	Required	CL	
Where possible, and in partnership with local bargaining units, identify and modify staff positions, that would enable high-risk staff to provide remote services.	NA	CL	
Communicate any student enrollment or attendance policy changes with school staff and families.	Required	CL	
Provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely	Required	CL	
Seek and provide guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies).	Required	CL	
Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs.	Required	CL	

Inventory how many substitute teachers are available.	Required	CL	
Build and send back to school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures.	Required	CL	
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.	Required	CL	
Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.	Required	CL	
Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.	Required	CL	May need to do this on a regular basis - ongoing assessment

Return to School Roadmap  
 Protocols: Phase 4 (Strongly Recommended - Recommended)

Work with school leaders to orient new school staff to any operational changes.	Required	CL	All staff should be re-oriented as well
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.	Required	CL	Build in time for removal of mask for breathing time
Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.	Required	CL	
<i>Recommended</i>	<i>DTF Position</i>	<i>Subgroup</i>	<i>Comments</i>
(None)			

**Technology (pg. 35)**

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

Return to School Roadmap  
 Protocols: Phase 4 (Strongly Recommended - Recommended)

<i>Strongly Recommended</i>	<i>DTF Position</i>	<i>Subgroup</i>	<i>Comments</i>
Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.	Local decision	CL	
Designate a single point of contact in each school to plan and communicate with district technology teams	NA	CL	Yes, we have a team in place.
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	NA	CL	Yes, plan is in place.
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.	Recommend	CL	Yes, we have a lead for our school technology.

Return to School Roadmap  
 Protocols: Phase 4 (Strongly Recommended - Recommended)

<p>Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.</p>	<p>NA</p>		<p>Yes</p>
<p>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).</p>	<p>NA</p>		
<p>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:</p> <ul style="list-style-type: none"> <li>· Safely bagging devices collected at schools;</li> <li>· Sanitizing the devices prior to a repair or replacement evaluation;</li> <li>· Ordering accessories that may be needed over the summer; and</li> <li>· Conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement.</li> </ul>	<p>NA</p> <p>Local decision</p>	<p>CL</p>	<p>Yes, there is a check out/check in procedure in place.</p>

Return to School Roadmap  
 Protocols: Phase 4 (Strongly Recommended - Recommended)

Identify an asset tracking tool.	Local decision	CL	
Identify a vendor to assist with processing, returning, and maintaining devices, if needed.	Local decision	CL	
Develop on-site triage of staff and student devices to minimize the time that staff may be without a device	Local decision	CL	
Prepare the Infrastructure Evaluation process. Every WiFi access point and wired network device should be tested.	Local decision	CL	
Develop a technology support plan for families.	Local decision	CL	Yes, we have a plan in place.
<b>Strongly Recommended If Schools are Instructed to Close for In-Person Instruction</b>			

Return to School Roadmap  
 Protocols: Phase 4 (Strongly Recommended - Recommended)

<p>Deploy digital learning devices and move to virtual learning.</p>	<p>Local decision</p>	<p>CL</p>	<p>Yes, we will use TEAMS.</p>
<p>Communicate consistent procedures for return and inventory of school owned devices as part of a return to school technology plan. The procedures should include:</p> <ul style="list-style-type: none"> <li>· Safely bagging devices collected at schools;</li> <li>· Transporting them to a central location;</li> <li>· Sanitizing the devices prior to a repair or replacement evaluation;</li> <li>· Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement</li> </ul>	<p>Local decision</p>	<p>CL</p>	
<p>Ensure that school and community access points and wired network devices are functional.</p>	<p>Local decision</p>	<p>CL</p>	
<p><b>Strongly Recommended When Schools Reopen for In-Person Instruction</b></p>			

Return to School Roadmap  
 Protocols: Phase 4 (Strongly Recommended - Recommended)

Organize and centralize online resources that were created, published, or distributed by teachers and others during the closure period.	Local decision	CL	
Compile technology-facing lessons learned for inclusion in the district's updated remote learning plan.	Local decision	CL	
Review issue tracking and inventory results frequently as a way of understanding the quality and progress of technology processes in your district.	Local decision	CL	
Continue infrastructure evaluations until all issues are resolved.	Local decision	CL	
Identify chronic technology issues that arose during the school closure period and use them to begin the development of a long-term technology maintenance plan.	recommend	CL	
<i>Recommended</i>	<i>DTF Position</i>	<i>Subgroup</i>	<i>Comments</i>



(None)			
--------	--	--	--

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

<i>Strongly Recommended</i>	<i>DTF Position</i>	<i>Subgroup</i>	<i>Comments</i>
<p>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:</p> <ul style="list-style-type: none"> <li>· How many buses are or could be made available in the district?</li> <li>· How much variation is there in the size and maximum capacity of buses in the district?</li> <li>· How have the buses been currently or historically used (i.e., transportation to/ from school, transportation for multiple schools, athletic events, food service delivery)?</li> <li>· How many drivers will be returning? How many are in the training pipeline? What is the plan to address any shortage of drivers?</li> </ul>	NA (most schools)	CL	N/A
<p>Assess whether any bus contractors have been impacted by COVID-19 (i.e., closed or opt-out from current routes).</p>	NA (most schools)	CL	N/A

Return to School Roadmap  
 Protocols: Phase 4 (Strongly Recommended - Recommended)

Inventory bus drivers to understand the extent of high-risk populations.	NA (most schools)	CL	N/A
Finalize bus procedures for bus drivers and students that are informed by public health protocols.	NA (most schools)	CL	N/A
Encourage close collaboration between transportation and IEP teams to monitor changes to students' IEPs and implement accordingly	NA (most schools)	CL	N/A
<b>Strongly Recommended if Schools Are Instructed to Close for In-Person Instruction</b>			
Utilize buses to provide food service and delivery of instructional materials where possible	NA (most schools)	CL	N/A
<i>Recommended</i>	<i>DTF Position</i>	<i>Subgroup</i>	<i>Comments</i>
(None)			

(Template)

<i>Strongly Recommended</i>	<i>DTF Position</i>	<i>Subgroup</i>	<i>Comments</i>
<i>Recommended</i>	<i>DTF Position</i>	<i>Subgroup</i>	<i>Comments</i>
(None)			



## All Saints Central Catholic Elementary School Phase 4 Practices and Policies August 5, 2020

Dear All Saints Central Families,

We are looking forward to welcoming your child(ren) back to school for in person instruction. We are focused on putting safety measures in place for all our students and staff to help mitigate the potential spread of COVID-19. Some of our new procedures may take more time and may need to be adjusted, we truly appreciate your understanding and cooperation. If we have to go to distance learning, our teacher will use Microsoft Teams as the on-line platform.

**Unless there is an emergency there will not be any parents, community members, or visitors allowed to enter the building.**

### **Arrival/Start of the School Day:**

- The school will open at 7:30 am to accept students for the school day. In order to prevent long delays during morning drop off, we are asking parents to complete a daily health screening form (last page of document) that indicates the child is free of symptoms associated with COVID-19. This form will be used as an entry ticket for the student. After the student hands their screening form to the school personal, they will be directed to their classroom.
- Any student who arrives to school without the screening form, will be asked to wait in a separate line (outside the main office) maintaining social distancing, to be screened by a school official.
- When necessary, temperatures will be checked using a distance thermometer (temperatures taken within 2 inches of forehead).
- Following CDC guidelines, if a student has a temperature of 100.4 degrees or higher and/or displays symptoms associated with COVID-19, they will be isolated in a caring and confidential manner. Parents will be notified and asked to pick their child up from school as soon as possible.
- All students (Preschool – 5<sup>th</sup> grade) must wear a mask while they are in the hallway, restrooms, cafeteria (when not eating), and during recess. Students will be asked to wear a mask when they are not sitting at their desk.

All Saints Central nurtures academic and personal excellence in all students while emphasizing Catholic values and service to others in Christ's name.

- All masks need to be washed daily. All students need to have a “spare mask” they can leave at school.
- All staff will wear their masks at all times (with the exception of eating) during the day.

#### **Hallways/Community Areas:**

- All students will wear masks at all times in the hallways, restrooms, cafeteria (when not eating), and during recess.
- Each student will have their own locker or storage area for their belongings.
- There will be markers on the floor that indicate where students should stand to ensure proper social distancing.
- There will be signage in the hallways to indicate the direction of movement. Students will be expected to stay to the right.
- Stairwells will be designated for a single direction (one is for up, the other will be for down) for all students when using the stairwells. Students will be instructed to use hand sanitizer before and after using the handrails on both stairwells. The handrails will frequently be cleaned.

#### **Classrooms:**

- Students will remain in their classroom cohort.
- All classrooms will be thoroughly cleaned/disinfected on a daily basis.
- Each classroom has a sink for proper handwashing and will also have hand sanitizer (70% Ethyl Alcohol) for students and staff to use.
- All desks will be cleaned (by classroom teacher) on a 3 hour cleaning schedule.
- Every classroom teacher will make a concerted effort to keep maintain proper social distancing between students. All students will have an assigned seat and movement around the room will be limited and monitored to ensure safe social distancing.
- Each classroom has a 4 corner plexiglass divider if there is a need to work in a small group. Students will also be asked to wear a mask during the time they are in small groups.
- Preschool through Kindergarten students will sit at a small group table fitted with a 4 corner Plexiglass divider separating the students.
- First – fifth grade students will sit at individual desks.
- The windows of the classrooms will remain open to ensure proper ventilation.
- All students are asked to bring a **clean, closed top, full water bottle (water only) daily to school**. Please make sure the student’s water bottle is labeled with their name. **Drinking fountains will be turned off and classroom faucets will not be able to be used for drinking.**

### Specials:

- PE class will be held outside, weather permitting. If the weather does not permit, then PE class will be held in a classroom and social distancing will be followed. All PE equipment will be thoroughly disinfected on a routine basis.
- Art, Technology, Music, and Spanish teachers will travel to the classrooms. Students will remain in their classroom throughout the day with the exception of lunch, recess, and PE.

### Lunch:

- Lunch will be eaten in the cafeteria. All students will follow social distancing.
- The cafeteria will have markers to indicate where students will sit (a sitting chart will be used).
- There are dividers in place to separate cafeteria staff from the service line. Food, milk, disposable silverware and condiments will be placed on the student's tray. There will not be a salad bar (items from the salad bar will be pre-packaged).
- Students will use hand sanitizer before and after eating lunch.

### Bathroom Use:

- There will be a specific bathroom schedule for each floor (to minimize the number of students in the bathroom. For the first floor, the teachers will establish their bathroom times. For the second floor, the schedule will be as follows
  - 2nd grade – first 10 mins of the hour
  - 3rd grade – second 10 mins of the hour
  - 4<sup>th</sup> grade – third 10 mins of the hour
  - 5<sup>th</sup> grade – fourth and fifth 10 mins of the hour**\*students will be permitted to use the bathroom outside their scheduled time if the need arises.**
- All bathrooms will be cleaned/disinfected throughout the day.
- Each bathroom has posters demonstrating proper handwashing procedures.

### Dismissal:

- All students preschool – fifth grade will be walked outside the school to their designated pickup area on the playground. Teachers will make eye contact with parents to signal the student is ready to walk to their parents.
- Four year old preschool will dismiss at 2:45pm.
- There will be two dismissal times, 2:55 and 3:05. Students will be dismissed by families.

### Isolation Details:

- If a student has a temperature of 100.4 degrees and/or is displaying symptoms of COVID-19 then they will have to be isolated until a parent can pick them up from school.
  - The student will be isolated in a given room monitored by a school personal.
  - The student will have to wear a mask.

All Saints Central nurtures academic and personal excellence in all students while emphasizing Catholic values and service to others in Christ's name.

- Every effort will be made to maintain confidentiality.
- When the parent arrives to pick up the student, we ask they please call the office and the student will be walked to their vehicle.
- **A doctor's note will be required for the student to return to school.**



